CHAPTER II

COMMUNICATION — A THEORETICAL FRAMEWORK

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The act of communication symbolises the need of the
human subject to maintain contact with his environment
and for this reason alone, can be seen as supplying
one of psychology's central themes. Communication has
only come into its own, as a Psychological concept, in
recent years. The variety of human communications have
excited very different degrees of interest. To communicate
is to transmit a message but messages are not all of the
same type. Three types are postulated, namely signs,
meanings and effective experiences.

Communication is one of the most complex of human themes, so complex that upto 30 years ago, there was very little reference to it in the literature of Psychology. Probably Shannon's (1948) paper was the first publication on information theory. Earlier work had often implications for the themes; but implication and formulation are not the same thing.

The impetus to the systematic inquiry came in the end from disciplines other than psychology, from the efforts of engineers to construct artificial systems and from the supporting theory supplied by mathematicians. Wiener's and Shannon's writings excited enormous interest among psychologists in Britain and America. Since 1950 psychologists have touched communication problems at a number of points but few, if any, attempts have been made to set them in relation to one another. But contributions from other fields are considerable.

In an era when almost every discipline is interested in its reciprocal relationship with the area labelled communication, there has been, every widening usage of the term 'communication' and a concurrent broadening and dissipation of that term's referants and understanding. A few such definitions are given below.

2.1 Definitions of Communication:

"The oldest meaning of the word communication in
English can be summarised as passing of ideas or infor-
mation and attitudes from person to person"(Raymond,
1966). "Communication in its broadest interpretation
may be defined as the eliciting of a response" (Dance,
1967). "Communication comes from the latin communis,
common. When we communicate, we are trying to establish
a commonness with someone. That is, we are trying to
share an information, an idea or an attitude. The
receiver and the sender are tuned together for particular
message"(Schramn, 1963).

Weaver(1949) includes under communication all the
procedures by which one mind can affect another. Noel
Gist writes "when social interaction involves transmission
of meanings through the use of symbols, it is known as
communication". He defines social interaction as the
reciprocal influences that human beings exert on each other
through inter stimulation and response.

Gerbner(1964) defines communication as "Social
interaction through messages". Messages are formally
coded symbolic or representationsl events, of some shared
significance in a culture, produced for the purpose of
evoking significance.

Hovland (1970) defines communication "as the process by which an individual-the Communicator - transmits stimulii to modify the behaviour of other individuals - communicatees".

The dictionary of sociology gives the following definition: "The process of making common or exchanging subjectives studies such as ideas, sentiments, beliefs usually by means of language". It is further added that "communication in human groups becomes the chief factor in their unity and continuity and is the vehicle of culture. Good communication is the very basis of human society".

Saxon (1975) defines communication as the sharing of ideas and feelings in a mood of mutuality. Communication involves interaction, that provides the feedback to persons involved in exchanging ideas.

In this world of technology, communication came also to mean a line or channel from place to place. Since the industrial revolution, there has been so much of improvement in this kind of communication - through railways, steamships, cars, aircraft that often when we say communications we mean these ways of travelling and carrying. The press, the camera, the phone, the radio the television etc.,are all classified as communication media.

For the purpose of this study, communication is
defined as the process of transmission and reception of
ideas and information leading to change.

2.2 The Theoretical aspects of the process of Communication:

To communicate is to transmit a message, but a message
unlike a physical entity cannot travel in its initial form.
Transmission calls for a medium in which selected elements
correspond to selected features of the original. In
human communication a great deal of failure comes about,
not because the sender is unable to express what he has
to say or because the receiver is unable to interpret
the message in the way that is intended. The reasons for
these failures often have a semantic flavour, but
frequently their roots lie in the psychological make up
and condition of one or both parties.

a. Learning Theory

The Psychology of learning offers a number of versions
of the mechanisms and processes of human learning and in
doing so provides one basic form of a theory of communi-
cation. Despite the differences of approach, and especially
the varying emphasis as between congnitive and behavioural
elements, virtually all theory in the psychology of learning
gives an important place to association as the underlying

principle of effective communication. Briefly, the
relationship between stimulus and response is seen to
provide the key to both learning and communication (in
the sense of teaching). Different theorists have
emphasized different elements in the learning process;
for instance, Hull (1943) stresses drives, Thorndike
(1932) reward, Tolman (1932) the cognitive element,
Skinner (1957) reinforcement, but all seem to share a
general framework of concepts, which is also a framework
for understanding how communication works. Every action
may be conceived of, as a response, which presumes a
preceding stimulus. The response behaviour 'triggered off'
or otherwise caused by any stimulus, has consequences
which are ultimately accountable in terms of a reduction of
tension, a return to equilibrium or stasis which is the
'normal' state of the organism and of the larger system
of which it forms part.

Human communication, in this view, is, that process
which links individuals to each other and to their environ-
ment. Communication whether as transmission or reception
originates in an experience of tension and should be
explained in terms of its function, actual or anticipated,
in reducing the state of tension. People enter into
communication relationships, as a result of an experience

Figure - I

Flow Of Message According To
Information Theory

| INPUT | → | CODING | → | CHANNEL | → | DECODING | → | OUTPUT |
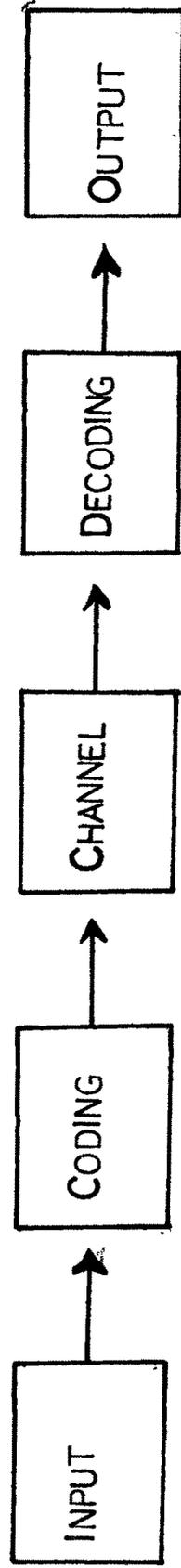
of tension, within a shared environment; some prior
stimulus exerts pressure on them to transmit information
or to respond to information, which comes to their attention.
The communication situation is interpreted as one where
the needs of the participants are satisfied in a calculable
way. The relationship between participants is a functional
and mechanistic one, either useful or unavoidable. The
sender relates to the receiver either instrumentally to
achieve some planned and predictable response and effect,
or out of necessity. Similarly the receiver attends,
because it is useful or because he is conditioned to do so.

b) Information Theory

Information theory is a formal mathematical theory
based on probability and without any value for empirical
prediction, or need for empirical validation (Frick, 1959).
In many man-made systems, the transmission medium consists
of electrical impulses the basic elements being few and
simple. Now-a-days the basis of most long range communi-
cation systems is the conversion of language into an
agreed electrical or typographical code.

During the second world war designs of many communi-
cation systems were put forward. Shannon's problem was
to decide, what sort of signal to send, so as best to
convey messages of a given type? How could such messages

be coded so as to secure the fastest, error-free transmission, over a given circuit? This is the central problem of information theory and to answer it with precision, it is necessary to find mathematical expression for the characteristics in terms of which different systems can be compared. For example if two systems for the transmission of English text have been advanced, one would be based on the idea of coding each word by letter, the second on that of assigning a symbol to each word and coding it directly. Information theory enables comparision of the two systems.

The broad purpose of information theory, is to supply a mathematical technique, which help the designer of a system to strike an acceptable balance between the demands of the message source, the capacity of the channel and the expectation of noise. A successful system is one, where the differences between signals sent and signals received is very small. The flow of a message through a communication channel is expressed in diagram No. 1.

Information theory implies that the relationship between sender and receiver is essentially an instrumental one and is consistent with, although distinct from, that which is implicit in the perspective of behavioural learning.

c) <u>Congruence Theory</u>:

The basic premises of congruence or balance theory
are simple enough. Among the several variants, all stemming
originally from Gestalt psychology, the earliest form of
the theory relevant to communication is that of Heider
(1946). This holds that in the case of two people who
have an attitude of like or dislike to each other and to
an external object, some pattern of relationship will be
balanced and some will be unbalanced. The theory proposes
that where there is balance, the participants will resist
change and where there is not, attempts will be made to
restore 'cognitive' balance. The principle of consistency
is described by Zajonc (1960) as holding "that behaviour
and attitudes are not only consistent to the objective
observer but that individuals also try to be consistent to
themselves". The striving for internal consistency is a
major factor which shapes the pattern of receiving and
interpreting communication content.

d) Festinger's theory of Cognitive Dissonance (1957) is the
most developed version of balance theory and its main
elements are summarised in the following way by Zajonc(1960)

    i) two elements of knowledge are 'in dissonant
       relation if, considering these two alone, the
       obverse of one element would follow from the other'

ii) dissonance 'being psychologically uncomfortable, will motivate the person, to try to reduce dissonance and achieve consonance.

and iii) '..........in addition to trying to reduce it the person will actively avoid situations and informations which would be likely to increase the dissonance'.

The theory has a number of implications for the communication process. Since communication is the main way in which balance in this context is maintained, sought or restored, the theory states a number of conditions relating to motives for the sending or receiving of messages and the pattern which shapes communicative behaviour. It predicts that people will seek out information which confirms their existing attitudes and view of the world or reinforces other aspects of their behaviour. Similarly it predicts that people will avoid information which is likely to increase dissonance. They will selectively perceive and interpret the information they receive in accordance with the existing structure of their view, organising new information accordingly. They will be more open to receive coommunication from those sources to which they are favourably disposed.

Figure-II

Arc Of Distortion

SENDER A

What 'A' Communicates But is Not Intended

What 'A' Intends to Communicate

B RECEIVER
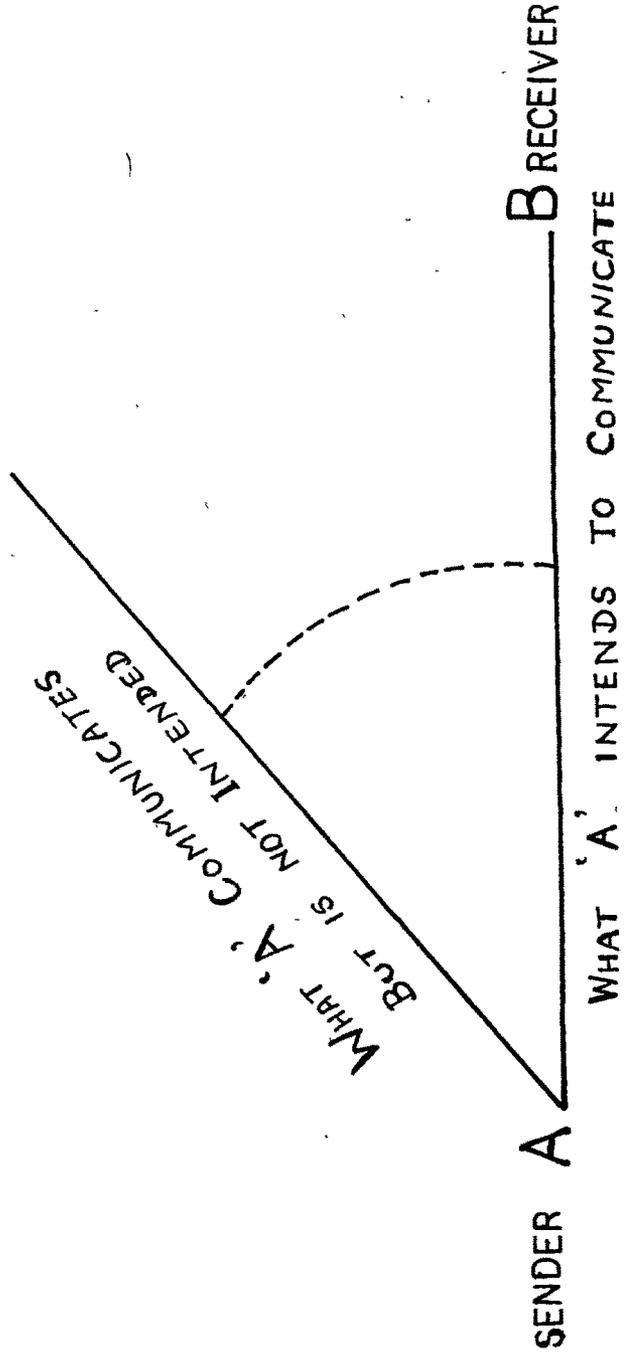
e) Desai (1969) has spelt out the following points relating
to communication behaviour. If the communication is to be
effective,

   i) it must be clear in purpose and intention,

   ii) it must be lucid and should be based on felt need,

   iii) the communicator should build up proper rapport
        with the communicatee by accepting his feelings,

   iv) the communicator should help the communicatee
        to listen to participate and to co-operate and

   v) language must be understandable.

The communication behaviour of a farmer, a merchant,
a doctor, a lawyer.........and a saint are different.
Sensitivity comes only after awareness. Perception helps an
individual towards effective communication.

A person at times wants to communicate one thing;
but actually he communicates something else which he never
intended. This type of event in the communication
behaviour is known as 'The Arc of Distortion'.

One realistic way to reduce the arc of distortion
on the part of both the sender and the receiver is to check
up through 'feed back'.

Communication behaviour is classified as follows:

1. Help giving and help seeking communication

2. Cathartic communication event (e.g. talking out
   sarcasm humour, sadness, criticism etc.,)

3. Exciting or stimulating communication (e.g. Anthony's
   speech)

4. Persuasive communication

5. Entertaining communication

6. Informative communication

7. Consultative communication

Communication could be authoritative or democratic depending
on the pattern being contralized or integrated.

f) Social System Theory

This offers a sociological perspective on communicative
acts which is closest to the psychologistic and rather
mechanistic accounts presented above. Parsons(1951) has
been the main exponent of social system theory. One
can extract from the body of his work, a consistant view
of the communication process. He views social action in
general, as being distinguished by a motivation to achieve
some goal. It is related to attainment of gratification or
avoidance of deprivation. In addition action occurs in a

situation to which the actor orients himself and in which
he is guided by norms, values and other constraints of
the particular social environment.

g) Symbolic interactionism

Another body of theory which takes us further along
the continuum from the system perspective derives from the
work of Mead (1934) and has come to be known as symbolic
interactionism. As its name implies it is primarily
concerned with the process of social interaction through
symbols and it focuses quite directly on communication.

The essence of Mead's position lies in his conception
of the individual as communicating with himself from the
point of view of society.

"The human self arises through its ability to take the
attitude of the groups to which he belongs - because he can
talk to himself in terms of the community to which he belongs".
It is this ability to 'enter into the attitude of others'
which makes complex human society possible.

h) The Perspective Phenomenology

In phenomenology and particularly in the work of Alfred
Schutz(1970) we can find an approach to communication which is
consistent with symbolic interactionism and takes us nearer

to a view of the communicative act as spontaneous activity.
Schutz's basic perspective has the following main elements.
The individual experiences a 'life-world' which he takes
for granted and seeks to make sense of, in terms of
an acquired 'stock of knowledge' derived from experience.
In interpreting and making sense of this world of
experience, he acts upon it and to some extent constructs
his own unique world. He selectively attends to the world
of experience, according to what is of relevance to him,
at the time when the world consists of receding 'Zones
of relevance'.

A close analysis of the theories mentioned above will
reveal that they offer alternative theoretical perpectives
for three broad issues in communication. Why communicate?
What is the meaning of a communication situation? and
what is the relationship between participants? They form
a continuum starting from the 'passive' psychological
theories and extending upto the active sociological theories
through social-psychological and social system theories.
The following table summarises the positions they take
in the continuum.

TABLE 1

SUMMARY OF THEORETICAL PERSPECTIVES WITH REFERENCE

TO THE THREE BROAD ISSUES IN COMMUNICATION

Psychological - - - - - - - - - Sociological

	1 Extreme behaviourist position	2 Social Psychological position	3 Social system position	4 Interactionist phenomenological position
1. Why communicate?	Condition-ing; instinct	Reduce tension; orient to environment	Achieve approved goals by approved means	Express free choice; act on the environment
2. What is the meaning of a communication situation?	Reaction as determined by the system	An experience of tension or discomfort	A situation of choice among goals and means	An occasion for innovation and creation
3. What is the relationship between participants?	Partial; mechanistic	Functional; instrumental; holistic	Institutionally defined complementarity	Inter-subjective negotiable

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2.4 Factors of communication

Researchers in communication have identified varying number of factors or elements in communication. The following table classifies the factors as expressed by different authors.

TABLE NO. 2

TABLE SHOWING THE FACTORS OF COMMUNICATION

Factors → Source ↓	Communi cator	Communi cant	Content	effect	Channel	Message treat- ment	Feed- back
Steiberg	✓	✓	✓	✓	-	-	✓
Leagans and Loomes	✓	✓	✓	-	✓	✓	-
Denis	✓	✓	✓	-	✓	-	-
Berlo	✓	✓	✓	-	✓	-	-
Havelock	✓	✓	✓	✓	✓	-	✓
Rogers	✓	✓	✓	✓	✓	-	✓
Sampson	✓	✓	✓	-	✓	-	-

The Communicator:

The Communicator is the person or source that initiates
the communication process. Sender (Denis, 1975) and source
(Berlo, 1960; Rogers, 1973; Schramm, 1955; Sampson, 1971)
are the other names the communicator is known by. Leagans
and Loomes (1971) mention the following characteristics
of the communicator that will determine the efficacy of
the communication: credibility as perceived by the audience,
prestige that he commands, the expertise that he possesses
and the communication skill that he has developed. Rogers
(1973) points out that communication becomes effective
when the communicator and the communicant are homophilous.
Homophily is the degree to which the source-receiver pair
are similar in certain attributes like beliefs, education
and social status.

The Communicant:

The communicant is the receiver of the message, sent
by the communicator. He is known by other names as well:
Communicatee (Desai, 1969) audience (Leagans and Loomes,
1971) receiver (Denis, 1975, Rogers, 1973) destination
(Schramm, 1955) recipient (Havelock, 1969). Rogers and
Shoemaker have abstracted the following receiver variables
that are associated with effective communication:

1. Personality 2. Social status and 3. Perceived need.
Dennis(1975) draws our attention to the fact that the
receiver is also an initiator in the sense that he chooses
to attend to some sources and messages rather than others.

Content:

Content is the message or information a communicator
wishes his communicant to receive, understand, accept and
act upon. Messages when clear, significant to the needs
and interests of the audience, specific, accurate, timely
and manageable by the sender and the receiver, can be easily
'driven home' to the audience.

Effect:

Effect or consequences are the changes that occur
within a social system as a result of the adoption or
rejection of an innovation. Functional, direct and
manifest are the three types of consequences:

    i. functional or dysfunctional depending on whether
       the effect is desirable or undesirable;

    ii. direct or indirect depending on whether changes
       occur in immediate response to direct change
       effort;

iii. manifest or latent depending on whether it is
recognised and intended by the members of a
social system or not.

Channels:

Senders and receivers of messages must be "tuned" to
each other for effective communication. Channels provide
the physical bridges between the sender and the receiver
of messages - the avenues or media used, to transmit
messages to and from an audiance. A channel may be
anything used by a sender of messages to and from an
audience. A channel may be anything used by a sender of
messages to connect him with the intended receivers - radio
books, bulletins, letters, newspapers, group meetings,
personal contacts of many kinds, are the commonly used
channels.

Message treatment

Treatment deals with, the way a message is handled to
get the information across, to an audiance. It relates to
the technique - details of procedure or manner of perfor-
mance essential to expert presentation. It includes the
appeals which are used and the various techniques of writing,
speaking, visualizing or acting. The purpose of good
treatment is to make the message, clear, understandable

and realistic to the audience. Designing treatment requires knowledge of the matter, insight into the principle of human behaviour and skill in creating and using refined techniques of presentation. Fuzziness in treatment is sure death to a message. People respond to messages that are reliable, realistic, relevant and understandable.

Feedback:

The observation by the communicator, of the effect of the communication, is called the "feedback".

The 'feedback' is of critical importance in testing the success of any attempt at communication, for only by some such device, is it possible to observe its effect. If the communicator is face to face with the communicant, it is possible for him to judge the success of the communication by the latter's reaction.

When the communication gives directions or persuades to a line of conduct it is easier to gauge its success than when it involves the transmission of an experience or the sharing of an idea. In the first instance A can estimate whether he has 'put over' what he intended, by what he does. In the second instance however A has no way of knowing what he has conveyed to B unless B responds with

a communication of his own. It is not sufficient for 'A' to ask 'Do you understand' for an answer in the affirmative does not necessarily mean the desired effect has been achieved. An intelligent communicator has to improvise certain means by which he could evaluate the effect of the communication and supply the necessary feedback.

The four essential elements of most general communication models are the sender, the message, the channel and the receiver (SMCR). Researchers and theoreticians differ in their nomenclature but include them in their models or schemas. A few more elements are added to these four by some. Of the additional elements feedback and effect gain the support and acceptance of many.

2.5   Communication Models:

It is one thing to be able to list the main elements involved in communication but another to show how they are related to each other. The study of communication over two or three decades had produced a number of attempts to express the relationship between the elements just described, in the form of a model or physical representation. Those attempts indicate the dilemmas posed in the conceptualization of communication. It is a complex process open to

Figure – III

The A-B Model Of Communication
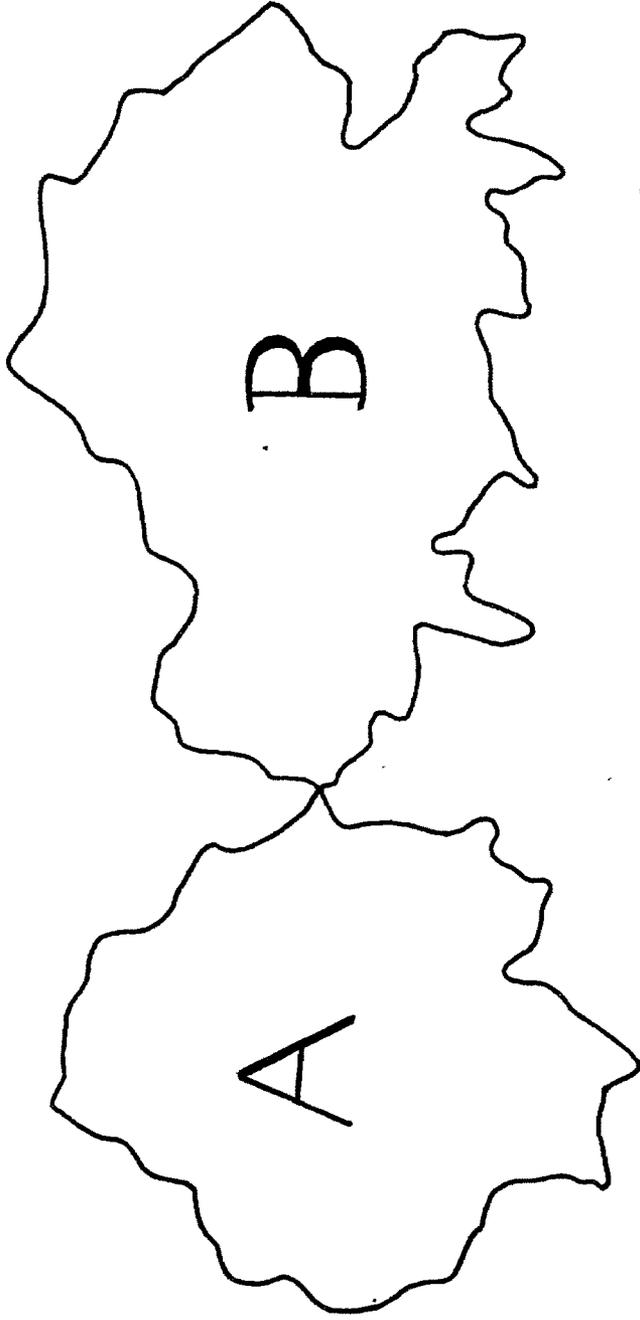
alternative philosophical interpretation and almost as
variable as are the examples of communication phenomena
is social life.

a. The A - B Model:

Perhaps the simplest communication model possible is
what we might call the A-B Model - where two systems
join - sharing an interface - so that changes in the
status of one system influence the status of the other
system (Joseph, 1971). This model, of course, could apply
equally to a mechanical system, a hydraulic system etc.
The communications theorist however is primarily interested
in those systems where the flow across the interface is
information not merely energy or matter.

b. Claude and Shannon Model:

The most influential model of communication is that of
Claude and Shannon (1949), a model developed to assist
in the construction of a mathematical theory of communication
which would apply to any situation of information transfer,
whether by men, machines or other systems. This model
depicts a basic sequence which begins with a source, from
which a message is passed to a transmitter where it is
encoded into a signal which is subject to noise on its way

to a _receiver_ where it is decoded and then passed to a
_destination_.

Shannon of course was particularly interested in channel
capacity and the problems of communicating in the face
of various noise levels.

c. _Norbert Wiener Model_:

More or less contemporaneously with this work another
information theorist, Norbert Wiener (1950) proposed a
general science of communication which would apply equally
to men and machines to be called cybernetics, a word
derived from the greek word, for 'steering'. In
cybernetics the emphasis is on the feedback in a communi-
cation systems, the procedures for control which enable
a system to adapt to changes in the environment. A
communication source similarly can respond and adapt to
information about the results of the messages it transmits.
Feedback typically has a modifying and guiding effect
on the encoding and transmitting activities of a 'communi-
cator' and takes different forms depending on the type
of communication event. It might for instance be the
'other half' of a conversation, the results of examinations
in an educational system, the audience research statistics

Figure-IV

The Newcomb Model Of Communication

A

B

X
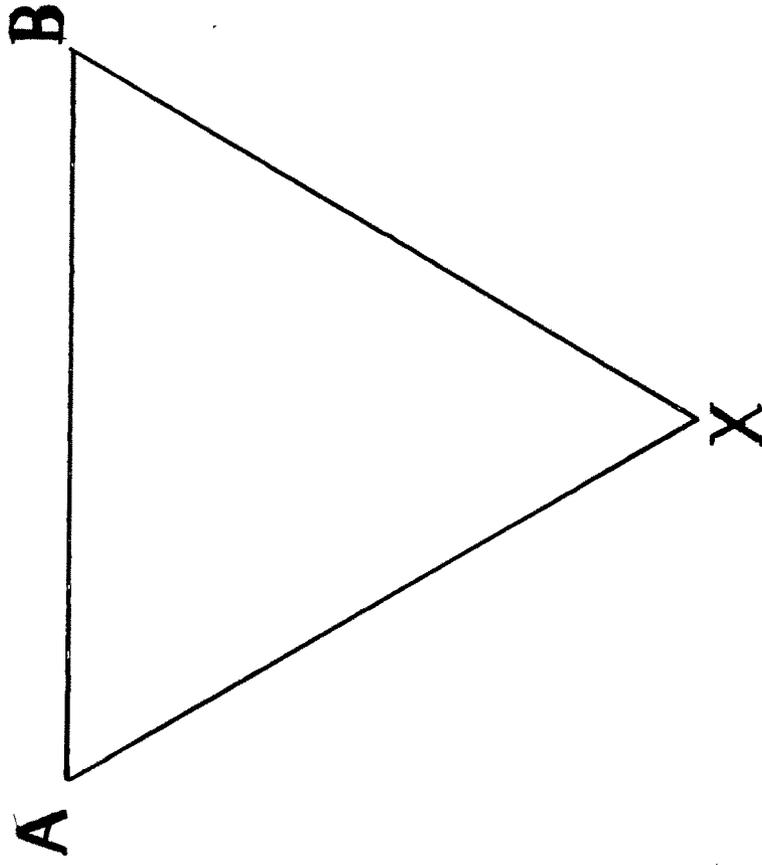
of a broadcasting organization, the review of a book, the
facial expression of an interlocutor and so on. In
discussing the nature of human communication, Schramm (1971)
stresses the fact that feedback makes the process of
communication, circular rather than linear and one-directional
and no representation of the human communication process
can omit this key element. All representation of communi-
cation in social system terms or social systems in communi-
cation terms, depend on the concept of feedback. When we
include it in the basic model of information theory we have
the essential components of a social organization which can
survive change, adapt to an environment and be much more
'efficient' in its internal operation.

d. Newcomb Model:

A simple model of communication which illustrates the
system approach is suggested by Newcomb (1950)

This is based on the 'initial assumption that communi-
cation among human beings performs the essential function
of enabling two or more individuals to maintain simultaneous
orientation to each other and towards objects of an external
environment'. The model is a triangular one, the point of
the triangle being taken up by two individuals A and B
and an object in their common environment, X. Both individuals

are oriented to each other and to X and communication is conceived of as the process which supports this orientation structure, in the sense of maintaining the symmetry of the relationship between the three elements by transmitting information about any change and allowing adjustment to take place. The model assumes that at any given moment the ABX system is 'at rest' or balanced.

e. Westley and Maclean Model:

A more elaborate model in the same mode is the more complex geometric, diagrammatic scheme of Westley and Maclean. They attempt to deal with attitude formation from mass communication by relating an individual's (A's) concern about a subject (X, divided into sub-components representing variants of an object of orientation, that is different versions of the same idea) to a receiver B. In this respect Westley and Maclean's model is much like New comb's except a mediating source C, is introduced in it. "C in effect may be called many things, but turns out to be the 'channel' or communication technique or technology that gets the communication from A to B. What are produced from this three stage process are, therefore multiple X's - each a little different from the other - that are delivered, feed-back - distorted or mediated between A, B and C". The relevance to mass communication, in the
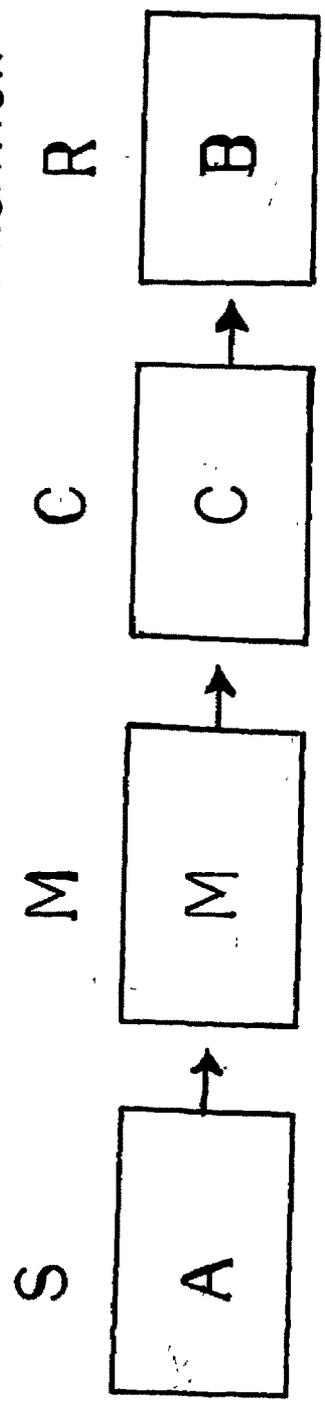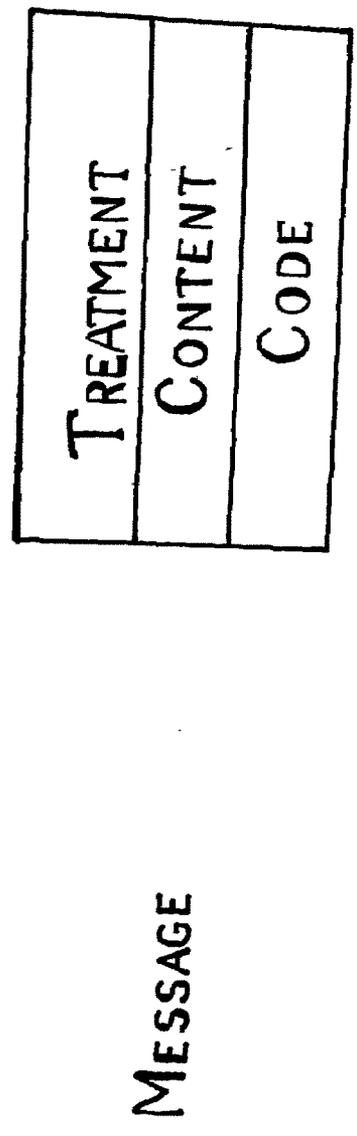
Figure - V

The S-M-C-R Model of Communication

S	M	C	R
A	M	C	B

Figure - VI

Message Components According To Berlo

Message

Treatment
Content
Code

author's words, depends upon "a large number of C's (who) receive from a large number of A's and transmit to a vastly larger number of B's who simultaneously receive from other C's".

f. **S.M.C.R. Model:**

Berlo's (1960) S-M-C-R- Model might be called an A - B - C - M model - with M standing for 'message'. With the emergence of the M component we seem to be squarely in a communication framework - no longer in electrical engineering, in physical systems or even in traditional social psychology.

Berlo originally suggested that a message could be analyzed in terms of its code its content and its treatment. In human beings a message is the behaviour available in physical form - the translation of ideas, purposes and intentions into a code, a systematic set of symbols.

Figure - VII

Wilbur Schramn Model Of Communication

| Source | Encoder | Signal | Decoder | Destination |
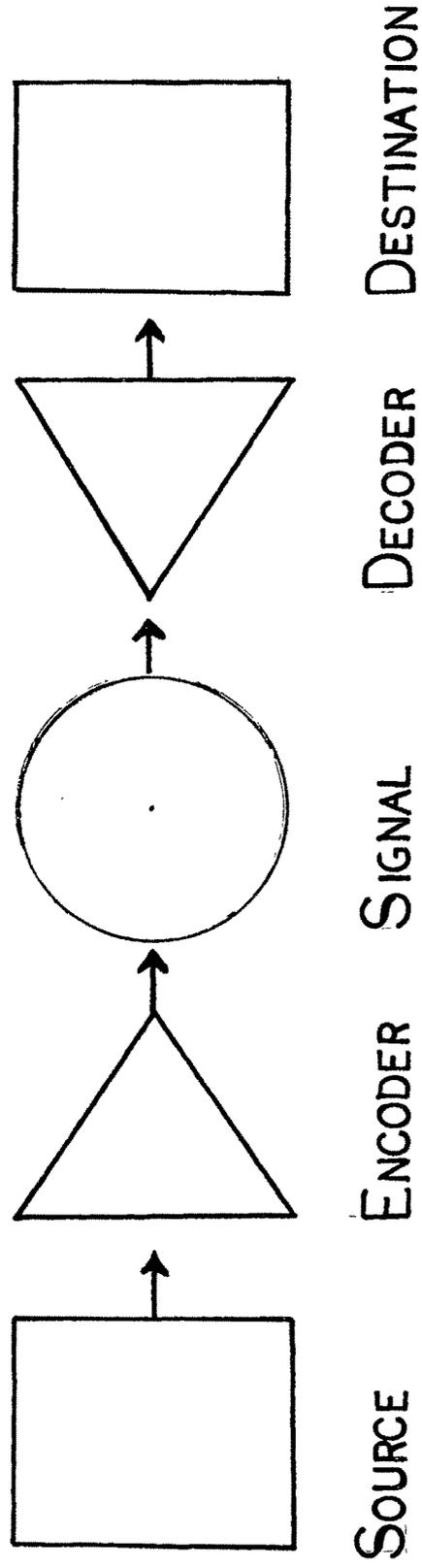
g. Wilbur Schramm Model:

The diagram represents, the process of communication
and the factors involved as expounded by Schramm (1955)

A particular message when coded and sent, is quite
free of its sender and what it does is beyond the power of
the sender to change. In engineering terms, there may
be filtering and distortion at any stage. In human terms
if the source does not have adequate or clear information,
if the message is not encoded fully, accurately, effectively
in transmittable signs, if these are not transmitted fast
enough and accurately enough despite interference and
competition to the desired receiver; if the message is not
decoded in a pattern that corresponds to the encoding and
finally if the destination is unable to handle the decoded
message so as to produce the desired response then obviously
the system is working at less than top efficiency. When one
realises that all these steps must be accomplished with
relatively high efficiency, if any communication is to be
successful, the everyday act of explaining something to a
stranger or writing a letter seem a minor miracle.

h. The Information Theory Model

Information theory is replete with its own models of

communication, the most significant of which deals with the

symbolizing process in a regular, mathematical manner, following

the leads of the cybernetic model. This model posits

that one may send over a channel of communication, finite

jots of information according to the precise structures of

formal logic. One is limited by the cleverness of the

code (symbols) used, the capacities of the channels and

the so-called logic of the system (often a computer) and

the communication power of the coding process which limits

the nature of information it accepts into its channels.

It is sufficient to note here that the term' communication of

information' is for this model, a severly delimited one

but a construction that produces no end of challenges for

its analysts. It is as noted above but a complex elaboration

of the original (now a generation old) cybernetic constru-

ction of the communication process once accepted as the

model of all communication.

i. Gerbner's Model

Perhaps the most comprehensive attempt yet to specify

all the component stages and activities of communication is

Gerbner's general model of communication. In its verbal

form the model is expressed as follows: 'Someone perceives

an event and reacts in a situation through some means to

make available materials in some form and context conveying

content of some consequence: The aim is to specify and

relate areas of study in the field of communication

but a number of important points are stressed and have

been taken up by the same author in subsequent work. Our

attention is drawn in particular to the following points:

1) The great variability in the perception of an event

by a communicating agent and also in the perception of a

message about an event by a receiver. In general terms

this variability can range from an extreme 'transactionist'

position which stresses the structuring effects of the

communicators to a nearly opposite or 'psychological' view

which sees the world of material events, sounds, shapes,

forms as in control. Gerbner's model does not assume

either extreme view but does attempt to take account of

the creative interactional nature of the perceptual process,

avoiding any implication of either solipsism or mechanism.

2) The importance of the situation and the context

in which the stimulus to communication and the actual process

occurs in the sense both of physical as well as social

circumstances.

3) In discussion Gerbner contrasts the open nature

of human communication with the closed sequence of mechanical

or automatic communication system. Human communication
is open in that, events and objects in the environment do
not automatically generate signals or communicative reactions
and the whole process of communication is open at many
points to variable and unpredictable effects of perception
and human choice. The analogy with a programmed device like
a thermostat in a heat control system is misleading, human
communication systems are not homeostatic and 'feedback'
has a different connotation.

4) Content is always meaningful and the meaning of
content cannot be derived solely from either the intentions
of the transmitter or the perception of the receiver alone
but is a 'relational pattern' to be interpreted in the
light of the whole sequence of events in a particular case
of communication. While the model is essentially descriptive
and taxonomic, it does something more than provide a frame
work of comparative study and it opens the way to more
focussed theoretical approaches and to a disucssion of
communication in normative terms.

j. Havelock's D and U Model:

The core of Havelock's (1969) D and U model consists of

Figure - VIII

Rogers' Model Of Communication

SOURCE **ENCODER**	CHANNEL →	**RECEIVER** **DECODER**	
	MESSAGE		
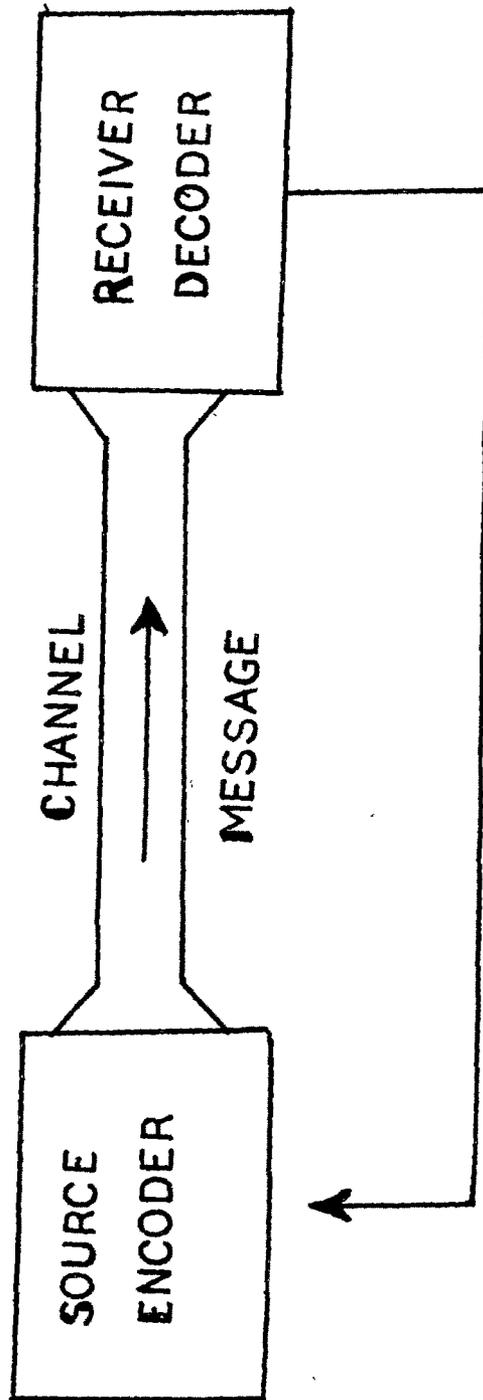
2 concepts; the knowledge transfer process and the knowledge flow system. The process is the interaction or linkage between the potential user and a potential resource . It can be analyzed into six categories or problem foci by the formula:-

Who says what to whom by what channel to what effect for what purpose? Thus the factors involved in this model are:

(i) Communicator, (ii) Message, (iii) Recipient (iv) Channel, (v) Effect and (vi) Purpose achievement

k. Rogers Model:

Rogers' (1973) has evolved a model of the communication process which has six elements.

The six elements are as follows:

1. Source - originator of the message, may be an individual or many working together, an institution or organization.

2. Message - the stimulus the source transmits to the receiver

3. Channel - mass media or interpersonal; the means by which the message travels from source to a receiver.

4. Receiver - most important element in the communication process. Often there is a tendency to forget the receiver. A text book writer may write for his colleagues and miss the student readers. Here the source is source-oriented. It could also be message oriented or channel oriented depending on the importance given to message or channel. But, for successful communication the source has to be receiver oriented.

5. Effects - change in the receiver behaviour in knowledge, attitude and in overt behaviour is called the effect. These three changes often occur in sequence, that is knowledge leading to attitudunal change which in turn leads to overt behaviour. A one-sided message sets forth the sources claim on the receiver. A two sided message sets forth the sources claim but also recognizes opposing positions on the issue. A fear appeal message presents the harmful consequences when the receiver has an opposing tendency; useful, when the source has high credibility, when the message is well supported and when the source or channel is perceived as trustworthy and competent by the receiver.

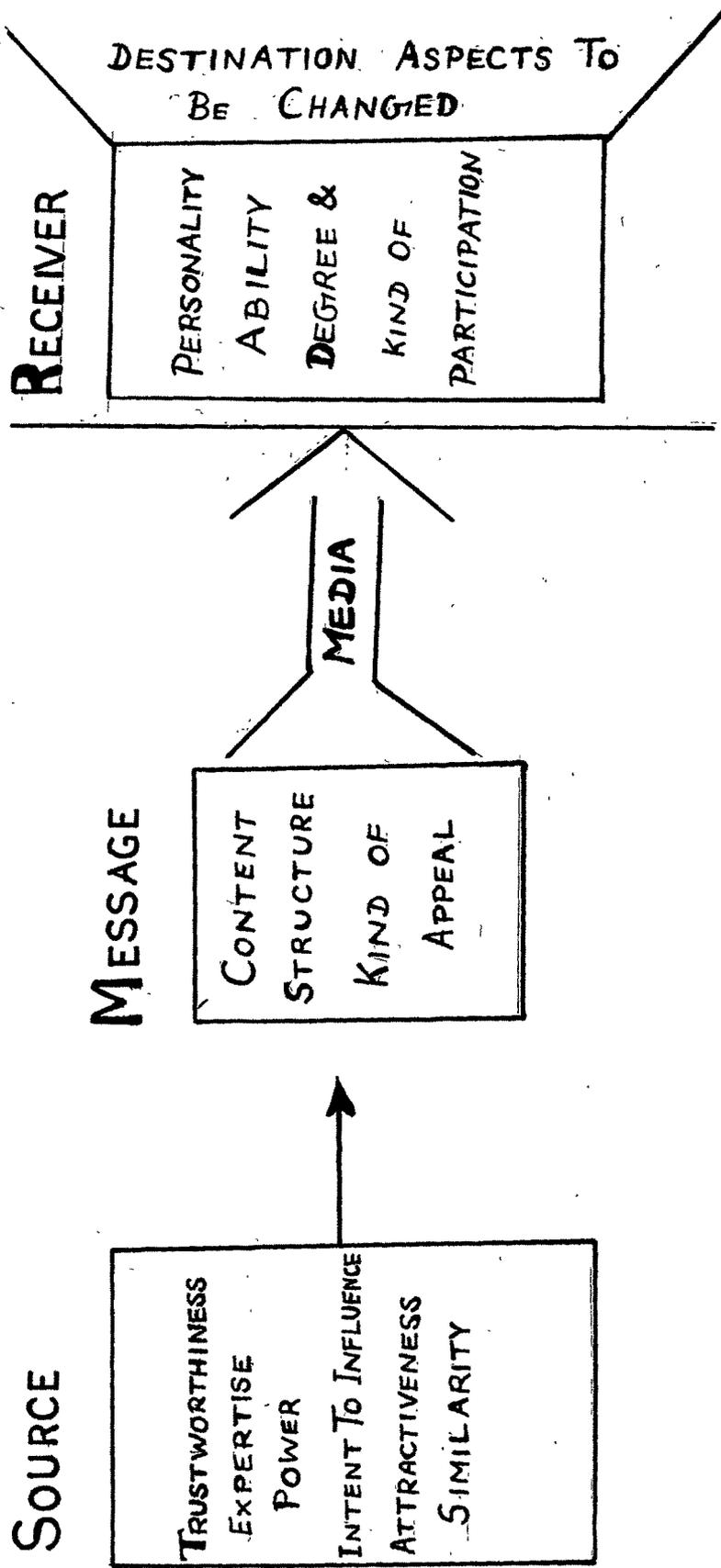6. Feed back - A response by the receiver to the sources

messages is feedback. From the sources perspective it is
a message conveying 'knowledge of communication effective-
ness'. It is one way of looking at the source as a
receiver. Positive feedback confirms that the intended
effect of the message is achieved. Negative feedback
informs that the intended effect is not achieved.

Communication that is more feedback oriented is more
effective. If there is feedback, there must also be
feedforward, information about the receiver that is gained
by the source prior to initiating communication with them
and that is used to predict the effectiveness of the
communication.

False assumptions are likely to result when the
receiver and the source are dissimilar. When they are
highly similar, the source has to know himself only in
order to know his receiver. Homophily is the degree to
which a source - receiver pair are similar in certain
attributes like beliefs, education and social status etc.
Hetrophily is the degree to which this pair are different
in certain attributes. Communication between hetrophilous
pairs is less effective and often leads to distortion,
delayed transmission, restricted channels and cognitive
dissonance.

FIGURE - IX

SAMPSON'S MODEL OF COMMUNICATION

DESTINATION ASPECTS TO BE CHANGED

RECEIVER
- PERSONALITY
- ABILITY
- DEGREE & KIND OF PARTICIPATION

MEDIA

MESSAGE
- CONTENT
- STRUCTURE
- KIND OF APPEAL

SOURCE
- TRUSTWORTHINESS
- EXPERTISE
- POWER
- INTENT TO INFLUENCE
- ATTRACTIVENESS
- SIMILARITY

One of the most distinctive problems that characterises
the diffusion of innovation is that the source is usually
hetrophilous to the receiver. It is bound to be so,
because the change agent is much more technically competent
than his client. Otherwise no diffusion would occur if
both are to be identical regarding the technical grasp
of the innovation.

1. Sampson's Model:

Sampson(1971) suggests a communication model wherein
he describes the interaction between the change agent and
client system. The former system includes a source a
message and a channel and the latter system includes the
receiver and the destination. Destination is the kind
of change sought in the receiver of the communication; what
the communicator says is the message; the media employed
is the channel.

The source has been examined in terms of its trust-
worthiness or credibility, its expertise, its power its
intent to influence, its attractiveness to the recipient
and its similarity to the receiver. The message factor
includes the content of what is said, its structure, the
kind of appeal that is used, whether a conclusion is
drawn and so forth. The channel or the medium may include
any of the means chosen to communicate or to affect any

or a combination of senses. The receiver or the client

system has been studied in terms of its personality, its

ability, the degree and kind of participation in the process

of change. The destination is the effect of the message

on the receiver and concerns itself with that aspect the

communication which seeks to change.

2.9   Conclusion:

Various models of communication have been put forward.

They could mainly be classified as belonging to two types:

Psychological models which examine the interaction between

the learner and his environment and Engineering models

which explain the process in terms of 'input', 'output',

and message and use analogies to communication in electronic

circuits. While the engineering kind of models use

a complex mathematical theory of communication for explanation

and simulation of human thought and processes, the

psychological models concern more with the effect of

the message, at the receiving end as well as its source.

Leaning heavily on Sampson's model, while pooling the

ideas from other psychological models, a model to serve as

the criteria, to study the communication between Colleges

of Education and their practising schools, has been evolved.

The rationale behind the selection is discussed in Chapter IV.