



KARNATAKA STATE OPEN UNIVERSITY

Manasagangotri, Mysore - 570 006

First Year MA in
MASS COMMUNICATION AND JOURNALISM

SELF INSTRUCTIONAL MATERIAL



COURSE III : COMMUNICATION:THEORY AND RESEARCH
BLOCK I : INTRODUCTION TO COMMUNICATION

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 the first such open university in the country. Today the KSOU is one of the well established and highly reputed open universities, 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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KSOU Objectives

-  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.



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Mysore - 570 006.

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COURSE III : COMMUNICATION: THEORY AND RESEARCH

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INSTRUCTIONAL DESIGN

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- Unit -2 : Growth and development of TV in India
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- Unit -2 : Application of computers in newspaper production
- Unit -3 : Communication satellites and their services
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BLOCK IV CYBER COMMUNICATION

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INSTRUCTIONAL DESIGN

COURSE CONTENT

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- Unit -2 : Models of development
- Unit -3 : Media and social change
- Unit -4 : Environment and media
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BLOCK II ADVERTISING

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- Unit -2 : Advertising agency
- Unit -3 : Types of Advertising
- Unit -4 : Advertisement copy writing
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BLOCK III PUBLIC RELATIONS

- Unit -1 : Meaning, nature and functions of PR
- Unit -2 : Types of public relations practices
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BLOCK IV FREELANCING

- Unit -1 : Freelancing: Nature and scope
- Unit -2 : Techniques of freelancing
- Unit -3 : Scouting the talent
- Unit -4 : Feature syndicates
- Unit -5 : Specialized writings

COURSE III: COMMUNICATION: THEORY AND RESEARCH
BLOCK I: INTRODUCTION TO COMMUNICATION

Introduction:

This is the first block of course-III. The block introduces to you the various aspects of the communication process and contains five units namely - Nature and functions of communication, Levels of communication, Models of communication, Communication and culture, and Government, society and communication.

The first unit is designed to introduce to you the meaning, definition, process, elements and functions of communication.

The second unit discusses various levels of communication, verbal and non-verbal communication, process involved in communication, flow of information and communication dissemination in an organisation.

The third unit makes you understand the flow of communication through its various elements, their relationship in the communication process, use of models, evaluation of merits of models and their application to a range of communication situations.

The fourth unit introduces to you the concept of culture and cultural values, culture's influence on the perception of the world and communication behaviour.

The fifth and the final unit of this block states the role of communication in the development process and highlights the importance of participatory communication.

Unit 1 NATURE, PROCESS & FUNCTIONS OF COMMUNICATION

Structure:

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Nature of Communication
- 1.3 Communication: Meaning and Definition
- 1.4 Communication: Process and Elements
- 1.5 Functions of Communication
- 1.6 Let Us Sum Up
- 1.7 Check Your Progress
- 1.8 For Further Reading

1.0 OBJECTIVES

Often we come across the term 'communication'. Though it sounds simple, the elements of communication are complex. This unit is designed to enable you to:

- define the term 'communication';
- explain the process of communication;
- describe the elements of communication, and
- enumerate the functions of communication.

1.1 INTRODUCTION

Communication is the process of exchanging information. It also involves some behavioural input. Leading our lives without communication is impossible. So it is very essential to know the importance, definitions and purposes of communication. Communication process is vital in explaining the situations in which we are living.

1.2 NATURE OF COMMUNICATION

The present day world is passing through an era of communication. When we get up in the morning we talk to someone or we think about various things that we have to do. We read a newspaper, we watch a news telecast and listen to music. We go to a supermarket. We travel, visit friends or wave to a known person when we drive along. Each of these activities involves communication. In each communication situation, we have our own choices on how to behave or react. The choices we make are not random even if we are not conscious about why we are communicating that way. Mostly every act of communication has a purpose.

1.3 COMMUNICATION: MEANING AND DEFINITION

The word 'Communication' is derived from the Latin 'communicare' meaning to share and from the French, 'communis' meaning common. Communication occurs whenever information is passed from one person to another. It is the process of transmitting meaning between individuals. The concise Oxford dictionary defines the word 'communicate' as to impart, transmit or share.

No single definition of communication is agreed upon by communication experts. Sociologists, psychologists, anthropologists, linguists and speech communication specialists have offered their own definitions of communication.

Denis McQuail observes communication as "sending meaningful messages from one person to another".

Charles R. Wright describes communication as the "process of transmitting meaning between individuals".

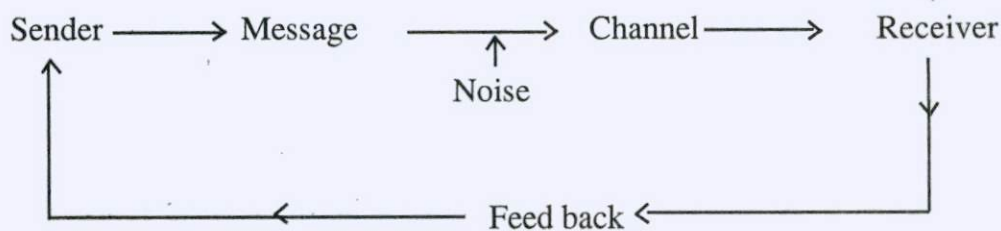
Harold D. Lasswell states that "Communication is discerning who says what in which channel to whom and with what effect"

Gerbner defines communication as, "social interaction through messages". Broadly speaking, communication is a human behavior and is an integral part of the individual as well as the society. Communication can be considered as a process that involves the transfer of information and behavioral input. It can be informal or formal. It can be very simple or complex. It all depends on the nature of message to be conveyed and also on the relationship between the sender and the receiver. It consists of transfer of information and understanding between the sender and the receiver.

1.4 COMMUNICATION: PROCESS & ELEMENTS

When you think of someone you like or listen to a lecture or read a book or watch a movie, you are involved in the processes of communication. Communication is the process of transmitting ideas or conveying meanings. It has been described as any phenomenon which shows a continuous change in time or any continuous operation. The process of communication like any other process is dynamic and ever changing. The technological developments have expedited the communication and increasing the reach and size of the messages.

How does communication occur? In every communication situation, someone sends something to someone else. In modern communication process more elements are identified. In contemporary communication situation, someone sends (sender) something (a message) through some medium (called a channel), to someone (a receiver who receives the message) with some response to the message (feedback) and noise which distorts the messages at any stage of the communication process. Let us discuss these elements.



Process of communication

1.4.1 Sender

Someone who originates a message is called the sender. He is an agent who initiates and guides the act of communication. The sender is responsible for conveying ideas. Some communication analysts also call the sender as encoder. Because the sender collects the information or takes ideas from different sources and conveys them in the form of a message. A sender encodes the stored information and converts them into messages suitable to the audience. The process is called encoding. Communication has a purpose. A sender must possess good communication skills and also understand the pulse of the audience to make the entire communication process effective. The source has a purpose in trying to communicate, to inform, to convince or to have some kind of effect on the receiver. In encoding, the sender must possess information, must be able to organize his thoughts and present them in the context of receiver.

1.4.2 Message

After the need to communicate is established, a message must be constructed. To convey our feelings and emotions, we use certain symbols and codes that are written or non-verbal messages. All messages include a thought process or idea and purpose. The next stage is the actual creation or design of the message. When we speak, this process occurs automatically in our minds. We think of a topic or talk about it with ease. What if you are asked about the painting you have seen recently? Your senses could create a description of your impressions. The messages intended to be conveyed through newspapers, radio and television require much planning. They must be properly structured. After a message is designed, it must be coded. Codes are vehicles for transmitting messages. Codes include signs, impulses, sound, waves and beams of light. Sign codes are often hand written. Computers, telephones and radios rely on electrical impulses. Television and motion pictures are perfect examples of light wave codes. The source, or the sender must encode the message. This means the receiver must decode the information.

1.4.3 Channel

The medium or the channel conveys or transmits the messages through written, oral, nonverbal or electronic means to a receiver. The sender after designing the messages tries to transmit the message to the intended audience. If you write a letter, how is the message transmitted? You send it by post or fax it or e-mail it through the Internet. These are the channels of communication. A newspaper is a channel, which carries information. The messages are transmitted through various other channels like radio, TV and Internet.

It is the means by which messages travel between the sender and the receiver. Communication channels are the effective links between the sender and the receiver through which the messages flow. One has to use appropriate channels to make the communication flow effective.

The channel used in the communication process must be accessible, credible and participatory by nature. Media should have the possibility to involve the receivers. For example, the Union Government intends spreading the messages on nutritional diet to the rural housewives. What kind of channels should the Government choose? The rural housewives may have limited access to TV. Hence the radio can be used on a large scale and the TV in a limited way. Traditional media channels can also be used to reach them. Hence, the impact of communication depends upon choosing the appropriate channels to reach the receivers.

1.4.4 Receiver / Decoder

The person who receives the messages from the sender is known as the receiver or decoder. He or she receives, interprets the messages and then responds. At the time of response, the receiver becomes a sender and the communication process continues. It is obvious that receivers are in different size of groups with varied backgrounds. Each one with a separate thinking reacts to the sender's message in a different fashion, viewing the message through his / her own perception. Each one reacts from his / her own personal experience and orientation. In other words, the decoder / receiver interprets the message and reacts. This process is called decoding.

1.4.5 Feedback

The receiver's response to the sender's message is the feedback. The response may be in the form of words, gestures or facial expressions. Feedback is a confirmation sign that a message has been received. For example, assume a person sends a message to a friend. He would like some type of feedback from the person. Did the message arrive? Was it understood? Many questions can arise after sending the message. So without feedback the process of communication is not complete. Feedback may be direct or indirect. Direct feedback involves spoken or written words. It may also include gestures or body movements. Indirect feedback results from observing later actions. Successful communication is often the result of feedback to the sender. Feedback can also be either immediate or delayed. In some situations, feedback need not come to the communicator. Message can bring about an intended response. Even then communication can be termed as complete.

1.4.6 Noise

Any disturbance, which obstructs the communication process, is known as noise. There are two types of noise i.e, channel or physical noise and semantic noise. In either case, the result of the noise is same, the loss of meaning during the communication process. Noise affects the outcome of the communication. Channel noise means disturbance which interferes the physical transmission of the message. For example, when you are reading a book in the night, the light flickers which prevents you reading, some one calling outside your room disturbs your conversation with your friend. Within the media, channel noise includes typographical errors in a newspaper, power cut and fuzzy picture on the tube when you are watching a TV, kids fighting in your drawing room during a television programme are the examples of channel noise.

Semantic noise is interference within the communication process itself, either at the sender or the receiver level. There are many factors which are responsible for semantic noise, and some of them are listed here.

- a. Different expectations of the receivers.
- b. The source and the receiver's perspectives do not match.
- c. Language barriers.
- d. Differences in cultural backgrounds.
- e. Differences in the attitudes.

Both channel noise and semantic noise are inevitable. As a communicator one should make an attempt to understand the subtle ways in which the noise occurs and then finds the means to overcome in order to make the communication process effective and purposeful. Semantic noise, when it includes the source's perception is also referred to as psychological noise.

1.5 FUNCTIONS OF COMMUNICATION

No communication takes place without a purpose. Look around your home. Television, newspapers, books, magazines, wall clock, computer, telephone and CD players are just a few of the communication devices present. Each influences your feelings, attitude, behavior and knowledge. This is an information age. No wonder our daily lives depend upon many communication devices. Your milkman awakes you with a doorbell. Morning newspapers inform you, television shows entertain you. The radio weather forecast cautions you. The clocks chime time for work. If you move outside, road signs provide direction. Traffic signals direct you. Departmental stores and hotel fronts describe products and services.

In a classroom, teachers use chalkboards, audio visual aids along with oral expression. Libraries help to gain knowledge, the mail box contains personal and official letters. Like this, our day to day life depends upon many communication functions. Most communication is meant to inform, interpret, educate, persuade and entertain.

1.5.1 Information

To inform is to let people know what is happening. Many messages are intended to spread information. They inform others of interesting or important facts. For example, newspapers carry news on politics, science, sports, culture, weather and a host of other areas. We find instructions on a package and also in a booklet when we buy a new product. At these instances, the media act as communication and information devices. This information helps you plan your daily work and also in taking decisions. You enjoy receiving information. Isn't it? This is a basic function of communication.

1.5.2 Interpretation

It is often observed that people narrate the same issue or event differently. It also happens that different newspapers or magazines or TV channels give different versions of the same story. Why does it happen? Because, man and media try to give different new points in the light of public interest. As a human being with different perceptions, we try to present the same issue from our perspective, which is known as interpretation.

This interpretative function of communication helps us know the root cause of any problem or gives us different dimensions of an issue and discusses the consequences. The whole exercise helps us come to proper understanding and take a good decision. This interpretation is not always easy and it is rarely conscious. Usually what you see, hear, read reveals what you project into it and this comes from your personal experiences, motives, needs and interests. It is the interpretation of those facts in the light of different contexts which create most of the communication difficulties in interpersonal encounters. For example, a person who grew up in the center of a large city does not respond to the outdoors the same way a rural person does. Hence, when ever a message is planned interpretation capacity of the receiver should also be taken into consideration.

1.5.3 Education

Communication media are used to educate people. A newspaper, a magazine, a television documentary and a good teacher educate us on various aspects. The communication devices constantly educate us about the contemporary events on which we need to concentrate. The socio-cultural and ethical influences reflecting in one's own personality is nothing but the result of the educational function of communication. It is being processed from the childhood to adulthood by various communicating factors which include parents, elders, teachers, books, mass media tools and others. Hence, new communication techniques make use mass media to give quality and value added knowledge.

1.5.4 Persuasion

The persuasion function of the communication in any society is significant. It is used to influence public opinion. Many advertisements attempt to persuade us to buy their products. Many a time one takes decisions depending upon the persuasive effects of communication. Several approaches are used to bring change in behaviour. When information is used to convince a person or change his / her attitudes, beliefs, outlook, behaviour, life styles, then the approach is known as persuasion. The persuasion function helps us to involve and react to events in the society. For example, small family norms promoted by the government tried to convince us for having only three children long ago, then two children and at present only one child.

In your family, your early childhood was influenced by elders at home, teachers at school and the people around in the society. In general, parents, teachers, religious leaders, politicians, administrators, salespeople are some of the people whose communication function is regularly devoted to influencing or changing how others act or believe. This is persuasion.

1.5.5 Entertainment

You may know someone who likes to relax by reading the newspaper before having dinner. You would like to relax by listening to music. Entertainment refers to communicative acts primarily intended for pleasure or amusement. Too much information or mere facts may be heavy, dull or boring. For instance, would you be more interested in an hour-long programme on environment pollution or a serial? We can not continuously expose ourselves to the information with loaded facts. This is because that the concentration of a person will not exceed more than 20 minutes at a stretch. One needs to put a lot of effort to stay concentrated for a longer period of time.

Mind searches for something to be positively distracted. Hence, what ever may be the importance of the topic given, entertainment is needed every now and then. Thus media purposefully entertain us. A joke by your friend, a caricature on a political personality, a cartoon on God Vinayaka, a serial on television, music on radio and cinema, are the examples for entertainment mode of communication. A large portion of entertainment gives mental relaxation. The audience also need healthy entertainment.

1.6 LET US SUM UP

Communication is a universal need of human beings. Modern society relies heavily on communication systems. We use them in our personal lives, at work and play. For this reason, this era is called as the 'information age'. You have learnt in this unit that communication is a process of exchanging information using our senses. Information is sent from a source to a destination with codes and signals. Designing, coding, transmitting, receiving and storage systems are needed for the transfer of information. Feedback is also necessary. With the presence of noise, the messages may be distorted. The functions of communication are many but the basic functions are information, interpretation, education, persuasion and entertainment.

Activity - 1

1. Identify the five elements of communication process in situations like
 - i. watching a television programme.
 - ii. when you are discussing an issue with a friend.

2. Take a newspaper of your choice and identify five items, which indicate five functions of communication. Each item can be representative of each function.

1.7 CHECK YOUR PROGRESS

Note: Compare your answer with the details given in this unit.

1. What do you mean by communication? Give examples:
2. Discuss the nature and elements of communication.
3. Write each function of communication in one sentence.
 - a. Information
 - b. Interpretation
 - c. Education
 - d. Persuasion
 - e. Entertainment
4. Explain semantic noise. Give an example.

1.8 FOR FURTHER READING

1. Dennis McQuail, Mass Communication Theory: An Introduction, Sage Publications - London, 1986.
2. John Bittner, Mass Communication - An Introduction, Prentice Hall - London, 1980.
3. John Fiske, Introduction to Communication Studies, Methuen - London, 1982.
4. Melvin Defleur, Theories of Mass Communication, New York, 1990.

UNIT 2 LEVELS OF COMMUNICATION

Structure:

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Levels of Communication
 - 2.2.1 Intra-Personal Communication
 - 2.2.2 Inter-Personal Communication
 - 2.2.3 Group Communication
 - 2.2.4 Organisational Communication
 - 2.2.5 Mass Communication
- 2.3 Verbal and Non-Verbal Communication
- 2.4 Other Types of Communication
 - 2.4.1 Formal Communication
 - 2.4.2 Informal Communication
 - 2.4.3 Vertical Communication
- 2.5 Let Us Sum Up
- 2.6 For Further Reading
- 2.7 Check Your Progress

2.1 OBJECTIVES

In the first unit you studied the importance, nature and basic elements of communication. This unit is designed to introduce to you the levels of communication in our day-to-day life. After studying this you should be able to:

- know the different levels of communication;
- understand the different mass media and their importance.;
- find out the types of communication in an organisation, and
- know the importance, application and functions of non-verbal communication.

2.1 INTRODUCTION

Communication is always a purposeful activity. People engage in communication to achieve something in life. In fact, it regulates and shapes all human behaviour. Therefore, it is important to have a clear understanding of the concepts of human communication. What is communication? Why is it importance to us? What are the various levels of communication that we are engaged in and how communication in an organisation takes place? These questions are answered here. All communication can be broadly categorised as interpersonal or mass media. This helps one to analyse the effects of communication on individuals.

2.2 LEVELS OF COMMUNICATION

2.2.1 Intra-Personal Communication

It is the process of thinking which takes place at the individual level. This process takes place within the self rather than between two separate individuals. We receive stimuli either through the sense or from thought itself, and these message are sent to the brain in the form of electrical impulses. We become both the sender and receiver of messages when we evaluate, label, analyse or talk to ourselves. For example, reading a book in the library, walking on the beach alone, watching a movie alone or dreams are a form of intra-personal communication. The issue of feedback does not exist here.

2.2.2 Inter-Personal Communication

This form of communication takes place between two individuals when each of us communicates with another person by directing a message to another person's sense, sight, sound, touch, smell or taste.

When you smile, that indicates your desire for friendliness. The tone in which we say good morning can indicate feelings all the way from surliness to warm pleasure. It is an effective communication situation because you can get immediate feedback or reply. In person-to-person communication, a message is transmitted in five different ways.

- 1. Gesturing:** Through various body movements and facial expressions such as smiling, waving the hand or shaking the head.
- 2. Touching:** The sender can inform the other person through various kinds like love, hate, and safety.
- 3. Speaking:** Using the voice as media, you can transmit by spoken language.
- 4. Writing:** Here, you can convey your message or ideas by words, number or meaningful ways.
- 5. Drawings:** By using lines, forms and shapes the sender creates a drawing that express his message in symbols familiar to the receiver.

Here the feedback is immediate.

2.2.3 Group Communication

In group communication more than two individuals are involved in order to exchange ideas, thoughts, information and interests. Small groups are found in the family, schools, work place and in community affairs. Groups provide an opportunity for people to come together, discuss and exchange views of common interest. The larger the group the less personal and direct is the exchange. Feedback is the key word here. In group communication feedback is more difficult to measure, and respond to. It takes time before meanings are clarified and responses assessed. Face - to- face communication is persuasive and influential. In group communication in particular if the group is big, deception and pretence cannot be detected immediately.

No wonder acting is associated with group communication. If the group grows in size, communication tends to become more and more of a monologue. Participatory communication is difficult. The degree of direct touch and intimacy, depends upon the size of the group, the place where it meets, and the relationship of the members of the group.

2.2.4 Organisational Communication

An organisation will have a board of management, division heads, managers, supervisors and other employees. All of them should work together, grow together and putforth united efforts for the development of the organisation concerned. An organisation should also seek active support from investors, suppliers, distributors, local community, government, media and various other sources. Hence, communication flow between the organisation and rest of the society and vice-versa is a must. Mutual understanding and co-operation should prevail between an organisation and mainstream of the society. Hence, organisational communication becomes an inevitable instrument of organisational development.

2.2.5 Mass Communication

The mass media include radio, television, film and press, apart from the traditional media. The radio and television are the most modern and the other media cannot compete with them in speed and vividness. Traditional media are still effective in the rural areas.

The mass media are the best vehicles of communication. Print is a major outlet to convey ideas and messages in detail to the public on various development issues and government schemes. Writing gives permanence to communication, preserves the record and makes it accessible though it transmits the messages without direct contacts. Print media which include newspapers, magazines, books and other printed matters, have served the literate society for a long time.

Radio and television have been an instant and the speediest mode of communication. Electronic media which include radio, television, cable TV and cinema are specially entertainment-oriented channels. Though radio is an audio-medium, it serves for many hours by transmitting news, songs, music and comedies apart from the special programmes for women, youth and children.

Television unlike other forms of mass media, has now become one of the most powerful media of mass communication. Millions of people watch the live coverage of sports and some important programmes of important days. Many satellites are also used for the purpose of communication. This technological innovation has made possible public transmission of different programmes simultaneous and round the clock. Films are considered as one of the best entertainment media, which attract and influence the society. India is the largest producer of feature films in the world.

2.3 VERBAL AND NON-VERBAL COMMUNICATION

The verbal communication has great functional significance in our society. Language is fundamentally a system of symbols and meanings. As a matter of fact language may be used to serve referential, ideational, and behavioral functions. Use of symbols to describe concepts and ideas accurately is essential to the high order thought processes. It is a fundamental characteristic of effective communication. Sometimes verbal communication is susceptible to unethical uses because it is the product of careful thought. So it can result in verbal messages that are intended to confuse, mislead and deceive the audience.

Every communicative act carries with it non-verbal components. In face to face conversations, in public addresses, and in televised or videotaped presentations, all the nonverbal acts come into play. Body actions such as gestures, facial expressions, posture and eye contact; vocal behaviours such as pitch, loudness, tempo; proximity and potential for touch; physical appearances such as attractiveness, dress, and grooming; time messages such as pacing and giving undivided attention, and surrounding furnishings and objects all play a part in creating the total communication scenario.

In telephonic conversations or audiotape presentations, fewer nonverbal channels are available, but vocal and time-based messages are still present. For example, the decision to talk to some one on the telephone rather than in person non-verbally expresses a desire for a less involving conversation. For eg. traffic police instruction is always nonverbal. Even written communication such as letters potentially entails nonverbal features.

The human body is the main transmitter of presentational codes. Argyle (1972) listed the following characteristics which can convey the meanings effectively.

Body contact:

When you touch a person it can convey important messages about your relationships. A hand shake transfers the warm feelings you have towards a person. A pat on the back or cheek will give a different meaning. Unwanted touch will convey the intentions of a different kind.

Proxemics:

If you closely approach someone it can give a message about your relationship. This term generally refers to the interpersonal distance that individuals maintain when they interact with one another. The physical distance you keep when you converse with a stranger will be reduced when you are talking to a friend. The physical distance one maintains while talking to a female colleague is reduced when talking to his wife.

Appearance:

Appearance sends messages about personality, social status and particularly conformity. For e.g., Khadi wearing politician, a monk with saffron robes, formal dress of an official, or an uniform worn by a factory worker signifies their background, their activities and image of that person.

Head nods:

These are involved mainly in interaction management, particularly turn-taking in speech. One nod may give the other the permission to start speaking. Also, the direction of the nod signifies whether the response is positive or negative.

Facial expressions:

This may be broken down into the sub codes of eyebrow position, eye shape, mouth shape and nostril size. For example, the changes that happen in the face of housewife when her children spoil a beautifully arranged flower vase.

Gestures:

The hand and arm are the main transmitters of gesture, but gestures of face and head are also important. Gestures may accompany a spoken language and supplement verbal communication. They may either indicate general emotional arousal or specific emotional states.

Posture:

Our ways of sitting, standing and lying can communicate a limited but interesting range of meanings. For example, you may tightly fold arms across chest or hands in pocket in order to express or superiority or inferiority feelings. During a conversation, individuals interact by a turn or tilt of head and shoulders at various angles, adopt a variety of positions for arms and legs and generally hold themselves at different levels of tension and relaxation. These aspects of posture present a social relationship.

Eye / Movement and Eye Contact:

Eye contact is a way of sending important messages about relationships, particularly how dominant or affective we wish the relationship to be. Making eye contact at the beginning or early in a verbal statement indicates a desire to dominate the listener, to make him or her pay attention. Eye contact towards the end or after a verbal statement indicates a more affiliated relationship or a desire for feedback.

2.3.1 The Functional Importance of Non-verbal Communication

- Non - verbal or verbal factors are the major determinants of meaning in the interpersonal context.
- Feelings and emotions are more accurately exchanged by nonverbal than verbal means.
- Non-verbal cues serve a meta communicative function that is indispensable in attaining high quality communication.
- Non-verbal cues represent a much more efficient means of communication than verbal cues.

2.4 OTHER TYPES OF COMMUNICATION

It is necessary to study how communication takes place in an organisation. Organisational communication means communication within the organisation. This could be classified according to the nature of communication either formal or informal. Depending upon the direction of flow communication it can again be categorised as vertical (upward or downward) or horizontal communication. In all the above, the modes of communication can be either oral or written.

2.4.1 Formal Communication

Generally formal communication is prescribed by the organisation initiated by those holding positions of authority in the organisational hierarchy and supported by the management. These are invariably in writing and have a format and style. These also follow a specific routing generally called 'the proper channel'. These can be instructions, directions, commands or indents and are related to the productivity of the organisation. These communications can also cover employee behaviour, discipline etc., through 'standing instructions and other aspects, circulars, notices, and different handbooks.

2.4.2 Informal Communication

Grapevine is one form of informal communication. Here personal feelings can be shared. It is unofficial, friendly, flexible and oral line of communication. Managements will utilise this form of communication among the employees as a sounding board to test the reactions down the line to proposed changes in production, work ethics and contracting outside jobs.

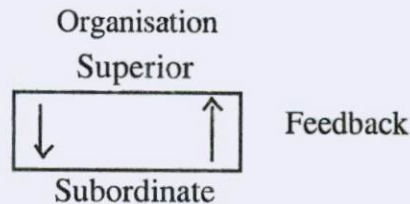
2.4.3 Vertical Communication

Management needs to communicate down the line all the time. It could be from the top of the line, i.e., the Board of Directors. This is called downward communication. This could be in the form of performance reports, circulars, standing orders, manuals which reach out to the employees.

Redfield explains three directions in the communication flow.

1. Upward communication
2. Downward communication
3. Horizontal communication

There are occasions when there is a need for communication from the workers upwards to the management level. These may be in the form of suggestions, complaints, grievances, requests, appeals and memoranda which seek approval from the management.



Horizontal communication also exists within the organisation in the form of a notice board - on inter-department activities or house journals on the activities in the corporate office and the branches, conferences, training classes, seminars and others. It is the flow of information between people who care for each other in a setting where there is absolute equality. Sometimes people who have equal status can also communicate horizontally.



Generally communication pattern is described in terms of its direction, formality and the nature of communication. Communication flows from top to bottom and from bottom to top in every organisation. Communication also flows horizontally.

2.5 LET US SUM UP

Communication is central to all human activities. It is an integral part of human life. It is vital to human survival. It enables a person to enter into meaningful relations with other persons and exchange experiences with them. Communication involves interaction with the environment - physical, biological and social.

Human beings are engaged in a variety of communication processes known as intra-personal, inter-personal, group, organisational and mass communication. The last one being unique in the sense that it differs somewhat from other types of communication because of mechanical devices which enter between the sender and the receiver. Among the five major forms of communication, mass communication is at the extreme end beginning with dyadic, interpersonal and small group communication. A large part of mass communication can be through print and electronic signals. We can control the audience in the other three levels of communication, but have no control with respect to mass communication.

People need information to perform their functions properly. In this context, communication can be an effective instrument of interaction, participation and progress. It should be a planned, systematic and purposeful activity.

2.6 CHECK YOUR PROGRESS

Note: Compare your answer with the details given in this unit.

1. List the types of communication and their functions in a modern organisation.
2. Briefly explain the following communication situations.
 - i. Intra-personal communication.
 - ii. Inter-personal communication.
 - iii. Group communication.
 - iv. Organisational communication.
 - v. Mass communication.
3. Identify the differences between interpersonal and mass communication channels.

2.7 FOR FURTHER READING

1. Andal. N, Communication Theories and Models, Himalaya Publishing House - New Delhi, 1998.
2. Denis McQuail, Towards a Sociology of Mass Communication, MacMillan Publication - London,1969.
3. Emery, Ault and Agees, Introduction to Mass Communication, Vakils, Feffer, and Simons Pvt. Ltd.- Bombay, 1984.
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UNIT 3 MODELS OF COMMUNICATION

Structure:

- 3.0 Objectives
- 3.1 Introduction
- 3.2 The Use Of Models In Communication
- 3.3 Basic Models Of Communication
 - 3.3.1 Lasswell's Formula
 - 3.3.2 Shannon and Weaver's Model
 - 3.3.3 The Osgood and Schramm's Circular Model
 - 3.3.4 Gerbner's Model of Communication
 - 3.3.5 Newcomb's ABX Model
- 3.4 Mass Media And Personal Influence Models
 - 3.4.1 Katz And Lazarsfeld's Two-Step Flow Model Of Mass Media And Personal Influence
 - 3.4.2 Roger's And Shoemaker's Model Of Diffusion of Innovation
- 3.5 The Effects' Models
 - 3.5.1 The Agenda Setting Model
- 3.6 Audience-Centered Models
 - 3.6.1 The Uses And Gratifications Model
- 3.7 Let Us Sum Up
- 3.8 Check Your Progress
- 3.9 For Further Reading

3.0 OBJECTIVES

The process of communication is explained using models for better understanding and explanation. This unit is designed to introduce you to the models of communication, understand the elements in the model and the relationship they strive to establish. The study of the various models of communication will help you know the dynamic nature of the process and the various forms it takes in various situations. After having studied this unit, you will be able to:

- understand the flow of communication through its various elements;
- appreciate the relationship among the various elements of the communication process.
- appreciate the use of models in diagramming the process of communication.
- understand the role each element in various contexts of communication.
- compare and contrast various kinds of models, and
- evaluate the merits of models and apply them to a range of communication situations.

3.1 INTRODUCTION

Communication is one of the central phenomena in our lives. It has tremendous significance in our day-to-day living. In the dynamic process of communication, the main elements of sender, message and receiver assume distinctive characteristics. It is therefore important that we have a clear idea of the various elements of the communication process and the relationships among them.

A clear understanding of the various elements of communication and their inherent relationships in various situations will help us appreciate the distinctive meanings inherent in the communication process.

3.2 THE USE OF MODELS IN COMMUNICATION

A model is a simple description of reality. It is in a graphic form with symbols and diagrams. A model shows the important elements in a process and the underlying relationships between them. Some models show us the structure or the physical components of a system, for e.g., a model of the parts in a computer. Such models are called structural models. Others show us the various parts of the system, the underlying forces, direction and the effect of one element on the other.

Such models are called as functional models. For example, a model of the water cycle in the atmosphere. Since communication is a dynamic process, the models of communication that we will study here are functional in nature. The study of models has various advantages:

1. Easy comprehension: models are simplified versions of a process. As such, even the most complicated issues that are usually difficult to understand can be easily understood they are in the form of models. Also, the relationship between various factors are easily understood when they are represented graphically as in case of a model.
2. Focus attention: a model helps us focus our attention on the most important issue in a complex process.
3. Predict outcomes: a model enables us to predict outcomes of particular situations. It also enables us to generalize particular situations to a range of contexts.

While studying the various models of communication, we must keep in mind that all models are not suitable for all purposes and one must keep in mind the situation to which the model applies.

3.3 BASIC MODELS OF COMMUNICATION

3.3.1 Lasswell's Formula

One of the earliest and simplest models in communication is Lasswell's formula. The American political scientist, Harold.D.Lasswell, formulated this model. The model organizes the basic elements in the communication process and establishes a relationship between them. An act of communication involves the following questions:

Who | Says What | In Which Channel | To Whom | With What Effect?

Transformed into a model the formula would look like this:

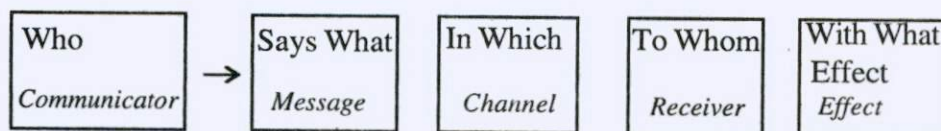


Diagram 3.1 The Lasswell Formula (1948).

Lasswell's model is linear. The model starts with "Who" i.e. the communicator, from where the communication originates. Whatever the communicator "says" becomes the "message", i.e., the content of communication. The communicator uses a channel to send his message. This is the medium of communication. The message is received by a person, who is the "receiver". The message communicated by the source has some effect on the receiver. This model identifies the main elements in the process of communication and establishes its dynamic nature. However, it suffers from a few drawbacks. The model assumes that the source always has intent in communicating to the receiver. This is not true in all cases. Sometimes we communicate to the other person without any pre-designed intention. The model also assumes that messages always have effects. This is also not true in most circumstances. It also omits the element of feedback. Though the model has a number of drawbacks, it must be kept in mind that this is one of the earliest models. The main purpose of this model was to explain the process of communication to the people in a very simple way.

3.3.2 Shannon and Weaver's Model

The Shannon and Weaver's model of communication deals more with the technical aspect of the communication process. This model also describes communication as a linear, one-way process. The model introduces a dysfunctional factor, namely "noise".

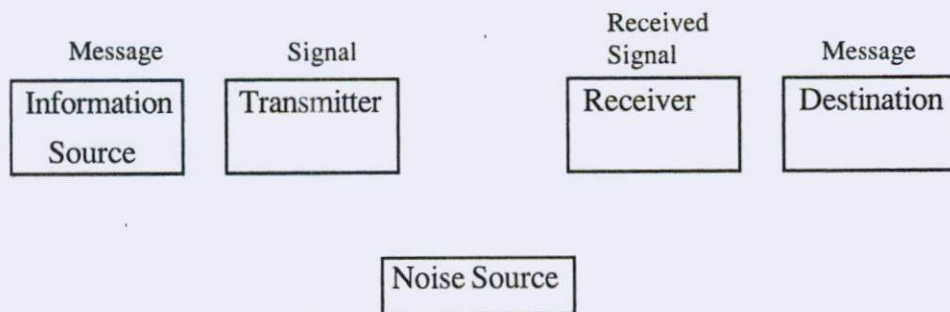


Diagram 3.2 Shannon and Weaver Model

This model directs attention to the channels of communication. The Shannon and Weaver model has an information source that produces a message / set of messages to be communicated. The transmitter converts this message into signals. The signals are adapted to the channel that conveys signals to the receiver. The receiver deciphers the message from the signal. The signal undergoes a dysfunction in the whole process, that of noise. Noise is a disturbance in the process of communication. It distorts or damages the signal.

For example, an overlapping of a number of radio signals in a particular channel causes noise that distorts the meaning of the message in a particular program. This results in lack of cohesion between the sender and the receiver of the message. Hence communication fails. In this model, two functions are therefore fulfilled at the transmitting end and two at the receiving end. Shannon and Weaver were concerned with the kind of channel that is most efficient in bringing about the maximum number of signals and the role of noise in communication. Also known as the mathematical model, this was mainly a telecommunication model. However, this model is equally applicable to human communication.

3.3.3. The Osgood And Schramm Circular Model

This model presented by Wilbur Schramm and C. E. Osgood is a highly circular model unlike the two studied above. This model focuses upon the main actors in the communication process, the sender and the receiver. Each one performs three functions, encoding, decoding and interpreting.

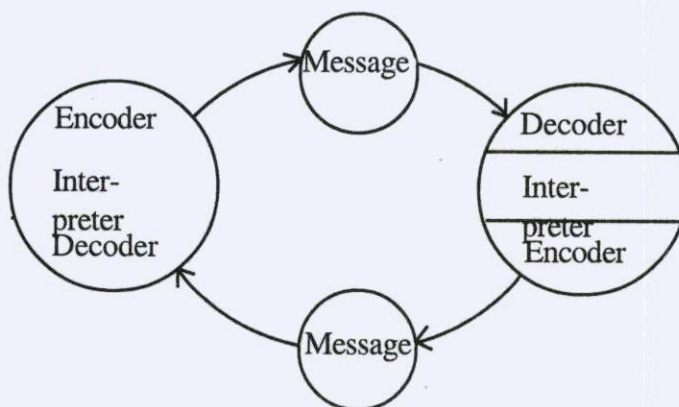


Diagram 3.3 The Osgood and Schramm Circular Model

Here encoding means the conversion of the message into a form or code suitable for transmission. Decoding is the translation of the received form of signal or code into a meaningful message. For example a person who wants to wish his friend good luck may encode his message into a verbal one such as "good luck!" or may use a thumbs-up sign as a gesture. The receiver interprets the message/signal into his friend's feelings of good luck for him. This model is most suitable to situations where there is ample scope for feedback such as inter-personal communication. However, it does not apply to situations such as mass communication where feedback is usually absent. The model treats the sender and the receivers as equal partners in the process of Communication. The status of the sender and the receiver as communicators is equal. However, given the differences in the knowledge, status and time of communication, this is rarely the case.

3.3.4 Gerbner's Model

Given by George Gerbner in 1956, this model is versatile enough to suit a range of communication situations. The model effectively portrays the link between perception and production of messages in communication. The verbal version of the model is as follows:

1. Someone
2. perceives an event
3. and reacts
4. in a situation
5. through some means
6. to make available materials
7. in some form
8. and context
9. conveying content
10. with some consequence.

This model starts with the source (someone) that perceives an event. After the source's comprehension of the event, he reacts in the given context in some suitable way. His reaction results in the production of a message, which has a particular form and is suitable in some context. The source's message has some result after it is conveyed. For example, You (someone) witness an accident wherein a man is hit by a drunken driver (perceives an event). You rush to the police station to lodge a complaint (and reacts in a situation through some means). Your FIR has been filed as per your comprehension of the event (to make available materials in some form and context). You give your testimony to the police (conveying content). The police take action on your FIR (with some consequence).

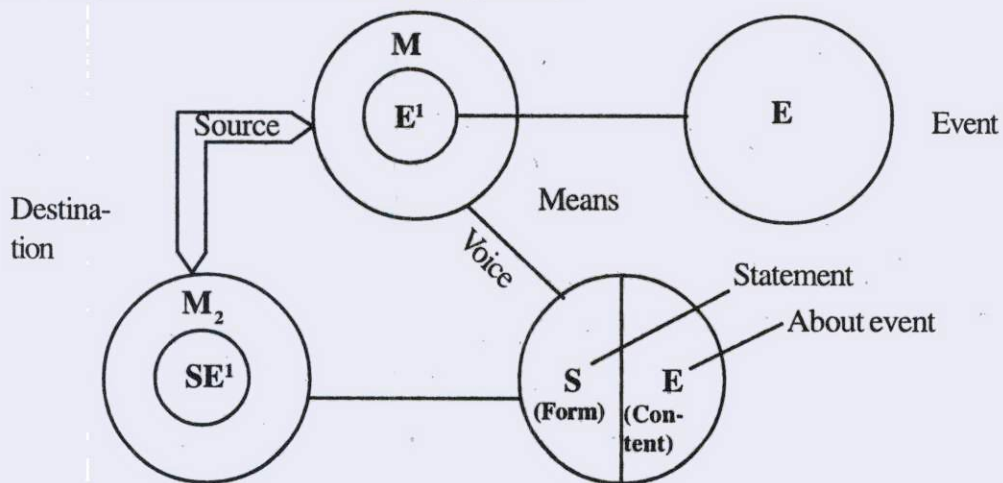


Diagram 4.4 - Gerbner's Model of Communication

This model starts with an act of perception. The perceiver M perceives an event E. His perception of the event E is designated as E^1 . The relationship among M, E and E^1 is that of perception and Gerbner uses two approaches to describe them. The first one is the "transactional" approach in which E^1 is a function of M's "assumptions, point of view, background and other factors". The way E^1 will look like to M depends upon all these inherent factors within M. The other approach is "psychological" wherein E itself is the most important factor evoking "fidelity and adequacy under favorable conditions". M's perception of the event will also depend upon the context in which M views E.

In the next stage M wishes to communicate his perception (E^1) to someone (M^2). M therefore produces his message SE (statement about event). S here means form of the message and E is its content. To convey his SE, M makes use of channel (s) of communication, over which he may have some control. M^2 perceives M's communication (SE) as SE^1 .

This model suggests that human communication systems are open systems. A lot of our communication depends upon our perception of events, which in turn depend upon our experiences in life. This model of the human communication process is presented as a perception- production-perception chain.

This model can be given different shapes depending upon the nature of communication situation it describes. It is thus versatile and suitable to a host of situations. Let us go through this example, which fittingly describes the above model. Let E be news and M be Star News Channel. Let SE be the news program on Star Channel. Let M^2 be the media audience. We can now explore the synonym between E and SE (reality and the news coverage on the issue by Star). Does the audience (M^2) understand the media content (SE) without any ambiguity? Is there any distortion in the meaning conveyed by the channel and the meaning understood by the audience? Such similar issues can be explored with the help of this model.

3.3.5 Newcomb's ABX model

This model describes the communicative relationships between two individuals. The model formulated by Newcomb in 1953, is an extension of the earlier work by psychologist Heider who explored the relationship of consistency or inconsistency that might exist between two individuals with relation to a third person or object. If the two individuals in question like each other and the same feeling extends towards a third person or object, their relationship will be balanced. If the two people dislike each other and the third person /object, some patterns of their relationship will be unbalanced. In the case of an imbalance in his or her relationship, each person will try to establish balance. If the relationship is already balanced, efforts will be made to resist change that distorts this harmony.

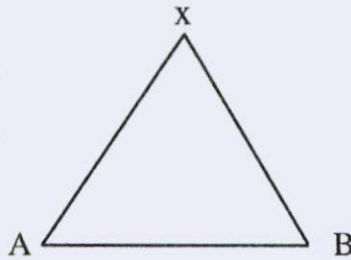


Diagram 4.5 - Newcomb's model.

A and B are two individuals oriented towards one another and to the object X (Newcomb, 1953).

Newcomb applied Heider's theory to communication between two or more people. He hypothesized that if there is a disagreement between two persons regarding a third object / issue / person, both of them will try to resolve this disagreement by engaging in communication. Thus "communication performs the essential function of enabling two or more individuals to maintain simultaneous orientations to each other and towards objects of an external environment". Communication is therefore a 'learned response to strain'. More communication activity is found in cases of ambiguity and disagreement.

The graphic presentation of the model is a triangle with the two persons, A and B at its two vertices. An object X, common to the environment of A and B is present at the third vertex. Communication operates in this environment, by maintaining the symmetry between A and B. Communication helps in exchange of information about any discrepancy or change between the two individuals and establishes stability between them.

Newcomb postulated the conditions in which communication is likely to be activated:

- a. where there is a strong attraction between persons;
- b. where the object X is important to at least one of the participants, or
- c. where X has relevance to both.

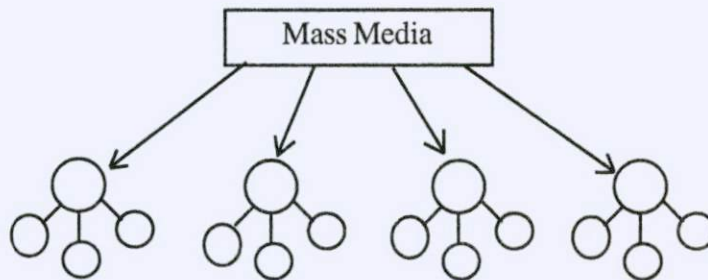
The model suggests that people look for information in their environment that reinforces their existing beliefs or attitudes. They are likely to look for sources of information that confirm their point of view. For e.g., a person who has decided to buy a particular brand of car looks for information from friends or media that confirms/supports his decision. This gives rise to selective exposure and perception of media messages.

3.4 Mass Media and Personal Influence Models

3.4.1 Katz and Lazarsfeld's Two-Step Flow Model Of Mass Media and Personal Influence

This model was formulated from the studies on mass communication in a campaign during the United States Presidential elections of 1940. The model introduces the idea of two-step flow of communication and "opinion leaders". It was felt at that time that personal contact has greater influence than mass media messages. It was postulated that ideas/ messages flow from mass media such as radio and print to the opinion leaders and from them to other people in the society.

The model is graphically represented as follows:



O = Opinion leader

O = individuals in contact with the opinion leader

Diagram 3.6 - Two-Step Flow Of Media Influence

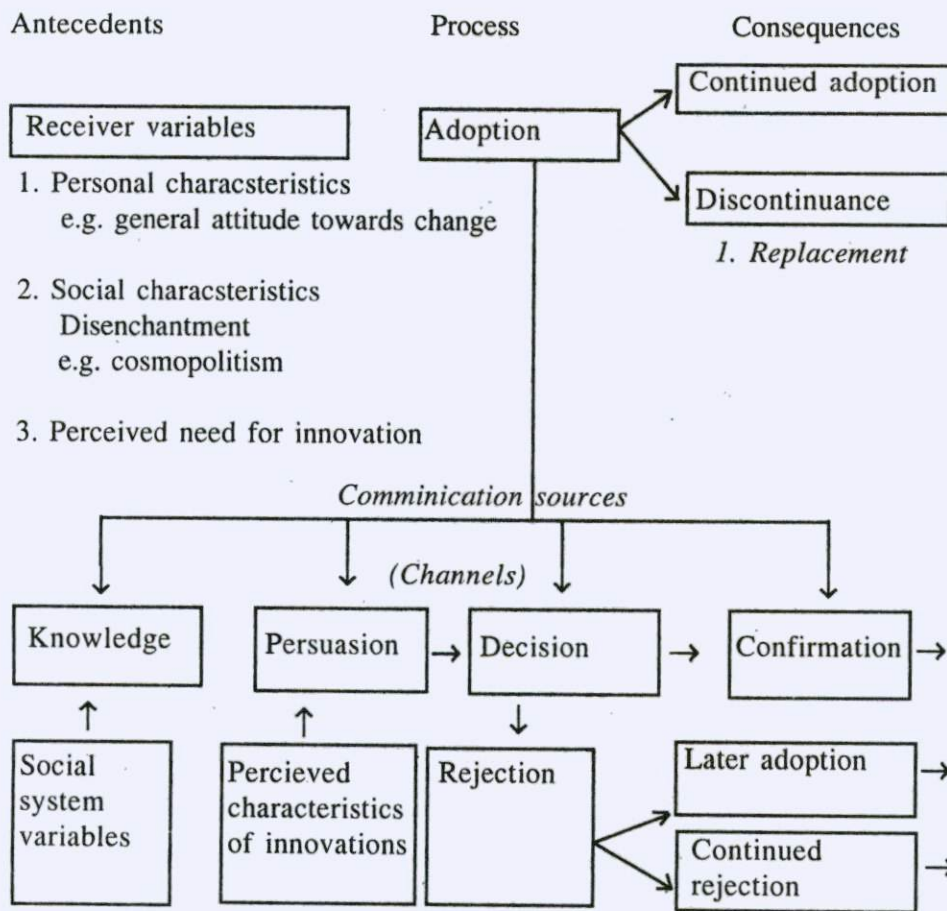
The model assumes that people are part and parcel of the social structure in contact with one another. This contact enables them to share their ideas and views with one another. The reaction of people to messages on mass media will be influenced by their relationships in society. People will no doubt receive the message from the mass media. However, their acceptance or rejection of the message will depend upon numerous factors. Mere exposure to a particular message does not ensure acceptance. The person by himself or in consultation with others decides whether to accept or reject the message. Similarly, even if a person has not been exposed to a particular message on the media, he may accept the message later on, on receiving the information from friends who have been exposed to the message on the media. The model divides individuals into two categories. It assigns different status to each one of them. The model states that individuals can be divided according to their exposure to media. Some people use mass media more than the others. These people become the primary sources of information in the society. It is from them, that the people, who rarely use media, obtain various kinds of information.

The people who play more active role in terms of their use of the media are called opinion leaders. Opinion leaders are not the people with whom the idea / information /opinion originates. They are merely the people who have considerable influence on others and can pass on messages from the media to them. They are active persons, gregarious and with a greater degree of influence on others in their group. They act as a guide to those who have low levels of media exposure.

To sum up, this model places media in a complex web of social relations in the society. It advocates that the influence of media messages on people is in turn regulated by other strong factors in the society.

The model while distinguishing individuals into active and less active persons neglects the possibility of this role being interchangeable at different points of time. It is possible that people who make active use of media now may become passive after a period of time, while those who are passive in their use of the media may become opinion leaders later. It is also possible that opinion leaders themselves might be the receivers of information in some cases. Also, apart from opinion leaders and those who receive information from these people, there are others who neither make use of the media nor receive information from the opinion leaders. Sometimes influence from the mass media may also be considerable and it may not be essential to go through the stage of the opinion leaders. The model advocates clusters of people getting information from an opinion leader. The web of links between people is however more complex and there might be several stages to go through. This model is well suited to developed countries where there are more media systems and fewer crises unlike in developing countries.

3.4.2 Roger and Shoemaker's Model of Diffusion of Innovation



- | | |
|------------------------------|-----------------------|
| 1. Social system norms | 1. Relative advantage |
| 2. Tolerance or deviance | 2. Compatibility |
| 3. Communication integration | 3. Complexity |
| | 4. Triability |
| | 5. Observability |

Diagram 4.7 Roger and Shoemaker's Paradigm of the Innovation-Diffusion Process (Rogers and Shoemaker 1973).

Diffusion of innovations and its consequent adoption has been one of the most important concerns of media research. Rogers has defined the diffusion of an innovation as the process by which that innovation "is communicated through certain channels over time among the members of a social system".

There are four key elements in the diffusion process; the innovation, channels of communication, time, and the social system. An innovation is an idea or practice that is new to a particular social system. It can range from a new supermarket scanning system to new techniques of birth control. Communication channels are used to transmit information about these innovations to the people. Mass media channels such as radio, television, newspapers and inter-personal communication are used for the purpose. Time, here indicates the rate of diffusion of innovation in the social system or the rate at which people receive and adopt the innovation. Social system is individuals or organizations that share a common culture. The members of the social system are the potential adopters of an innovation.

Research in scientific organizations, changes in public policy are all sought to be brought to the public through the endeavours of the mass media. Usually the target for most of the innovations in developing countries has been the rural population. These innovations relate to agriculture, health, social and political life. Apart from media sources, one has to take into consideration non-media sources such as friends, neighbors in their effectiveness as agents of diffusion of innovation.

The Roger and Shoemaker model identifies four distinct steps in the "innovation-diffusion" process. They are:

1. Knowledge; the first step in the process is making a person aware of the existence of the innovation and giving him preliminary knowledge on its working and advantage.
2. Persuasion: after his exposure to knowledge about the innovation, the person either forms a favourable or an unfavourable opinion about the innovation, after weighing its pros and cons.
3. Decision : whatever his opinion about the innovation, the person engages in communication with his friends or neighbors and confirms his decision to either adopt or reject the innovation.
4. Confirmation : the person wishes to reinforce the innovation decision that he has taken. Whatever the decision he has taken it might be prone to change if he is exposed to conflicting messages later on.

The model distinguishes three stages of antecedents, process and consequences in the process of innovation-diffusion.

- a. **Antecedents:** This involves the people who cause the individual to be exposed to information about the innovation. It also means the context which causes the individual to experience the necessity for the innovation. People who welcome change easily or look for new information will be the first to welcome any information on such innovations.

- b. **Process:** This process of learning, attitude change and decision has tremendous influence on the adoption of innovations. The characteristics of the innovation and the values in the social system play a major role in the process.
- c. **Consequences:** This refers to post-adoption or post-rejection of the innovation i.e., later adoption or discontinuance.

In the various stages of the diffusion of innovation, various sources of communication such as mass media, advertising material, informal social contacts, and others come into play. Mass media and advertising material may cause awareness of the innovation, agencies working at the grassroots level may persuade and friends and neighbors may persuade to either adopt or reject the innovation.

This model is an important model for the study of innovation- diffusion.

3.5 THE MASS COMMUNICATION EFFECTS MODELS

3.5.1 The Agenda Setting Model

Influencing public opinion has been the focus of attention of most of the media messages. Media mould and influence public opinion by paying attention on certain issues. People learn what the issues are from the media and assign priority to them depending upon the extent of media coverage. In other words, media set agenda for public opinion.

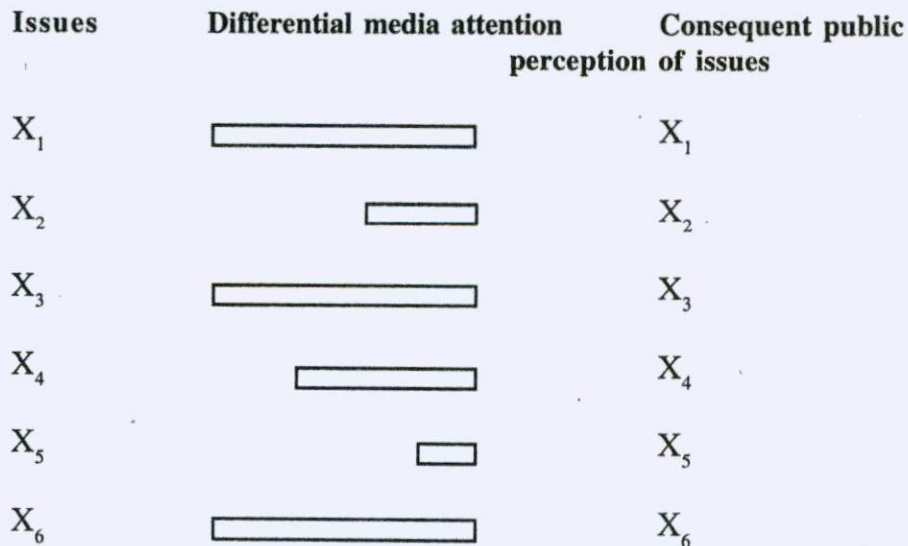


Diagram 3.8 - Agenda Setting Model.

The issues given maximum coverage by media will cause the public to assume that those are in reality the most important of all.

People gain knowledge on various issues from the media which are usually the most important source of information. People also form their own opinion on these issues after exposure to various media. It is, therefore, assumed that the media sets the agenda of public opinion by concentrating on certain issues.

3.7 LET US SUM UP

The study of communication is made easy through a study of various models of communication. A model is a graphic representation of reality that helps us understand a phenomenon clearly and easily. The earliest models in communication were linear models such as Lasswell's formula and Shannon and Weaver's model. These models identified and established the relationship among the various elements of communication. The later models by Osgood and Schramm were highly circular giving scope for feedback in the process of communication. Gerbner's model of communication can be applied to a range of situations and concentrates upon perception and production of messages. Newcomb's ABX model shifted focus to the equilibrium between the actors in communication in relation to a third object that increases the scope of communication between them. Personal influence models of Katz and Lazearfel's model and Roger and Shoemaker's model explored the possibility of personal influence of people in society apart from that of the media. The agenda setting model concentrated upon the effect of media on people. It advocated that media set the agenda of public opinion. The study of models helps us appreciate the dynamic process of communication and the changing relationships between the various elements of communication in various contexts.

Activity - 1

Identify the source, message, channel and receiver in the following communication situation.

1. A class room lecture.
2. Running commentary of a cricket match.

3.8 CHECK YOUR PROGRESS

Note: Compare your answers with the details given in this unit.

1. Explain Lasswell's model of communication.
2. Describe the Shannon and Weaver model of communication.
3. Discuss Osgood and Schramm's circular model of communication.
4. Analyse Gerbner's model of communication.
5. Detail Newcomb's ABX model.
6. Examine the two step flow of media influence.
7. Outline Roger and Shoemaker's model of diffusion of innovation.
8. Evaluate the agenda setting model.

3.9 FOR FURTHER READING

1. Dennis McQuail, Communication Models for the Study of Mass Communication, Longman Inc. - New York, 1989.

Notes

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Structure:

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Culture
 - 4.2.1 Definition of Culture.
 - 4.2.2 What are Cultural Values?
 - 4.2.3 Culture and Socialisation.
- 4.3 Culture of Communication.
 - 4.3.1 Communication as an Element of Culture.
 - 4.3.2 Culture's Influence on Perceptions
- 4.4 Globalisation
 - 4.4.1 Media Globalisation
 - 4.4.2 Popular Culture
 - 4.4.3 Cultural Imperialism
- 4.5 Let Us Sum Up
- 4.6 Check Your Progress
- 4.7 For Further Reading

4.0 OBJECTIVES

Culture has a great influence on the human behaviour and understanding. Effective communication strategies cannot be implemented without the cultural understanding of the target audience. This unit deals with various aspects of culture. It correlates culture and communication. The unit will enable you to understand:

- the concept of culture and cultural values;
- the culture's role in the socialisation process of an individual;
- cultural influence on the perceptions and communication behaviour;
- the meaning of popular culture;
- the process of media globalisation and
- the mechanism of cultural imperialism.

4.1 INTRODUCTION

If you understand an individual's culture and cultural values you can be a successful communicator by adapting yourself to the situation. But what is culture? What are the cultural values? How do they affect your perception of world view and moreover your communication behaviour? How is culture promoted by mass media? All these questions are to be answered. In addition, the process of media globalisation and mechanism of cultural imperialism are discussed in brief. This unit helps you understand the cultural context of communication.

4.2 CULTURE

4.2.1 Definition of culture

Why is culture at the center of discussion and debates now? In one sense, culture has always been important. Generally speaking, we all react in a given situation within the framework of our culture. Culture lays down certain rules or set certain values for us to follow. We are expected to conform to in consonance with cultural rules or values. Culture includes all the things that guide us through life such as beliefs, expectations, customs, ways of communicating and ways of living. For example, we fold hands to greet a person. We first serve the food to the guest. Children are expected to take care of parents. Majority of us believe that we suffer or enjoy life depending upon our karma. We speak and behave in a particular way as a result of our cultural background.

Defining culture is a difficult task, because there is no uniform explanation for culture. Raymond Williams defines culture as 'a way of life' wherein the norms, values and assumptions guide the behaviour of an individual. Prosser (1978) defines culture as the traditions, customs, norms, beliefs, values and thought patterning passed down from one generation to another. These values and norms help us the way in which we understand our day-to-day life.

Broadly speaking, culture refers to the body of beliefs and practices governing all our activities. Since culture involves a special mode of behaviour and a specific understanding of life, people from different cultures react according to the values promoted by their respective cultures. An Indian musician, an American student and a European housewife coming from different cultural backgrounds, will transmit his or her cultural values to others through the socialization process.

4.2.2 Cultural values

Traditional institutions such as family, religion and school in each culture inculcate certain concepts/ ideas among us, which form the foundation for our value system. Value is the cultural inheritance of people. It is transmitted from one generation to another. These values guide our action. No one teaches us these values. We imbibe the cultural values from elders impulsively. Unconsciously we know what to believe in, what is expected and how to react in a given situation. Members of a culture possess similar thoughts without much variance. The values attached to a culture give an identity to that group. For example, in India, shouting at elders is considered an outrage of culture but it is not so in the West. In the Anglo-American tradition privacy is highly valued which is not so in the Indian situation. For example, viewing TV is a social activity in India which is not so in the American situation.

Cultural values are expressed in norms. They reflect socially accepted guidelines, which guide our behaviour. At the same time cultural values are not static in nature. Our changing needs give place to new values in the place of old values. Take for example, in India people strongly believe that children are the blessings of god and so they are pious. But today, people are going for test - tube babies. It tells us that cultural values continuously undergo change. There is no one culture in the world, which is static and has not changed. The economic, social, political and technological changes bring about rapid visible changes in culture. Mead (1998) argues that the Asian values are preindustrial customs and that industrialization, urbanization and economic growth will eventually change these values. We shall discuss change in cultural values by taking another example. In India it is common for older people to live with their children, especially with their son. He is expected to take care of his parents when they grow old. Homes for the old people were unheard earlier. Whatever may be the reasons, now you find a great number of old age homes across the country and their number is ever increasing.

4.2.3 Culture and Socialisation

The term 'socialization' is a broad concept. Socialization equips us to communicate, to think, to solve problems using techniques acceptable to the society and also to make our own adoptions. Socialisation is a process in which we make as a part of ourself the norms, values and behavioural patterns, which the society emphasises. As children we don't enter this world with the ability to participate in activities. Through imitation and exercise we learn to respond in a situation in a manner appropriate in the society. This capacity to react and communicate makes it possible for a man and a woman to acquire and pass on a cultural heritage. A number of cultural institutions like, family, friends, school, mass media contribute for the socialisation of an individual. Hence, culture contributes greatly to the socialisation process of an individual.

People with different cultural backgrounds react differently depending upon the cultural values prevailing in their societies. An Indian girl reacting to wife beating or eve teasing may be quiet different from an American teenager. One culture may place a high value on a kind of family in which the father is dominant, while another may give the father a less dominant role. We as new members in a society try to internalise all aspects of culture which includes customs, traditions, material artifacts and shared beliefs.

4.3 CULTURE OF COMMUNICATION

4.3.1 Communication as an Element of Culture

All of us communicate within the frameworks of our own cultural value system. The values tell us what to expect and what not to expect. If we understand the values and expectations of others in any culture, we can communicate smoothly. Moreover, when people from different culture meet, there is a greater chance of misunderstanding each other. Much of the misunderstanding comes from the differences in cultural perceptions and its effect on their communication. One can be more adaptable to any situation in any culture if one understands the other's cultural background.

Culture is a code we learn and share. Learning and sharing require communication. Communication enables us to transmit ideas. Every single act of our social behaviour involves communication. Your cultural background influences the way you encode and decode the messages. Your cultural beliefs influence your thoughts. The messages are nothing but the encoded thoughts. Let us take an example and discuss how cultural beliefs affect the process of communication. For example, Confucianism, the Chinese philosophy emphasises the values like virtue, hard work, respect for family and a host of others. Confucianism guides social relationships.

For example in the Confucian country of Korea, it is quiet common for strangers to find out each other's age in the first few minutes of conversation and adjust their language to show respect accordingly (Yum, 1988). He also noted that business and pleasure trips are mixed in Korea. This contrasts with Western pattern of keeping public and private lives separate. These differences in cultural backdrops affect their communication behaviour with others. Hence communication and culture are inseparable. Communication patterns and functions are governed by the cultural ethos.

4.3.2 Culture's Influence on Perceptions of Individuals

We look at the world and perceive things basing on our cultural background. Members of different cultures perceive the world differently. Because the philosophies of different cultures explain the concept of reality differently and this in turn influences on individual's behaviour. According to the Hindu culture, nature is sacred and hence worshipped. Worshipping trees and snakes is common to us but may look strange to others belonging to another culture. In some cultures, sacrifice of animals is considered to invoke the blessings of gods. So what is sacred in one culture may be sinful in another.

Everyday we receive enormous amount of information. We do not consciously interpret it at all. Our culture teaches us what is relevant. Interpretation of the information we receive against distinct cultures will be quiet dramatic as in the case of role of women. The way men and women communicate and behave is influenced by the cultural values. Because we as children acquire certain attitudes associated with gender. The family and other socializing agencies impose standards of behaviour on us in accordance with cultural guidelines. Culture shapes the way in which you think of yourself as a man or a woman and how to interact with others. Because, our feelings, thoughts and actions are tied to cultural expectations of gender.

Women are generally submissive and dependent and men are more assertive regardless of their individual personality traits. Hofstede (1980) also identified masculinity as one value dimension across which culture varies. Let us take another example and analyse. People in the US have a strong faith in the scientific method of solving problems. They believe that human beings have the potential for both good and evil. They also believe that humans have free choice and therefore responsible for their action. On the other hand, majority of Indians believe in the divine power destined it to be so. The farmers in India and in America with different cultural backdrops react differently to the same problem, say low crop production. An American farmer may try to analyse the problem scientifically. On the other hand, an Indian farmer says it is his fate. The cultural background in which these farmers were brought up makes the difference. So an interpretation of life is influenced by our culture.

4.4 GLOBALISATION AND CULTURAL IMPERIALISM

4.4.1 Media Globalisation

The emergence of global media is a recent development. But media operations abroad are not new. Books, films and music productions have been run by Transnational Corporations (TNCs) for decades. A transnational corporation is the one that maintains facilities in more than one country and plans its operations with a multi-country perspective. The TNCs became increasingly significant during the twentieth century and contributed to globalization. The film industry was the first media industry to serve a truly global market. Hollywood films, Disney characters and Western popular music are true examples of global media.

The global media are the result of technological changes such as the growth of satellite broadcasting, video cassette recorders, fiber optic cable and telephone systems. The most dramatic and important media technology to emerge was Direct Broadcast Television Satellites. Many nations started importing a majority of their television programmes from the Western nations especially from the US as these programmes are cheaper than the indigenous programmes. The US exported twice as many hours of programming as all other nations combined in the early 1970s. The Western nations especially the US is a huge exporter of movies, popular music TV programmes, news, books, magazines, and advertisements along with its values and lifestyles. The rise of international advertising stimulated the growth in global media. Advertisements themselves are increasingly important and even a dominant cultural force. The nature of the emerging global media is largely profit making.

The unrestricted flow of media, which includes news and entertainment from the West, has become a source of worry to the developing countries. Third World Nations expressed their concern over the cultural invasion as this flow of media contents affect peoples goals and aspirations. Examples can be readily be found at the level of every day cultural experience, the globalisation of Western food tastes, the influence of Western form of music, changes in dress habits and body languages and so on. Other examples can also be found in Western cultures where increasing number of Westerners adopting Islam and Buddhism. The global reach of media makes for a greater linkage among peoples and the emergence of some kind global culture. A related effect of media globalization is its ability to carry across borders some of the fundamental values of the West.

4.4.2 Popular Culture

One of the effects of media globalization and commercialization is the rapid dissemination of popular culture. It is a product of interaction between a major technology and social institutions. It is made possible by mass communication. It gets before a large number of people the common ideas and behaviour and reinforces these patterns as well.

Popular culture is contrasted with high culture or elite culture. High culture includes what are conceived as the great literature, poetry, philosophy, painting, drama, sculpture and others. Popular culture refers to a whole range of popular activities and artifacts-to entertainment, music, books, films, but has identified with the typical content of the mass media and especially with the fictional, dramatic and international material which they provide (Mc Quail,1996). The popular culture is immensely popular among all classes and is produced and consumed by large masses. The popular culture unlike elite or high culture has low literary values and is commercialized, as its mass produced programmes aim at the mass market. Popular culture was criticized that it would sell the entertainment as a commodity rather than for its aesthetic values. Popularity of Hollywood films, high circulation for Reader's Digest, Indians eating Italian food, television soaps are the examples for popular culture. Other examples for popular culture are the way Indian artists playing Western influenced pop and rock, dating and consumption of cool drinks. Thus, popular culture as a form of social activity represents a behavioural manifestation that is nearly universal. A few years back many of us did not even know who St. Valentine was. We had not heard of burgers and pizzas. We never popped a champagne bottle to celebrate. But today all these concepts are deeply imbibed.

4.4.3 Cultural Imperialism

As we have observed, in the globalisation era some nations like the US are the major exporters of news and entertainment programmes. These countries with strong mass media are able to capture international markets and sell. Some societies perceive the increasing popularity of these products as a form of cultural domination. What is actually being sold is a piece of culture. Mass media carry important cultural values. For example, Mc Donald's has about 20,000 restaurants in some 95 countries. They try to show a sophisticated environment in the advertisements and promote a particular lifestyle. Marketing of these products through global television has led to the development of a global pop culture. The receiving country may unconsciously or perhaps uncritically absorb the values which may lead to cultural dependency.

Cultural dependency is the belief that receiving culture becomes accustomed to the products of lifestyles of sender nations. For example, the most recognized United States icon worldwide is Coca Cola. Although US residents drink 524 million servings daily, 80% of the company's operating income comes from outside the US. Along with it Coca-Cola has communicated its images worldwide for decades. Take another example of dating, where boys and girls having outings before marriage. This is a Western concept adopted by the Indian youth.

Globalization brings us all into closer cultural proximity. Because we watch their programmes and we are also watching their lifestyles. For example, when a child is watching a programme on Cartoon Network or a serial like, Small Wonder on Star Plus, she / he is also exposed to a different kind of family norms or lifestyles which is not common in the Indian situation. A child over a period of time might be influenced by the messages conveyed in the programme. Once exposed and imbibed, these cultural influences remain for life.

So, in the cultural imperialism theory, developing nations claim the loss of cultural diversity is due to the transnational media corporations who promote their culture through their programming. When contact occurs between cultures through mass media, change can occur in any aspect of the culture.

4.5 LET US SUM UP

Culture is central to all human activities. Culture refers to a body of beliefs, customs, images, values, norms of behaviour, food, dress, communication patterns and a host of others. Since, culture involves a special mode of behaviour and a specific understanding of life, it automatically influences modes of expression. In other words, we may internalise and feel attached to the culture which in turn affects our perception of life and communication behaviour.

The dramatic developments in communication technology have led to the development of global media which bring closer contacts among various cultures. The availability of Western films, radio and television programmes, music, consumer products has raised doubts among developing nations. They tend to believe that the Western media will destroy regional and local cultures. This thesis is known as cultural imperialism. Critics of globalisation and popular culture are concerned about the assimilation of worldwide culture at the expense of indigenous cultural identity as well as diversity.

Activity - 1

1. Interview either your parents or grand parents on our early traditions. For example, how a guest was treated by them? Identify five such traditions and compare them with the present situation.

4.6 CHECK YOUR PROGRESS

1. On the basis of your reading of the cultural values, list out some of the Indian cultural values.
2. Explain the concept of cultural values and socialisation.
3. Take a class room situation and describe how culture does influence your conversation with your teacher or the opposite gender?
4. Delineate briefly how culture influences your perception about life. Give an example.
5. Write a short note on media globalization.

4.7 FOR FURTHER READING

1. Curran, Mass Communication and Society, Edward Arnold, London, 1977.
2. Herman and Chesney, The Global Media: The New Missionaries of Corporate Capitalism, Madhyam Books - New Dehli, 1977.
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Unit 5 GOVERNMENT, SOCIETY AND COMMUNICATION

Structure:

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Democratic Government and Public Accountability
 - 5.2.1 Informed Citizenry
 - 5.2.2 Five Year Plans and Development
- 5.3 Rural India
 - 5.3.1 Features of Indian Society
 - 5.3.2 Unity in Diversity
- 5.4 Role of Communication in Developing Societies
 - 5.4.1 Information Revolution in India
 - 5.4.2 Participatory Communication
- 5.5 Let Us Sum Up
- 5.6 Check Your Progress
- 5.7 For Further Reading

5.0 OBJECTIVES

To reach out and implement various developmental programmes, communication strategies have to be chalked out much before the implementation stage of the projects. As the government is the biggest implementer of welfare schemes, it needs to understand the varied needs of the population for effective implementation. In this unit, you will:

- understand the relevance of the government and public accountability;
- know the communication needs of the government;
- describe the very nature of Indian society;
- state the role of communication in the development process, and
- understand the importance of participatory communication.

5.1 INTRODUCTION

In this unit, we shall discuss and analyse the significance of good governance with the element of public accountability, which constitutes an outstanding feature of a democracy like India. We shall also examine the typical features associated with the Indian society and the role of communication in the achievement of development in this pluralistic society.

5.2 GOVERNMENT & PUBLIC ACCOUNTABILITY

Any government committed for the pursuit of civic good has to have a system of ordering its affairs through calculated use of resources. The government of India started a planned development through democratic means relying on the traditional bureaucracy, which the nation had inherited from the British to implement schemes and programmes. The colonial administration in India was authoritarian, paternalistic, preventive and coercive in nature and was fundamentally non-developmental. The main task of the administrators was the maintenance of law and order and collection of revenues.

After Independence, the national scenario underwent a tremendous change to incorporate the democratic and socialistic ethos envisioned in the constitution. Democracy brought in the parliament, ministers, elections and political parties coupled with the concept of public accountability. The nature of bureaucratic tasks also completely changed in variety, multiplicity and orientation. The emphasis was shifted to national development.

With the expansion of the functions of government and its increasing role in social and economic development, public accountability and social responsibility have assumed significance. One of the norms of democratic government is that power should commensurate with responsibility and the holders of public office should be accountable to the people for the exercise of their authority. This is considered an effective safeguard against the misuse of power and abuse of public authority. Public accountability refers to the liability of the government to give a satisfactory account of the use of official power or discretionary authority to the people.

5.2.1 Informed Citezenry

For the smooth running of any government, there is a need to build up good rapport with the people. This is more so in big a democracy like India, where the public confidence and popular support play a crucial role for the existence of the government. Public needs and aspirations must be taken on top priority while formulating national policies.

Mere formulation of policy decisions is not sufficient until they are informed appropriately to the beneficiaries who are spread across the country. The plans, programmes and achievements of the government must be well conveyed through an appropriate network of information services. Hence, the public information of the Government of India is handled by various media departments established under the Information and Broadcasting Ministry. These units also involve in gathering feedback on public attitudes and opinions from time to time. This helps the government to take alternative decisions in order to meet the requirements of the people.

Information helps to enrich knowledge. Knowledge is useful to form opinions on various issues. The collective opinion of the people is termed to be the public opinion, which constitutes the basis for any democracy. Public opinion is very dynamic, ever changing based on the progressive changes in the society. The democratic government must be committed to shaping and moulding public opinion. Informed citizens are effective in making constructive decisions.

5.2.2 Five Year Plans and Development

The Planning Commission was set up in 1950 by the Union Government to formulate the five year plans for the effective utilisation of resources, keeping in view the national priorities. The periodic evaluation of the progress of the five year plans helped to rectify the deficits and make necessary adjustments. So far the Planning Commission had implemented nine five year plans and five annual plans from 1951 to 1997.

All the five year plans are aimed at the overall development of the people. Every five year plan has emphasised on the need for people's participation in the developmental process. It has been said that the eradication of information poverty is a prerequisite for the eradication of economic poverty. In fact, information and development should go hand in hand. Removal of information ignorance is the prime concern of information and public relations agencies.

5.3 RURAL INDIA

The main characteristic feature of India is that it is predominantly rural in character and is agrarian and subsistence oriented. More than 70 per cent of the people live in rural areas pursuing agriculture and farm related occupations. The major emphasis of development is bringing about structural changes through transformation. Many of our governmental and non governmental projects have neglected the need for rural communication. Most the times the planners, policy makers and the implementing agencies does not even know the concept of rural communication. Since the society is rural and agricultural, primary emphasis has to be on modernisation of the agricultural sector through large scale extension work. Farm labour, small and marginal farmers, village artisans and those involved in traditional crafts and cottage industries constitute more than 75 per cent of rural population. However, the modern technology and mass media like radio and television are slowly making their impact on the standards of life in rural areas.

5.3.1 Features of Indian Society

The outstanding feature of Indian society is its plurality. It has abundant ethnic, religious and linguistic diversities. A religious orientation of outlook is one of the basic characteristics of the country, with a great amount of religious tolerance and discipline among people. Indian culture is unique and distinct as these diversities of religious and ethnic groups stand for humanity and human development.

The caste system sanctioned by the Hindu tradition has its most powerful hold. Each caste is hierarchically ranked according to the rituals followed. Caste can be distinguished from the general life styles of people and their behaviour. The well-known sociologist M.N. Srinivas says that "Caste is an institution of great complexity. It has its roots deep in history and even today it governs the lives of 300 million Hindus in several important aspects."

5.3.2 Unity in Diversity

Despite its vastness, India reflects unity in diversity. Irrespective of its religious, cultural, and linguistic diversities, India has always remained united. The Indianness is evident through the social and cordial relationships that persist among different classes of people. As Indian culture manifests sacredness, sacrifice, the people of different religions believe in respecting fellow being. Indian society is also dichotomous to have both urban elite and vulnerable rural population together living. The government is successful in bridging the gap between the rich and the poor. Thus variety is the order of Indian culture.

5.4 ROLE OF COMMUNICATION IN DEVELOPING SOCIETIES

Communication plays a prominent role in the transmission of new ideas and ensures a climate that is conducive to the acceleration of change in the desired direction. Communication helps in bringing about attitudinal and value changes along with imparting knowledge of skills and techniques. Communication by itself cannot fulfil its expectations unless it is meaningfully integrated with the key factors of development.

The noted communication expert Wilbur Schramm, has said that media have the power to initiate, stimulate, provoke and promote rural development by providing varied perceptions, interests, motivations, beliefs, faiths and ideas.

Communication prompted development is long lasting and ever sustainable and more meaningful. Media inputs develop human upbringing, human personality and nature in a number of ways. Media are a tremendous force in today's world. National and international issues are shaped by media inputs. The task of communication in development helps remove illiteracy and leads to overall national progress and prosperity. Mass media would be responsible for creating widespread awareness of and interest in the innovations. Their messages would produce a climate of acceptance of change. Communication also prepares people to identify their roles in the process of development.

Communication has to be geared to wider policy processes that bring about fundamental and structural changes in the society to achieve developmental objectives. This calls for a strong political support and an administrative action as well. The effectiveness of communication will also result in obtaining the feedback from the grassroots.

5.4.1 Information Revolution in India

The Information Revolution in India took a little slow start and made its beginning in 1970s. The computers were initially adopted by government departments to facilitate government procedures and to process information. Railways and airlines initiated computerisation of reservation service. The introduction of colour transmission for 1982 Asian Games revolutionised TV development and brought approval for a special plan for expansion of television network in 1983. This led to the boom in broadcasting facilities and private ownership. The liberal policies in telecommunication and computer revolution took place during 1984-89. Since 1991 several trends led to the speedy diffusion of technologies, growth of cable and satellite television and multimedia revolution. Now-a-days computer networks have been in operation in the Indian business and corporate world. Telecommunication sector has emerged as one of the fast growing sectors in India. Computer industry constitutes one of the fastest growing sectors in the country.

Satellite communication owes its origin and development to the establishment of Indian Space Research Organisation (ISRO) in 1962. The UNESCO panel of consultants on Space Communication in 1966 suggested taking up a pilot satellite project which led to the SITE programme of 1975-76 to experiment in 2400 villages in six states. India took the credit of being the only developing country in the region to undertake an experiment using space technology for national development.

5.5 LET US SUM UP

In this unit, you have understood the important aspects binding a democracy, a pluralistic society and communication. To begin with, we have started analysing the changes in the philosophy of administration from the colonial period to the present day scenario. Now-a-days public accountability and social responsibility have assumed greater significance than ever before. The social responsibility has led to the provision of suitable information to the people to participate in constructive manner in various developmental plans, schemes and programmes. The communication needs of the society forced the establishment of various media units under the Ministry of I&B.

After having noted the above, the typical features of Indian society are briefly looked at. The pluralistic rural society has the inherent properties of ethnic, religious, linguistic and cultural diversities. Despite these differences, the country reflects unity in diversity.

5.6 CHECK YOUR PROGRESS

Note: Compare your answer with the details given in this unit.

1. List the important features of rural India.
2. Explain the concept of unity in diversity.
3. Write a short note on government and public accountability.
4. Identify the primary objectives of each five-year plan.
5. Write a short note on Information Revolution in India.

5.7 FOR FURTHER READING

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DEPARTMENT OF MASS COMMUNICATION AND JOURNALISM

Karnataka State Open University, Manasagangothri, Mysore - 570 006

Opinion / feedback / comments on

COURSE III / BLOCK I - INTRODUCTION TO COMMUNICATION

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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.

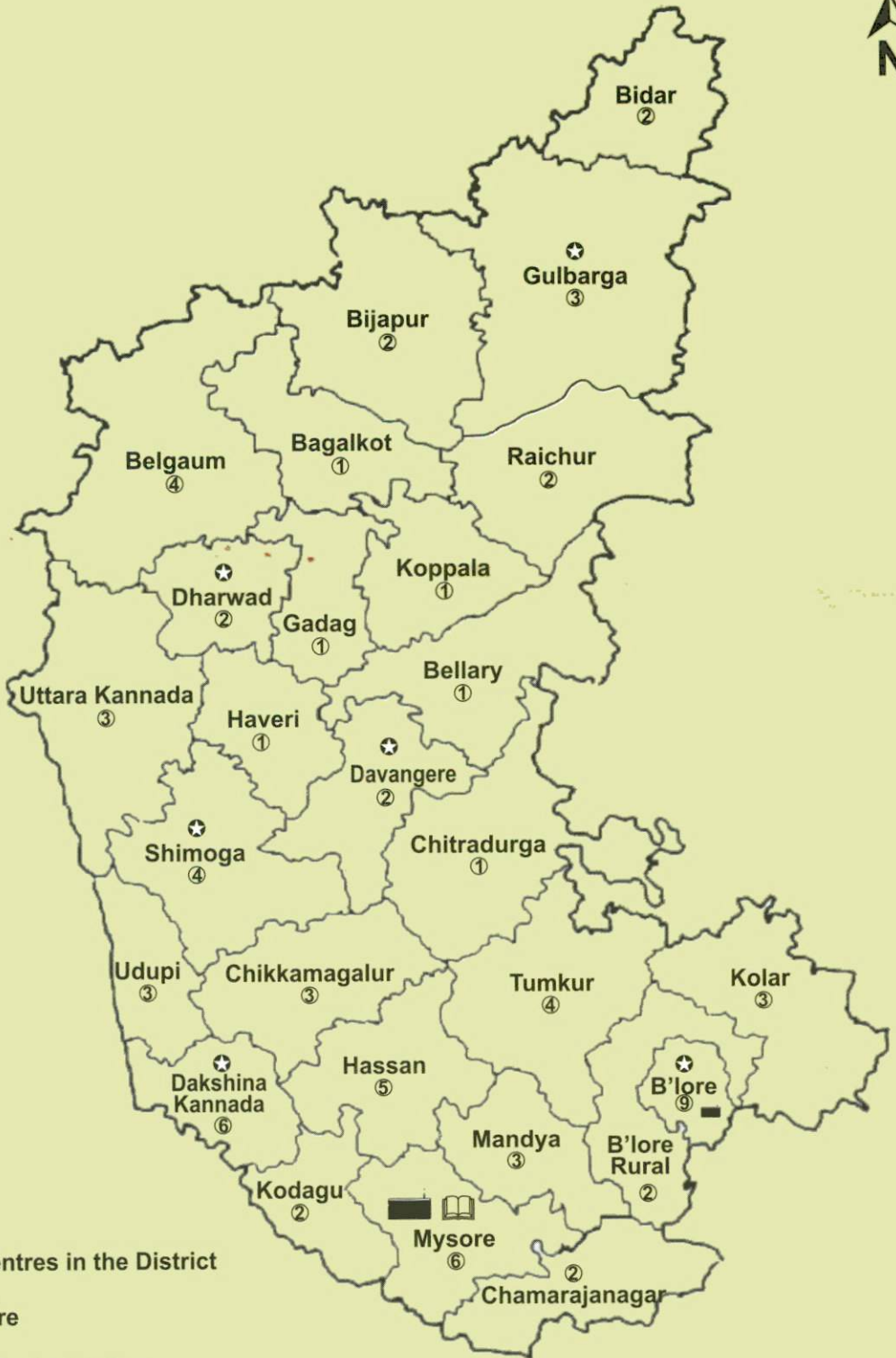
ODL is now the most influential educational phenomenon. New technologies that are emerging have changed the very nature of teaching learning process. Institutional experience world over so far has led to the fine tuning of the ODL process. As the society is moving fast in the first phase of knowledge 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 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 of 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.



 KSOU

 Total Study Centres in the District

 Regional Centre

 Gyanvani FM Radio Station

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