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Darwinism of Communication Studies: A Voyage through the Evolution of a New Discipline.

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Abstract:

The paper concentrates mainly on the evolution of communication itself as a subject. It is argued that though Communication Studies is a subject that has hit the Universities in India recently but the communication itself is something that is very age old and hence, through this article the researcher tried to showcase how the evolution slowly grew from a mere words for exchange to a total subject. The article also will analyze Indian side to the story and India's involvement to prosper this comparatively newer discipline.

Introduction: The academic field of communication is both one of the newest and one of the oldest. The study of discovering and applying "the available means of persuasion" was a key component of civic education in ancient Greece, where rhetoric's roots can be found. Since communication became a field of study, it has undergone significant shift in how it is seen. The first academics to research and write on communication were Greek. It is hardly unexpected that the original theories of communication—then called "rhetoric"—focused on speech because of the time's strong emphasis on public speaking. Aristotle, who was perhaps the most influential figure in the history of communication studies, described communication in terms of an orator, or speaker, who creates an argument to be presented in a speech to an audience. The goal or effect of communication, as Aristotle viewed it, was to persuade. Communication was first formally studied by Aristotle and his contemporaries, and it eventually came to be understood as the process by which a speaker transmits signals to one or more receivers in order to influence or persuade them. This paradigm, or perspective, emphasizes the function of a source and the message that source is trying to convey. Receivers are frequently thought of as relatively passive recipients of communications, serving as the culmination of an obvious and well-defined cause-and-effect chain. This fundamental theory of communication can be summed up as follows: the source or sender (S) sends a message to the receiver (R) and causes an effect (E). According to this Aristotelian perspective, the outcome is persuasion or to convince (Miller, 2021).

In many ways, this Aristotelian theory of communication proved beneficial. It called attention to the crucial elements of communication. It also emphasized the significance of

messaging in shaping human behavior and how the origin of a given message can influence how well a communication process goes. The model also had other ramifications. If, as the Aristotelian approach says, the sender and his or her message have the most influence on communication outcomes, then it is perplexing if other people don't appear to "get it." In current studies, this feature of the framework in particular began to be questioned. Through the middle of the 20th century, the Aristotelian theory of communication was widely held and influential. Over the intervening years, the viewpoint was broadened to include public speaking and speech. It was utilised in studying and comprehending face-to-face, group, organizational, health, and intercultural communication as well as in thinking about how mass media and mass communication function. The usefulness of the Aristotelian viewpoint, however, started to be questioned around the end of the 1940s. Simply put, these scholars and others noticed that messages sent by a source are frequently not understood or acted upon by the recipients in the manner that the sender or message promotes. When a doctor tells a patient, "It's important that you exercise," for instance, the message often seems to "get through" as the Aristotelian model would seem to predict it should. The "breakdown" (in this case, the person failing to exercise) frequently does not happen as a result of anything the source did or any flaws in the message. Such observations eventually caused the Aristotelian paradigm's hegemony to decline (Harper, 1979).

According to the Aristotelian paradigm, posting health warnings on cigarette cartons would significantly reduce or eliminate smoking. However, studies and observations have shown that the intended message in this circumstance was frequently overlooked or misinterpreted by the receivers—and most definitely not reacted to as the source or message had recommended. It is increasingly clear that communication's "effects" cannot always be predicted based solely on the sender and content of the message. Predictions must take into account the receiver's needs, family, previous experiences, peers, culture, ambitions, values, and deliberate decisions. These are very critical elements that can affect if and how communications are received, understood, and acted upon. (Miller, 2021).

The evolution of communication theories has been towards those that highlight the active and significant influence of senders and receivers, meanings and messages, and interpretations and intents. These factors include the sender and the message, in addition to others like the channel, circumstance, rapport between the sender and the receiver, and culture. Many academics now see the communication process from a longer-term perspective. Scholars are now examining how long-term communication mechanisms that function in relationships, communities, organisations, and society shape human identities and collective cultures rather of focusing on a single sender-message-receiver-effect event (Harper, 1979).

Evolution of Communication Studies through the Eras: Although humans have been able to communicate since the dawn of time, it wasn't until the 20th century that the process of communication was given serious attention. Serious communication research advanced along with communication technologies. The interest in researching communication

increased after World War I. After World War II, social science was completely accepted as a valid field of study. The discipline was originally developed from three other main sciences: psychology, sociology, and political science, before becoming just communication or communication studies. Understanding how people act when creating, sharing and interpreting messages is at the heart of communication studies, which put a special emphasis on communication as a fundamental aspect of the human experience.

Although the study of communication dates back to antiquity and beyond, the work of Charles Horton Cooley, Walter Lippmann, and John Dewey in the early twentieth century has been particularly significant for the field of study as it is known today. According to Cooley, communication is "the mechanism through which human relations exist and develop—all the symbols of the mind, together with the means of conveying them through space and preserving them in time." This definition is found in his 1909 book *Social Organization: a Study of the Larger Mind*. According to this perspective, the study of social connections now places communication processes in a crucial and fundamental position. In his 1922 book *Public Opinion*, Walter Lippmann combines this viewpoint with the worry that the emergence of new mass communication technologies would enable the "manufacture of consent" and lead to a disconnect between "the world outside and the pictures in our heads," which referred to the gap between the idealized idea of democracy and its reality. *The Public and its Problems* by John Dewey, published in 1927, drew on the same conception of communication but adopted a more positive reformist stance, including the famous claims that "communication can alone create a great community" and "of all affairs, communication is the most wonderful." (Paul,1955). Themes covered by Cooley, Lippmann, and Dewey include the important role of communication in social life, the cultural effects of evolving technology, and the interplay between communication, democracy, and community. Scholars are still motivated by these ideas today. Many of these issues are also at the heart of the writings of authors like Theodor W. Adorno and Gabriel Tarde, who have also made substantial contributions to the area.

The essay "The Literary Criticism of Oratory" by Herbert A. Wichelns appeared in the book *Studies in Rhetoric and Public Speaking in Honour of James Albert Winans* in 1925. In his essay, Wichelns sought to "equalize rhetorical studies with literary studies as a field of scholarly interest and investigation." Wichelns argued that oratory should be treated with the same respect as literature and, as a result, be open to critique and study. The essay had little direct influence on the area of rhetorical studies (from 1925 to 1935), despite the fact that it is now required reading in the majority of rhetorical criticism courses. Early pioneers like Paul F. Lazarsfeld, Harold Lasswell, and Wilbur Schramm worked at Columbia University, the University of Chicago, and the University of Illinois Urbana-Champaign, which are often credited with institutionalising communication studies in American higher education and research. Early communication studies also cite Samuel Silas Curry's contributions to the School of Expression, which he established in Boston in 1879. One of the oldest communication programmes in the US is housed at Curry College, which is now known as the School of Expression and is located in Milton, Massachusetts (Miller,2021).

Paul F. Lazarsfeld founded the Bureau of Applied Social Research at Columbia University in 1944. It was an extension of the Rockefeller Foundation-funded Radio Project, which he had started in 1937 and had overseen at a number of universities (including Princeton and the University of Newark), and which had been housed at Columbia as the Office of Radio Research since 1939. The Radio Project featured Lazarsfeld himself as well as Adorno, Hadley Cantril, Herta Herzog, Gordon Allport, and Frank Stanton engaged in its different forms. *Personal Influence* (1955), which is now regarded as a classic in what is known as the "media effects"-tradition, is one of the books and edited volumes that Lazarsfeld and the Bureau created with a variety of co-authors and helped define the discipline. A number of committees and commissions on communications, as well as educational programmes for communication specialists, have been based at the University of Chicago since the 1940s. Unlike what happened at Columbia, these programmes made a clear claim to the term "communications" as their own. Along with Lasswell, other individuals who held posts at the university such as Douglas Waples, Samuel A. Stouffer, Louis Wirth, and Herbert Blumer worked for the Committee on Communication and Public Opinion, which was also supported by the Rockefeller Foundation. They established a group that essentially grew the federal government's growing interest in communications during times of conflict, particularly the Office of conflict Information. The Hutchins Commission on the Freedom of the Press and the Committee on Communication (1947–1960) later found institutional residence in Chicago. The latter offered a degree and had Elihu Katz, Bernard Berelson, Edward Shils, and David Riesman on its faculty. Herbert J. Gans and Michael Gurevitch were among its alumni. Publications like *Public Opinion and Communication* by Berelson and Janowitz (1950) and the journal *Studies in Public Communication* were also created by the group. Wilbur Schramm, a significant player in the post-war institutionalization of communication studies in the United States, established the Institute for Communications Research at the University of Illinois in Urbana-Champaign in 1947. The Illinois program used the term "communications" and awarded graduate degrees in the field, just like the numerous Chicago committees. Schramm founded communication studies in part by combining existing programs in voice communication, rhetoric, and, especially, journalism under the umbrella of communication. Schramm had a background in English literature, in contrast to the more social science-inspired individuals at Columbia and Chicago. In addition, he was the editor of the 1954 textbook *The Process and Effects of Mass Communication*, which contributed to the definition of the discipline by identifying Lazarsfeld, Lasswell, Carl Hovland, and Kurt Lewin as its founders. Other manifestos for the field were also written by Schramm, notably *The Science of Human Communication* in 1963. The Institute of Communications Research (University of Illinois), the Institute for Communication Research (Stanford University), and the East-West Communication Institute (Honolulu) were all founded by Schramm. Everett Rogers and other Schramm pupils went on to make significant contributions of their own (McQuail, 2016).

Universities integrated the study of speech and the study of mass media under the umbrella of communication, which proved to be a challenging procedure. The study of human communication did not receive much attention from institutions on the east coast, but it developed in that region. In 1958, the first college of communication was established at Michigan State University under the direction of academics from Schramm's first ICR. Important communication programs at Purdue University, University of Texas at Austin, Stanford University, University of Iowa, and University of Illinois quickly followed MSU. Three Schools for Communication at the Universities of Pennsylvania, Southern California, and Northwestern were endowed by Walter. Adorno and his colleagues at the University of Frankfurt had long researched mass media, but at places like the University of Hamburg, which established the Hans Bredow Institute for Radio and Television in 1950, German communication study quickly grew. In the 1950s, new or expanded communication studies-related associations were established. To encourage academics to study communication studies as a social science, the National Society for the Study of Communication (NSSC) was established in 1950. In the same year that it was founded, this association published the *Journal of Communication*. The name of the association changed with the field, like many communication associations established in this decade. The International Communication Association (ICA) was given the name change in 1968.

The 1950 publication of Harold Innis' *Empire and Communications* is often cited as the beginning of the "medium theorists' movement," which Marshall McLuhan popularized in his 1964 book *Understanding Media*. "McLuhan recognized that the advancement of communication played a significant role in the historical development of humanity and that social changes after the World Wars were directly connected with the rise of electrical communication technologies, which contributed to the creation of a "global village"." The later writings of Joshua Meyrowitz (*No Sense of Place*, 1986) are informed by this viewpoint. The 1950s and forward saw a movement in the paradigm of communication studies towards a more quantitative focus due to two events that occurred in the 1940s. One was Norbert Wiener's conception of cybernetics, which can be found in his book *Cybernetics: Or the Control and Communication in the Animal and the Machine*. The other was information theory, as it was reformulated in the *Mathematical Theory of Communication* by Claude E. Shannon and Warren Weaver. These books were widely appropriated for a general theory of society and provided some people with the possibility of it (McQuail, 2016).

Like in Europe, the Frankfurt School's contribution to the tradition of critical theory had a significant impact on a number of academics. Even though it was conducted outside of sociology departments, Jürgen Habermas, Leo Löwenthal, Herbert Marcuse, Siegfried Kracauer, as well as earlier thinkers like Adorno and Max Horkheimer, continued to influence a long tradition of cultural criticism that frequently focused on the culture industry both empirically and theoretically. Rensselaer Polytechnic Institute started providing a Master of Science degree in technical writing in 1953 to meet the industry's expanding needs. The degree's name changed to technical communication in the 1960s. Jay R. Gould,

a longstanding professor and administrator at RPI, came up with the idea. Bernard Berelson asserted that the area of communication was collapsing by the end of the 1950s and that there were no fresh perspectives or ideas (O'Sullivan, 2018).

Additional developments in communication studies were made possible by the efforts of the United States Information Agency and its Chief of Professional Training, Paul R. Conroy. The USIA's program to help State Department employees and other personnel present the United States in the best possible light helped codify media training, crisis communication, and interpersonal communication in a training environment that was focused on mock news conferences and other role-playing encounters, as Dr. Conroy explained in *Antioch Review* in 1958. Dr. Conroy was one of the first to emphasise real-time message delivery principles rather than only message development, and the first to arrange such ideas in a sizable and repeatable training curriculum on the scale of USIA's personnel's global training program. In the 1960s, Gould and his colleagues experienced increasing demand for doctoral-level studies in technical and business communication. As a result, in 1965 RPI began its Ph.D. program in communication and rhetoric. This Ph.D. degree program became a prototype for other technologically oriented programs in the United States and other industrialized countries (Trenholm, 2020).

According to the US Department of Education, "communication" was categorized as a practical subject in 1980, particularly related to learning journalism and media creation. The same classification system included English as a subcategory of speech and rhetorical studies. In order to include the word "communication" in the department title, numerous colleges and universities all around the country opted to rename departments by the 1980s. Other institutions started calling their communication departments mass communication or setting up separate communication departments. These new schools frequently combine expanding research programmes with more broadly defined communication research with the professional domains of print, radio, public relations, advertising, information science, and speech. Since then, communication studies have gained popularity in educational institutions all around the world (Wimmer, 2021).

In 1980, "communication" was classified as a practical topic by the US Department of Education, especially in relation to learning journalism and media production. English was classified under speech and rhetorical studies in the same classification scheme. By the 1980s, many colleges and institutions across the nation decided to rename departments in order to add the word "communication" to the department title. Other institutions began referring to their departments of communication as mass communication or creating distinct departments of communication. The professional fields of print, radio, public relations, advertising, information science, and speech are regularly combined with increasing research programs and more generally defined communication research. Since then, communication studies have become more and more common in academic settings all around the world (O'Sullivan, 2018).

Condition of Communication Studies in India: The study of communication has evolved significantly over the years in India. Communication studies is a multidisciplinary field that encompasses a broad range of subjects, including mass communication, media studies, journalism, public relations, advertising, and more. This field has grown substantially in India since its inception and has been influenced by a wide range of factors, including political, social, and cultural changes.

The history of communication studies in India dates back to the early 1900s. During this time, the field was primarily focused on studying oral communication and language, and the emphasis was on developing language proficiency in the British Empire's official language, English. It was during this period that the first journalism school was established in India, and the emphasis was on training journalists for English-language newspapers.

After India gained independence in 1947, the focus of communication studies shifted to the development of mass media. The establishment of All India Radio and Doordarshan in the 1950s and 60s provided a platform for mass communication, and the government began to fund research into the field. The emphasis on media education also increased, and several universities began to offer courses in mass communication and journalism. During the 1980s and 90s, there was a significant growth in the field of communication studies in India. The liberalization of the Indian economy in 1991 led to the growth of private media companies, which in turn created a demand for professionals in the field. The establishment of private institutions offering courses in mass communication, advertising, and public relations further accelerated the growth of the field. Today, communication studies in India is a thriving field, with several universities and institutions offering undergraduate and postgraduate courses in mass communication, journalism, advertising, public relations, and media studies. The focus of the field has also expanded to include digital media and communication technologies.

The growth of communication studies in India has also been influenced by the country's social and cultural changes. The proliferation of mobile phones and social media platforms has led to a significant increase in the consumption of media, and the field has adapted to this new reality by incorporating digital media and communication technologies into its curriculum. The field has also been influenced by the country's political changes, with the government playing a significant role in the development of communication studies in India. The Indian government has established several media institutions, including the Indian Institute of Mass Communication (IIMC), which is a leading institution for media education in India. The evolution of communication studies in India has also led to the emergence of several sub-disciplines within the field. One such sub-discipline is development communication, which focuses on the use of communication for social change and development. Another sub-discipline is media management, which is concerned with the business aspects of media organizations, such as marketing, advertising, and revenue generation.

The growth of communication studies in India has also led to the development of a vibrant media industry. India has one of the largest media markets in the world, with a diverse range of media outlets, including newspapers, television channels, radio stations, and online media platforms. The media industry in India is also an important source of employment, with a large number of people working in various roles, including journalism, broadcasting, advertising, and public relations. However, the growth of the media industry in India has also led to several challenges. One of the biggest challenges is the issue of media ownership, with a few large conglomerates controlling a significant portion of the media market. This has led to concerns about media bias and the concentration of media power in the hands of a few. There are also concerns about the lack of diversity in the media industry, with women and marginalized communities being underrepresented in media organizations.

A true challenge facing the field of communication studies in India is the issue of fake news and misinformation. The proliferation of social media platforms has made it easier for fake news to spread quickly and reach a wide audience. This has led to concerns about the role of the media in shaping public opinion and the need for media literacy among the public.

Despite these challenges, the field of communication studies in India continues to evolve and adapt to changing realities. The growth of digital media and communication technologies has created new opportunities and challenges for the field, and there is a need for media professionals to be equipped with the skills and knowledge necessary to navigate this rapidly changing landscape.

Conclusion: In conclusion, Communication Studies is a vital and multidisciplinary field that encompasses a wide range of topics and methods. It explores how people use language and other forms of communication to interact with one another, express ideas, and shape culture and society. By studying communication, we gain a better understanding of how messages are created, transmitted, received, and interpreted, and how they influence our thoughts, feelings, and behaviors. Communication Studies is a field that has evolved over time, adapting to changes in technology, culture, and society. Today, communication scholars study a wide range of phenomena, from interpersonal interactions to global media systems, and they use diverse research methods, including qualitative and quantitative approaches, to investigate these phenomena. The importance of communication studies cannot be overstated. Effective communication is essential for building relationships, solving problems, and achieving shared goals, and it is fundamental to human existence. Through the study of communication, we can develop a deeper understanding of ourselves, others, and the world around us, and we can use this knowledge to create more inclusive and effective communication practices in all aspects of our lives.

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