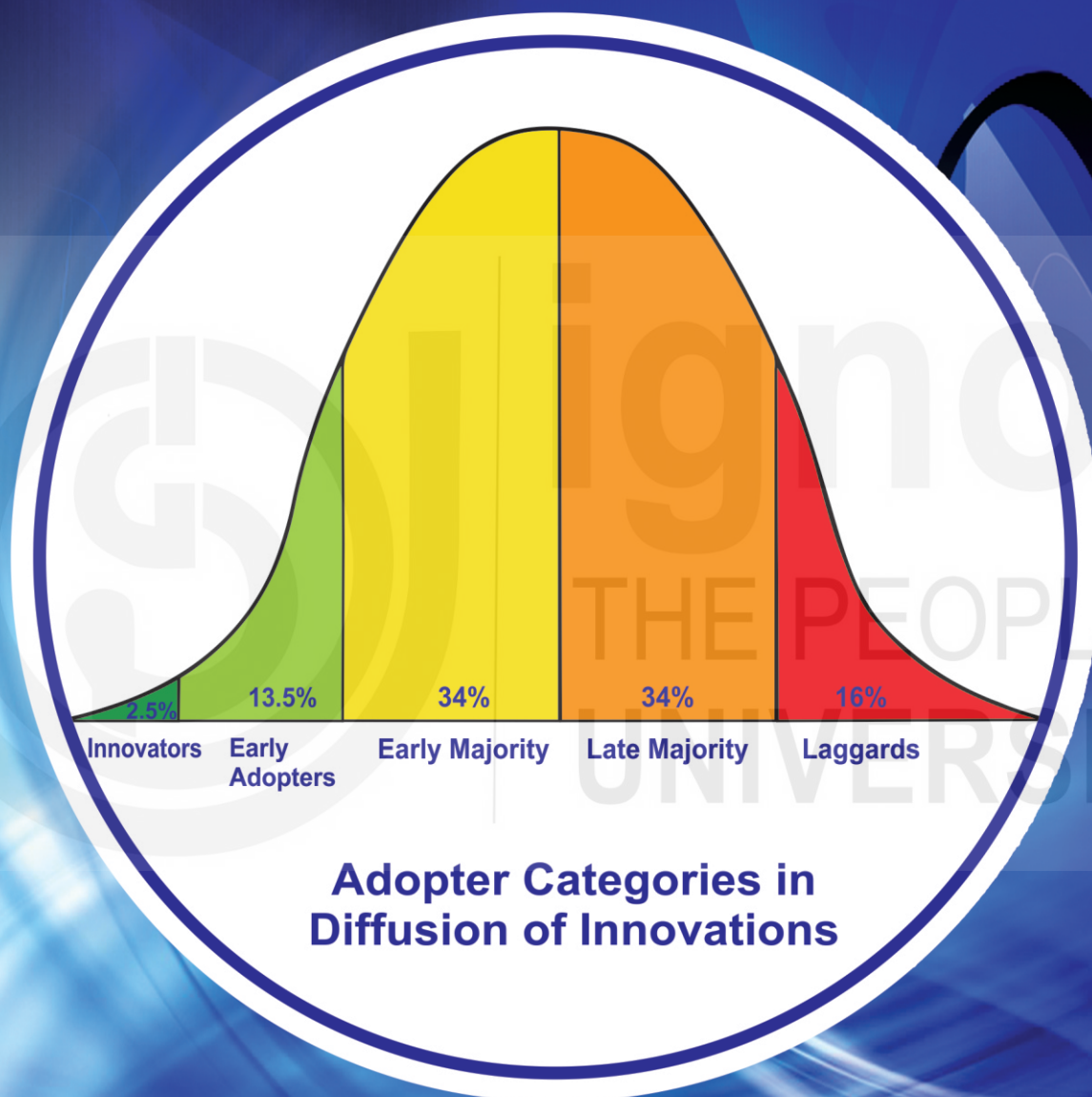




**Adopter Categories in  
Diffusion of Innovations**

---

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गाँधी

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*“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”*

— Indira Gandhi

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Block

# 3

## **COMMUNICATION IN EXTENSION AND DEVELOPMENT**

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### **UNIT 1**

#### **Communication: An Overview**

**5**

### **UNIT 2**

#### **Communication Channels**

**25**

### **UNIT 3**

#### **Theories and Models of Communication**

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## BLOCK 3 COMMUNICATION IN EXTENSION AND DEVELOPMENT

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Development communication is the act of getting an extension worker (sender) and people (receiver) tuned together for a particular message or a series of messages related to development work. Therefore, the purpose of this block is to make you understand the basic concepts of development communication, important models and theories of communication.

Unit 1, **Communication: An Overview** focuses on meaning and phases of communication, scope and functions of communication, communication process, elements of communication process and participatory communication in extension.

Unit 2, '**Communication Channels**' deals with different types of channels, inter-personal communication channels, criteria for selecting channels and some innovations in use of channels.

Unit 3, **Theories and Models of Communication**, deals with important models and theories of communication.



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# UNIT 1 COMMUNICATION: AN OVERVIEW

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## Structure

- 1.1 Introduction
- 1.2 Meaning and Phases of Communication
- 1.3 Scope and Functions of Communication
- 1.4 Communication Process
- 1.5 Elements of Communication Process
- 1.6 Participatory Communication in Development
- 1.7 Let Us Sum Up
- 1.8 Keywords
- 1.9 References / Selected Readings
- 1.10 Check Your Progress – Possible Answers

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## 1.1 INTRODUCTION

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Dear Learner,

As a development worker, you meet, talk, write and interact with people all the time. Is it not? But the questions are:

- How well do you communicate?
- If you communicate well, ask yourself, what are the benefits?

Good communicators are not always born - you can learn to be a good communicator, because many of the development problems occur due to poor communication. Communication plays a key role in acquiring knowledge on different aspects of development and encourages participating in development process. Therefore, as a development worker, you have a serious and moving responsibility; serious in the sense that the welfare of people by conceiving and executing effective development programmes; moving in the sense that you are part of great development movement to help people to improve their overall economic status. So in this unit, the meaning, phases, scope, functions and elements of communication process are discussed with suitable examples.

After studying this unit you should be able to:

- Explain the nature, importance and functions of communication in development work.
- Describe the communication process, elements of communication, mass communication, feedback and barriers.

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## 1.2 MEANING AND PHASES OF COMMUNICATION

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In Latin the word communicate means to share. This forms a base for words such as commune, communion, community, communism, each of which offers the concept of sharing and participation. The word communication was defined by various authors. The most comprehensive and simple definition was given by

Gibson and Hodgets (1986) who stated communication as the transfer of meaning between sender and receiver (Gibson & Hodgetts, 1986).

Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of messages. Thus, each episode of communication has at least three phases:

- Expression
- Interpretation
- Response

If the expression by extension worker is clear, the interpretation by people will be accurate and the response will be proper. In short, it is easy to control what extensionist expresses, say or mean, but difficult to control how people interpret and respond. Therefore, in extension work nothing is more important than the transfer of accurate information to people through communication.

The success of any communication effort (visual, written or spoken) depends upon the skill of the communicator to stimulate the audience thinking and to persuade them to action.

#### **Development Communication**

As applied to development, communication is the act of getting an development worker (sender) and people (receiver) tuned together for a particular message or a series of messages related to development work. The process of development communication involves:

- i) the sender who wish to send a development message
- ii) encoding, putting the message into some form
- iii) transmission of the message
- iv) message which must be received
- v) decoding interpretation of the message by the receiver
- vi) understanding of the message, and
- vii) the receiver who receives the message and provide feedback, if necessary.

All these operate in an environment which may include 'noise' which means anything that interferes with the content of the message being transmitted or received.

In recent past, the purposeful application of communication support has assumed an increasingly important role in many facets of development – popularly referred to as development support communication or development communication. Development support communication is broadly defined as “the application of existing communication technologies and media to the problems of development”. Therefore, the prevailing challenge for development to extension worker like you is to have ideas useful to people, to make their meaning clear, to get them accepted, and to motivate them to adopt and practice developmental interventions.

#### **Development Support Communication Vs. Extension**

In the context of extension, development support communication is the systematic utilization of appropriate communication channels and techniques to increase people's participation in development and to inform, motivate, and train them mainly at the grassroots level.

**Activity 1 :** Ask some of your colleagues what they mean by communication ? Compare their views with the one given in this unit and identify the common features.

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### Check Your Progress 1

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the three phases in communication.

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2) Write the meaning of development communication.

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## 1.3 SCOPE AND FUNCTIONS OF COMMUNICATION

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### 1.3.1 Scope

You are well aware that for thousands of years, human beings have been using different ways of communication to connect and convey the ideas, and to develop relationships. You are also aware that communication is a double-edged sword - it can either build or destroy any situation. The clear concise and effective communication promotes openness and enables to move forward and enhances relationship. Conversely, poor, unclear or vague communication leads to dysfunction, low morale and costly blunders. Therefore, communication ability of extension and development professional is the first footstep of the ladder for the success of any development programme. Those who lack communication skills find difficulty in transfer of innovative developmental interventions for bringing socio-economic change through development among the target audience.

Communication without getting feedback from the end-users is often a waste of time. It implies a mutual reciprocation of sending and receiving message. Therefore, effective communication is an essential component of extension programme success whether it is interpersonal, inter-group, intra-group, inter-organizational, or intra-organizational.

#### **Routine Communication Ways**

Extension worker communicates on many levels, for many reasons, with many people and in many ways. A typical extension worker like you, on an average day/ normal day, may communicate in the following ways:

- You reach your workplace and see letters delivered - **a written communication.**
- You receive people in office who convey progress of some development work / problem - **a spoken communication.**
- You enter your superior's room, greet first and submit some data or report - **both spoken and written communication.**
- Along with your colleagues and people, you participate in a meeting called by higher official to review the progress of development work – **a group communication.**

Excellence in communication in modern era requires much more than simply being able to write correctly and speak clearly. Understanding of body language, voice, tone, facial expression, perception, mood and many other factors affect communication, and equally we need to understand how they influence the message received by others in a communication situation. Effective communication skills are essential for success. Words written, spoken, mailed and telexed are the modern day communication media of choice, thus communicating well is increasingly becoming a challenge. Words sometimes are subject to massive interpretations, errors and therefore are highly effective as a communication tool. Extension professionals typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of problems is the poor communication skills. Once learned, these communication skills become an integral part of your day to day communication at work place and field situations.

#### **Verbal and Non-Verbal Communication**

**Verbal Communication:** On an average, a person spends about 75 per cent of active time on communicating verbally- listening, speaking, reading and writing. In other words, as an extension worker, you spend about 10 or 11 hrs a day on verbal communication.

**Non-verbal Communication:** It includes the gestures, facial expressions, and movements etc., which make our communication more effective. It is also referred to as body language.

### **1.3.2 Functions**

Overall the main function / purpose of communication is to change or guide other people's behaviour. The basic functions of communication may be categorized as under.

- i) **Control** – communication acts to control member behavior in several ways. Organizations have authority hierarchies and formal guidelines that employees are required to follow.
- ii) **Motivation** – communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance.
- iii) **Emotional expression** – communication provides a release for the emotional expression of feelings and for fulfillment of social needs.
- iv) **Information** – it provides the information that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices.

### Check Your Progress 2

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Do you agree that communication plays an important role in development programmes? Support your answer.

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- 2) Give examples for the following

a) Written Communication :

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b) Spoken communication : .....

d) Group communication : .....

- 3) Differentiate between communication and development communication.

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## 1.4 COMMUNICATION PROCESS

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Dear learners, communication process involve interdependent and interrelated elements together to achieve a desired outcome of development. Development

workers as communicators and researchers work ultimately for the betterment of people / society. You have to interpret the developmental invention / intervention and play mediator role between people and researcher. The researcher advances the knowledge; the development worker advances the progress. Effective communication process links the knowledge and translates it into the language of people in a way acceptable to them. Therefore you have to combine the knowledge of development work with the knowledge of the needs, aspirations and limitations of people / beneficiaries of development.

### 1.4.1 Key Problems and Critical Factors in Communication Process

As mentioned earlier, communication is a process. Process is an act of proceeding – a series of actions or operations definitely leading to a desired end. In a continuing relationship with people, successive cycles of communication have a cumulative meaning and effect. Your relationship with every person under your jurisdiction is always in a state of change – better or worse. Unfortunately, all change is not necessarily progress. Progress results only when the change is in desirable direction. You are aware that, there are some powerful forces that tend to slow down changes in people's behavior in desirable direction. To overcome these forces, a powerful communication effort by extension workers must be constantly exerted.

From the above discussion, emerge some key problems and critical factors of communication in programmes for development. Fortunately for the development workers, there are things known about communication that when understood will help them communicate more effectively. Some of these are described briefly under the following sub-sections:

- i) **Communication is Limited by One's Concept of the Communication Process:** A common mistake committed in communication is identification of the part with the whole, or the parts in a misleading notion. Successful communication for development is not a single unit act. It requires of unit acts planned assuring effective sequence and integration.
- ii) **Communication is a Two - Way Process:** Communication is a two way process always involving interaction between those who are aspiring to communicate (extension worker) and the receiver (people).

#### Two- Way Communication Process

It is not enough just to tell or demonstrate to a livestock farmer or group of farmers how deworming / artificial insemination should be done or why they are important. You must make them understand clearly:

- What is to be learned about deworming / artificial insemination?
- What they should do in order to get maximum benefits of livestock farming?

Questions and comments by the farmers (feedback) and observations by you on their response are good ways to know how well you have communicated. Direct questioning by you, establishing a friendly environment, and a permissive climate whenever you are communicating are the other methods among many for making communication a two-way process.

- iii) **One Must Have Ideas Before Communicating with Others:** You must communicate to people about things that exist, that are real, and people see them. You must remember that, what people think is true is true to them. And they will act accordingly until what they think true is disapproved and real truth is accepted by them.
- iv) **Use of Symbols:** Practically all communication especially that involving complex and abstract ideas, is done by the use of symbols, which are substitutes for real objects. *Example* : The qualities of a good buffalo could be best communicated by having presented the real object - a high quality Murrah buffalo. But to make clear the concept of overall development of a village, would require more visual symbols in one or other form ( pictures, models etc).
- v) **Cultural Values and the Social Organizations:** Cultural values and the social organizations are also important determinants of extension communication. Hence, knowledge of ideas and action which the value system will accept, and which it will be likely to reject, along with channels of communication by the particular social organization are essential to effective communication.
- vi) **Environment Influence:** The environment created by communicators influences their effectiveness. The physical facilities, air of friendliness, respect for peoples' views, recognition of their accomplishments, and rapport in general are all important ingredients of environment conducive to effective communication.
- vii) **Specific Forms or Patterns:** To make sense, the communication efforts must be organized according to some specific form or pattern. It may be formal communication like a lecture on MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) or informal communication with a villager while walking like conversation about the health and welfare of village people. Other common forms are telling a success story of a development intervention from an adjoining village, a debate about merits and demerits of a scheme, a poster about pulse polio vaccination camp etc.
- viii) **Cooperation, Participation and Involvement:** You are aware that communication is a two way process which takes place between two or more people. It is not just speaking or writing to people, but they must cooperate, participate and involve in listening and respond accordingly.
- ix) **Evaluation:** Extension functionaries need to know if their expressions were effective, if they were interpreted clearly and what kinds and amounts of response resulted. This is possible by taking frequent feedbacks on their communication to evaluate and improve further.

#### Communication Evaluation

After explaining the importance of getting polio vaccination to kids / benefits of ICDS centre as part of health and family welfare extension, you can obtain the information on its practice by villagers either informally or formally. Informal checks may be made through direct questions and conversation. Formal evaluation may be made by household visits.

### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Identify and write important factors governing communication in extension work.

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- 2) Do you agree that communication is a two way process? Support your answer.

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## 1.5 ELEMENTS OF COMMUNICATION PROCESS

Successful communication requires a skilful **communicator** sending a useful **message** through proper **channel**, effectively **treated** to an appropriate **audience** that **responds** as desired.

### Elements of Communication Process

- 1) Communicator / Sender
- 2) Message / Content
- 3) Channel
- 4) Treatment of message
- 5) Audience / Receiver
- 6) Response of the audience (Feedback)

### 1.5.1 The Communicator

As a development worker, you are the communicator /source of message and initiate the process of communication for development. You give expression to message or series of messages intended to reach people in a manner that results in correct interpretation and desirable response.

*Examples for communicators:* ICDS functionary, livestock assistant or Veterinary surgeon , agricultural extension worker etc.

A key factor influencing the effectiveness of communication is credibility of communicator. People pose several questions in perceiving your credibility as communicator viz.,

- Who are you?
- What are your motives?
- What do you know about development and Government programmes / schemes related knowledge?
- What are your attitudes and skills?
- How do you look like?
- How do you act, speak and write?
- Is your purpose to really help or exhibit your knowledge?

Therefore:

#### **Development worker should know**

- The objectives specifically defined
- The people, their needs, interests, abilities, predispositions
- The message- its content, validity, usefulness and importance
- The channels that will reach the people and their usefulness

#### **Development worker is interested in**

- The audience and their welfare
- The results of communication and their evaluation
- The communication channels, their use and limitations
- How to improve further his communication

#### **Development worker prepares**

- A plan for communication
- Communication materials and equipment
- A plan for evaluation of results

#### **Development worker has skill in**

- Selecting messages
- Treating messages
- Expressing messages - verbal and written
- Selection and use of channels
- Understanding audience
- Collecting evidence of results

### **1.5.2 Message / Content**

Messages are the content aspects of educational change that is assumed to be desirable in development. Effective communication is assumed to be a matter of promoting learning. Learning cannot go on in a vacuum. It requires messages / subject-matter. Something must be learned when learning takes place. Extension communication therefore must have a message to convey to the beneficiaries. A message is the information, you wish your audience to receive, understand, accept and act upon. Messages for example consist of statements of scientific facts about developmental programme.

*Example for messages:*

- Benefits of community health centre
- Benefits of scientific livestock farming
- Benefits of public transport
- Reasons why pulse polio vaccination is good for kids etc.

**Activity 2:** Visit your nearest development department and identify some developmental messages. Write two of them here.

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### 1.5.3 Channels of Communication

You, as a development worker and the people as beneficiaries of development programmes must be connected or tuned with each other for a message or series of messages. For this purpose, channels of communication are necessary. Channels are the physical bridges between you and your beneficiaries. A channel may be anything used by senders of message to connect them with intended receivers.

Many obstructions can enter in channels. They are often called as noise- i.e. some obstruction that prevents the message from being heard by or carried over clearly to the audience. Noises emerge from a wide range of sources and causes viz:

- Failure on the part of a communicator to handle channels skillfully.
- Failure to select channels appropriate to the objectives of development.
- Failure to use channels in accordance with audience abilities.
- Failure to avoid physical distraction.
- Failure of audience to listen or read carefully.
- Failure to use enough channels in parallel.
- Use of too many channels in a series.

To become a successful communicator you should prevent the blockage / noise affecting channels of communication that emerge from one or more of the above conditions.

#### **Barriers / Noises in Communication Channel**

- **Written material** – Many people especially in rural areas cannot read
- **Meetings** -All people may not attend the meeting
- **Radio / Television / Internet** - All people may not have access to them

Please refer Unit 2 under this block for a detailed discussion on communication channels.

### 1.5.4 Treatment of the Message

The treatment aspect of the message deals with how to send the message through channels with maximum probability of reaching their intended destination

effectively. Treatment has to do with the way a message is handled to get the information across to an audience. It relates to the technique or details of procedure or manner of performance essential to have expertise in presenting message. Treatment deals with design of methods for presenting messages. The purpose of the treatment is to make the message clear, understandable and realistic to the audience. The following are the three categories of bases useful for varying treatment:

- **Matters of general dealing:** *Example* - Repetition or frequency of mention of ideas and concepts; contrast of ideas; chronological- compared to logical, compared to psychological.
- **Matters of speaking and acting:** *Example* - Limit the scope of message to few basic ideas and to the time available.
- **Matters of symbol variation and devices for representing ideas :** *Example* - Real objects; models; specimens; photographs; charts etc.

### 1.5.5 The Audience

Audiences (people) are the intended beneficiaries of the developmental messages and assumed to be in a position to gain economically, socially or in other ways by responding to the message in particular ways. The more homogeneous an audience, the greater the chances of successful communication. In the attempts to identify audience, it is useful to find out the:

- i) Potential audience
- ii) Available audience and
- iii) Active audience – physical and psychological.

At the primary level there are only two audiences viz:

- i) Intended audience
- ii) Unintended audience

In the intended audience, there are usually four groups viz.,

- i) Listeners or attenders who act on the message
- ii) Listeners or attenders who don't act
- iii) Listeners and attenders and
- iv) Non-listeners and non-attenders

### 1.5.6 Response of the Audience / Feedback

Goal of feedback is to get confirmation of your message. This is the terminating element in the communication process. Response by audience to messages received is in the form of action to some degree, mentally or physically. Action, therefore, should be dealt with as an end, not as means. Consequently, the five elements we have just analyzed are intended to be viewed as an organized scheme (means) for attaining the desired action (end) on the part of intended audience in the process of development. Action taken by the intended audience that can be attributed to a given communication act by you may properly assume to be a result of the degree to which these elements have been effective.

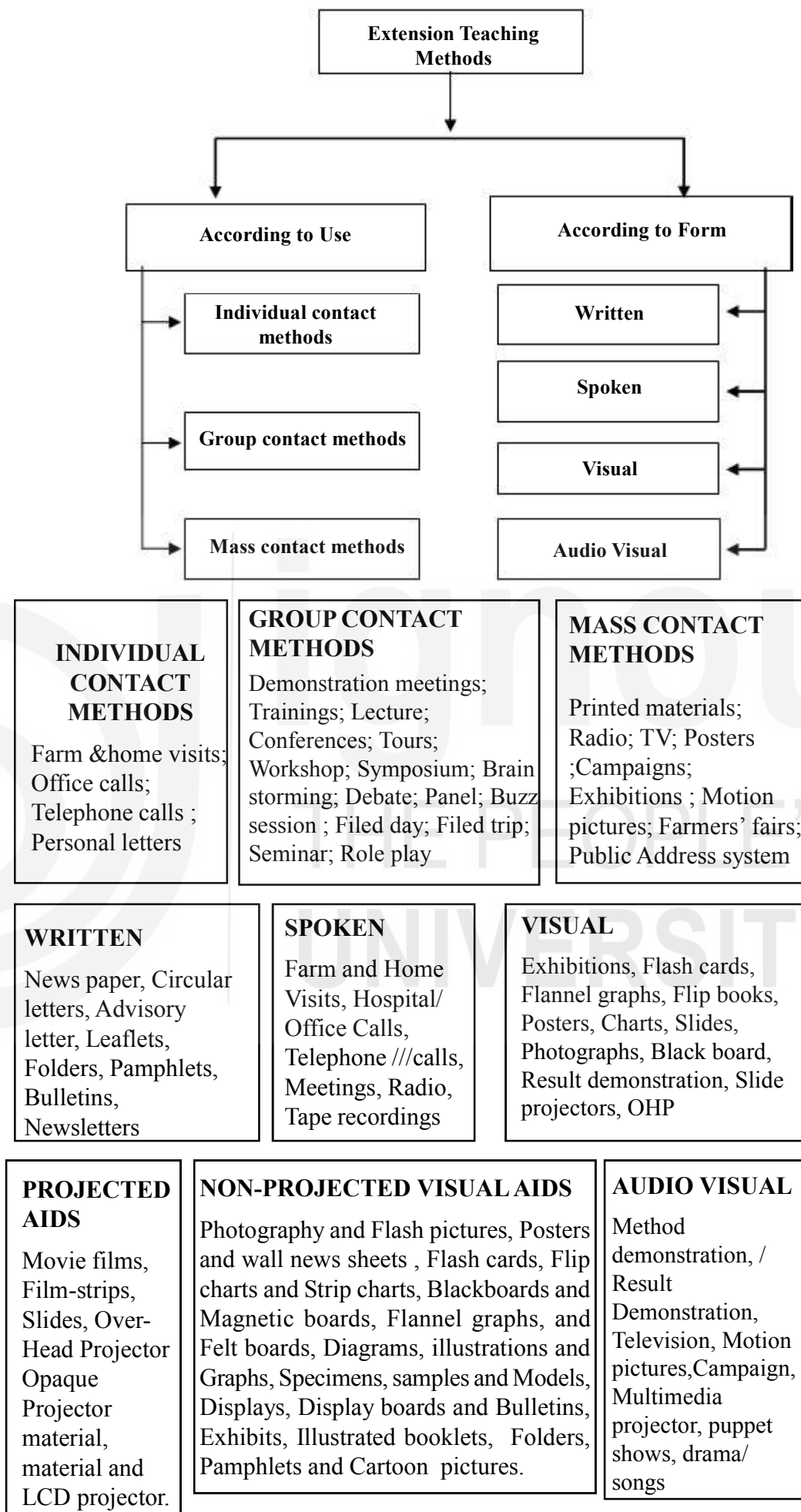


Fig. 1.1 Classification of Extension Teaching Methods and Aids

After receiving a message, it may be generally expected that audience response will be widely varied. The following gives an idea of possible variety in response that may result:

- Understanding vs. Knowledge
- Acceptance vs. Rejection
- Remembering vs. Forgetting
- Mental vs. Physical action
- Right vs. Wrong

From these propositions, it may be recognized that response or action resulting from a communication is a complicated phenomenon and has to be considered with care and delicacy. The ultimate question that may be asked about the elements of communication, therefore, is: *Who communicates what, to whom, for what purpose by which media, with what results.*

The classification of extension teaching methods and aids commonly used in development communication are given in Fig. 1.1

#### Check Your Progress 4

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Write the importance of the following elements of communication in extension work.

i) Communicator

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ii) Message / content

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iii) Channels of communication

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iv) Treatment of message

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v) Feedback

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2) Identify the elements of communication involved in delivering a lecture on NREGA.

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3) Communication process is incomplete without audience response. Justify this statement.

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4) Based on your understanding, identify the barriers that come in the way of communication.

- i) Physical barriers : .....
- ii) Mechanical barriers : .....
- iii) Psychological barriers : .....
- iv) Cultural or linguistic barriers: .....

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## 1.6 PARTICIPATORY COMMUNICATION IN DEVELOPMENT

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Communication when defined in day to day context is an activity or a process of giving information to other people by using signals like speech and /or body

movements. It is an important component in extension where the extension workers interact with people. More important, it has a central place in participatory extension process where peoples' preferences and priorities are the driving force. In a simple model of communication, there is a communicator, (extension worker) receiver (people) and a message (information). The message is encoded by communicator and decoded by receiver for the comprehension to be achieved. Then communication is said to be taking place. Every time when two or more individuals 'talk' to one another, it is not necessary that communication is taking place. While there are many factors that govern the effectiveness of communication, a common perception is a necessary precondition for meaningful communication between individuals. What is perception? What is it all about? For example, when we look at a thing or a person or at a scene, our mind picks up only a part of what we see, colors it in the light of experience and interprets it for us. Then we take (perceive) it. So what we often see is a subjective world, not an objective reality. Looking at the same thing, you and people might perceive it differently and therefore react very differently. Perception is such a funny thing that it makes you see what you 'want' to see. You may hear what you 'want' to hear. It is said that "meanings are in people but not in words (Berlo). Perception is a tricky mental phenomenon. Cultural, ethnic and family background largely influences one's perception. In extension process, when the extension workers do not share a common perception with people, it is likely that either of them get wrong signals from the other. This leads to biased understanding and prevention of any fruitful communication to take place. There is, therefore, a strong need to share peoples' perception to appreciate problems from their point of view by approaching them. To understand this phenomenon, an example from animal husbandry extension is given in the following Box

#### **Dung Animal Vs Milk Animal - A Case in Farmers' Perception**

Not long ago there was an animal production specialist who visited a dry place. He surveyed the local dairy situation and felt that promoting crossbred cows would be a suitable activity for the development of small farmers for whom crop agriculture was not a paying proposition. He reasoned that even half an acre of land put to fodder production will help the farmers raise two milch animals. His on-station research in the past has shown him that fodder ensured, good cows give about 7-8 liters milk a day. He then set out to sell his idea to the farmers in the area. In a farmers event meet, he spoke and claimed that improved cow would give ten times the milk of their local buffalo. Then, came the question from the farmers, "Sir will your improved cow give ten times the dung of my local buffalo?" The specialist was speechless.

**Implications:** Given their dry farming situation, for farmers manure is more important than milk, without manure their food production and survival are threatened. They have a good dung animal - local buffalo and they felt it is risky to replace it with a milch animal - improved cow.

**Source:** ISPA, Animal Husbandry Department, Hyderabad.

### **1.6.1 Open Ended Questions**

Because of the professional training as a development worker, you are likely to air out your opinions and advices more, than eliciting peoples' raw experiences.

This discourages them to come out with their natural response and there is a possibility that communication may stop. To obtain information, we use three types of questions in our routine life:

- Leading questions
- Open questions
- Direct questions

**Leading questions** are those that are suggestive of the answers to be given. These are mostly used in personal life and do not yield information beyond ‘yes’ and ‘no’.

**Open ended questions** do not give a lead, therefore are likely to elicit more and unbiased information from others.

**Direct questions** are those which you ask to get information from people on specific points like: How many houses have electricity connection in this village?

During discussions with people you must as much as possible, enquire open ended. Conventionally, extension training programmes and people directed events end up as platforms for development functionaries to disseminate developmental interventions. By practicing active listening, probing and open ended communication, you successfully achieve a dialogue with the people. Otherwise it tends to be a monologue which does no good to anybody.

To make you understand the difference between leading and open ended questions, a small example from livestock development sector is given in the following Box

**Open Ended Communication**

A farmer purchased a dairy animal and you happened to visit him. The farmer has shown his animal to you with enthusiasm. If you were asked to select a milch animal, may be you would consider the udder size, animal condition, scientific scorecard etc., as criterion. Now you want to know how the farmer has selected this animal. How do you ask him? If you ask him ‘the udder size impressed you, is it not?’ It is a leading question and is likely to lead the farmer to talk of the udder while it may not be the basis for selection. More than that, certain farmers have the tendency to conform to your ideas when asked in a leading style. Therefore the safe bet will be to ask ‘on what basis you have selected the cow?’ (Open-ended). Then you would stand to gain by knowing about farmers’ expertise or criteria in selecting a cow.

**Implications:** Through open ended questions, actual reasons behind a practice are likely to emerge as feedback. Further, open end questions can be used in interviews or conversations with people irrespective of the topic of discussion.

**Source:** ISPA, Animal Husbandry Department, Hyderabad.

**Activity 3 :** Visit your nearest development department and observe how development workers communicate to people in a participatory way. Write your observations.

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**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Based on your understanding of the above section, write three open ended questions related to any development work.

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## 1.7 LET US SUM UP

In this unit, we started by looking at the meaning, nature, functions and process of communication and understood that through communication two or more people exchange ideas, facts, feelings, impressions, and the like in a manner that the receiver gains a clear understanding of the meaning, intent and use of the message. We also examined the key problems and critical factors in communication and realized that communication is a two way process. Later, we examined in detail the basic elements of the communication process and participatory communication and noticed that, the success of development programmes directly depends on the transfer of helpful information using different elements of communication process to the people.

## 1.8 KEY WORDS

|                      |                                                                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b> | : Exchange of facts, ideas, opinions or emotions by two or more persons in ways that each gains a common understanding of the meaning, intent and use of messages.     |
| <b>Communicator</b>  | : The source of message and initiates the process of communication.                                                                                                    |
| <b>Message</b>       | : Content aspects of educational change that is assumed to be desirable in development.                                                                                |
| <b>Channels</b>      | : Physical bridges / transmission lines used for carrying messages.                                                                                                    |
| <b>Treatment</b>     | : The treatment aspect of the message deals with how to send the message through channels with maximum probability of reaching their intended destination effectively. |
| <b>Audience</b>      | : Audiences are the intended end-users / beneficiaries of the messages.                                                                                                |
| <b>Feedback</b>      | : Is the indication how well your message has been received in a way you intended.                                                                                     |

- Mass Communication** : Various means by which individuals and entities relay information to large segments of the population all at once through mass media.
- Barriers/Noise** : Anything that distorts meaning including language and perceptual differences as well as physical interference during communication.

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## 1.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

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### Check Your Progress 1

- 1) The three phases in communication are: expression, interpretation and response.
- 2) Development support communication is the systematic utilization of appropriate communication channels and techniques to increase people's participation in development and to inform, motivate, and train them mainly at the grassroots level.

### Check Your Progress 2

- 1) Yes. Communication plays a key role in acquiring knowledge by extension beneficiaries. Overall communication serves information, command / instruction, influence / persuasive and integrative functions in development.

- 2) a) Written Communication : Reply letter from an extension worker
  - b) Spoken communication : Talk / lecture in a training programme
  - c) Group communication : Demonstration in a training programme to a group of participants
- 3) Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of messages. Development communication is the application of existing communication technologies and media to the problems of development.

### Check Your Progress 3

- 1) The important factors are: Communication is limited by one's concept of the communication process; Communication is a two way process; One must have ideas before communicating with others; Use of symbols; Cultural values and the social organization are determinants of communication; Environment influence and; Evaluation is necessary to improve communication.
- 2) Yes. I agree that communication is a two way process always involving interaction between those who are aspiring to communicate (extension worker) and the receiver (people).

### Check Your Progress 4

- 1) i) *Communicator* – Source and sender of message and initiates the process of communication.
  - ii) *Message / content* - Information, you wish your audience to receive, understand, accept and act upon.
  - iii) *Channels of communication* - Transmission lines used for carrying messages to their destination.
  - iv) *Treatment of message* - Deals with how to send the message through channels with maximum probability of reaching their intended destination effectively.
- 2) While you are giving a lecture on MNREGA the following elements are involved
    - i) Communicator - Rural development extension worker
    - ii) Message / content - Importance of *Grama sabha* in identifying works under MGNREGA
    - iii) Channels of communication- Direct lecture with audio-visual aids
    - iv) Treatment of message - Minimizing technical words, giving examples from their own settings etc.
    - v) The audience - Members of village panchayat
    - vi. Response of the audience - Questions from the panchayat members on division of MNREGA funds for various works, labour charges etc.

- 3) Goal of audience response is to get confirmation of message. This is the terminal element in the communication process. Response by audience to messages received is in the form of action to some degree, mentally or physically. Action, therefore, should be dealt with as an end, not as means. In communication, feedback is more difficult and yet it is very important because effective communication includes feedback. It is an indication how well your message has been received in a way you intended.
- 4) Barriers come in the way of communication.
  - i) Physical barriers : loud noise from a near by factory
  - ii) Psychological barriers: pre-conceived attitudes on developmental programmes
  - iii) Cultural or linguistic barriers: language
  - iv) Mechanical barriers: whistling microphone, and loudspeakers

**Check Your Progress 5**

- 1)
  - i) On what basis you have selected the MGNREGA works in the village?
  - ii) What are the constraints in implementing MGNREGA programme?
  - iii) What suggestions do you offer to District Panchayat Officer on effective implementation of MGNREGA?

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## UNIT 2 COMMUNICATION CHANNELS

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### Structure

- 2.1 Introduction
- 2.2 Communication Channels
- 2.3 Types of Channels
- 2.4 Inter-Personal Communication Channels
- 2.5 Criteria for Selecting Channels
- 2.6 Some Innovations in Use of Channels
- 2.7 Let Us Sum Up
- 2.8 Keywords
- 2.9 References / Selected Readings
- 2.10 Check Your Progress – Possible Answers

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### 2.1 INTRODUCTION

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In any development process, exchange of information between the development agency and the people is of crucial importance. In today's world speedy exchange of information between two points has been facilitated by the use of information technology. Every civilization has evolved from one level of progress to another which has been marked by simultaneous improvement in the use of the channels of communication. In earlier times, commonly used channels of communication ranged from quaint message service in the form of pigeons, drum beats, runners who would carry messages from one post to another, and more routine and everyday channels in the form of face to face interpersonal contacts, use of opinion leaders and peer contacts to traditional theatre and art in a rural setting. The use of traditional media and interpersonal means of communication have remained with us from centuries, passing from one generation to another as a legacy of the oral culture. These have been enriched with the entry of modern and mass channels of communication like radio, print media, television, films and outdoor media. Today, leapfrog changes in the technology, especially in the use of digitized means of communication, and consequent changes in the volume and speed of information exchanged have made it possible to connect with people at any time and anywhere in the world.

The use of modern means of communication has enabled fast pace and greater flow of information. This is radically different and revolutionary from the days of beating of drums and using pigeons as channels of communication and as messengers! The use of such gadgets, as mobile telephony, laptops and digital cameras has changed the way we communicate today. If on one hand, internet has changed our lives by giving us control over what messages we can send and receive; it has also created a digital divide between those with access and without access to the new media. In this unit, we will be largely focusing on both face to face and modern means of channels of communication which have been used in promoting health, literacy, use of new agricultural practices and scientific attitude. Simultaneously, this unit will also allow you to explore possibilities the new

media offers in bringing up-to-date information knowledge and skills to transform lives of the people living in rural areas or in urban slums.

After studying this unit, you should be able to:

- Describe the importance and different types of communication channels.
- Explain the importance of inter personal channels in extension and development work.
- Discuss few innovative uses of channels for extension and development work.

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## 2.2 COMMUNICATION CHANNELS

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In unit 1 on ‘Communication: An Overview’ we discussed that any act of communication between two persons, or a development agency and the community, the presence of four elements is essential. These elements are: (1) Sender, (2) Message, (3) **Channel** and (4) Receiver.

The binding element between the sender and the receiver in the communication process is the **Channel**. The channel can also be used by the receiver to send feedback to the sender. Hence, dependency of both sender and receiver is greatly dependent on the channel’s capacity for transmission of messages. It may be clarified here that audience or the recipient of development messages may not have access to modern channels, like radio, TV, newspaper to send their feedback to the sender since these channels provide for one way transmission, unlike a telephone where instant feedback is possible. This situation does not allow the receiver to provide the feedback consistently and continuously which leads to breakdown in communication between the sender and the receiver. We will be discussing this aspect of people’s limited access to channel little later in this unit.

### Channel as Truck and Match-boxes

To illustrate the meaning of Channel, we can draw parallel with the process of ferrying of goods from one place to another by using a truck as a ‘carrier’. Just as the truck is loaded with material to be transported to another destination, channel carries ideas, information and meaning to the destination. Without the aid of the truck, the goods/material will not be able to reach its destination. The speed of the truck and its carrying capacity will be able to determine how much load it can carry and the time taken to deliver goods without incurring any loss, either of the material or delay in transporting it.

Children are often seen playing the mock-telephone game in which match-stick boxes linked with a string at both ends are used as two instruments between two players for carrying messages between them. In such a situation the match-boxes adapt the role of a carrier or the channel. This brings us to the issue of efficiency, time taken and capacity of the channel to carry information.

### 2.2.1 Elements in Selection of the Channel

- i) **Quality or efficiency:** Efficiency of the channel is determined by the quality of the message received as intended, without distortion and noise. An FM radio is able to broadcast noise-free programmes unlike the short-wave radio.

- ii) **Time taken in transmission of message:** Speed is an important element in the choice of a channel. For example, television in comparison to a newspaper is able to take the viewer to the site of the event or an accident and show events as they happen without any time-lag. A newspaper will bring the news of the same event next day! The details which the TV may not be able to provide, but the newspaper can provide an in-depth account of the same story. So each channel is special and has its own advantages and disadvantages.
- iii) **Load capacity:** A poster or a bill-board has scarce capacity since limited message can be displayed as compared to channels like radio or a street theatre. An attempt to fill a poster with additional information will create clutter in the limited space. In comparison, a magazine can carry more information. A meeting or group discussion organized in a village by the Panchayat to provide information to the members about conservation of forests and measures to prevent water logging to avoid breeding of mosquitoes and spread of Malaria can become one-way transmission of instruction by the technical expert and can overload the capacity of listeners to follow the directions for action.

These above-mentioned factors determine the decision to make a choice of selecting one channel over another channel on the basis of its capacity and efficiency. To understand the selection of channels in any development programme, we can look at the process of communication i.e. the way the act of communication works and what important elements are required to achieve the aim of communication.

In the context of extension work, channel assumes a significant role in transporting messages of development from the development agencies to the people/beneficiaries and their concerns and views back to the development agencies.

#### **Channels Can Be Both Human and a Machine**

Channels can be both human and a machine. Seems a discordant statement? To explain it further, it will be logical to speak about the medieval times when human beings were dependent on sign or oral language to convey information, ideas and meaning while communicating with family and the community members. Language played an important role and each civilization and community of people adapted a language and later a script to match its ability to communicate with their own and with others. With the advent of the printing press in England in the late 15<sup>th</sup> century, the printed word became a carrier of God's word to its people. The printing of Bible and subsequently printing of Church edicts and orders of the state helped to reach larger population. The earlier practice was to go from place to place to make announcements. The printing press made it possible to overcome the limitations of time and space since the printed word in the form of books, pamphlets and posters could be read by people at different times and reach distances far and wide as well.

### **2.2.2 Classification of Channels of Communication**

A channel is the means by which a message travels from a source to a receiver. It acts as a physical bridge between the sender and the receiver in sending the message

from one end to the other. It is one of the key elements of communication process which determines the effectiveness of the communication.

The communication methods were classified into various ways on the basis of

- A) Existence of feed back
  - i) One way
  - ii) Two way
- B) Form
  - i) Written
  - ii) Oral
- C) Direction
  - i) Upward
  - ii) Downward
  - iii) Horizontal
  - iv) Grapevine
- A) The communication can be classified as one way or two way depending upon the absence or presence of feed back.

### **One way communication**

It includes any face to face communication where there is no opportunity for the immediate feed back. All written communication also comes under this category.

*Example:* Lecture / meeting without discussion; Radio and TV; Written communications

Sender -----> Receiver

Through this is considered as least effective (as it does not provide the receiver an opportunity to clarify the message from the sender through proper feed back) it has some advantages.

#### *Advantages:*

- o Takes less time
- o Creates an air of efficiency
- o Offers security to the sender

#### *Disadvantages:*

- o Scope for error
- o Lower the confidence of receiver
- o Give rise to feelings of frustration

### **Two way communication**

It allows for constant feed back and the roles of the sender and receiver will be interchanging.

*Example:* Question-answer sessions, discussions and meetings.



*Advantages:*

- o Scope to understand the message accurately
- o The participants can feel confident that the message is understood
- o In view of high confidence, the degree of frustration and irritation is less

*Disadvantages:*

- o Requires more time
- o Lack of control on the part of communicator
- o Inhibits people to raise questions in presence of others

While selecting these methods the communicator must weight the advantages and disadvantages of these methods in relation to

- o his purpose
- o his own communication skills and
- o time at his disposal

Though the selection of methods depends upon the above criteria, two way communication is more likely to overcome many of the communication barriers provided the communicator has the confidence and willingness to cope.

**B) Written or oral**

The most common way of classifying the communication methods on the basis of form is written or oral.

*Advantages:*

| Written                                                             | Oral                                                                                         |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Better for facts and opinions                                       | Better for feelings and emotions                                                             |
| Better for difficult or complicated messages can be reviewed        | More personal and individual                                                                 |
| Useful when a written record is required for reference purposes     | Provides for greater interaction and feed back                                               |
| Can be both written and read when individuals are in the right mood | Can make more impact                                                                         |
| Can be carefully planned and considered before transmission         | Generally less costly                                                                        |
| Errors can be removed before transmission                           | Allows you to correct and adjust your message in the light of feed back and non verbal cues. |

*Disadvantages:*

| Written                                         | Oral                                 |
|-------------------------------------------------|--------------------------------------|
| More time consuming and costly                  | More difficult to think              |
| Feed back is either non existent or delayed     | Something once said cannot be erased |
| Lacks non verbal cues which help interpretation | Ephemeral                            |
| Some people can't read or don't like reading    | Difficult to refer back to or record |
| You can never be sure the message is read       | More difficult to think              |
| Lacks warmth and individuality                  | Something once said cannot be erased |

**C) Direction**

In organizations the communication has been classified as upward, downward and horizontal depending upon the direction in which it follows.

**Upward Communication**

When the communication is from the subordinates to the superiors, it is considered as upward communication. It is essential to encourage upward communication in the organization because the top management requires information to make the best decisions and plans for the organization.

**Purposes of upwards communication**

For managers who want to listen, upward channels provide a wealth of information. The main benefits include:

- i) Feed back regarding employee attitudes and feelings
- ii) Suggestions for improved procedures and techniques as well as for new ideas.
- iii) Feed back regarding how well the downward communication system is working
- iv) Information about production and goal attainment
- v) Requests from subordinates for supplies, assistance, and/or support
- vi) Surfacing of employee grievances
- vii) Stronger involvement of employees with the organization and with their jobs

Though, there are many advantages of upward communication as an information source and a form of employee motivation, not all organizations uses them to the extent necessary. The reasons for this are:

- i) The channels are time consuming
- ii) Few managers really know how to get and keep these channels open
- iii) Many employees find it difficult to engage in upward communication, as they are accustomed to receiving information not generating it.

- iv) The subordinates believe that if they admit their real opinions, feelings and difficulties, their superiors may penalize them in some way.

### Downward Communication

When the communication is from the superior to subordinates it is referred to as downward communication.

**Purposes:** the five most important purposes of downward communication are:

- i) to provide specific job instructions about the duties of the job and how to perform them.
- ii) to provide employees with the rationale for doing a particular job and an understanding about how that job relates to other jobs.
- iii) to provide necessary data regarding the procedures, policies and practices of the organization
- iv) to provide performance feedback to the employees regarding how they are doing and
- v) to provide information that will convey a sense of mission and an understanding of organization's goals.

The two basic methods for processing information downward are i) written and ii) oral. Oral communication offers immediacy whereas written communication offers formality.

### Horizontal Communication

Two kinds of communication take place between people at the same level in an organization.

- i) Formal contact, connected with the actual operation of the organization
- ii) Informal contact, for social reasons or reasons of solidarity.

The formal and informal communication systems: a comparison

| Formal                         | Informal                                   |
|--------------------------------|--------------------------------------------|
| Slow                           | Rapid                                      |
| Deliberate, planned            | Spontaneous                                |
| Largely written                | Largely oral                               |
| On-the-record                  | Off-the-record                             |
| Oriented toward routine events | Oriented toward out-of-the ordinary events |
| Things oriented                | People oriented                            |
| Management controlled          | Employee controlled                        |
| Management motivating          | Employee serving                           |

### Purposes of horizontal communication:

- i) Coordinates efforts between interdependent units and departments.
- ii) Builds the social support system of the organization.
- iii) Primary method of sharing of information very fast by avoiding time consuming vertical channels.

- iv) Facilitates problem solving of all sorts.
- v) Prevents interdependent conflict due to misconceptions, communication distortion and lack of understanding.

### Grapevine Communication

The grapevine is a term used to describe the informal organizational communication system. It refers to any communication taking place outside of the prescribed formal channels.

### Characteristics

The grapevine flourishes in every organization because of the following important characteristics.

- i) It transmits messages fast.
- ii) It is predominantly oral.
- iii) It is geared toward handling out-of the ordinary events
- iv) It is people-oriented, rather than thing-oriented.
- v) It is controlled and fed mainly by the workers.
- vi) It is employee-motivating
- vii) It can not be switched off.
- viii) It is old but immortal.
- ix) It has high degree of distortion but has high credibility
- x) It exaggerates.

### Check Your Progress 1

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) What do you mean by communication channel?

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- 2) Name the elements to be considered while selecting communication channel.

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- 3) Channels can be both human and a machine. Do you agree with this statement? Support your answer.

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## 2.3 TYPES OF CHANNELS

Channels are of various types. The use of different technologies has enhanced their functions from a low level of just transmission of messages to storage and retrieval at the convenience of the user. But essentially channels have retained their inherent character of carrier of messages in spite of up-gradation of the type of technology used.

### Features of Channel / Medium

- It can multiply a message ( many times)
- It can amplify the message
- It can break all barriers viz., physical, psychological and sociological
- It requires availability of technology, policy and skilled manpower to operate

### Channels : Traditional , Modern and Digital

| Mass Media                                                                                                        | Folk Media                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Radio</li> <li>• Television</li> <li>• Films</li> <li>• Press</li> </ul> | <ul style="list-style-type: none"> <li>• Folk Theatre</li> <li>• Songs</li> <li>• Puppetry</li> <li>• Ballads</li> </ul>                     |
| Outdoor Media                                                                                                     | New Media                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Banners</li> <li>• Bill Boards</li> <li>• Posters</li> </ul>             | <ul style="list-style-type: none"> <li>• Satellites</li> <li>• World Wide Web ( Internet)</li> <li>• Computers</li> <li>• Mobiles</li> </ul> |

#### i) Mass Media

The mass media in the form of Print media (newspapers, magazines, pamphlets, newsletters) Radio, TV and films have the advantage of reaching a large number of people, all at the same time, with a common message. The use of such channels provide a vantage position of influencing large number of people simultaneously by bringing knowledge at their door-steps which can change their skills and improve the conduction of their businesses,

agricultural practices or work-system. Mass-media has been extensively used since the time of independence primarily to carry information about the development works taken up by the government under the five-year plans. We all are very familiar with the Krishi Darshan programme on the Doordarshan which pioneered the promotion of use of improved farm practices among the farmers. It brought into focus the achievement of green revolution and mechanization achieved in Punjab and Haryana to other farmers in India. The Farm and Home Units of All India Radio have demonstrated the success of radio in bringing awareness about government initiatives and schemes to the rural areas and about reproductive health and child-care to many remote and inaccessible areas in the country.

## ii) Out-door Media

The exhibitions, bill-boards, banners, wall paintings, posters mounted on walls are some of the examples of outdoor-media. These media categories are used in the public areas and at strategic and defined spaces to draw the attention of the public who visit these sites. The examples of such media and their use can be explained if you can recall the election times. During the election period different political parties contesting seats for either the Lok Sabha or the state assemblies use communication tools and methods to influence the electorates and win elections. The use of outdoor media by each party contesting the election in the form of posters, banners and bill-boards provides important information regarding the party, about the candidates vying for the attention of different groups in the community. The use of various channels creates a festive atmosphere, drawing attention of electorates to various choices of political candidates and convincingly motivating each to cast the vote for the right candidate. The use of outdoor media in villages is prominently found in wall writings, posters, buntings and streamers during the occasion of Polio *Ravivar* campaign. During the Literacy drive, outdoor media was used extensively to remind villagers about benefits of literacy and the need to send their children to school. The recent schemes of the government, especially MGNREGA (Mahatama Gandhi National Rural Employment Guarantee Act) and Sarva Shiksha Abhiyan have used such outdoor media to consistently remind the people about the benefits of the schemes. The use of visuals and logos in the banners and posters help rural folks to comprehend and remind them about the scheme all the time since the access to radio and TV is dependent on the availability of electricity and time to listen and watch the programmes.

## iii) New Media

The new media are those channels of communication which are characterized by computer-assisted facilities in the form of internet. It has revolutionized the way we use information from other sources to tailor-make it for our benefit. Internet has opened new possibilities for *netizens* i.e. the community of people who are connected to each other through the World Wide Web (www). The new media has transformed the mass media as well since the internet has enabled people to source e-edition of newspapers, radio and TV programmes and films instantly from any part of the world. This offers huge potential for the user to benefit from a large pool of news, views, entertainment and information with just a click of a mouse or a button! The blogs, twitter, facebook, provide an opportunity to express and connect with

various groups and community who share similar work and opinion. This unlimited and 24x7 supply of information has received a flip from the mobile telephony with 3G application. All such facilities which are available on the internet are now possible on the mobile itself! Slowly the mediascape is changing in rural India as well but in a dramatic way: Those who have had restricted accesses to mass media have discovered the utility of mobile telephone in using it as a radio, sending text messages, receiving messages instantly and connecting with anyone anywhere and at any time.

In the extension work the new media, especially internet, provides access to various sources of updated information regarding various development agencies, their works and success stories. It is a storehouse of expertise which can be used both by the extension workers and the community in learning to work together. The credibility and availability of information through the internet can be successfully used to cut the barriers of suspicion, myths and misconception which people in rural areas may harbour for want of any authentic sources of communication. To set up such computer-based facilities is becoming a reality with the government trying to initiate e-governance and in helping setting up broad-band facilities through panchayats in villages.

#### iv) **Mid-Media**

The mid-media comprises of those channels of communication which combine a mix of face-to-face channels and mass media like video and audio cassette player, community radio station, wall newspaper, use of a projector etc. in a community setting. For example, when the politician addresses a large gathering with the help of a microphone, it would be a good case of using mid-media in combination with face to face communication. The use of mid-media can be easy and does not tell upon your limited financial resources since it is low-cost and the technology on hire is available in the villages. Some innovations can also be made in use of mid-media in drawing the attention and interest of the reluctant participants in a development-related work. People can be involved in creating their own material by operating such channels which would create interest and curiosity as well. Most of the women and adolescent girls may not have the time or access to listen and watch TV and radio in the rural areas since the time and place of viewing is restricted and limited. Audio cassette player/recorder and video-cassette player can be used as alternative channels to stimulate discussion on salient issues related to nutrition, hygiene and rights of girls to education.

#### v) **Traditional Media**

The traditional media in our country is still a very vibrant media which provides wholesome entertainment and sustains the cultural heritage of the region. It provides continuity and a cultural context for communicating with the people in rural areas. The traditional media can be classified mainly into three categories: (1) theatre, (2) folk songs and (3) folk dance. Each region and state has their own folk media though some of them are losing their patronage and popularity because of television. Some of the famous folk forms and the states/regions to which they belong are given in Table 2.1.

**Table 2.1: States and major folk theatre forms**

|                  |                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------|
| Andhra Pradesh   | Burra Katha, Veedhi Bhagwatam, Yakshagan – Bayal Natakam, Kuchipudi                                                |
| Assam            | Ankiya Nat (Bhawanas), Kritania Natak, Ojapalli                                                                    |
| Bihar            | Bidesia, Serikela Chhau, Jat-jatni, Bidapad (Northeast), Ramkhelia (Ram leela)                                     |
| Gujarat          | Bhavai                                                                                                             |
| Haryana          | Sang (Sangeetaka), Naqqal (mono performance)                                                                       |
| Himachal Pradesh | Kariyala, Bhagat, Ras, Jhanki, Harnatra – Haran or Harin (Masak dance)                                             |
| Jammu & Kashmir  | Bhand Pathar, Bhand Jashna, Vatal Dhamali                                                                          |
| Karnataka        | Yakshagana, Sannata, Doddada-Bayalata, Tala Maddle or Prasang, Dasarata, Radhna,                                   |
| Kerala           | Koodiyattam , Mudiata,, Therayattam, Chavittu Natakam                                                              |
| Madhya Pradesh   | Maanch, Nacha                                                                                                      |
| Maharashtra      | Tamasha, Lalit, Bharud, Gondhal, Dashavatar                                                                        |
| Orissa           | Pala Jatra, Daskathai, Chhau Mayurbhanj, Magal Ras, Sowang                                                         |
| Punjab           | Nautanki, Naqal, Swang                                                                                             |
| Rajasthan        | Khyal, Rasdhari, rammat, Turra Kilangi, Gauri, Nautanki, Jhamatra                                                  |
| Uttar Pradesh    | Ramleela, Nautanki, Bhagat, Sang – Swang or Sangeetaka, Jhanki, Naqqal and Bhand (different from Bhand of Kashmir) |
| West Bengal      | Jatra, Purulia Chhau, Pala, Gambhira, Kabigan                                                                      |
| Goa              | Dashvata, Tiyatra                                                                                                  |

The traditional art forms have always played a notable role in our country in providing entertainment, fostering a sense of values and conveying specific messages and even information. With the coming of technology-based media, the traditional forms have been under pressure. Traditional performing arts can be divided into three major categories on the basis of their form, content and performance-situation:

- a) Ritual
  - b) Traditional
  - c) Functional
- a) Ritual:** The traditional art forms belonging to this category are in the form of rituals performed on the occasion of a religious ceremony. These are part of the cultural life of the community and hence cannot be tinkered with easily. But such occasions can be used to provide sanctity to the development programme being implemented in that area. In such situations, the use of

religious leaders can be of great value. During the Maha Kumbh Mela, the congregation of devotees provides an opportunity to bring awareness about ecological changes and need to conserve water, tap solar energy, conserve forest and similar such changes in the community and family routine.

- b) **Traditional:** These types of art forms have passed on from generation to generation and provide a platform to present ideas of conservation or communal harmony through familiar performances like Ramlila in northern and Jatra in eastern parts of the country.
- c) **Functional:** These are the art forms which have lot of flexibility and are used for entertainment purposes by the people in rural areas. The use of puppetry, nautanki, tamasha etc. can easily provide opportunity to mix new knowledge with a traditional format. This helps in internalizing the new messages by rural communities about immunization or about prevention of HIV/AIDS and use of disposable syringes to avoid infection.

### Advantages and Disadvantages of Channels

**Use of Mass Media :** Mass media as channels of communication have many advantages

- Important to raise awareness and knowledge.
- These have massive reach.
- Stimulate social networks and peer conversation.
- Mobilize those predisposed to engage in desired behaviors

#### Use of New Media

- Use of computer-based information and easy access to internet is limited in India compared to the size of our population.
- The internet and email service and social networking sites hold out a promise of working with niche groups or using pressure groups to build constituencies of support on a large scale for any extension work if done with honesty and integrity.
- Use of Mobile can bridge the gap between poor and rich by giving the 'man on the street' easy access to personal, business and other information and as well to FM radio through a hand-held device (mobile).

**Interpersonal Communication Channels** are situated in the immediate social and cultural context of the communities. Hence, these channels are more personal and direct.

- Decisive for behavior change.
- Works through community-based link persons
- Immediate feedback available
- Informal and available to suit the convenience of the beneficiaries

**Traditional Media** are actively sought by people living in rural areas since they are home-grown channels of communication.

- These forms are known to people and are part of cultural traditions of communities.
- Less costly to use.
- Effective in conveying the message to all sections of the community.
- Disadvantages ?

## Check Your Progress 2

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Name different types of communication channels.

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2) Name four features of communication channel.

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3) Write the advantages of mass media channels.

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## 2.4 INTER-PERSONAL COMMUNICATION CHANNELS

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Face to face contact is considered the most credible and personal medium among all the channels we have discussed so far. Within this type of communication channel or medium there are many other Inter Personal Channels (IPC) categories which can be used to elicit people's participation and create an understanding about development issues. Most of the development sector programmes which require mass mobilization and also changes in the social values require face to face communication using community-based approaches, home-visiting, involvement of opinion leaders and community participation. During IPC use the following elements become part of the channel in easy transfer of message and its meaning. These are: Language, Body language, Emotions; Special Messengers like a postman, who provides information through letters, opinion leaders of the villages who become harbinger of new knowledge for others; use of formal and informal networks like a Meeting, Group Discussion and even rumour which channelize information to different members of the community.

The IPC Channels are of great value today since these enhance the credibility of source and provide immediate feedback and an opportunity for redressal of any misgiving or misconception. An example of multiple ways IPC channels have been used in a community setting can be drawn from HIV/AIDS programme which works with vulnerable communities of migrant workers in urban areas, youth and women in the reproductive age living in rural areas. The extension approach used in the HIV/AIDS programme has largely focused on using counselor for counseling session at the ICTCs (Integrated Counseling and Testing Centres) and peer to peer communication, as IPC channels to bring informed choices to young people about high risk behavior and motivate them to adopt safe behavior. This model comes from the agriculture sector where the extension strategy used progressive farmers in motivating other farmers about farm mechanization, improved seeds, improving the yield and rationale use of water.

It has been proved that representatives of the communities like Panchayat members, Block Development Officials and school teachers can elicit cooperation of communities to participate in the development activity. Networks in the form of Mahila Swathya Sangh, Self-help-Groups ( SHGs) and link persons from the community like ASHA, Anganwadi Worker and ANM have become effective channels that facilitate awareness and motivate women in the community to practice new behaviours that give them more control over their resources, assets, health and care of their children. Such facilitation by these community-based channels has also resulted in organizing women to undertake social mobilization for literacy, pulse polio, micro-credit facilities and their empowerment. However, choice of one over the other channel is never a proposition for those who work in the development sector since a combination of channels is required to bring the desired change in the attitudes and behaviours.

**Table 2.2 : Main Characteristics of Mass media and IPC Channels**

| Characteristics                                | Mass Media                                                                                         | IPC                                                              |
|------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Spread to cover large Population               | Rapid                                                                                              | Slow                                                             |
| Accuracy and Lack of Distortion                | High Accuracy                                                                                      | Easily Distorted                                                 |
| Ability to select particular Audience          | Difficult to Select Audience                                                                       | Can be highly selective                                          |
| Direction                                      | One-way)                                                                                           | Two-way                                                          |
| Ability to respond to Local Needs<br>Feed-back | Only provides non-specific information (No scope for immediate feedback)<br>Only indirect feedback | Can fit local Needs<br><br>Direct feedback possible from surveys |
| Main Effect                                    | Increased/knowledge Awareness                                                                      | Changes in Attitude & Behaviour                                  |

### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Write the importance of inter personal channels in extension and development.

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- 2) Name four differences between mass media and inter personal channels.

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## 2.5 CRITERIA FOR SELECTING CHANNELS

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**i) Based on Your Learning objectives**

Do you need to convey simple facts, complex information, problem-solving skills, practical manual ('psycho-motor) skills, attitudes and behaviour change? Channel selection can be made on what you are setting out to do. In a development project, clear idea of what you intend to set out to do is a primary task. This will enable you to match your tasks with the selection of channels. Attention needs to be paid to selection of channels and appropriate use of channels is the key to achieving your objectives. If you wish to transfer a message for bringing about awareness to a large number of people in a short time you may have to select mass media channels. Whereas if your purpose is to bring about change in the attitudes may be you have to think of interpersonal channels.

**ii) Characteristics of Audience**

What are the characteristics of the audience that will affect choice of channels or methods of communication? Age, experience of life, education and literacy level, previous exposure, ownership of media like radio or TV, listening, watching habits, traditional media already in use are some of the issues which need to be evaluated in selection of the channel.

**iii) Characteristics of different media/Channel**

There is nothing like a best channel which fits into all the situations, because every channel has its own advantages and disadvantages. The reach and effectiveness of the channel in a given setting may vary from place to place depending on its availability. Some channels may depend on more centralized operations like newspaper, radio and TV which can provide an indirect support through coverage of issues related to your project but will require facilitation through IPC channels if the electricity is not available and local edition of the newspaper is not available for people to read.

#### iv) **Easy Familiarity in use of the Channel/media**

Channels which are part of the everyday life of the people become more reliable in transmitting knowledge. The use of expensive and technology dependent channels have at times failed to draw people's interests in development-related programmes. The use of folk-media by the government has helped in bridging the gap in knowledge since the language and characters used in these forms are known to people. Rural fairs and haats are also such channels which provide easy access to information and allow people to watch use of products and services which can change their lives.

#### v) **Costs Involved**

How much the media/channel will cost either directly or indirectly if you are trying to source airtime on radio for your programme, or use of spots on TV, cost of using different channels. You may create your set of methods from an array of print media like posters, leaflets or and a set of manuals which would require sensible costing since this material can only be used for training your extension workers but would have limited value if working with neo literates in a rural set-up. The cost of mounting outdoor media like banners, street theatre and group meetings can have an instant impact but would enhance costing to provide for manpower and skills, cost and maintenance of equipments? In general the mass media channels are expensive ( high initial cost ) but the cost per person reached may be low. On the contrary the interpersonal channels like farm and home visit will be very expensive as the coverage per extension worker is low. As an extension worker you need to balance the cost with effectiveness of the channel.

## **2.6 SOME INNOVATIONS IN USE OF CHANNELS**

Some examples of how different media/channels of communication were used successfully to focus on development and community participation are given below for your understanding.

### **2.6.1 Use of Television**

Mass media has been regarded as the simplest and cheapest way to reach out to a large population at one time. NFHS- I data revealed that women who were exposed to television and family planning messages on television or radio were more likely to approve of family planning than women without mass media exposure. The Development Communication Division of Doordarshan (DD), broadcasts 30- minute weekly program 'Kalyani' which was launched in 2002. It was aired in the nine most populous states of the country- Orissa, Uttar Pradesh, Rajasthan, Uttaranchal, Assam, Chattisgarh, Madhya Pradesh, Bihar and Jharkhand. The Kalyani TV programme was developed to create awareness and offer a platform for discussion on issues of health such as tuberculosis (TB), cancer, HIV/AIDS, malaria, iodine deficiency, misuse of tobacco and water-borne diseases. It takes on a 'reality show' format in which a team of doctors visit rural areas to interact with the community. Interaction is developed through 'phone-in', newsletters, quizzes, weekly question competitions, and a monthly slogan prize to encourage viewer participation. It features multiple segments like music, dance, health tips, and letters from the audience are interspersed with more serious information, making viewing both educative and entertaining.

## 2.6.2 Use of Mid-Media

Nalamdana is an NGO based in Chennai uses street theatre to spread information on HIV-AIDS and MCH issues. The theatre troupe has been successful in learning from the audiences they perform for (Singhal and Rogers, 2003). Nalamdana illustrates how with audience interaction BCC (Behaviour Change Communication) strategies can be adapted to the perceptions and cultural norms of the community. Communication is a dialogue in which community participation, dialogue and feedback can be effective in bringing about change.

## 2.6.3 Use of IPC

The use of peer to peer interaction in establishing consistent and continuous communication has been widely recognized in changing behaviour of people in disadvantageous settings. The Accredited Social Health Activist (ASHA) program under National Rural Health Mission (NRHM) has been able to provide 4, 00, 000 ASHAs per 1,000 population. ASHA is selected from the local community and acts as a bridge between the community and the Anganwadi Worker (AWW) and the Auxiliary Nurse Midwife (ANM). ASHA forms a part of the 'Intra-Communication' component formed under NRHM.

## 2.6.4 Use of Satellite Channel

The Satellite Instructional Television Experiment (SITE) which was conducted for a year from 1 August 1975 was the first occasion on which the Government concerned itself not only with the production of rural-interest TV programmes and their transmission, but also with their social consumption. Programmes were designed for rural audiences in remote and backward villages with the premise that TV would provide an opportunity to view first-hand the development-related changes. The structured programming was followed for the children and adult audiences to provide skills about their work and improving their capacities. Two types of programmes were prepared for broadcasting: educational television (ETV) and instructional television (ITV). ETV programmes for school children brought the experience of learning through interesting educational programmes. The ITV programmes for adult audiences covered various issues related to health, family planning, nutrition, new and successful practices in agriculture.

## 2.6.5 Folk Media

The Song and Drama Division of the Ministry of Information and Broadcasting was set-up in 1954 has build over the years a large repertoire of folk arts and performing groups. The division was established with the objective of creating awareness and motivating changes in archaic and outdated practices whether in agriculture, health, social-life and promote education, healthy life-style and social change. Today Song and Drama Division has established itself as a frontier organization in taking schemes and programmes of the government and creating a new and progressive culture in the rural community. Their programmes range from use of new seeds, family planning, HIV/AIDS, literacy to consumer awareness.

### Check Your Progress 4

- Note:** a) Use the spaces given below for your answers.  
b) Check your answers with those given at the end of the unit.

- 1) Write the important criteria to be considered while selecting communication channel.

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## 2.7 LET US SUM UP

In this unit, we have looked at the major channels of communication which carry information to the audience with efficiency and authenticity. This will help you to appreciate the importance of each channel and identify when and where these can be utilized to bring development close to the doorsteps of those disadvantaged by lack of access to opportunities. We also examined the role of inter personal channels in communication and discussed the important differences between mass media and IPCs. Later, we discussed important criteria for selecting channels and examined some innovations in use of channels.

## 2.8 KEY WORDS

**Communication Channel :** It is the binding element between the sender and the receiver in the communication process.

**Mass Media :** Mass media is in the form of print media (newspapers, magazines, pamphlets, newsletters) Radio, TV and films which have the advantage of reaching a large number of people, all at the same time, with a common message.

**Out-door Media :** The exhibitions, bill-boards, banners, wall paintings, posters mounted on walls are some of the forms of outdoor-media which are used in the public areas and at strategic and defined spaces to draw the attention of the publics who visit these sites.

**New Media :** The new media are those channels of communication which are characterized by computer-assisted facilities in the form of internet.

**Mid-Media :** The mid-media comprises of those channels of communication which combine a mix of face-to-face channels and mass media like video and audio cassette player, community radio station, wall newspaper, use of a projector in a community setting.

**Traditional Media :** The traditional media is a very vibrant media which provides wholesome entertainment and sustains the cultural heritage of the region. It provides continuity and a cultural context for communicating with the people in rural areas. They include theatre, folk songs and folk dance.

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## 2.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

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### Check Your Progress 1

- 1) Communication channel is the binding element between the sender and the receiver in the communication process. The channel can also be used by the receiver to send feedback to the sender. Hence, dependency of both sender and receiver is greatly dependent on the channel's capacity for transmission of messages.
- 2) Important elements to be considered while selecting communication channel are: quality or efficiency; time taken in transmission of message and load capacity.
- 3) Yes. Channels can be both human and a machine. In medieval times, when human beings were dependent on sign or oral language to convey information. Language played an important role and each civilization and community of people adapted a language and later a script to match its ability to communicate with their own and with other. With the advent of the printing

press, it overcame the limitations of time and space since the printed word in the form of books, pamphlets and posters could be read by people at different times and reach distances far and wide as well. Hence, the channels can be both human and a machine.

### Check Your Progress 2

- 1) Communication channels can be broadly classified into traditional, modern and digital which includes mass media, folk media, outdoor media and new media.
- 2) The four desirable features of communication channel are: it should multiply a message ( many times); it should amplify the message; it should break all barriers viz., physical, psychological and sociological and it should be able to use technology, policy and skilled manpower to operate.
- 3) The advantages of mass media channels include; they raise awareness and knowledge; have massive reach; they stimulate social networks and peer conversation and mobilize those predisposed to engage in desired behaviors.

### Check Your Progress 3

- 1) Inter Personal Channels (IPC) can be used to elicit people's participation and create an understanding about development issues. Most of the development sector programmes which require mass mobilization and also changes in the social values require face to face inter personal communication using community-based approaches, home-visiting, involvement of opinion leaders and community participation. The IPC Channels are of great value since these enhance the credibility of source and provide immediate feedback and an opportunity for redressal of any misgiving or misconception.
- 2) Spread to cover large population is rapid by mass media while it is slow in IPCs. Ability to select particular audience is difficult in mass media while IPCs are highly selective. Mass media only provides non-specific information while IPC provides specific information fit to the local needs. Indirect feed back is possible in mass media while the feed back is direct in IPC.

### Check Your Progress 4

- 1) The important criterion to be considered while selecting communication channel are: based on learning objectives; characteristics of audience; characteristics of different media/channel; easy familiarity in use of the channel/media and; costs involved.

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## UNIT 3 THEORIES AND MODELS OF COMMUNICATION

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### Structure

- 3.1 Introduction
- 3.2 Models of Communication
- 3.3 Theories of Communication
- 3.4 Let Us Sum Up
- 3.5 Keywords
- 3.6 References / Selected Readings
- 3.7 Check Your Progress – Possible Answers

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### 3.1 INTRODUCTION

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Dear Learner, you may be aware that a model provides a simplified view of complex object, phenomenon, or process, so that fundamental properties or characteristics can be high-lighted and examined. Models highlight some features that their designers believe are particularly critical, and there is less focus on other features. Thus, by examining models, one learns not only about the object, situation, or process, but also about the perspective of the designer. Similarly, theories are analytical tools for understanding, explaining, and making predictions about a given subject matter. As with other subject areas, models and theories of communication also provide important insights into the various perspectives of the communication. Keeping this in view, the important models and theories of communication are discussed in this unit with suitable examples.

After studying this unit you should be able to:

- Explain the important models of communication.
- Describe the important theories of communication.

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### 3.2 MODELS OF COMMUNICATION

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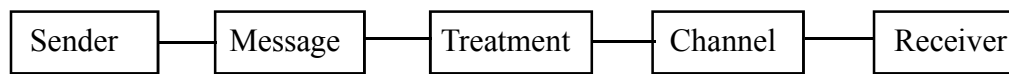
A model is a systematic representation of an object or event in idealized and abstract form. Models are somewhat subjective by their nature. The act of abstracting eliminates certain details to focus on essential factors. However the key to the usefulness of a model is the degree to which it conforms—in point-by-point correspondence—to the underlying determinants of communicative behavior.

In the Information and Communication Technology era, the field of communication has changed considerably. Yet the models used in the introductory chapters of recent communication textbooks are the same models that were used forty years ago. This is, in some sense, a testament to their enduring value.

#### 3.2.1 General Communication Model

You are well aware that communication takes place when the sender selects a certain message and gives it a special treatment for transmission over a selected

channel to a receiver who interprets the message before taking the desired action. This can be represented through a diagram as follows (Fig. 3.1)



**Fig. 3.1: General Communication Model**

If you recall the contents of the first unit, the above figure represents the elements of communication process.

**Sender :** We may call sender as communicator / speaker / source. In the context of extension and development, you are the sender of the messages. You decide what messages to send, how to treat it, which channel to use so that your audience can receive and follow it. If you make poor choice, your communication is likely to fail.

**Message :** Message is the information package or technical know how of extension and development programmes. It may be a single line of message with a picture as in a poster or complete information through pamphlet / booklet.

**Treatment :** It refers to the ways in which the message is handled before it is placed on the channel. Its purpose is to make the message clear, understandable and realistic to the audience.

**Channel:** It is the path of the communication. Examples for channels include, news paper, radio television etc.

**Receiver:** The receiver may be a single person when we write a letter, it may be a group of people who read a circular letter / news letter or it may be the masses that listen to radio programme / see television or read a news paper. The more homogenous the receivers are, the greater the chances of effective communication.

In any model of communication, we can find few or all of the above elements of communication process.

### 3.2.2 Aristotle's Model

Aristotle (384-322 B.C.) was the first to give the earliest basic persuasive communication model. His explanation includes three communication elements viz.,

- Speaker
- Subject
- Audience

Aristotle was of the opinion that these three elements are essential for a meaningful communication and that we can organize our study of communication process under the three headings: i) the person who speaks, ii) the speech that he/she produces, and iii) the person who listens.

As per ancient times, five processes are involved in the study of communication, namely invention, organization, language, memory and delivery. From Aristotle's view, generation of message involves invention (finding the content), arrangement (organizing the material in logical sequence), language or style (to reach the audience), memory and delivery (the practice of actual presentation).

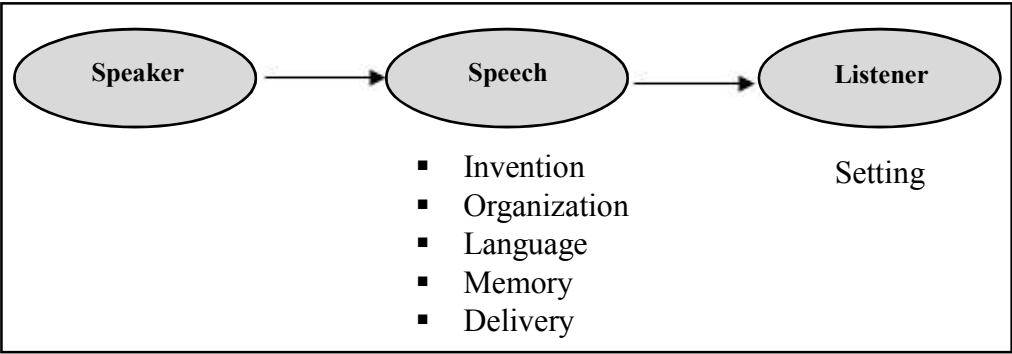


Fig. 3.2: Aristotle’s Communication Model

**Aristotle Vs. Persuasive Communication**

Aristotle was of the opinion that persuasion was a result of the influence that a speaker makes. He used ‘discovery of the available means of persuasion’ for defining the whole art of persuasive communication. Aristotle’s communication model formed a basis for other earlier communication models. Though Aristotle’s model was one of the pioneering models, his theory laid emphasis that persuasive communication as a one-way process transpiring from the communicator to the receiver. The important role of feedback from the receiver was not included as a part of process of persuasion.

**3.2.3 Lasswell’s Model**

Lasswell put forth one of the basic but significant communication models with social scientific background in 1948. This model includes the sequence namely i) who says ii) what, iii) in which channel, iv) to Whom, v) under what circumstances, and vi) with what effects.

This model provides explanation for linear, one-way communication. This model gives importance to the communicator and his message but like in Aristotle’s model, the element of feedback was not included. However, this model had helped improving the understanding about communication among social scientists engaged in communication theories. This model was useful in political communication, propaganda and political symbolism. The model also assumes the communicator wishes to influence the receiver and, therefore, sees communication as a persuasive process.

**Check Your Progress 1**

- Note:** a) Use the spaces given below for your answers.  
b) Check your answers with those given at the end of the unit.

1) What do you mean by communication model?

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2) Name the five elements in general communication model.

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3) What is the major limitation in Aristotle's and Lasswell's communication models?

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### 3.2.4 Stimulus-Response Model

Stimulus- Response (S-R) model is one of the basic interpersonal communication models (Fig 3.3). Person 'A' communicates something to person 'B' with X effect [A → B = X]. However, according to Newcomb (1958), the expression 'A' communicates something to 'B' comprises a number of sub-categories, such as when, how, in what medium, under what circumstances etc.

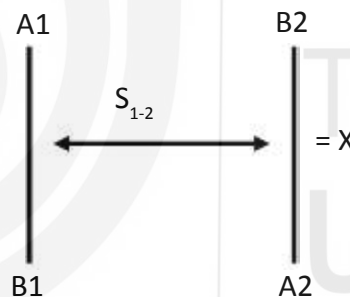


Fig. 3.3 : Stimulus-Response Communication Model

#### Limitation of Stimulus – Response Model

- The Stimulus- Response (A - B) does not fit into the facts. A may say something to B, but what B hears and interprets depends upon B and not of A. Also what A says may be a necessary condition of B's subsequent behavior, but the sufficient condition is how B processes A's statements (s).
- It is possible that A's saying does not fall into a temporarily off mind. Whereas, A's saying may be meaningful to B, only to the extent, (a) B's mind is active and (b) B's level of comprehension to understand A's statement in the context in which it occurs.
- Neither A nor B, nor even X in this model is independent of any of the conditions of, when, how, in what medium, and under what circumstances etc. So describing communication in linear form is too simplistic assumption. Rather communication is a complex system of elements and their interactions.

### 3.2.5 Schramm's Model

As per Schramm model of communication (1964), there is a source, who encodes a signal, and there is a receiver, who decodes the signal. The sender and receiver must be tuned together and maximum output from communication can be achieved based on the common field experience of both the source-encoder and the decoder-receiver (Fig. 3.4).



Fig. 3.4 Schramm's Model of Communication

#### Role of Field of Experience in Schramm's Communication Model

As per this model, both an encoder and a decoder receive and transmit. A person will decode a message, interpret based on past filed experience and wisdom, and then encode a response accordingly (Fig 3.5). Thus each one is constantly communicating back to the other and the return process is termed as feedback (Fig. 3.6). This model focused on organic nature of communication rather than mere mechanical transfer of message. Schramm (1964) emphasized that communication process is continuous.

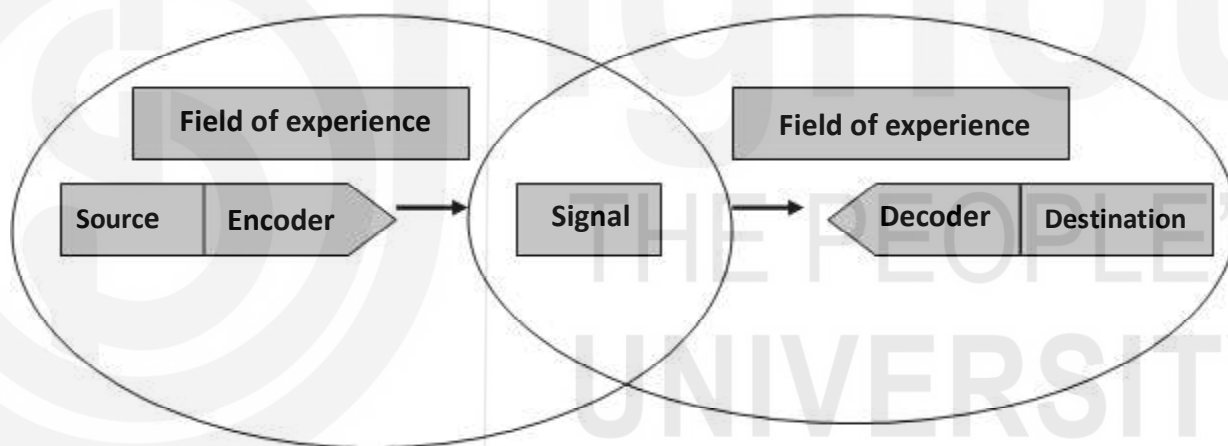


Fig. 3.5 Role of Field of Experience in Schramm's Model of Communication

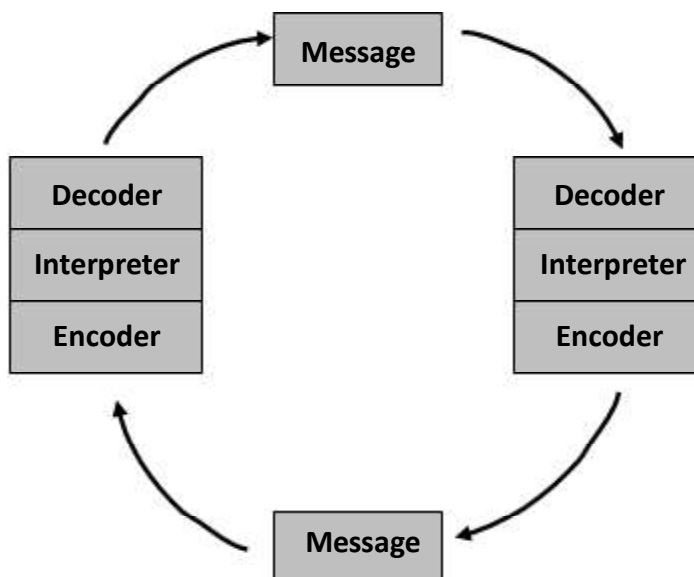


Fig. 3.6 Feedback in Schramm's Communication Model

**Merits and Limitations of Schramm's Communication Model****Merits**

- **Field of experience:** Schramm provided the additional notion of field of experience which refers to the type of orientation or attitudes which sender and receiver maintain towards each other.
- **Feedback:** Communication is reciprocal, two-way, even though the feedback may be delayed.
- **Context:** A message may have different meanings, depending upon the specific context or setting.
- **Culture:** A message may have different meanings associated with it depending upon the culture or society, Communication systems; thus, operate within the confines of cultural rules and expectations to which we all have been educated.

**Limitations**

- Schramm's model, while less linear, still accounts for only bilateral communication between two parties.
- The complex, multiple levels of communication between several sources was not explained by this model.

**3.2.6 Intermediary Model**

This model also sometimes referred to as the gatekeeper model or two-step flow model (Katz, 1957). This model focuses on several important intermediaries who play an important role in the communication process (Fig.3.7). Many of these intermediaries have the ability to decide what messages others see, the context in which they are seen, and when they see them. They often have the ability, moreover, to change messages or to prevent them from reaching an audience (destination). In extreme variations we refer to such gatekeepers as censors.



Fig. 3.7 Katz's Intermediary Model of Communication

**Role of Intermediaries / Gatekeepers in Communication**

In mass communication media, editors / associate editors decide what stories will fit in a newspaper or news broadcast, with the intermediary or gatekeeper role. Under the more normal conditions of mass media, in which publications choose some content in preference to other potential content based on an editorial policy, we refer to them as editors (most mass media), moderators (Internet discussion groups), reviewers (peer-reviewed publications), or aggregators (clipping services), among other titles.

**3.2.7 Shannon and Weaver's Model**

Shannon and Weaver (1949) provided a visual mode of communication system in relation to electronic media popularly referred to as Shannon and Weaver model of communication or 'Mathematical model of communication' (Fig. 3.8). This model includes:

- An information source, which produces a desired message out of a set of possible messages, written or spoken words, pictures, music etc
- A transmitter which changes this message into signals suitable for transmission
- A channel, which carries signals from the transmitter which transfers to the receiver
- A receiver, a sort of inverse transmitter which transfers the transmitted signals back into a message, and
- A destination, the final consumer of the message.

The three levels of problems in the communication of information indicated in the model are

- Technical – problems related to the accuracy of transferring information from sender to the receiver, through signals.
- Semantic - problems related to the interpretation of meaning by the receiver as that of intended meaning of the sender
- Influential - problems concerned with the success with which the meanings are conveyed to the receiver and the subsequent desired behavior on his part.

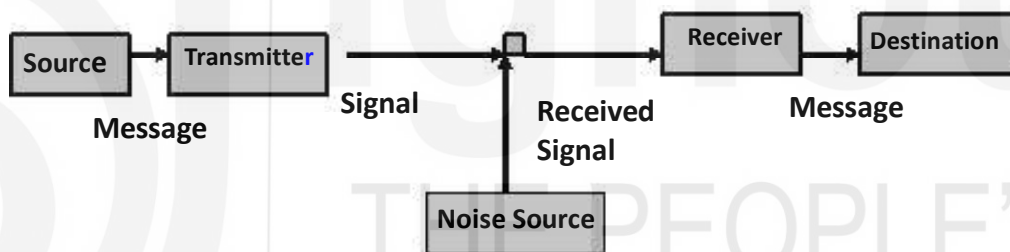


Fig. 3.8. Shannon and Weaver's Communication Model

While transmitting signals, there is a possibility that some unwanted disturbances such as sound in the case of radio, telephone called 'noise', are also likely to be added. This model attempted to explain how to overcome noise and how much redundancy is necessary so that the receiver can successfully receive the signal and in turn the right messages.

#### Important Concepts in Shannon and Weaver's Model

**Information:** The information is viewed as a measure of one's freedom of choice when one selects a message.

**Entropy:** The information can be measured by entropy i.e one's degree of freedom of choice to select a message. The ratio of the actual to the maximum entropy is called relative entropy.

**Redundancy:** The amount of information that can be eliminated or added in a noiseless channel, so that the message would still have meaning.

**Channel capacity:** The amount of information that can be transmitted per unit of time. Beyond optimum level of information would lead to errors.

**Noise:** Any unwanted sound, distortion that may be added into the channel which are beyond the control of the transmitter or receiver. However, the

efficiency of a communication system can be increased by reducing the noise, or by increasing the band width or by increasing the signal power.

**Coding process:** Whenever we produce or receive a message we use codes. Efficient coding involves best matching the statistical characteristics of the information source and the channel.

Shannon and Weaver's model mainly deals with problems of communication at the technical, semantics and effectiveness levels. From this model, we can learn that for reducing the uncertainty and minimizing the effects of noise by considering the capacity of the sender to encode and that of the receiver to decode messages. Though the model attempts to explain further the process of communication, it is a linear, one-way communication model without any emphasis on feedback. In this model communication is presented as a linear, one-way process. Shannon and Weaver make a distinction between source and transmitter, and receiver and destination i.e. there are two functions at the transmitting end and two at the receiving end.

### Check Your Progress 2

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

- 1) Write any two limitations of stimulus – response model of communication.

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- 2) Write the examples for intermediaries / gatekeepers in mass communication.

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- 3) What do you mean by entropy?

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- 4) Write the three levels of problems in the communication of information as per Shannon and Weaver model.

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### 3.2.8 Berlo's Model

Berlo's (1960) model includes the following elements in a communication process (Fig. 3.9).

- Source
- Encoder
- Message
- Channel
- Decoder and
- Communication receiver

As per this model, any communication has some source. The source has ideas, needs, intentions, information, and a purpose for communicating. The purpose is expressed in terms of message. So, there is an encoder. The encoder codifies ideas into meaningful message. This message is to be carried through an effective medium termed as channel. The source can manage the effectiveness of communication by appropriately choosing the channel. The source chooses the appropriate channel and sends the message by encoding it. On the other side, the target of communication the receiver decodes the message and places in a form so that he can understand its meaning.

#### Factors Influencing Communication Elements in Berlo's Model

In Berlo's model, each element - source, message, channel and receiver is influenced by some factors ( Also see Fig 3.9).

**Source and Receiver:** Influenced by communication skills, attitudes, knowledge and social and cultural systems.

**Channel :** Influenced by the form of senses viz., seeing, hearing, touching, smelling and tasting.

**Message :** Influenced by structure, elements, content, code, and treatment

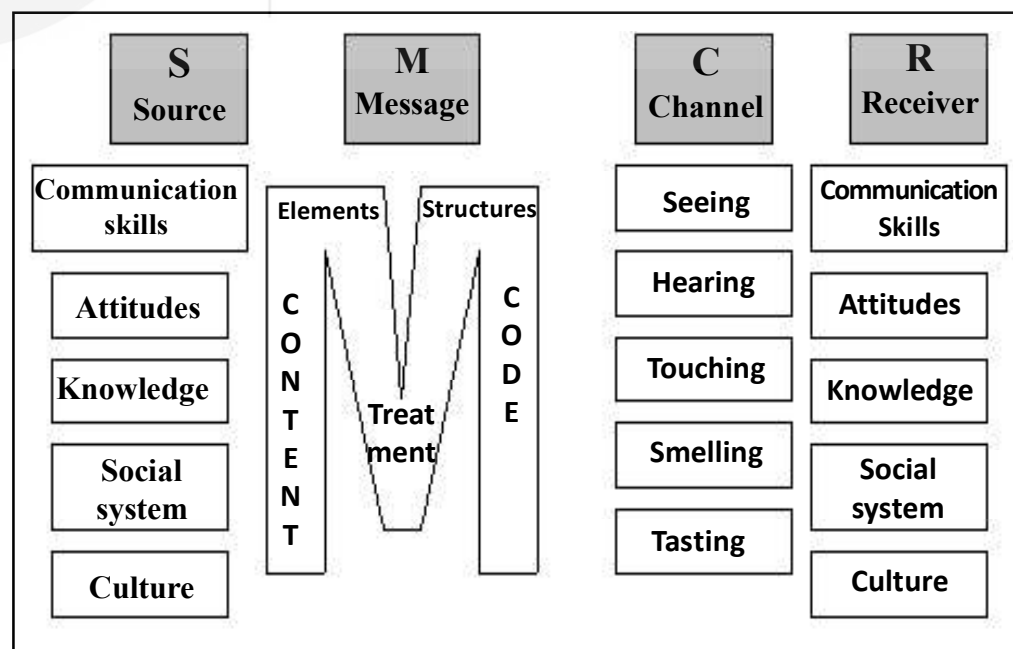


Fig. 3.9: Berlo's Communication Model

**Significance of Berlo's Model**

This model is improved one over the earlier models because:

- It considers behavioral theory and as a result the model was widely quoted among scholars in communication research.
- It views the communication process as continuous two-way process / activity between the source and receiver and the noise is minimized by appropriate feedback.
- The flow of feedback between source and receiver allows the interchange of roles wherein the source may play a role of receiver and vice versa.
- Because of inclusion of feedback in the model and the variables explaining the performance of elements the model is quite popular in communication research.

**Strengths**

- i) The idea of 'source' was flexible enough to include oral, written, electronic, or any other kind of "symbolic" generator-of-messages.
- ii) 'Message' was made the central element, stressing the transmission of ideas
- iii) The model recognized that receivers were important to communication, for they were the targets.
- iv) The notions of 'encoding' and 'decoding' emphasized the problems we all have (psycho-linguistically) in translating our own thoughts into words or other symbols and in deciphering the words or symbols of others into terms we ourselves can understand.

**Weaknesses**

- i) Tends to stress the manipulation of the message—the encoding and decoding processes.
- ii) It implies that human communication is like machine communication, like signal-sending in telephone, television, computer, and radar systems.
- iii) It even seems to stress that most problems in human communication can be solved by technical accuracy by choosing the 'right' symbols, preventing interference, and sending efficient messages. But even with the 'right' symbols, people misunderstand each other. "Problems in "meaning" or "meaningfulness" often aren't a matter of comprehension, but of reaction, of agreement, of shared concepts, beliefs, attitudes, values.

**3.2.9 Leagan's Model**

In Unit 1 of this block, we discussed the communication definition by Leagans (1961). According to him, communication is a process by which two or more people exchange ideas, facts, feelings, impressions in ways that each gains a clear understanding of the meaning, intent and use of the message. Thus the elements in the communication model by Leagans are:

- Communicator
- Message or content

- Channels of communication
- Treatment of message
- Audience and
- Audience response / Feedback.

In this model, greater thrust is placed on treatment of message and audience response (Feedback). This model is more popular in agricultural extension, wherein, the focus is on transferring the technology to farmers and bringing desired behavior and therefore, the communicators fine tune their communication based on feedback.

**Activity 1 : Study the communication models given in the above section. Identify the common elements and write them.**

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### Check Your Progress 3

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Name various communication models.

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2) Write the factors influencing communication in Berlo's Model.

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3) Write the elements in Leagan's communication model.

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Theories about any phenomenon in general will highlight the key concepts involved in it.

Thus, theories of communication will be useful for a person who is trying to understand a given communication event by way of providing a framework which suggests what he/she should look for.

The theories of communication can be broadly classified into three groups namely:

i) Theories of interpersonal communications

*Ex* : Linguistic theory of communication

ii) Theories of mass communication (message flow models)

*Ex* : Theories of Mass Media Effects

iii) Theories of communication distortion

*Ex* : Theory of communication distortion and & Theory of communication distortion in transit

#### 3.3.1 Linguistic Theory of Communication

The description of language systems is dealt in linguistic theory of communication. The bottom-line of linguistic theory is social interaction. A system of symbols (words/vocabulary) and appropriate methods of combination of words (syntax) is the basis for any language. Each language has its own symbols to convey meaning and has evolved over a period. In spite of prevalence of various languages, there is common thread of principle of interpretation, response and reward that governs all learning and communication.

When we use a language, we are not transmitting the meaning but people tend to get the meaning from our spoken words based on their own experiences and the rules of the concerned languages. When we write words, they are basically linear or one-dimensional. However, they become multidimensional when we speak because of facial expressions, body movements and gestures and also vary according to the context in which we speak. How we choose the words determine the effectiveness of communication. Appropriate syntax would be useful in placing structural relationship among words indicating certain objects for the reader or receiver. When we use words to convey denotative meanings along with careful structuring, the accuracy increases.

System of symbolization in human communication is explained in this theory. The process is explained as:

- i) A message starts a meaning in the mind of source
- ii) The message is encoded into linguistic form
- iii) Linguistic forms are coded into physical signals
- iv) Signals are transmitted through channels as physical signals
- v) The receiver transforms the physical signals into linguistic form
- vi) Linguistic forms are decoded into messages
- vii) Messages are interpreted, screened and acted upon by the receiver.

Williams (1975) mentioned two dimensions of this theory.

- a) **Psycholinguistic Theory:** This theory deals with the psychological basis of using the language by any individual in other words the coding behavior. The cognitive psycholinguistic approaches were of the assumption that the human brain has the potential to diversify the coding processes in any communication and also in developing language skills. The individual expertise or good exposure to a given language enables him to better perform in life and manage situations.
- b) **Sociolinguistic Theory:** In a society, the process of communication involves both personal factors and social factors or social context. The sociolinguistics is concerned with the relationship between variations in using language according to personal as well as contextual situations. In the sociolinguistics, any individual using a language must count on not only his knowledge of language competence, but also the pragmatic use of language in relation to varying characteristics of communication situations within cultural contexts. Hymes (1972) termed this approach as communication competence.

How we speak a language (modes of speech) is important concept of sociolinguistic theory that helps to have better knowledge about the relations between communication and language.

Language and the way we use it differs across situations and different people and this form a patterns of features. In other words, the linguistic theory also portrays patterns of variation in language across different people, stimuli, relationships, context and competence. If a person is having the ability to use a code, he needs to have a lot of knowledge and additional consideration of factors so as to be sensitive to social demands on patterns of communication.

### 3.3.2 Theories of Mass Media Effects

With the advancements in information technologies, there is expansion in use of mass media in the society. The social impact of mass media is gaining importance in social science especially Sociology and Social Psychology. There are a few theoretical frameworks which explain the variation in the effects of mass media.

- a) **Theory of Individual Differences:** Defleur (1966) was of the opinion that audience of a given medium is not aggregated group who perceives in a similar fashion to whatever content is directed towards it. The principle of selective perception is important aspect. This would explain the varying communication behavior of a mass media audience. The psychological framework of the concerned person influences any individual response to a mass media message. In brief, we can say that individual differences in psychological structure causing the variation in effects of mass media from person to person.
- b) **Psychodynamic Model of Persuasion Process:** It has been realized that the mass media has tremendous persuasion effects. The basis of persuasion depends upon modifying the internal psychological structure of the individual. Such influence helps in moderating the psychodynamic relationship between internal processes and manifestation of overt behavior. This will ultimately lead to actions/ behavioral change intended by the persuader. DeFleur (1966), had proposed psychodynamic process of the persuasion as shown in Fig.

3.10. In addition to the external actions which have been intended by persuasive message, there are other kinds of effects also. That is, people comprehend ideas and practices sometimes beyond message even it may include non-intended or opposite effects also. The variations may be due to individual differences as well as environmental factors.



Fig. 3.10. Psychological Persuasion Process

- c) **Theory of Social Categories:** As per this theory similar to individual differences in responses to a given stimuli, behavior of broad social categories of people remain to be almost uniform/common to given stimulus. The theory assumes that though there exists heterogeneity among people in a society, people with more or less similar characteristics or background are likely to exhibit similar behavior, leading to uniform response to mass media. Both the individual differences and social categories theories are extended forms of Stimulus-Response model. In this, the combination of psychological processes, normative patterns within social categories and their interactive influence in communication process in the form of stimulus and response is explained.
- d) **Theory of Social Relationships:** Theory of social relationships to some extent, deal the communication in the form of two stage processes. In a mass media communication, there is possibility that well-informed individuals first attend to mass communication and receive the information. Later, this information is passed on through interpersonal channels to individuals who had less access to the mass media. Opinion leaders/gatekeepers would have direct access to mass media in a given society. Those individuals apart from giving information would usually add their attitudes and interpretations to the content as per their value system to the other members in the society. Sometimes, these opinion leaders even persuade the other members to behave in a particular pattern. Between the stimulus and the response in the mass communication process, the informal social relationship prevailing in the society functions as intervening variables.

### 3.3.3 Theories of Communication Distortion

The important theories under this category are :

- a) Theory of communication distortion and
- b) Theory of communication distortion in transit.

The first one states that larger the volume of communication, larger would be the communication distortion. Increasing the volume of communication, increases more chances for misunderstanding, mis-interpretation, less concentration and low priorities. The second one emphasizes that messages pass through many layers in an organization. Therefore, repetition and reproduction of the same message is multiplied into many which reduces the efficiency of communication.

## Check Your Progress 4

**Note:** a) Use the spaces given below for your answers.

b) Check your answers with those given at the end of the unit.

1) Name the three categories of communication theories.

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2) Differentiate between Psycholinguistic and Sociolinguistic concepts.

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### 3.4 LET US SUM UP

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In this unit, we started by looking at the meaning of models and theories of communication. We studied the general communication model and Aristotle's, Lasswell's, Stimulus-Response, Schramm's, Intermediary, Shannon and Weaver's, Berlo's and Leagan's Communication models along with the communication elements in each model. In the second part of the unit, we discussed different theories of interpersonal communication, mass communication and communication distortion.

The overview of communication models and theories suggests that communication can be described in terms of networks, which gives the observer some indication of who is communicating with whom and it can also be described in terms of the types of interactions which are occurring among communicators. Further, it can be described in terms of message transactions, which indicate how the elements of communication combine to produce a unique unrepeatable event. It can be also viewed from the point of view an individual gathering information as he passes through his environment.

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### 3.5 KEY WORDS

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- |                |                                                                                                                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sender</b>  | : We may call sender as communicator / speaker / source of message. Sender decides what messages to send, how to treat it, which channel so that his/ her audience can receive and follow it. |
| <b>Message</b> | : Message is the information package or technical know how of extension and development                                                                                                       |

programmes. It may be a single line of message with a picture as in a poster or complete information through pamphlet / booklet.

- Treatment** : It refers to the ways in which the message is handled before it is placed on the channel. Its purpose is to make the message clear, understandable and realistic to the audience/ receiver.
- Channel** : It is the path of the communication.
- Receiver** : The receiver may be a single person when we write a letter, it may be a group of people who read a circular letter / news letter or it may be the masses that listen to radio programme / see television.
- Entropy** : The information can be measured by entropy i.e one's degree of freedom of choice to select a message. The ratio of the actual to the maximum entropy is called relative entropy.
- Redundancy** : The amount of information that can be eliminated or added in a noiseless channel, so that the message would still have meaning.
- Channel capacity** : The amount of information that can be transmitted per unit of time.
- Noise** : Any unwanted sound, distortion that may be added into the channel which are beyond the control of the transmitter or receiver.
- Psycholinguistic Theory** : This theory deals with the psychological basis of using the language by any individual in other words the coding behavior.
- Sociolinguistic Theory** : The sociolinguistics is concerned with the relationship between variations in using language according to personal as well as contextual situations.

### 3.6 REFERENCES / SELECTED READINGS

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### 3.7 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

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#### Check Your Progress 1

- 1) A communication model is a systematic representation of elements of communication process in an abstract form.
- 2) The five elements in a general communication model are : sender, message, treatment, channel and receiver.
- 3) The important role of feedback from the receiver was not included in Aristotle's and Lasswell's communication models.

#### Check Your Progress 2

- 1) The Stimulus- Response (A - B) does not fit into the facts. A may say something to B, but what B hears and interprets depends upon B and not of A. Also what A says may be a necessary condition of B's subsequent behavior, but the sufficient condition is how B processes A's statements (s). It is possible that A's saying does not fall into a temporarily off mind. Whereas, A's saying may be meaningful to B, only to the extent, (a) B's mind is active and (b) B's comprehensive level to understand A's statement in the context in which it occurs.
- 2) Intermediaries / gatekeepers in mass communication includes editors, sub-editors, reviewers etc.
- 3) Entropy is one's degree of freedom of choice to select a message.
- 4) The three levels of problems in the communication of information as per Shannon and Weaver model are : technical, semantic and influential.

#### Check Your Progress 3

- 1) Various communication models are : Aristotle's, Lasswell's, Stimulus-Response, Schramm's, Intermediary, Shannon and Weaver's, Berlo's and Leagan's .
- 2) In Berlo's model, each element - source, message, channel and receiver is influenced by some factors. Source and receiver are influenced by communication skills, attitudes, knowledge and social and cultural systems. Channel is influenced by the form of senses viz., seeing, hearing, touching, smelling and tasting. Message is influenced by structure, elements, content, code, and treatment.
- 3) The elements in Leagan's communication model are ; Communicator, Message or content, Channels of communication, Treatment of message, Audience and Audience response / Feedback.

#### Check Your Progress 4

- 1) The three categories of communication theories are : Theories of interpersonal communications; Theories of mass communication (message flow models) and ; Theories of communication distortion.
- 2) Psycholinguistic theory deals with the psychological basis of using the language by any individual in other words the coding behavior. Whereas, Sociolinguistic theory is concerned with the relationship between variations in using language according to personal as well as contextual situations.

## Notes



## Notes



**MDV-108: DEVELOPMENT COMMUNICATION AND EXTENSION**

| <b>Block / Unit No.</b> | <b>Block / Unit Name</b>                                 |
|-------------------------|----------------------------------------------------------|
| <b>1.</b>               | <b>EXTENSION EDUCATION</b>                               |
| 1.                      | Extension Education -An Overview                         |
| 2.                      | Extension Education – A Global Perspective               |
| 3.                      | Private and Corporate Extension Services                 |
| <b>2.</b>               | <b>EXTENSION TEACHING METHODS AND AUDIO-VISUAL AIDS</b>  |
| 1.                      | Teaching-Learning Process                                |
| 2.                      | Extension Teaching Methods                               |
| 3.                      | Audio-Visual Aids                                        |
| <b>3.</b>               | <b>COMMUNICATION IN EXTENSION AND DEVELOPMENT</b>        |
| 1.                      | Communication : An Overview                              |
| 2.                      | Communication Channels                                   |
| 3.                      | Theories and Models of Communication                     |
| <b>4.</b>               | <b>ICT FOR DEVELOPMENT</b>                               |
| 1.                      | ICTS for Development – An Overview                       |
| 2.                      | E- Governance in Rural and Urban Development             |
| <b>5.</b>               | <b>DIFFUSION OF INNOVATIONS FOR DEVELOPMENT</b>          |
| 1.                      | Diffusion of Innovation : An Overview                    |
| 2.                      | Innovation Processes for Development                     |
| <b>6.</b>               | <b>INNOVATION, INNOVATIVENESS AND ADOPTER CATEGORIES</b> |
| 1.                      | Attributes of Innovation                                 |
| 2.                      | Innovativeness and Adopter Categories                    |
| 3.                      | Opinion Leaders and Diffusion Networks                   |
| 4.                      | Consequences of Innovations                              |

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