



<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 1</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>HUMAN COMMUNICATION</b>	

## **STRUCTURE**

The lesson structure shall be as follows:

### **1.0 Learning Objectives**

#### **1.1 Introduction**

#### **1.2 Human Communication**

##### **1.2.1 Meaning of Communication**

##### **1.2.2 Definition of Communication**

##### **1.2.3 Nature of Communication**

##### **1.2.4 Need for Communication**

##### **1.2.5 Scope of Communication**

#### **1.3 Check Your Progress**

#### **1.4 Summary**

#### **1.5 Keywords**

#### **1.6 Self-Assessment Test**

#### **1.7 Answers to Check Your Progress**

#### **1.8 References/Suggested Readings**

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## **1.0 LEARNING OBJECTIVES**

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After going through this lesson, you will be able to:

- To know about Human Communication
- To understand the Meaning of Communication
- To explain the Definition of Communication
- To describe the Nature of Communication
- To know About Need for Communication
- To understand the Scope of Communication



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## 1.1 INTRODUCTION

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Communication was born when man was born and shall survive as long as man survives. It is such a pervasive activity which enables people to exert control over their environment. It is derived from the Latin word “Communis” which means commonness of understanding and the Greek word “Communicare” which means “to make common” or “to share”. Thus communication implies sharing and mutual understanding.

A man always communicates day in and day out 24x7. Even when we are sleeping, we communicate others not to disturb. When a person is silent, that means he or she is not interested in others. Even a dead body communicates that it cannot move any more. That is why there is a famous statement in the field of communication: “You cannot NOT communicate.”

Hence, it becomes important and relevant to discuss here about human communication, meaning of communication, definition of communication, nature of communication, need for communication and scope of communication.

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## 1.2 HUMAN COMMUNICATION

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Communication may take place between, two or more units, two or more machines, two or more animals, insects, plants, human beings, two or more planets, two or more natural elements or vibrations, two or more supernatural or godly powers, etc. **When communication takes place between two or more human beings, then it is called human communication.** Hence it involves human psychology, human sociology, human anthropology, human politics, human education, human religion, human spiritualism, human philosophy, human culture, human economics, human history, human civilization, etc.

Denis McQuail visualises human communication in purely linear terms as transferring of meaningful messages from one person to another. These messages may be written or oral, visual or olfactory. He or she also considers such things as laws, customs, practices, and ways of postures, gestures, dressing, buildings, gardens, military parades and flags to be communication (McQuail: 1975 & Tewari: 1980)



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## 1.2.1 MEANING OF COMMUNICATION

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Communication is thus a process between two or more units including living beings, non-livings, items, planets, vibrations, components of nature, supernatural or godly powers, etc.

In the very beginning, Berelson, Steiner, Rogers, Shoemakers and others gave a transference concept of communication in their own words with different expressions, but their central theme was common.

But this concept of transference was later criticised on the ground that it is only a one-way approach, while communication is actually a two-way process. Wilbur Schramm, Charles E. Redfield, Bans & Hawkins, Dhama & Bhatnagar, Leagans, Lundberg, Newman & Summer, Brown, Louis, Tead, Bellows, Gilson, Odiorne, Haimann, Soffin, Shaw, Katz, Kahn, Davis, Flippo, Munsinger, Bernnan and others were extremely critical of Berelson's school of thought and they described communication as two-way activities. They gave an exchange concept of communication. They described communication as exchange or sharing instead of transference. Shrammet.al proffered communication as exchange or sharing of information, knowledge, ideas, thoughts, experiences, feelings, emotions, etc. on the basis of commonness.

Later on, even exchange concept of communication was also criticised by David Berlo, Dennis McQuail and other and later a process or technical definition of communication also emerged. David Berlo for the first time described communication as a process in 1960 in his painstaking book 'The Process of Communication'

Thus communication may be defined as a process of bridging the gap between the source and the receiver. It is not a unilateral approach. It is a bilateral or multi-lateral approach. This automatically gave birth to technical elements like Sender, Encoding, Message, Channel, Decoding, Receiving, Feedback, Noise, and general components like Purpose, Perception, Expression, Interpretation, Response, Occasion, etc.

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## 1.2.2 DEFINITION OF COMMUNICATION

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According to **Berelson & Steiner** “Communication is transmission of information, ideas, emotions, skills, etc. by use of symbols-- words, pictures, figures, graphs, etc. It is the act or process of transmission that is usually called communication”.

**Rogers and Shoemaker** define communication as: “Communication is a process by which messages are transferred from a source to a receiver.”

**Wilbur Schramm** defines and proffers communication as: “Communication is sharing of experiences on the basis of commonness.”

According to **Charles E. Redfield**, “Communication is the broad field of human interchange of facts and opinions.”

According to **Ban & Hawkins**, “Communication is a process of sending and receiving messages through channels which establish common meaning between a source and a receiver.”

**Dhama and Bhatnager** define it as: “Communication is process of social interaction in a situation in which two or more individuals interact.”

According to **Leagans**, “Communication is a process by which two or more people exchange ideas, facts, feelings or impression in such ways that each gains a common understanding of meaning, intent and the use of messages.”

According to **Lundberg**, “Communication is the form of interaction which takes place through symbols. The symbols may be gestural, pictural, plastic, and verbal or any other which operate as stimuli to behavior which would not be evoked by the symbol itself in the absence of special conditions of the person who responds.”

**Newman & Summer** defines it as: “Communication is an exchange of facts, ideas, opinions or emotions by two or more persons. Communication is also defined intercourse by words, letters, symbols, or messages and as a way that one organization member shares meaning and understanding with another.”

In the words of **Leland Brown**, “Communication is the transmission and interchange of facts, ideas, feelings or course of action.”



According to **Allen Louis** “Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding”.

**Ordway Tead** defines it as: “Communication is a composite of information given and received, of a learning of experience in which certain attitudes, knowledge, and skills change carving with them alterations of behaviour, of listening effort by all involved, of a sympathetic fresh examination of issues by the communicator himself, of a sensitive interacting points of view, leading to a higher level of shared understanding and common intention.”

**Bellows, Gilson and Odiorne** defines it as: “Communication is defined as intercourse by words, letters, symbols or messages and a way that one organization member shares meaning and understanding with another.”

**Theo Haiemann** defines it as: “Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others.”

According to **Coffin and Shaw**, “Communication is an exchange of understanding.”

**Katz and Kahn** define it as: “Communication—the exchange of information and the transmission of meaning—is very essence of a social system or an organization.”

**Davis** defines it as: “Communication is a process of passing information and understanding from one person to another.”

According to **Edwin B. Flippo** and **Gary M. Munsinger**, “Communication is the act of intercourse by words, letters, symbols or messages and is a way that one organisation member shares meaning and understanding with another.

Another communication scientist **Lawrence D. Bernnan** aptly remarks, “The process of communication of ideas and feelings implies a number of elements- a communicator and a receiver of that communication; some kind of perception, interpretation, and response on the part of the receiver of that communication; and some kind of bond or channel linking the



communicator and the receiver; and some kind of occasion or situation in which the communication occurs.”

According to **Reveag**, “Communication encompasses all forms of expression which serve the purpose of mutual understanding.”

In the words of **Dennis McQuail**, “Communication is a process which increases commonality and also requires elements of commonality for it to occur at all.”

According to **David Berlo**, “Communication is a process, i.e., any continuous operation or treatment....When we label something as a process, we also mean that it does not have a beginning, an end, a fixed sequence of events. It is not static, at rest. It is moving. The ingredients within a process interact; each affects all of the others.”

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### 1.2.3 NATURE OF COMMUNICATION

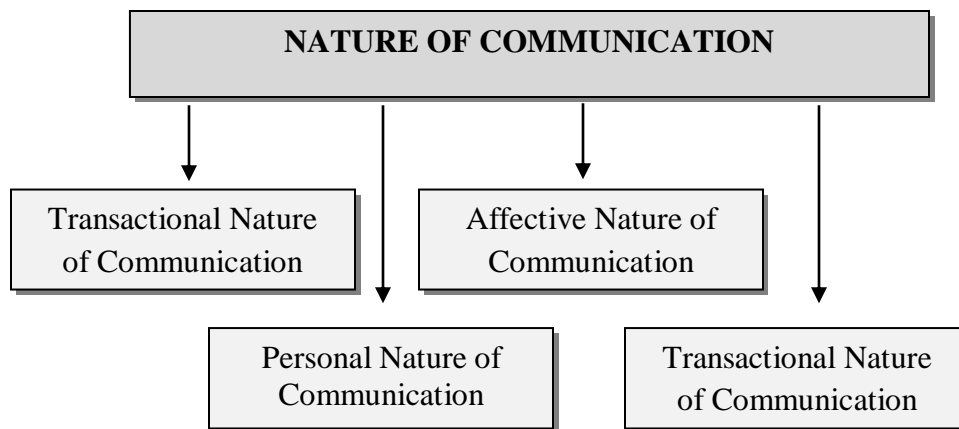
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Communication is quite a simple term which transcends each and every walk of our human life. It influences the way we live and has a vital role in our day to day life. For example, in face-to-face communication situation, it is not only an exchange of information, but also postures, gestures, expression, tones, confidence, language, etc. It goes on affecting some kind of changes in the nature, behavior or personality of all these involved in the communication process. It affects our life so much so that in the first week of life, an infant begins to learn the complex process of communication. Babies cry when they want to draw attention, whether it is due to hunger or due to stomach pain or due to urinal or stool pressure, etc. They quickly learn that body language like crying behavior is an easy way of exerting control over their environment. Gradually, a child will learn to talk, and verbal communication will be developed in his or her personality of gestures and sounds. But this process doesn't end here in the early childhood. Human beings continuously relearn and redefine their means of communication so that they can adopt and adapt to changing environment in their personal life or the world around them. One school of thought is of the view that every sentence should begin and end with the word and to make human beings aware of the ongoing nature of their communicational activities (Fabun, 1968). Yet another important point of view of this process notion is that once one stops the process, what is being studied no longer exists. When the biological function of digestion



stops, there is no process to study. Communication is a process because when it ceases, it no longer exists (Crokhite, 1976).

Other than that, we have the following natures of communication:



(Fig.1.1: Drawn by Author's Scholar Dr Bhupender Singh)

- a) Transactional Nature of Communication,
  - b) Affective Nature of Communication,
  - c) Personal Nature of Communication
  - d) Instrumental Nature of Communication.
- a) **Transactional Nature of Communication:** Whatever may be our goals in life, we will ultimately find it essential and advantageous to develop our communication skills to learn to communicate more effectively and efficiently. If we are interviewed for a job, we will have an immediate need to communicate our skills, intelligence, confidence and desire to work. If we are beginning a dating relationship, we may wish to communicate the rejection or acceptance of our partner's actions. If you hold a managerial position in a corporation, you need to communicate your business details and ideas to your superiors and subordinates. In nutshell, we will come to conclude that all communication activities are transactional in nature. When we say communication is transactional, we mean a change in any one element in the process and it can change all the elements of communication when the recipient of a



message reacts to a message given by a source about the way the message has been received. These cues generally described as feedback without which it is really difficult to judge with any degree of accuracy how effective and efficient any communication transaction is. Human beings are simultaneously acting as a sender as well as a recipient in so many communication situations. Hence, the essence or the gist of comprehending the transactional nature of communication is to understand how any component in communication activities can alter the whole communication relationship (Burgoon & Ruffner, 2004).

- b) **Affective Nature of Communication:** Most probably we have not seen our super great grandfather. This doesn't mean he does not exist. Similarly, if we have not been able to see God, this doesn't mean God doesn't exist. Everything that human beings are willing to label, communication has definitely an impact on somebody. No doubt, this is crystal clear from what has been discussed earlier about the transactional nature of communication. It is important to emphasize here that most of the communication response is affective and is involved with human feelings and emotions. Human beings do not evaluate communication of others subjectively and generally respond to them in the light of how they themselves are affected. We must emphasize it also that human beings have emotional or affective responses to communication received from others and that too helps in deciding the nature of future communication. If it is a communication, then it must have an impact on someone or else it is no communication.
- c) **Personal Nature of Communication:** Words are as important in communication as flowers in a garland or bricks in a house. This is simply because they are easy signs and symbols by which we can exchange or share meaning. According to Kenneth E Boulding, "Every individual has a unique image of self- a special way of viewing and looking at the world. And that is the results of his or her personal experiences since birth. The image of self those human beings affects their communication process. Our image in itself is resistant to a change. Whenever it receives messages which is conflicting in nature, its instant impulse is to reject them as in some sense untrue. For instance, when someone tells us something which is incongruous or inconsistent with our picture of a certain person? Our first impression is to reject the proffered information as false. As we continue to receive messages which contradict our image, we begin to have suspicions and doubts and then sooner or





later, we receive a message which overthrows our previous image and we revise completely. The person, for instance, whom we saw as a trusted friend is now seen to be a hypocrite and a deceiver. “The ultimate purpose of any communication is to persuade and achieve shared meanings. But at the same time the symbolic nature of communication makes this extremely difficult and complex to accomplish. For example, an excerpt from George Washington’s inaugural speech in 1789, “ All I dare hope is that ,if in executing this task I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof of the confidence of my fellow citizens and have thence too little consulted my incapacity as well as disinclination for the weighty and untried cares before me, my error will be palliated by the motives which misled me, and its consequences be judged by my country with some share of the partiality with which they originated.” Now let us compare the excerpt with President’s Carter, and must see to what extent the use of guage has vitiated: “You have given me a great responsibility to stay closed to you, to be worthy of you and to exemplify what you are. Let us create together a new national spirit of unity and trust. Your strength can compensate for my weakness and your wisdom can help to minimize my mistakes.”

It is really doubtful that George Washington would have understood the hidden meaning of much-used sign of V for victory. Such behavioral cues, gestures, signs, and all components of non-verbal components are also abstractions of realities. Each of them has different meanings for different human beings. Since communication is personal and perceptual process, a shared code/codes of symbols is required for human beings to decode and understand one another.

- d) **Instrumental Nature of Communication:** As it is crystal clear that communication is a tool through which human beings achieve certain goals. This indicates the instrumental nature of communication activities. Communication plays a vital role by virtue of which human beings control over their social and physical circumstances. Human beings may use communication for various purposes. Using the available means of persuasion to gain compliance is one of the functions of communication which has got huge attention from the time immemorial. Human beings often try to change the behavior or attitudes of others and



here communication automatically becomes an instrument of change. David Berlo in his pioneering book titled “The Process of Communication” suggests that it is useful to view all communication as persuasive in nature. Hence, instrumental communication is a strategic process. Human beings may plan a strategy well in advance to make themselves more effective and efficient in various contexts. They may also plan strategies to ensure that communication will play a role in its various functions. Berlo adds

“Some people eschew the word manipulation while explaining human communication. We do not share such a strong aversion to the term, as it is quite clear that communication may be used to manipulate others. However, these manipulations can be for good or bad ends.”

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### 1.2.4 NEED FOR COMMUNICATION

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Communication is essential for all living and non-living beings. One cannot survive without communication. It is more than oxygen for all of us. If food is our biological need, then communication is our social and psychological need. Even insects, birds and animals love to move in a group so that they may keep on communicating either verbally or non-verbally. Communication is not only speaking or writing, postures or gestures. It is also understanding, observing, reading and listening. In present modern era, communication is fast becoming extremely important for the very existence of human beings. It is rather more important than roti, kapra aur makan. Without communication not only human beings, but even insects, birds and animals feel emotionally shattered. Hence, it is the cornerstone of human civilization or any civilization. Due to its ever-growing need, importance and relevance, the necessities for mobiles, lap tops, palm tops, etc. have gone up tremendously.

What happens to a person who is ex-communicated by his group or society? Several studies reveal the facts that such persons are emotionally shocked or shattered. The toughest and biggest punishment to a person is to be left alone or totally avoided or genuinely ignored. That is why dreaded criminals are put to solitary jails even without mobile phones. The severest punishment to even a child is to be left alone or kept isolated. Sometimes other children also stop talking and say “kuttie” to their playmates.

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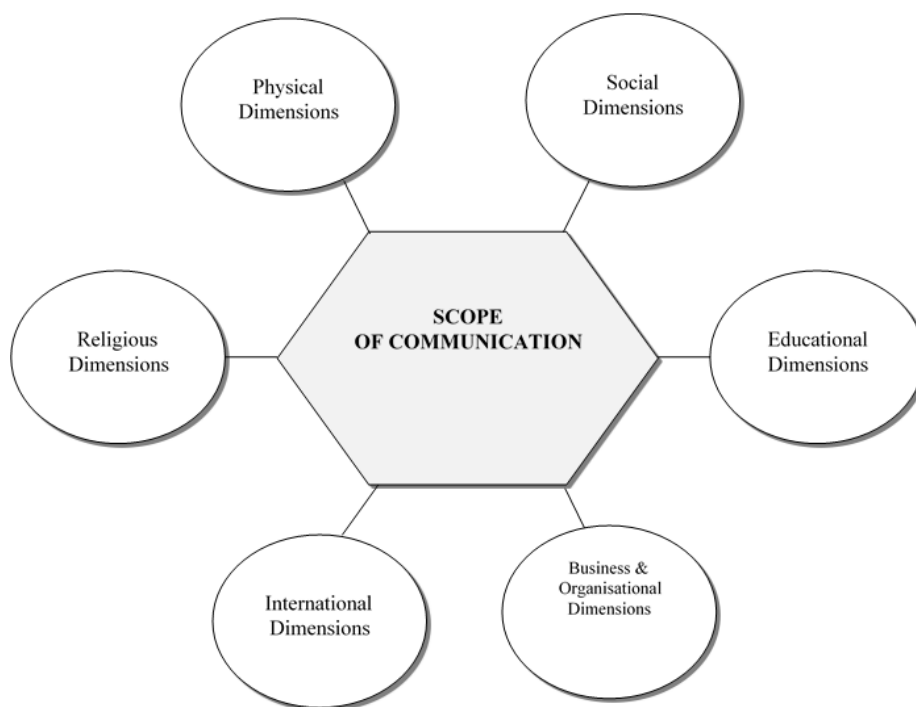
### 1.2.5 SCOPE OF COMMUNICATION

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Communication is extremely important. It is an integral part of our life. The scope of communication is large and wide. A child starts communication even before his birth. He keeps this continuous process on till the end of his life.

There is various scope of communication:

- 1) **Physical Dimensions:** Communication is like bloodline in our personal life. As explained earlier, living beings cannot survive without communication—whether human beings, animals, birds, insects, etc. It is closely interlined and interwoven with every part of human life. We are largely dependent on communication from dawn to dusk. Human life is not possible without the application of communication. It is urgently required for our day to day routine activities. It is extremely important, relevant and significant for our survival and subsistence. We need to communicate with a variety of people, bodies, organizations, etc. Hence, it has a vital role to play in our personal life.



(Fig.1.2: Drawn by Author's Scholar DrBhupender Singh)

- 2) **Social Dimensions:** Communication system is the sub system of the social system. We are deeply related and interdependent on society. With the help of communication, we



can share our happiness and sorrow, feelings and emotions, hatred and love, etc. Thus communication plays a vital and important role in the determination of social norms, order and behaviour.

- 3) **Educational Dimensions:** No educational activity is possible without communication. Even in ancient times, communication was used to gain different types of education, knowledge and experience. In modern education system, it is sine qua non. No academic work can be carried out without transactional communication or instrumental communication.
- 4) **Business and Organisational Dimensions:** Communication is an essential part of business affairs and organizational dealings. In this changing modern world, we cannot think of business and organization without communication. It is an oxygen and lifeblood for organizational business. It is directly related to consumption, production, distribution, exchange, entrepreneurship. Different strategic level of organisational management, planning, organizing, recruiting, leading, motivation, coordination and control are all dependent on communication activities.
- 5) **International Dimensions:** Communication is not only confined to the national boundaries, but it is largely and broadly scattered to the international dimensions. Hence, most of the countries on this globe are exchanging their business, education, culture, social activities, political dealings and technological affairs with the help of communication.
- 6) **Religious Dimensions:** Communication is equally relevant, important and needed in spreading religious principles, theories and doctrines. Religious leaders, prophets, saints are executing, preaching, circulating, sharing and exchanging various religious verses with the help of communication.

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## 1.3 CHECK YOUR PROGRESS

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**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

1. Communis means to.....



- a) inform
  - b) share
  - c) community
  - d) None of these
2. The process of communication needs a sender, a recipient and a
- a) caprice
  - b) medium
  - c) channel
  - d) none of these
3. Communication starts at.....level.
- a) community
  - b) individual
  - c) massive
  - d) All of these
4. Communicator should make sure that the .....gets the same meaning.
- a) sender
  - b) originator
  - c) receiver
  - d) None of these
5. “Communication is a process of passing information and understanding from one person to another.” Who gave this definition of communication?
- a) Davis
  - b) Aristotle
  - c) Harold D Lasswell
  - d) Alien Louis

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## 1.4 SUMMARY

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- Communication implies sharing of mutual understanding. When communication takes place between two or more human beings, it is called human communication. It is a process of bridging the gap between the source and the receiver. It is thus an activity



between two or more units including living beings, non-livings, items, planets, vibrations, components of nature, supernatural or godly powers, etc.

- In the very beginning, Berelson, Steiner, Rogers, Shoemakers and others gave a transference concept of communication in their own words with different expressions. But their central theme was common.
- However, this concept of transference was later criticised on the ground that it is only a one-way approach, while communication is actually a two-way process. Wilbur Schramm, Charles E. Redfield, Bans & Hawkins, Dhama & Bhatnagar, Leagans. Lundberg, Newman & Summer, Brown, Louis, Tead, Bellows, Gilson, Odiorne, Haimann, Migers, Coffin, Shaw, Katz, Kahn, Davis, Flippo, Munsinger, Bernnan and others were extremely critical of Berelson's school of thought and they described communication as two-way activities. They gave an exchange concept of communication. They described communication as exchange or sharing instead of transference. Shrammet.al proffered communication as exchange or sharing of information, knowledge, ideas, thoughts, experiences, feelings, emotions, etc. on the basis of commonness.
- Later on, even exchange concept of communication was also criticised by David Berlo, Dennis McQuail and other and later a process or technical definition of communication also emerged. David Berlo for the first time described communication as a process in 1960 in his painstaking book 'The Process of Communication'
- Thus communication may be defined as a process of bridging the gap between the source and the receiver. It is not a unilateral approach. It is a bilateral or multi-lateral approach. This automatically gave birth to technical elements like Sender, Encoding, Message, Channel, Decoding, Receiving, Feedback, Noise, and general components like Purpose, Perception, Expression, Interpretation, Response, Occasion, etc.
- Broadly there are four types of nature of communication: i) Transactional Nature of Communication, ii) Affective Nature of Communication, iii) Personal Nature of Communication, iv) Instrumental Nature of Communication. If food is our biological need, then communication is our social and psychological need. Due to the ever-growing need for communication, the necessities of mobiles, computers, lap tops, palm tops, tabs, etc. have gone up tremendously. There are various scope of communication in our



personal life, social life, educational life, business and organizational life, international dimensions and religious matrices.

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## 1.5 KEYWORDS

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**Communication:** The imparting or exchanging of information by speaking, writing, or using some other medium.

**Source:** A place, person, or thing from which something originates or can be obtained.

**Message:** Any form of communication (information, feelings, ideas) passed on or transmitted in some way.

**Channel:** A physical system used in the transmission of signals (such as the air in speaking).

**Decoder:** A person who decodes media texts.

**Receiver:** A person or device capable of receiving particular kinds of signals.

**Feedback:** A response pattern to a given communication.

**Transactional Analysis:** A study of the motives behind the discourse used during interpersonal communication.

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## 1.6 SELF-ASSESSMENT TEST

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1. Write in detail about human communication.
2. Differentiate between communication and human communication.
3. Describe the nature of communication.
4. Discuss the scope of communication.
5. Explain the concept of communication by different school of thoughts.
6. Comment on the statement, "You cannot not communicate."
7. Discuss the concept of personal nature of communication.
8. What is instrumental nature of communication?
9. Discuss the business and organizational dimensions of scope of communication,
10. What is educational dimensions of scope of communications?



11. Write short notes on the followings:

- (a) Communication
- (b) Affective
- (c) Personal Nature of Communication
- (d) International Dimensions
- (e) Religious Dimensions

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## 1.7 ANSWERS TO CHECK YOUR PROGRESS

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- 1. b) share
- 2. c) channel
- 3. b) individual
- 4. c) receiver
- 5. a) Davis

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## 1.8 REFERENCES / SUGGESTED READINGS

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<b>HISTORY AND FORMS OF HUMAN COMMUNICATION</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 2.0 Learning Objectives

#### 2.1 Introduction

#### 2.2 Origin of Human Communication

##### 2.2.1 Stages of Growth of Human Communication

##### 2.2.2 Effects of Human Communication

##### 2.2.3 Forms of Human Communication

#### 2.3 Check Your Progress

#### 2.4 Summary

#### 2.5 Keywords

#### 2.6 Self-Assessment Test

#### 2.7 Answers to Check Your Progress

#### 2.8 References/Suggested Readings

## 2.0 LEARNING OBJECTIVES

After going through this lesson, you will be able to:

- To study the origin of human communication.
- To understand the growth of human communication.
- To explore the stages of growth of human communication.
- To investigate the effects of human communication on our culture, civilization and society as a whole.
- To discuss the various forms of human communication.

## 2.1 INTRODUCTION



Human communication takes place between two or more human beings. It is a pervasive activity. It serves several important functions in a society or our personal life. It is a constantly changing process. The moment a person stops the process, human communication no longer exists. Communication is a process which involves shared code or codes of verbal or non-verbal symbols. The meanings of symbols and gestures are in the people who use them, not in the symbols or gestures themselves. Human communication is not only source-oriented. It is receiver-oriented also. A source-oriented view focuses on the production of effective and efficient messages by the sender. A receiver-oriented view focuses on the message's meaning to the audience. Receiver-oriented definitions also include the concept of communication as any activity in which the receiver responds to a stimulus. Human communication was much different during the evolution of mankind than what it is today. There are drastic changes today, thanks to the supersonic technological advancement. At present, human communication has really become a communication superhighway. What happens when something happens here now, reaches across the other part of the world in a fraction of seconds, converting the world as a global village.

It is because of these reasons and issues, it becomes relevant and important to discuss here the origin of human communication, growth of communication, various stages of growth of human communication, effects of human communication on culture, civilization and society and various forms of human communication.

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## 2.2 ORIGIN OF HUMAN COMMUNICATION

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Human communication was born when man was born. A child communicates even before his or her birth. This truth, however, relates to only body language. A child mostly communicates with the help of cry. Sometimes with smile. And more often with many other gestures which many people cannot understand except his close associates like mother, grandmother, father, etc. But there are many other forms of human communication even in the non-verbal communication which sprouted, budded and bloomed bit by bit.

It was during pre-historic era that the fossil records gathered and recovered by paleo-anthropologists indicate that the debut-making development in the origin and evolution of human beings was held almost 70 million years back. Our first and foremost ancestors were found to be



rat like creatures which did exist during the time of dinosaurs. After a few more millions years later, one cat-like animal grew up. Approximately 5 million years back, an ape-like creature also evolved. It lived in Africa, walked upright, dwelled and survived in caves and rock shelters in a group. These creatures widely and largely grew and spread from Africa to Europe and rest of the world gradually. Around two million years ago, yet another creature originated and grew up and was appearing to be much more developed. These creatures which were bigger in size and dimension were the first ones to make tools, mastered fires, lived in much bigger group. It was in this way the process of human civilization started. These creatures were looking like monkeys and chimpanzees. Later they grew into human species. On the basis of evidences and proofs from fossil data, information and records, experts from the field of anthropology prepared a chronology of growth and development of human communication.

But they could not utter or construct a single word. The confused noises and cumbersome signals created a situation which made communication a complex process. However, smokes and fires were also used frequently as modes of communication by people of that age.

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### **2.2.1 STAGES OF GROWTH OF HUMAN COMMUNICATION**

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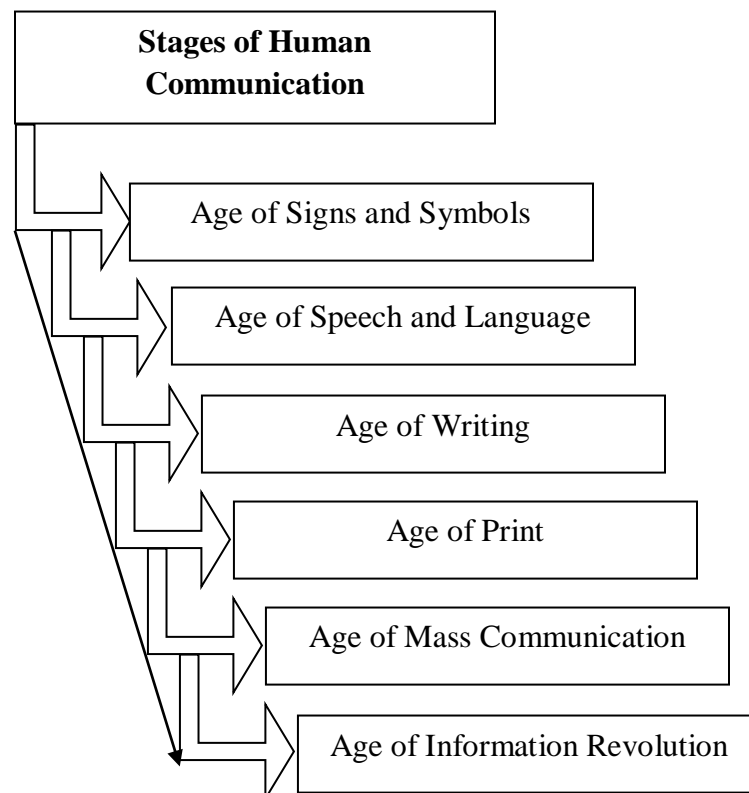
Human communication went on changing from time to time, from place to place, from community to community and from culture to culture. The various stages of human communication may be categorised as follows:

- (a) Age of Signs and Symbols
- (b) Age of Speech and Language
- (c) Age of Writing
- (d) Age of Print
- (e) Age of Mass Communication
- (f) Age of Information Revolution



**(a) Age of Signs and Symbols:** During this age, human beings used noises and body movements consisting of mutually understood signs and signals devised by the groups living together. Their noises and body movements constituted growls, grunts and shrieks.

One of the most remarkable achievements in the origin and growth of human communication is described to be the communication with the help of signs and symbols. But during this age, they could not speak, due to their underdeveloped voice-box. They could make noises.



**(Fig. 2.2: Drawn by author's scholar DrBhupender Singh)**

**(b) Age of Speech and Language:** During this period, the Cro-Magnon men used their fullest efficiency and ability to communicate and grew towards human civilization. Human beings of their age moved from place to place and during the process. They learnt new languages to which they started spreading largely and widely. They developed a variety of words, numbers, ulfa-numerics and the basic syntax and grammar of language. This gradually made the use of language much easier. In due course of the time, their language also became effective, efficient and standardized. What is more significant is that language development



helped in a big way to the growth and development of new culture, civilization and society as a whole. Language may not be described to be the only reason for these changes. Yet such changes would not have taken place without language.

**(c) Age of Writing:** After the growth and development of speech and language, it only took a few hundred years for writing to sprout, bud and bloom. The origin of growth and development of writing constitutes developments from pictorial or pictographic representations to phonetic systems. While pictures are representative of objects and scenes, pictography represents ideas with pictures and drawings. On the other hand, the phonetic system uses simple letters and symbols to imply specific and meaningful sources. After phonetic writing, there was growth and development of alphabetical writing. This took place 1000 years after the establishment of phonetic writing. Human beings of that period were gratified even with the hundred odd symbols. These symbols were later reduced to about two dozen. With the simplification of these symbols, there were growth and development of simpler combinations of straight and curved lines. The most simplified and standardized form of alphabetical writing was development by the Greeks in 500 BC. The Greeks added five vowels and 26 consonants to the alphabets and later passed these alphabets to Rome. Then the Romans studied, explored, modified and improved these alphabets even better and simpler. It was also complex, cumbersome, tedious and prone to mistakes. Moreover, the quality and quantity of manual process was also very low.

They gradually developed capital and small letters also described as “Upper Case” and “Lower Case” respectively in journalistic parlance. Our culture, civilization and society made really big strides just because of the fact that human beings of this age started reading and writing.

**(d) Age of Print:** Soon after the growth and development of writing, human beings started developing the knack of printing. Preparing printing plates by way of carving wooden blocks, metal plates and stone tablets was the earliest breakthrough by man. In the beginning, all such activities like engraving, inking and transforming the images on paper were executed manually. But this manual practice was time-consuming, money-consuming, energy-consuming and resource-consuming. By the end of the 15<sup>th</sup> century, many countries



across the globe developed new technologies and devices for producing paper and ink along with a technique of manual printing. The greatest change in this field was brought about by a noted German printing technologist John Gutenberg. He is called the father of printing. He has the credit of two very relevant, useful and important developments, i.e., movable types and mechanical printing press. Yet another innovation and modification in this era was a process of inking and eventually developing a mechanism for bringing two surfaces together in order to transfer the images.

Again after the growth of literacy and education in this age, thousands of books, journals and periodicals were brought out in reasonably good numbers. These publications covered almost all the relevant areas like society, politics, economy, religion, spiritualism, education and culture. It finally led to the printing of newspapers and magazines. By the end of the 18th century, newspapers were widely and largely available and emerged as a powerful vehicle of communication.

**(e) Age of Mass Communication:** The growth and development of printing gave impetus to the enhancement of mass media including newspapers, magazines, periodicals, journals, etc. In 19<sup>th</sup> century, print media was also supplemented with telephone and telegraph. Though telephone and telegraph are not a means of mass communication, yet it added tremendously to the growth of radio, television and other broadcasting technologies. The introduction of film in the 20<sup>th</sup> century in the form of motion picture brought miracles. In 1920s, radio broadcasting started and gave birth to television in 1940s. Thus the 20<sup>th</sup> century saw the emergence of the age of mass communication.

**(f) Age of Information Revolution:** The present age is the age of information revolution. In this era, integrated multi-media applications are easily possible. This is mainly because of networks set up from the growth and development of digital technology. Satellite technology is frequently used for weather forecasting and even for mobile communication. Hence, the birth of satellite radio and satellite television led to the production of high quality programmes. Moreover, the hypertext formats and structures have recently emerged as cornerstone for navigation and communication in the system.



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## 2.2.2 EFFECTS OF HUMAN COMMUNICATION

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The growth of human communication has influenced our culture, civilization and society from time to time. During the age of signs and symbols, human communication especially verbal could not grow during the period due to their undeveloped and underdeveloped voice-box. They could produce only a variety of sounds and noises. But they could not utter a sensible word. This developed only a postural and gestural culture. Though most of our communication (more than 90 % according to several studies) is non-verbal communication even today. But the civilization could not grow much because even the non-verbal codes were highly undeveloped and underdeveloped. This led to many types of misinformation, disinformation and mystification converting the prevailing society to a highly conflicting and cantankerous situation.

In the next age of speech and language, there was a little better development of culture. This is because language is an integral part of our culture. Different languages represent different cultures. Hence, there was growth of semantic and linguistic culture during this age. This type of cultural expansion led to a little more civilized society. This reduced the conflicts and quarrels to a bit more extent. With the growth and development of culture and civilization, the society also started developing bit by bit.

In the yet another age of writing, the area, avenue, span and scope of human communication improved leading to a more cultured lot. Due to a better availability of non-verbal codes, gestures, postures and verbal communication of both oral as well as written led to even better civilization. This started reducing the communication gap between human beings. It created even better society as a whole.

In the next age of print, human culture grew even faster due to circulation of written messages by virtue of development of printing technology. Verbal communication got yet another impetus because of fast spreading of written words. Those who were intelligent, creative and good at writing skills, frame much better and stable messages which could be read again and again till these are understood by the target audience. This helped in





developing the human civilization much better. With the growth of an improved and civilized human beings our society started developing in many walks of life.

In the new age of mass communication, written words were spread and relayed. Not only that even audio and visual messages were relayed to a large, diversified, heterogeneous, anonymous and distantly located audiences. This led to even better cultural exchange between human beings of that age. This brought about a very healthy cultural growth. This also added to the increase and expansion of a united, organized and amalgamated culture. Moreover, the human civilization of that time got yet another boost and we became even more civilized. With the healthy growth of human civilization, the society developed tremendously in many areas of human communication in our personal and social life like politics, economy, education and so on.

In the latest age of information revolution, human culture expanded and grew rapidly. In this satellite era, the moment something happens here now, reaches the other part of the globe in a fraction of seconds. This led to the growth of an international and inter-cultural order. The world started becoming a global village leading to a far superior kind of human civilization. With an accelerated expansion of human civilization, the society developed and progressed as a whole. But the present age of information revolution and satellite communication also requires some change, amendment and improvement. This is mainly because we are fast leading to a virtual society rather than a real society. Hence, a new and further improved age of human communication is still awaited where we may move from the virtual world to the real world.

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### **2.2.3 FORMS OF HUMAN COMMUNICATION**

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Broadly speaking Human communication has two forms:

- A) Functional
- B) Structural

The functional form may be divided into the following:

- i) Intrapersonal Communication

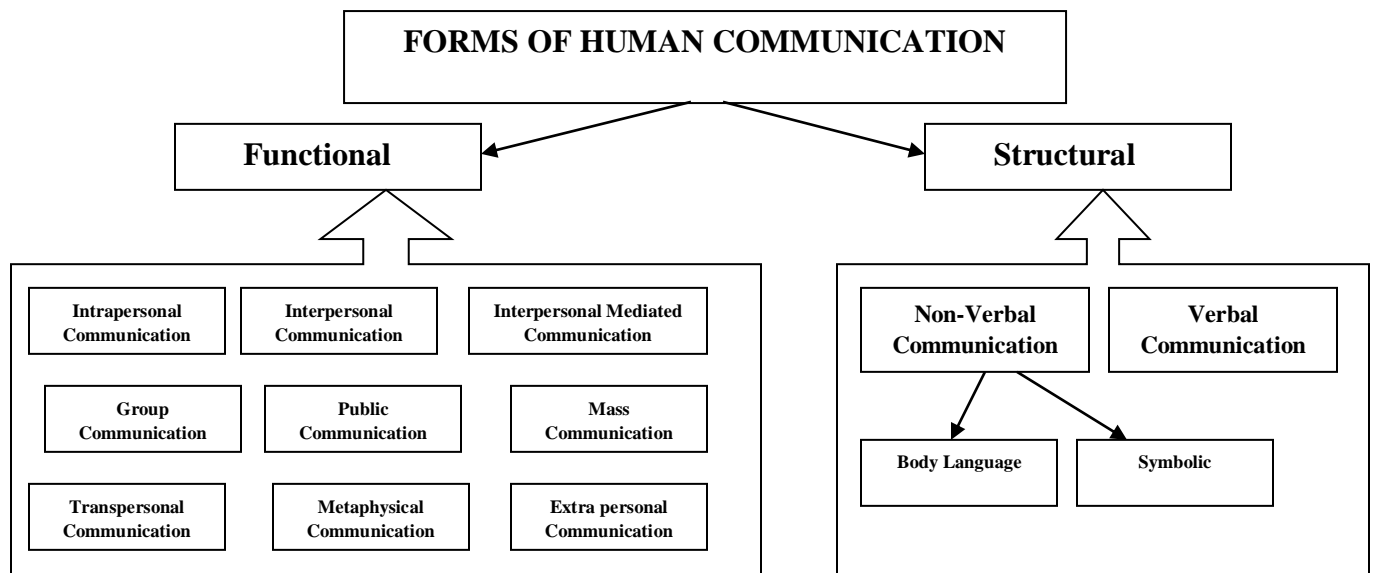


- ii) Interpersonal Communication
- iii) Interpersonal Mediated Communication
- iv) Group Communication
- v) Public Communication
- vi) Mass Communication
- vii) Transpersonal Communication
- viii) Metaphysical Communication (Planetary/Vibrational etc.
- ix) Extra personal Communication

The structural form may be divided into the following

- a) Non-Verbal Communication
- b) Verbal Communication

The forms of human communication may be depicted with the help of following diagram:



(Fig. 2.2: Drawn by author's scholar Bhupender Singh)

**(i) Intrapersonal Communication:** It is a communication within self. For example, self-talking, thinking, dreaming, meditating, penancing etc. In this type of communication, there is only one person. The same person is the source and the same person is the receiver. The same person is the encoder and the same person is the decoder. There is always a self-



feedback. The same message comes from the source and the same message is received by the same source-receiver. It is a communication between unconscious, sub-conscious and conscious part of the self. In a more common language, it is also described as communication between mind, body and soul of the self. In this type of communication, there is minimum noise and it is the most intimate form of communication. This is because self-language is to be received by the self; self-culture is to be retained by the self, self-psychology is to be understood by the self and so on and so forth. Thus the stimulus and response inter-change and ultimately coincides at the same point.

**(ii) Interpersonal Communication:** In this type of human communication, there will be only two persons: one sender and one receiver. This communication is also described as very intimate communication as the frequency of feedback is extremely high. It is also called face-to-face communication. It is less intimate than intrapersonal communication, but more intimate than group communication. Here in this form of communication, there is a single encoder and a single decoder. Hence, the stimulus and the response frequently activate, vibrate and react with two points only.

**(iii) Interpersonal Mediated Communication:** It is again a glorified and modified form of interpersonal communication which exists between two persons. But a media or device or tool or instrument will come between two persons. It is not a face-to-face communication. But it may be created as face-to-face communication artificially and in a virtual situation. For example, telephone-talking or chatting between two persons either through mobile, tab, laptop or PC. Even writing a letter to a single individual is an interpersonal mediated communication. In modern times, there is a facility of face-to-face in video chatting. But that face-to-face is not considered to be real, but virtual. Since there are only two persons in such communication, so it is also a very intimate form of communication. It is more intimate than group communication, but less intimate than interpersonal or face-to-face communication of the real world. This is because a media technology between the two communicators always creates some channel or technical or semantic noise.

**(iv) Group Communication:** In group communication, there should be more than two persons. For example, a family, a classroom, a meeting. It can be like a group of family



members, a group of students, a group of teachers. The audience of a group is relatively homogenous and the size of the audience is generally less than a public or a mass. Again, a group communication is more intimate than a public or a mass because of smaller size, homogenous nature and frequent feedback and interaction. Hence, a classroom is often divided into further small groups for tutorial classes in order to establish a more intimate and effective form of communication. Here again, the audience is more or less heterogeneous, diversified and anonymous.

**(v) Public Communication:** A public is a combination of several categories, groups and is generally much larger than a group and more heterogeneous than a group. In group communication, each and every member is often known to each other while in public this is not the case. A public communication is less intimate, less effective and there is hardly any scope for feedback.

**(vi) Mass Communication:** In this form of communication, there is a large number of audience, which is heterogeneous in nature. The audience of a mass is not sitting at a place, rather it is scattered at distant places. It is a combination of several small groups and big groups sitting distantly and in a scattered manner. There is no scope for any immediate feedback. In mass communication, since the audience is large, heterogeneous, anonymous and scattered distantly in a large geographical area, so a technology or device is used to communicate. This technology or device is called mass media. For example, newspaper, magazine, radio, television, film etc.

**(vii) Transpersonal Communication:** It is not a man to man communication. One unit will be man while the other unit will not be man. The other unit may be bird, animal, God, plant, tree, mountain, river etc. when a man worships or communicates to its pet dog or cat or horse or cow or parrot, it is transpersonal communication. When a human being communicates to God or nature or planets or vibrations, it is also transpersonal communication.

**(viii) Metaphysical Communication:** It is also called spiritual communication. This relates to self-knowledge. This pertains to self-exploration. This is also described as godly

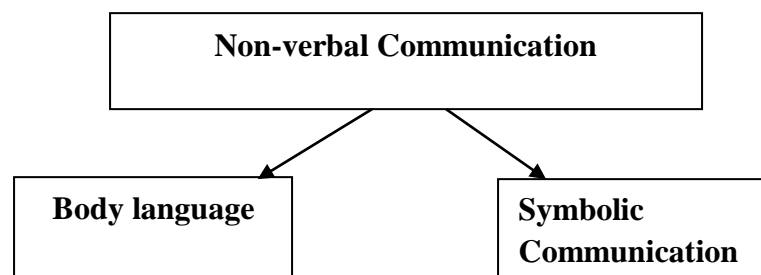


communication. That means at least one unit may be God within or outside. In this type of communication, there is communication between man to God, God to man, God to God, man to nature, nature to man, planet to planet, vibes to vibes, etc. The communication between planet to planet is called planetary communication which is an integral part of metaphysical communication or spiritual communication. The communication between vibes to vibes is called vibrational communication which is again an integral part of metaphysical communication or spiritual communication. Vibrational communication believes that every thought, word and deed has certain vibrations which affect us either positively or negatively and creates a related atmosphere.

**(ix) Extra-personal Communication:** It is a communication between two or more machines. For example, teleprinter to teleprinter communication or any other type of networking between two or more devices. Here human beings are not involved directly, except some nominal indirect role.

As far as structural communication is concerned, it is non-verbal as well as verbal as discussed earlier also. Now let us discuss this one by one.

**(a) Non-verbal Communication:** That communication in which words are not used. Only signs, symbols and body movements like posture, gesture, pitch, tone, modulation, etc. are used here. Thus, non-verbal communication may be divided into two types:



(Fig. 2.3: Drawn by author's scholar SudeshChahar)

**(i) Body language:** In body language, body movements, hand movements, eye-movements, eye-contacts, postures, gestures, pitches, tones, modulations, vibrations, etc. are used. This



science of body language is often described as 'KINESICS'. Deaf and dumb news on television is the best example of body language or kinesics.

**(ii) Symbolic Communication:** As far as symbolic communication is concerned, it uses only signs and symbols. For example, red light, green light, yellow light, arrow, cross, dotted lines on roads, etc. in the traffic are examples of signs and symbols. Even mathematical connotations are other glaring examples of symbolic communication.

**(b) Verbal Communication:** In this form of communication, words are used. Hence, oral communication and written communication are both verbal communication. Non-verbal communication can go without verbal communication, but not vice versa. That means verbal communication cannot take place without non-verbal communication. When we speak, we are bound to move our lips, tongue, etc. Even when we write, we are bound to move our hand and fingers.

## 2.3 CHECK YOUR PROGRESS

**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

**MATCH THE FOLLOWING**

LIST I	LIST II
A. Different forms	1. Body Language
B. Spoken Language	2. Communication
C. Facial Expressions	3. Taking telephonic interview
D. Visual Communication	4. Number of Words
E. Oral Communication	5. Pictures

## 2.4 SUMMARY

- A child communicates even before his or her birth. Hence, human communication was born when man was born and shall survive as long as man survives. But



systematic, sign-centric, symbolic, semiotic and linguistic communication developed gradually. The following are the chronology of growth and development of human communication: (a) Age of Signs and Symbols (b) Age of Speech and Language (c) Age of Writing (d) Age of Print (e) Age of Mass Communication (f) Age of Information Revolution.

- As far as forms of human communication are concerned, there are two forms:  
(a) Functional (b) Structural.
- The functional communication is as follows: (i) Intrapersonal (ii) Interpersonal (iii) Interpersonal Mediated (iv) Group (v) Public (vi) Mass (vii) Transpersonal (viii) Metaphysical (Planetary/Vibrational/Godly/Spiritual) (ix) Extra-personal.
- The structural communication consists of (a) Non-verbal communication (b) Verbal communication.
- Non-verbal communication consists of (i) Body Language or Kinesics (ii) Symbolic communication
- Verbal communication consists of (i) Written communication (ii) Oral or Spoken communication

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## 2.5 KEYWORDS

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**Interpersonal Communication:** Exchange of information between individuals, using not only language, but also other modes, such as gesture, body posture, and so on.

**Intrapersonal Communication:** Internal dialogue (talking to oneself).

**Mass Communication:** Communication system that reaches massive numbers of people.

**Planetary Communication:** The communication between planet to planet is called planetary communication.

**Vibrational Communication:** The communication between vibes to vibes is called vibrational communication which is an integral part of metaphysical communication or spiritual communication.



**Non-Verbal Communication:** That communication in which words are not used. Only signs, symbols and body movements like posture, gesture, pitch, tone, modulation, etc. are used that is called non-verbal communication.

**Body Language:** In body language, body movements, hand movements, eye-movements, eye-contacts, postures, gestures, pitches, tones, modulations, vibrations, etc. are used.

**Verbal Communication:** In this form of communication, words are used.

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## 2.6 SELF-ASSESSMENT TEST

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1. Discuss the origin of human communication.
2. What do you mean by 'Age of Signs and Symbols'?
3. Explain the 'Age of Speech and Language'.
4. Discuss the 'Age of Writing'.
5. Throw light on the 'Age of Print'.
6. Explain the 'Age of Information Revolution'.
7. Explain interpersonal communication.
8. Describe interpersonal mediated communication.
9. Describe transpersonal communication.
10. What is metaphysical communication?
11. Explain metaphysical communication.
12. What is written communication?
13. Explain oral communication.
14. Discuss the inter-relation between verbal communication and non-verbal communication.
15. Write short notes on the followings:
  - (a) Human communication
  - (b) Origin of human communication
  - (c) Effects of human communication
  - (d) Forms of human communication
  - (e) Intrapersonal communication
  - (f) Interpersonal communication





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## 2.7 ANSWERS TO CHECK YOUR PROGRESS

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- A. Different forms----- Communication
- B. Spoken Language----- Number of Words
- C. Facial Expressions----- Body Language
- D. Visual Communication---- Pictures
- E. Oral Communication-----Taking telephonic interview

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## 2.8 REFERENCES / SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 3</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>ELEMENTS, FUNCTIONS AND CHARACTERISTICS OF MASS COMMUNICATION</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 3.0 Learning Objectives

#### 3.1 Introduction

#### 3.2 Mass Communication

##### 3.2.1 Elements of Mass Communication

##### 3.2.2 Functions of Mass Communication

##### 3.2.3 Characteristics of Mass Communication

#### 3.3 Check Your Progress

#### 3.4 Summary

#### 3.5 Keywords

#### 3.6 Self-Assessment Test

#### 3.7 Answers to Check Your Progress

#### 3.8 References/Suggested Readings

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## 3.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able to:

- To study the concept of mass communication.
- To understand the elements of mass communication.
- To discuss the functions of mass communication.
- To explain the characteristics of mass communication.

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## 3.1 INTRODUCTION

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Mass communication is the real and amazing achievements of mankind. It is an outcome of continuous effort and committed application of technology to widely and largely extend the reach of human voices and feelings. It is an integral part of human communication. It makes us possible to deliver the same messages simultaneously to a large and diversified audience, scattered far away and geographically vast. In our primitive societies, the means and resources of human communication were undeveloped and underdeveloped. Hence, they entirely depended on ancient and pristine devices like drums, smoke signals, etc. But in the modern age of information revolution and satellite communication, we have advanced printing technologies, sophisticated broadcasting technologies and unprecedented film technologies to transmit messages to a large anonymous audience. And the unique development of online digitalised new media (Called internet media) has added yet another feather in its cap. With the advancement of convergence of technologies and growth of multi-media, the communication has become a child's play. By virtue of multiplying the no. of receivers of a message, it confidently overcomes the old and antiquarian obstacles of time and space. Moreover, it has led to a tremendous growth of participatory communication and citizen journalism. The world is now fast moving to a www and 24X7 societies leading to a unique creation of global village. Hence the communication is no longer a herculean task as it was before. Because of these reasons, it becomes highly relevant and overwhelmingly important to study the concept, elements, functions and characteristics of mass communication.

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## 3.2 MASS COMMUNICATION

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It is a communication with mass audience with the help of a technology. Mass audience is larger in size. It is heterogeneous in nature. Mass audience does not remain together. It is scattered at distant places. It is a combination of several small groups and big groups located differently. For mass communication there is no scope for immediate feedback. If at all there is a feedback then it will be delayed, i.e., weekly, fortnightly, monthly or in between. In mass communication since the audience is large, heterogeneous and scattered distantly, so a technology or device is used to communicate. This technology or device is called mass media. For example, newspaper, magazine, radio, television, film etc. **Eliot Friendson (1953)** aptly remarks, "Mass is an aggregation of individuals who are separate, detached and anonymous."



According to **J.V. Vilanilam (2000)**, “Mass communication is a communication of mass-produced messages of millions of people who do not gather at any particular place, who do not gather at any particular place but individually receives the messages sitting in their homes or their offices. The messages are produced by trained professionals in organizations specially formed by private entrepreneurs or public/government/autonomous bodies which invest millions of dollars for the production and dissemination at those messages.”

Thus mass communication takes place when a small group of trained people send messages to a relatively large, anonymous, distantly scattered and usually heterogeneous audience through the use of a specialised mechanical communication device.

**D.S. Mehta (1994)** defines this concept as “Mass Communication is means of dissemination of information, ideas, entertainment by the communication media, i.e., radio, television, press and film.”

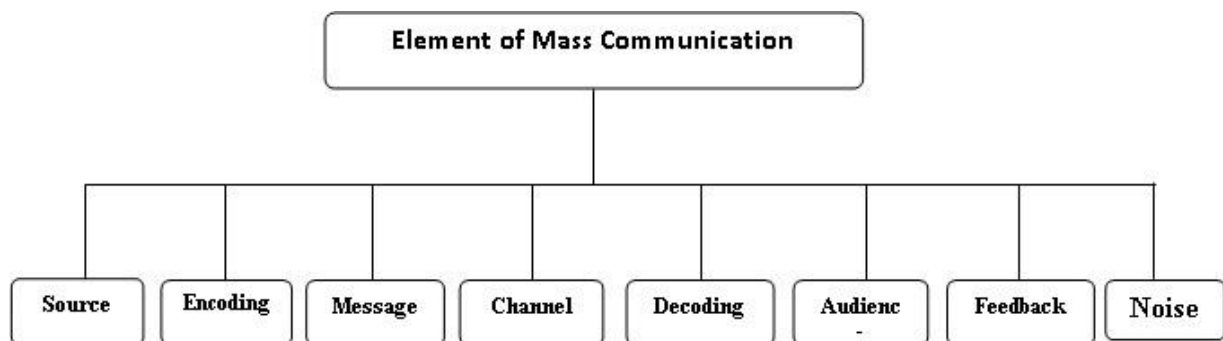
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### 3.2.1 ELEMENTS OF MASSCOMMUNICATION

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Since mass communication is a type of communication, so the elements of communication will be the same of that of mass communication, i.e., source, encoding, message channels, decoding, receiver, noise and feedback. But the elements of mass communication will be explained specially and distinctively in the context of mass.

The elements may be depicted with the help of the following figure:



(Fig. 3.1: Drawn by Author's Scholar BhupenderSingh)



(i) **Source:** Source is that which initiates the communication activities. For example, if the Prime Minister wishes to give a talk on Doordarshan, the people employed by Doordarshan will edit the messages and broadcast it in a suitable manner for the benefit of the public. In this case the Prime Minister is the source as he has initiated the communication.

(ii) **Encoding:** It is a process in which the brain gives a meaning by structuring a language or thought properly. For example, a news writer for a newspaper thinks variedly and then decides for an effective intro- writing. This processing or structuralising of intro- writing by the correspondent will be described as encoding and this particular encoding is a glaring example of encoding in a mass communication situation.

(iii) **Message:** The message in mass communication includes news, views, reviews, interviews, previews, features, editorial, articles etc. These messages are collected, evaluated, selected, edited, encoded, processed, produced and then transmitted by a team of professional experts. For example, in a newspaper the entire desk people like News Editor, Chief Sub Editor, Senior Sub Editor and the reporting staffs who has filed the story, are integral part of the message processing. Then production people take further care of it. So is the case in other media organization.

The message in mass communication should be very general and catering to a variety of heterogeneous and large audience. And it has to cater to the needs, interest, attitude, aptitude of the individual members of the anonymous audience, keeping an eye on simplicity and commonality. In the present emerging scenario, the messages are generally featurised and a professional attempt is made to mix the messages with infotainment, edutainment and infoedutainment.

(iv) **Channel:** The mass media channels are: newspapers, magazines, news agencies, radio, television, film, internet etc. This relates to the Medium Theory by Marshall McLuhan which McLuhan has comprehensively explained in his pioneering book 'Medium is the Message'. He means to say that medium or media or channels not only differ in their forms but also influence the impact of the media or channel.



**(v) Decoding:** It is an activity, step and process of receiving the message. This retention is done by mass audience. It is really a complex process as mass, anonymous, heterogeneous and geographically scattered audiences differ in their need, attitude, aptitude, level, intelligence, behavior and understanding. That is some of the audience strongly like a message; some just like it; some neither likes it nor dislikes it; some dislikes it while some strongly dislike it. As individual audience members differ from one another, so it is not equally liked or equally disliked but their degree or intensity differ from category to category of the audience.

**(vi) Audience:** Audiences vary from medium to medium and even within medium they vary from column to column and from programme to programme. For a commercial film, the audience may be large while for an art film, it may be smaller. Again for a newspaper, it may be larger. But for a magazine or book, it may be smaller. Since, the audience of mass communication is disorganized and shapeless as a whole, so each member in an audience has a separate and distinct character. Hence, they respond to a message differently. They retain according to their perception, self-concept or frame of reference. The audience of a mass communication has also been divided as primary, secondary and tertiary. The original audience of medium is called the primary audience. But after discussion and discourse of people from primary audience, several secondary audience and tertiary audience are automatically created.

**(vi) Feedback:** As discussed earlier also, the feedback in mass communication situations is always untimely and delayed as it is linear and one-way. Even in the era of instant and fast-paced communication, feedback in mass communication activities is indirect and rarely instantaneous. For example, in Indian newspapers we have several prominent feedback columns entitled Letter to Editor, Grievances, Sampadakke Naam Patra, Patra Apke, Pathaknama, Shikave Shikayat, Aapki Awaj, Janvani, Lokvani, Lokmanch, Najar Apni-Apni etc. Similarly, in radio and television also there are prominent feedback columns like 'Aapaur Hum' 'Meri Pasand' 'Sawal Jawab' etc.

**(vii) Noise:** As we know, noise is a natural phenomenon in communication. It can be natural or inadvertent. It can be intentional. It can be at any point of communication, i.e., anywhere



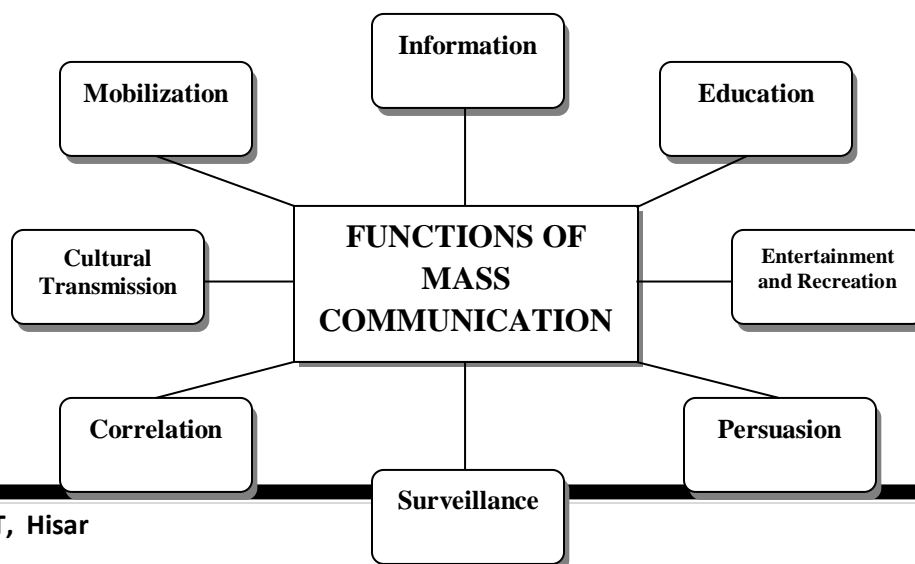
from source, message, channel to receiver. In newsroom, when the team does not work properly, or there is some conflicts between the News Editor and Chief Sub Editor, then the front page or even the page make-up is disturbed creating a kind of psycho-technical noise. Sometimes a lot of language mistakes are there which create linguistic noise. Sometimes some news is filtered or censored because of proprietors' or publishers' pressure. All these create noise in newspaper situation. After the production of a film, the poster is sometimes burnt by some activist audience before the release of the film which creates a noise in film activities.

### 3.2.2 FUNCTIONS OF MASSCOMMUNICATION

The primary functions of mass communication is (a) Information (b) Education (c) Entertainment and Recreation (d) Persuasion. The secondary functions of mass communication is (a) Watch-dog function (b) Torch-bearing Function.

The watchdog function relates to surveillance and the torch-bearing function relates to a correlation, cultural transmission and mobilization. In fact, Lasswell in 1948 in his deep study determined three functions of mass communication as Surveillance of the environment, Correlation of the parts of the society in response to its environment and transmission of cultural heritage. In 1960, Wright added yet another function called Entertainment and Recreation. In 1987, Dennis McQuail added a few more in his pioneering book entitled "Mass Communication Theory". These are: Information, Education, Persuasion and Mobilisation.

These functions may be described with the help of the following figure:







(Fig. 3.2: Drawn by Author's Scholar DrBhupender Singh)

**(a) Information:** Man is a social animal. He has to live in the company of other people in close proximity. Information is the only link and even linchpin of the society. Hence, the first function of any mass media is to inform its diversified, heterogeneous, anonymous and shapeless audience. It has to keep people alert with the latest news and tidings in our own region and around the world. Different mass media have different target audience. Hence they inform different categories of people differently and specifically. In our rural society, the word-of-the-mouth technique is still the most popular and prevalent means of disseminating news. Thus mass media as an informant should provide information about events and conditions in the society and the world, indicate relations of power, and facilitate innovation, adaption and progress.

**(b) Education:** Education is creation of awareness through thoughtful interpretation of information. Mass communication provides a broad platform with lot of opportunities for presenting diverse news, views, reviews, interviews, previews, and solutions, models for several problems, issues and environmental initiatives. Apart from that, being serious analysers of such issues and problems day in and day out, the mass media agencies develop certain expertise in such matters. And thereby educate people by creating awareness about what course of action is to be taken in a movement of extreme crisis.

**(c) Entertainment and Recreation:** This is another very important function of mass communication. Many people are dependent on mass media purely for entertainment and recreation. They help to pass the time easily and to relax comfortably with friends and family members. It removes the monotony of our life by providing entertainment and aesthetic recreation. Films and television soap opera serials help us fully harness our leisure time. But they also tell us how things were or how things could be. Thus, mass media as an entertainer should provide amusement, diversion and the means of relaxation.



**(d) Persuasion:** This means bringing about certain change in the mindset of the audience. Mass media tries to bring about positive changes in the mass audience by informing, educating and entertaining them. Sometime mass media uses the mechanism of infotainment, edutainment and infoedutainment also.

**(e) Surveillance:** As discussed earlier, Harlod D, Lasswell (1948) and Wright (1960) deliberated upon their function of mass communication in which both of them emphasised surveillance, correlation, cultural transmission, entertainment and recreation as major functions of mass communication. In addition with the descriptive interpretation by Dennis McQuail (1987) mobilization, information, education, and persuasion are none-the-less-significant and equally important functions of communication.

The mass media as their watchdog role are often proffered with the responsibility of keeping watch over society and unearthing and apprising the members of that society of information that may be of concern to them. Mass media is also supposed to interpret such information. It is the function of the mass media to create awareness by disseminating the information on what is happening and of methods in which the calamities can be coped by adding even the hidden aspects of the fact. For example, in a situation of natural disasters, war, health hazards, etc. It is the function of the mass media to create awareness by disseminating information on what is happening and of methods in which calamities can be coped up.

**(f) Correlation:** This function of mass communication mainly relates to how media's selection of certain news items and their interpretation attracts and how society perceives and reacts to it. Mass audience attitudes towards political issues, events, public policy etc. are influenced to an extent as to how mass media produces and frames the issues in their discussions and discourses. For example Hitler correlated his major political issues and exercised the mass media in his propaganda war against the Jews.

Thus mass media as correlating unit should explain, interpret and comment on the meaning of events of information. It should provide support for established authority and



norms. It should help socialise and coordinate separate activities. It should be instrumental in consensus building and setting orders of priority and signaling relative status.

**(g) Cultural Transmission:** This function of mass communication relates to the power and potentiality of the mass media to teach the prevailing norms, orders, values and rules that exist in a society and ensures the transmission from one generation to another the newer and younger generation. The mass media also transmit cultural norms by interpreting the information that passes through the gates. Moreover, cultural transmission is executed through the different forms of entertainment items produced by the media. For example shows like *Lassie*, *Full Home*, *Seventh Heaven* and the *Brandy Bunch* motivated, correlated and promoted family norms and values.

**(h) Mobilization:** Yet another important function of media is mobilization in which the media tries to promote the society's interest, especially in times of crisis. Here the media mobilizes public attitude in favour of development of society, polity, economy, culture, education, religion and spiritualism.

Thus, mass media as a mobilizing agent should campaign for social objectives in the sphere of politics, war, economic development, social work and sometimes religion.

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### 3.2.3 CHARACTERISTICS OF MASS COMMUNICATION

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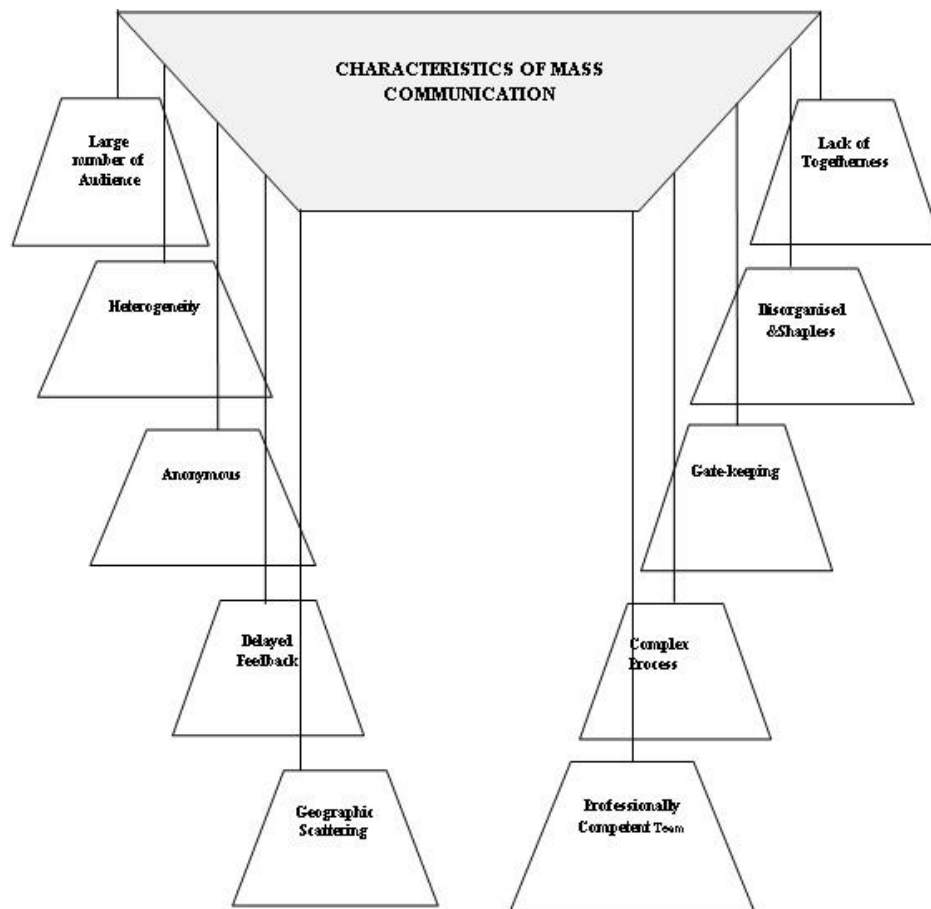
Earlier we have discussed how mass communication is different from others forms of communication. Now it becomes relevant and important to discuss the various characteristics of mass communication. This will make it convenient for us to understand the concept of mass communication in a much better way.

The characteristics are as follows:

- 1. Large Number of Audience:** In mass communication, the number of receivers or audience members is relatively large and considerably innumerable.
- 2. Heterogeneity:** In this type of communication, the audience is relatively heterogeneous. That means much heterogeneous than public communication and much more heterogeneous

than group communication. It includes anyone living anywhere in the world without any consideration for gender, religion, state, zone, country, etc.

**3. Anonymous:** In mass communication, the receivers or audience members are not known to each other. They are quite anonymous as compare to that of group communication. In group communication, there is very intimate relationship between audiences and are generally known to one another, while in mass communication they are quite unaware and unacquainted.



(Fig.3.3: Drawn by Author's Scholar DrBhupender Singh)

**4. Delayed Feedback:** In this type of communication, feedback is the most delayed: sometimes weekly or fortnightly or monthly and that too indirect and very generalised. This



is mainly because, unlike group communication, the source and the receiver are quite separated from one another.

**5. Geographical Scattering:** In mass communication, the audiences are not together. But they are geographically scattered to different villages, towns, states and even countries.

**6. Professionally Competent Team:** The programme of mass media is collected, selected, evaluated, presented, produced and finally distributed or transmitted by a professionally competent team of staff. Whether it is field work or desk work, whether it is production activity or transmission process, the staffs are well trained and professionally competent.

**7. Complex Process:** The activities of mass communication is rather complex process. It includes many steps from encoding to finally delivering it to the receivers or the audience members.

**8. Gate-keeping:** This simply means that out of so many things happening around us and so many messages coming to us from all the corners of the globe, extra care must be taken in selecting, rejecting, spiking before constantly transmitting or distributing to the mass audience.

**9. Disorganised & Shapeless:** The audience members of mass communication are disorganised and shapeless as they are geographically scattered, categorically haphazard and more importantly they are anonymous and heterogeneous.

**10. Lack of Togetherness:** Yet another important trait of mass communication is that the audience is never together, rather divided and located distantly. They are at far off places from the source and from one another.

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### 3.3 CHECK YOUR PROGRESS

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**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

1. Identify the correct sequence of the element of a communication process.

a) Source, Message, Receiver, Channel



- b) Message, Receiver, Source, Channel
- c) Source, Channel, Receiver, Message
- d) Source, Message, Channel, Receiver

2. Identify the correct chronological sequence regarding the advent of communication medium.

- a) Television, Internet, Radio, Mobile
- b) Mobile, Television, Internet, Radio
- c) Radio, Television, Mobile, Internet
- d) Mobile, Radio, Internet, Television

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### 3.4 SUMMARY

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- Mass communication is a communication with mass audience with the help of a technology. Mass audience is larger in size. It is heterogeneous in nature. Mass audience does not remain together. It is scattered at distant places. It is a combination of several small groups and big groups located differently. For mass communication there is no scope for immediate feedback. If at all there is a feedback, then it will be delayed, i.e. weekly, fortnightly, monthly or in between. In mass communication since the audience is large, heterogeneous and scattered distantly, so a technology or device is used to communicate. This technology or device is called mass media. For example, newspaper, magazine, radio, television, film, etc. Mass communication takes place when a small group of people send messages to a relatively large, anonymous and usually heterogeneous audience through the use of a specialised mechanical communication device. The elements of mass communication are: (a) Source which initiates the communication activities. (ii) Encoding which gives a meaning by structuring a language or thought properly. (iii) Message which includes news, views, reviews, interviews, previews, features, editorial, articles etc. These messages are collected, evaluated, selected, edited, encoded, processed, produced and then transmitted by a team of professional experts. (iv) Channel includes newspapers, magazines, news agencies, radio, television, film, internet, etc. (v) Decoding is an activity, step and process of receiving the message. (vi) Audience is receiving



members which vary from medium to medium and even within medium they vary from column to column and from programme to programme. (vi) Feedback in mass communication situations is always untimely and delayed as it is linear and one-way. Even in the era of instant and fast-paced communication, feedback in mass communication activities is indirect and rarely instantaneous. (vii) Noise is a barrier in media communication. It is a natural phenomenon in communication. It can be inadvertent. It can be intentional. It can be at any point of communication, i.e., anywhere from source, message, channel to receiver. The primary functions of mass communication is (a) Information (b) Education (c) Entertainment and Recreation (d) Persuasion. The secondary functions of mass communication is (a) Watch-dog function (b) Torch-bearing Function. The watchdog function relates to surveillance and the torch-bearing function relates to a correlation, cultural transmission and mobilization. The characteristics of mass communication are as follows: 1. Large Number of Audience 2. Heterogeneity 3. Anonymous 4. Delayed Feedback 5. Geographical Scattering 6. Professionally Competent Team 7. Complex Process 8. Gate-keeping 9. Disorganised & Shapeless 10. Lack of Togetherness.

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### 3.5 KEY WORDS

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**Persuasion:** This means bringing about certain change in the mindset of the audience.

**Mobilization:** The important function of media is mobilization in which the media tries to promote the society's interest, especially in times of crisis. Here the media mobilizes public attitude in favour of development of society, polity, economy, culture, education, religion and spiritualism.

**Gate-keeping:** In media studies, those who make the decisions regarding what will appear in media and especially which items are newsworthy and which are not.

**Global Village:** The term coined by Marshall McLuhan to characterize a world that is united electronically, in a virtual (or cybernetic) village.

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### 3.6 SELF-ASSESSMENT TEST

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1. Define mass communication.
2. Discuss the concept of mass communication.
3. Do you think mass communication should be redefined in Indian context? Comment.
4. Describe the various elements of mass communication.
5. Differentiate between encoding and decoding in mass communication process.
6. What do you mean by co-relation as function of mass communication?
7. What do you mean by cultural transmission as function of mass communication? Describe.
8. Discuss the characteristics of mass communication.
9. What is gate-keeping? Describe.
10. Why is mass communication described as a complex process?
11. Write short notes on the followings:
  - (a) Mass communication
  - (b) Elements of mass communication
  - (c) Audience
  - (d) Information
  - (e) Innumerable audience
  - (f) Heterogeneity
  - (g) Geographical scattering,
  - (h) Gate-keeping
  - (i) Global village

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### 3.7 ANSWERS TO CHECK YOUR PROGRESS

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1. Identify the correct sequence of the element of a communication process.

Ans- Source, Message, Channel, Receiver

2. Identify the correct chronological sequence regarding the advent of communication medium.

Ans- Radio, Television, Mobile, Internet

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### 3.8 REFERENCES / SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 4</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>PROCESS, LIMITATIONS AND FUTURE TRENDS OF MASS COMMUNICATION</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 4.0 Learning Objectives

#### 4.1 Introduction

#### 4.2 Process of Mass Communication

#### 4.3 Limitations of Mass Communication

##### 4.3.1 Demassification

##### 4.3.2 Demystification

##### 4.3.3 Decentralisation

#### 4.4 Future Trends in Mass Communication

#### 4.5 Check Your Progress

#### 4.6 Summary

#### 4.7 Keywords

#### 4.8 Self-Assessment Test

#### 4.9 Answers to Check Your Progress

#### 4.10 References/Suggested Readings

## 4.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To study the process of communication.
- To discuss the limitations of mass communication.
- To explain the concept of demassification, demystification and decentralisation.
- To explore the future trends in mass communication.

## 4.1 INTRODUCTION



Mass communication and mass media are almost synonyms of each other. The former appears to be sociological in nature, while the latter seems to be technological in approach. Mass communication is an integral part of communication. Communication is the core subject whereas mass communication is its indispensable branch. The source of the message in mass communication is not a single individual. It is a team of professional communicators. Sometimes our mass media is controlled, guided, governed and manipulated in some form or the other. Mass audience is not only large, but one composed of people from various social categories with multiple norms of socio-economic milieu. Hence, the process of mass communication is nothing, but glorified and dignified form of process of communication. This will definitely lead to more sophisticated limitations of mass communication, its related issues like demassification, demystification and decentralization.

It is because of these reasons, this becomes extremely important and highly relevant to discuss here the process and limitations of mass communication with some overwhelmingly related concepts like demassification, demystification and decentralization. Here, the future trends in mass communication are none-the-less significant.

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## 4.2 PROCESS OF MASS COMMUNICATION

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A well-known communication scientist **David Berlo** for the first time defined communication as a process in his pioneering book 'The Process of Communication.' According to **Berlo**, "We look to the message (speech, manuscript, play, advertisement, etc.) in order to determine the communicative purpose. The process of communication consists of a procedure and a few steps. Berlo has proffered one model to suitably explain the process which includes the following steps also described as elements or components of communication:

- i) Communication source or encoder
- ii) Message
- iii) Channel
- iv) Decoder or communication receiver or destination

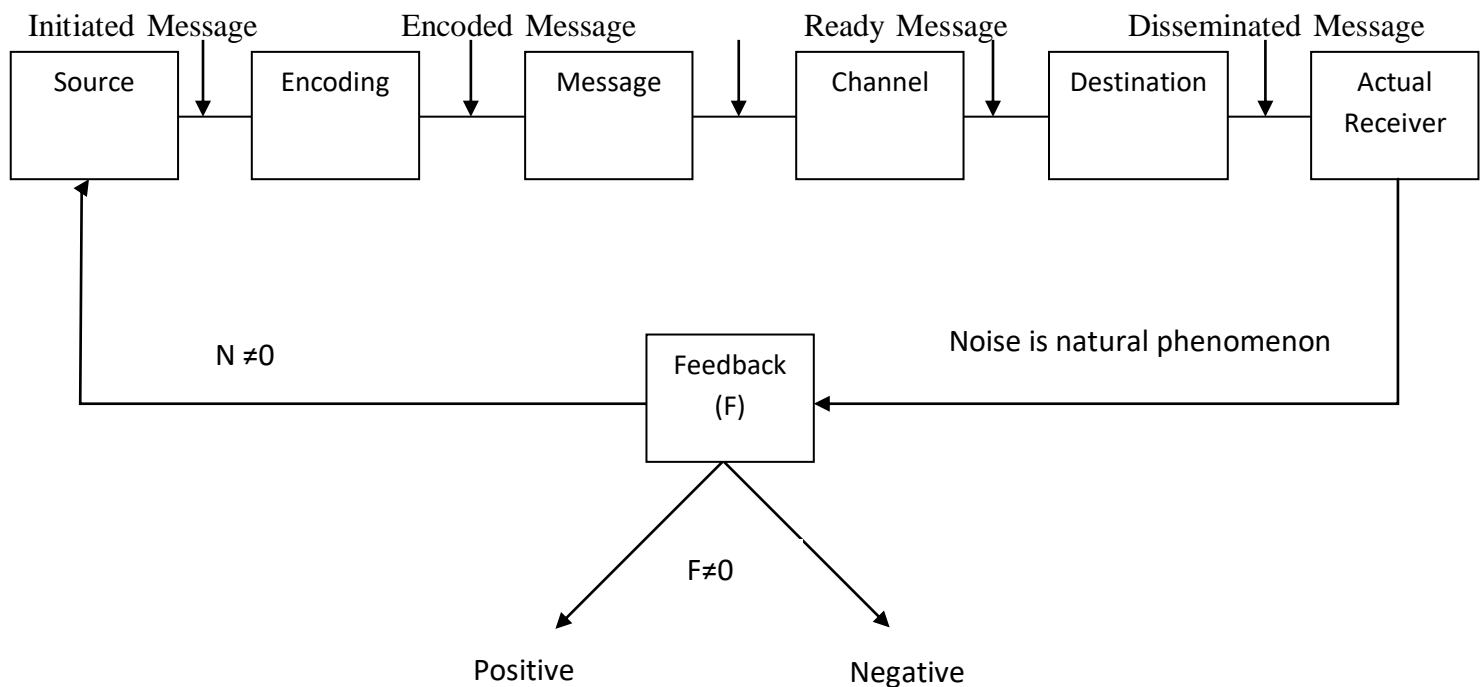
The information source decides to communicate and encodes a message, transmits it through a channel to the receiver which is then decoded and acted upon. There are noises or distortions in



between. This automatically give birth to the following elements or components of communication.

- a) Source
- b) Encoding
- c) Message
- d) Channel
- e) Decoding
- f) Receiver
- g) Noise
- h) Feedback

These above elements of mass communication are same as that of communication. This is because the basic subject is communication and mass communication is a type of communication. Mass communication is a part of communication. But in case of mass communication, the communication activities will be structurally different. Thus, the communication situation will also be different. Here, the elements of communication will again be discussed specifically and distinctively.





(Fig. 4.2: Reconceptualised by the author and drawn by his scholar DrBhupender Singh)

(i) **Source:** Source is that which initiates the communication activities. For example, if the President of the Republic of India wishes to give a talk on Doordarshan, the people employed by Doordarshan will edit the messages and broadcast it in a suitable manner for the benefit of the public. In this case, the President is the source as he has initiated the communication.

(ii) **Encoding:** It is a process in which the mind waves give a meaning by structuring a language or thought properly. For example, a channel interviewer plans different questions in his mind before interviewing a celebrity. This processing or question- framing by that TV journalist will be described as encoding and this particular encoding is a glaring example of encoding in a mass communication situation.

(iii) **Message:** The message in mass communication includes news, views, reviews, interviews, previews, features, editorial, articles etc. These messages are collected, evaluated, selected, edited, encoded, processed, produced and then transmitted by a team of professional experts. For example, in a television, the entire desk people who have framed the script and the reporter who has filed the story are integral part of the message processing. Then production people takes further care of it. So is the case in other media organization.

The message in mass communication should be very general and catering to a variety of heterogeneous and large audience. And it has to cater to the needs, interest, attitude, aptitude of the individual members of the anonymous audience, keeping an eye on simplicity and commonality. In the present emerging scenario, the messages are generally featurised and a professional attempt is made to mix the messages with infotainment, edutainment and infoedutainment.

(iv) **Channel:** The mass media channels are: newspapers, magazines, news agencies, radio, television, film, internet etc. This relates to the Medium Theory by Marshall McLuhan which McLuhan has comprehensively explained in his pioneering book 'Medium is the Message'. He means to say that medium or media or channels not only differ in their forms, but also influence the impact of the media or channel.



**(v) Decoding:** It is an activity, step and process of receiving the message. This retention is processes by mass audience. It is really a complex activity as mass, anonymous, heterogeneous and geographically scattered audiences differ in their need, attitude, aptitude level, intelligence, behavior and understanding. That is some of the audience strongly like a message; some just like it some neither likes it nor dislikes it, some dislikes it while some strongly dislike it. As individual audience members differ from one another. So it is not equally liked or equally disliked but their degree or intensity differ from category to category of the audience.

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**(vii) Noise:** As we know, noise is a natural phenomenon in communication. It may be natural. It may be inadvertent. It may be intentional. It may be at any point of



communication, i.e., anywhere from source, message, channel to receiver. In newsroom, when the team does not work properly, or there are some conflicts between the News Editor and Chief Sub Editor, then the front page or even the page make-up is disturbed with ugly look, creating a kind of techno-psychological noise. Sometimes a lot of language mistakes are there which create linguistic noise. Sometimes some news is filtered or censored because of proprietors' or publishers' pressure. All these create noise in newspaper situation. After the production of a film, the poster is sometimes burnt by some activist audience before the release of the film which creates a noise in film activities.

Thus, the process of mass communication is continuous ongoing activities with a variety of obstacles in the form of a technical word called 'noise' which may be mechanical, technical, semantic, psychological and cultural in nature.

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### 4.3 LIMITATIONS OF MASS COMMUNICATION

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Unlike intrapersonal, interpersonal and group communication, mass communication has a lot of limitations because of its uniqueness. Since the audience is innumerable in mass communication with a lot of heterogeneity, anonymity, untimeliness in being to and fro, spread ability, complexity, filterability, selectivity, deformity, unity (togetherness), controllability, governability and publicibility.

Due to large and wide audience, the importance of mass communication goes up tremendously. But it is extremely difficult to produce a programme for such a gigantic audience. When the size of the audience is abnormal, it is tedious to make an all-satisfying and all-convincing programme. It is like cooking food in a very big party. So a variety of items need to be served to satisfy a variety of audience.

Second, the audience is culturally, linguistically diversified and heterogeneous in nature. Hence it creates a lot of obstacles in producing a successful programme.

Third, since the audience in mass communication situation is quite unknown to the source and the producers, it creates overwhelming difficulties. It leads to a lot of troubles and botherations due to anonymity of the audience.





Fourth, the problem of feedback is always there. The scope for feedback not only becomes untimely and delayed, but also becomes quite partially low. That means only a few queries are responded and that too after a very long time from a huge pipeline of a valley of questions.

Fifth, the problem of spreadability exists there. The audience members of mass communication are geographically scattered to different villages, towns, cities, states and even countries. This is really a big stumbling block in programme production and dissemination.

Sixth, the problem of complexity persists in mass programme producing. The activities of mass communication is very complex and complicated process. It includes several steps from encoding to finally delivering the produced programmes to the audience. Due to extreme complexity of audience, the programme production becomes equally cumbersome and complicated.

Seventh, the problem of filterability is there. Out of so many things happening around us and so many messages coming to us from all sides, it is properly selected, rejected, spiked before constantly transmitting or distributing to the mass audiences.

Eight, the problem of deformity does persist in case of mass audience. The audience of mass communication are awfully disorganized and uniquely shapeless as they are geographically scattered, categorically haphazard and more importantly they are anonymous and heterogeneous.

Ninth, the problem of lack of unity (togetherness) creates a lot of hurdles. In mass communication, the audience is never together, rather divided and located distantly. They are at far off place from the source and from one another.

Tenth, since the mass media is controlled, guided, governed and manipulated, so we do not have mass communication, but class communication.

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### **4.3.1 DEMASSIFICATION**

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It is a division of masses into independent groups. As the audience of mass media is divided into radio, television, film, newspapers and magazine, similarly, these audiences are further divided with sub-divisions. Demassification means catering to a specific audience. It is a process of



narrowing down the audience. That is why it is also called narrowcasting. As narrowcasting is just the reverse of broadcasting, similarly, demassification is just the reverse of mass communication. City channel programmes are glaring example of narrowcasting. FM radio programmes are yet another example of narrowcasting. Newspaper supplements specially focused to a city, are further example of demassification, like HisarKesari, Patna Jagran, Ranchi Bhaskaretc. In the field of social media, we have a lot of facebookians, whatsapians, youtubers and twitterers. Though there may be common or clubbed audience for all or a few, yet the audience is getting divided, segregated and target-oriented bit by bit.

The act of demassification has emerged very fast in recent years and has become equally popular as it is satisfying the area-specific local needs of the audiences. But demassification has both advantages as well as limitations.

**Advantages:** First, it caters to a more specific groups. So the message or communication is more relevant, important and target-oriented.

Second, it caters to a relatively small audience. So its complexities start reducing and simplicities start increasing.

Third, it becomes more localised. So it takes a shape of more homogenous.

Fourth, demassification is more intimate than mass communication.

Fifth, in demassified communication the process of feedback becomes relatively quicker and speedy. Its directness and straightforwardness also increase.

Sixth, it is more-satisfying and more-gratifying to the audience.

Seventh, the audience is not so much geographically scattered. Hence, it is relatively easier and convenient to communicate.

Eight, the audience is not so unknown and not so anonymous. Hence, the communication is smoother and more interactive.



Nine, the audience is not that large or innumerable. It is more countable, controllable and manageable.

Tenth, it is rather easy to make a survey of the relatively smaller audience.

**Disadvantages:** It divides the audience so much so that the audience is even not acquainted with the event of the neighboring place.

It leads to even more nuclearity due to narrowcasting leading to a divided society.

Third, it leads to the knowledge, skill and experience to a very narrower level creating a narrow minded audience.

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### 4.3.2 DEMYSTIFICATION

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It means to get rid of the mystery and heading towards more simplification. It is defined as the removal of mystery, suspense or confusion surrounding a subject, topic or idea. At present, our society is getting rid of so many technological mysteries in the media world. As a result, there is a tremendous growth of citizen journalism. Now a common man can shoot a film with the help of mobile and easily make a documentary film. This is a glaring example of demystification of media technologies. Demystification helps a common man to use complicated and mystified technology in an easier manner. The complex technology has now become a child's play while it was a herculean task only a decade ago.

Moreover any citizen can use his freedom of speech and expression easily with the help of social media. Earlier the citizens used to send these to media where there was heavy editing and filtering. But now the citizens can write anything in any amount at different social media platforms. The citizens can even upload an audio or visual or audio-visual or even a documented film or drama with the help of demystification or simplification of media technologies.

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### 4.3.3 DECENTRALISATION

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It is a process by which the activities of an organization particularly those relating to planning and decision making are distributed at several points. It is the distribution of power and authorities at different layers and levels. In media too, the power and authorities are distributed at



different levels for its more democratic functioning. Here, the power or authorities are not centralised in one hand; rather it is delegated at different power points for smooth and efficient functioning of a system.

As far as decentralization of media is concerned, it is also distributed at national, regional or local level. Whether it is a newspaper or a magazine or a radio or a television, in each and every media, its power and authorities are delegated and distributed at different levels for effective and optimum utilization of resources. It is always more democratic in nature and sometimes even lead to planning from below. It involves the democratic participation of audiences and programme producers making the set up more powerful and effective.

Decentralization of media is extremely important and relevant because it allows for choice and expression among the people even at the bottom level. Thus, in decentralization the power is transferred from central authorities to local authorities.

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## 4.4 FUTURE TRENDS IN MASS COMMUNICATION

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With the rapid growth of technology, the future trends in mass communication may be as follows:

**(i)Convergence of Media:**In this present era, the trend of convergence of so many media in one has already started. Like in our PC or Laptop or Tab or Mobile, we may read so many newspapers in one of the above technologies or one may see that a newspaper has its audio and audio-visual reporters. These are all convergence of media. In the time to come, it is expected that this will further grow in big way.

**(ii)Digitalisation:**Now, our media is already digitalised. We have high definition still camera and audio-visual camera. Even digitalisation is being used in print media like newspapers and magazines. On the basis of present situation, it can be predicted that there will be more and more digitalization of high quality leading to almost all types of media to be digitalisation-based.

**(iii) Demassification:** As discussed earlier, media has already become segmented and localized. In the time to come it will be even more audience specific and categorised.



**(iv) Specialisation:** In future, it is most likely to have specialised newspapers, audio programmes and television channels.

**(v) Large no. of Media Units/Channels.:** At present, we have a large no. of newspapers and channels. In future, there is going to be more quantitative expansion of media units and channels leading to a media boom.

**(vi) Demystification:** Due to demystification of technologies and media, there will be tremendous growth of participatory communication and citizen journalism. There will be more and more mobile and PC apps, which will make mass communication audience-centric. With the advancement of 4G, 5G, 6G and so on, there will be unique growth of social media, new media and digital media in the time to come. The entire media will not only be consumed by the audience in the palm, but there will be tremendous growth of prosumers also who will easily bring out a website edition of newspaper, magazines, radio stations, channels and so on.

**(vii) Decentralisation:** Again, the future of mass media seems to be more and more democratic in nature because of distribution and delegation of media power and authorities at different layers and at different levels.

**(viii) Creation of Virtual World:** Such growth of mass media in future will give space to the creation of virtual world. People will be almost saying good bye to the real world and entering into a techno-savvy society and virtual world. This may lead to a loss of social sensitivity, real friendship, emotional quotient and an integrated and cohesive social order.

**(ix) Digital Divide:** In future, due to the tremendous growth of technology and mass media, we will be divided into information-rich society and information poor society. Especially in case of a developing country like India, we may be divided into an information-rich India and information-poor Bharat. So there will be an indispensable need to check and control this yawning gap between information-rich and information-poor society along with economically-rich and economically-poor society.

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## 4.5 CHECK YOUR PROGRESS

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**Note: 1) Use the space below for your answers.**



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**2) Compare your answers with those given at the end of this lesson.****FILL IN THE BLANKS**

1. Mass media is....., guided, ..... and ..... in some form or the other.
2. .... is that which initiates the communication activities.
3. The audience of a mass communication has also been divided as .....,.....and .....
4. .... means catering to a specific audience.
5. City channel programmes are example of .....
6. .... helps a common man to use complicated and mystified technology in an easier manner.
7. When a lot of language mistakes are there it is called.....
8. Berlo has proffered one model to explain the process which includes.....,.....,.....and.....

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**4.6 SUMMARY**

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- Mass communication or mass media are almost synonyms of each other. Mass communication is an integral branch of communication whereas communication is the main subject. The important elements of communication like source, encoding, message, channel, decoding, receiver, feedback and noise are used in the process of communication. So is the case in the process of mass communication. But in case of mass communication, the communication activities will be structurally different. Hence, the communication situation will also be different. There are umpteen no. of limitations in mass communication like the problems of heterogeneity, anonymity, untimeliness in being to and fro, spreadability, complexity, filterability, selectivity, deformity, unity, controllability, governability and publicibility.
- Demassification has emerged very fast in recent years and has become equally popular as it is satisfying the area-specific local needs of the audiences. It caters to a more specific groups. So the message or communication is more relevant, important and target-



oriented. It caters to a relatively smaller audience. So its complexities start reducing and simplicities start increasing. It becomes more localised, so it takes a shape of more homogenous shape. Thus, demassification is more intimate than mass communication. But it divides the audience so much so that the audience is even not acquainted with the event of the neighboring place. It leads to even more nuclearity due to narrowcasting, leading to a divided society and it leads to the knowledge, skill and experience to a very narrower level creating a narrow minded audience. Demystification is defined as the removal of mystery, suspense or confusion surrounding a subject, topic or idea. At present our society is getting rid of so many technological mysteries in the media world. As a result, there is a tremendous growth of citizen journalism. Now a common man can shoot a film with the help of mobile and easily make a documentary film. This is a glaring example of demystification of media technologies. Demystification helps a common man to use complicated and mystified technology in an easier manner. The complex technology has now become a child's play while it was a herculean task only a decade ago. As far as decentralization of media is concerned, it is also distributed at national, regional or local level. Whether it is a newspaper or a magazine or a radio or a television, in each and every media its power and authorities are delegated and distributed at different levels for effective and optimum utilization of resources. It is always more democratic in nature and sometimes even lead to planning from below. It involves the democratic participation of audiences and programme producers making the set up more powerful and effective. The future trends in mass communication lie in even more convergence of media, digitalisation, demassification, specialisation, creation of large no. of media units/channels, demystification, decentralisation, formation of virtual world and digital divide.

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## 4.7 KEYWORDS

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**Noise:** Noise in communication, anything that interferes with the transmission or reception of signals.

**Demassification:** It is a division of masses into independent groups.

**Demystification:** It means to get rid of the mystery and heading towards more simplification.



**Convergence:** Erosion of traditional distinctions among media due to concentration of ownership, globalization, and audience fragmentation.

**Digitalisation:** Conversion of any kind of data (text, images, sound, graphics) into an electronic language that can be used by computers or other digital systems.

**Digital Divide:** Digital technology and its attendant culture contribute to the exacerbation of social inequalities, because not everyone has equal access to such technology and, even among those who do, not everyone is equally competent in using it.

**Citizen Journalism:** Practice centered on the participation of readers and journalists in community issues, making newspapers a forum for discussion and engagement.

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## 4.8 SELF-ASSESSMENT TEST

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1. Describe the process of mass communication
2. Explain the components of mass communication.
3. Throw light on the limitations of mass communication.
4. Discuss the concept of demassification.
5. Describe the significance of decentralisation.
6. Throw light on future trends in mass communication.
7. Explain the concept of digitalisation.
8. Write short notes on the followings:
  - (a) Mass communication,
  - (b) Process of mass communication,
  - (c) Elements of mass communication
  - (d) Digital divide
  - (e) Selectivity
  - (f) Deformity
  - (g) Unity
  - (h) Controllability
  - (i) Governability
  - (j) Manipulability





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## 4.9 ANSWERS TO CHECK YOUR PROGRESS

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1. Controlled, Governed and Manipulated
2. Source
3. Primary, Secondary and Tertiary.
4. Demassification
5. Narrowcasting
6. Demystification
7. Linguistic Noise
8. Encoder, Message, Channel and Decoder

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## 4.10 REFERENCES & SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 5</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>INDIAN TRADITIONAL FORMS OF COMMUNICATION</b>	

## LESSON STRUCTURE

The lesson structure shall be as follows:

### 5.0 Learning Objectives

#### 5.1 Introduction

#### 5.2 Indian Traditional Media

##### 5.2.1 Origin and Growth of Indian Traditional Media

##### 5.2.2 Merits of Indian Traditional Media

##### 5.2.3 Forms of Indian Traditional Media

#### 5.3 Check Your Progress

#### 5.4 Summary

#### 5.5 Keywords

#### 5.6 Self-Assessment Test

#### 5.7 Answers to Check Your Progress

#### 5.8 References/Suggested Readings

## 5.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To study the concept of Traditional Media.
- To explore the origin and growth of Indian Traditional Media.
- To explain the merits of Indian Traditional Media.
- To understand the different forms of Indian Traditional Media.

## 5.1 INTRODUCTION

Traditional media have been the root of our Indian culture, heritage and society. It is the mother of all our modern media of this information revolution and satellite communication. It has always played a remarkable role in providing recreation and entertainment availing the specific



information and education and forecasting a sense of values. From time immemorial, it has been used for ethical, moral, social, religious, spiritual and political purposes. In contrast to modern satellite and digital media, the traditional media are more intimate, personal, and familiar and close to the hearts and souls of the people. However, the modern media have the biggest and largest coverage of the vast audience. As a result, some forms of traditional media have already disappeared, some still disappearing bit by bit and some are likely to be disappeared in the time to come. On the other hand, some of them are still showing vitality, adaptability and powers of assimilation. It is a more credible form of communication with more freedom of speech and expression with majority of literate and illiterate, identifying with their format and content. But these should be used with understanding and sensibility. The existence of survival of traditional media has always been in question with the rapid expansion of satellite communication, mushrooming growth of digital media and explosion of information superhighway. But ultimately it has been realised that traditional media must be conserved due to five reasons. First, because of familiar, intimate, intrinsic and aesthetic appeal. Second, due to their empathy and sympathy with the audience. Third, because of their higher credibility. Fourth, due to more freedom of speech and expression. And fifth, because of a regional personality. It is because of these reasons it becomes relevant and important to discuss here the concept of Indian traditional media, history of Indian traditional media, advantages of Indian traditional media and forms of Indian traditional media.

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## 5.2 INDIAN TRADITIONAL MEDIA

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Indian traditional media are those which are related to our old ancient traditions, values, morals, texts and festivals. It is the outcome of our village culture. Its originality and credibility are unlimited and unbreakable. These media work as vehicles of transmitting tradition from one generation to another. In these types of media, there are face-to-face meeting between the source or sources and receivers. These media are very close to the culture, religion, history and society of the people. These media are in a better position in the sense that they do not require large capital investments nor are they dependent on expensive communication and digital technologies. These are live media and have very effective influence when audience can not only interact with the producers, performers and artists, but also participate. Moreover, the



programmes of traditional media can easily be linked to radio, television and other social media. These media are highly flexible in accommodating new themes. No doubt, these media cater to a very small audience. But their impact is much deeper, immediate, intimate and interwoven.

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### 5.2.1 ORIGIN AND GROWTH OF INDIAN TRADITIONAL MEDIA

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Traditional Media originated from Philippines. Such media later grew in London especially when the UNESCO-based conferences of professional experts made a discourse analysis of the vast potentiality of traditional media. UNESCO sponsored communication scientists not only discussed the vibrancy and dynamism of traditional media, but also recommended that the effective, efficient and systematic application of these media can do miracles. As far as Indian traditional media are concerned, they have a glorious history of communication for moral, religious, spiritual, social and political purposes. They also worked as effective tools of social and cultural changes. Even during Indian freedom movement, traditional media like drama, folk play, folk song, folk tales and several other forms of these media played a vital role in convincing and persuading our people. They were often exciting, action-packed, and result-oriented and were presented on the stage or in a procession like Prabhat Pheris or in social, religious and spiritual gatherings. The origin and growth of Indian traditional media reveals the fact that during the social reform movement in Maharashtra, the Tamasha of Satyashodhak Samaj and Jatra of Dr. Bhim Rai Ambedkar's followers made the vibrant and effective application of traditional media. The dominating forms of classical Indian dances which contributed tremendously are: Kuchipudi (Andhra Pradesh), Manipuri (Eastern Region), Kathkali (Keral), Kathak (North India), Orissi (Odisha) and Bharat Natyam (Tamil Nadu). The Sangeet Natak Akademy (National Academy of Music, Dance and Drama), established in 1953, brought about a lot of development in the area of dance, drama and music. Then again three institutions of national repute for dance, drama and music were established called (i) Kathak Kendra, New Delhi, (ii) Jawaharlal Nehru Manipuri Dance Akademi, Imphal, (iii) National Institute of Drama and Asian Theatre Institute, New Delhi. Yet another important traditional media wing called Song and Drama Division of the Ministry of Information and Broadcasting was setup in 1954. It made fullest use of contemporary, folk and traditional stages forms like



puppets, plays, ballets, ballads, dance, dramas, docu-dramas, harikathas in order to highlight the developmental activities in India. In 1976, the Light and Sound Wing was set up at Delhi and then in 1980, the next unit at Benglauru. In 1981, the Division established a Tribal Centre at Ranchi, which regularly covered the events of the states of Bihar, Madhya Pradesh and Odhisa with a view to bringing the tribals of these regions into the national mainstream. In 1967, its Armed Forces Entertainment wing was set up in order to enter Jawans posted in the Forward Areas. Then onwards, all these departments and wings have been covering events related to adult education, civic education, democratic values, developmental activities, health, prohibition, national integration and so on and so forth.

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## 5.2.2MERITS OF INDIAN TRADITIONAL MEDIA

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Indian Traditional Media have the following merits:

- (a) Close to the hearts and minds of the people.
- (b) Lot of empathy and sympathy in communication.
- (c) Appeal at personal and intimate level.
- (d) Soul-to-soul communication.
- (e) Far away from cross-cultural hurdles.
- (f) Rapport is direct, intense and immediate.
- (g) Communication hurdles are non-existent.
- (h) Enjoyed by the people of different age groups
- (i) Very cheap and inexpensive as compare to modern media.
- (j) Flexible in accommodating innovative themes.
- (k) Since they cater to smaller audience, so the influence is overwhelmingly intense and much deeper.
- (l) Frequent feedback of the audience is possible.
- (m) Sometimes, even audience participation likely in extreme and climatic circumstances.
- (n) More satisfying and convincing for our intrinsic and internal need for self-expression.



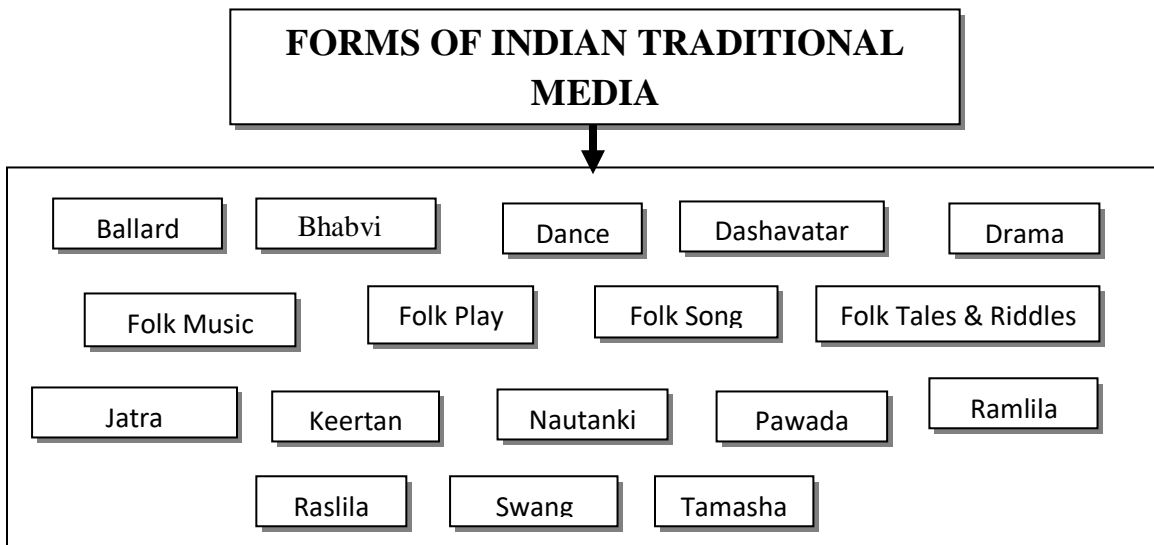
- (o) Originally these are live programmes. However, sometimes these programmes may be linked up with radio, television, film and other social online media.
- (p) These media have their roots in our ancient tradition, pristine culture, historical values and none-the-less significant morals.
- (q) Often used by public and private organisations on large scale in social, cultural, religious, spiritual, community and national development.

### 5.2.3 FORMS OF INDIAN TRADITIONAL MEDIA

There are a variety of forms of Indian traditional media which are as follows:

- (a)Ballard (b) Bhabvai(c) Dance (d) Dashavatar (e) Drama (f) Folk Music (g) Folk Play (h) Folk Song (i) Folk Tales & Riddles (j) Jatra/Ramlilla (k) Keertan (l) Nautanki (m) Pawada (n) Ramlila (o) Raslila (p) Swang (q) Tamasha

This can be shown with the help of the following figure:



(Fig. 5.2.1: Drawn by Mass Communication Student AsishDvedi)

**(a) Ballard:** The Ballard is a specific form of dance and a powerful vehicle of converting the rural minds, thoughts and attitudes towards improved and positive direction. Ballads like Lavine of Maharashtra, Garba of Gujarat, Gee-Gee of Karnataka, Kabigaur of West Bengal and Villupatta of Tamilnadu became pivotal and frontal. They played extremely vital roles in changing the rural



minds to the importance of social or political themes like social justice, public-welfare, national unity, women empowerment, cultural heritage, etc. The origin of message of the above ballads is replaced by different messages to suit the need of the hour and conformity of the place. No doubt, this gave impetus, timeliness and functional relevance and importance.

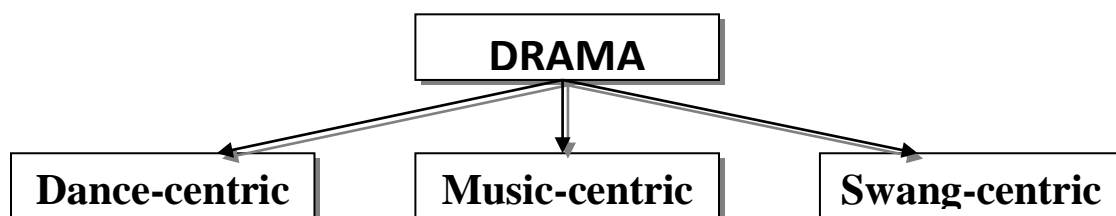
**(b) Bhavai:** It is a kind of folk drama which relates to North Gujarat. It is creative, colourful and vigorous form of folk dance. It is a purely religious and developmental folk dance which is performed spiritually before the Goddess Ambaji for eradicating illusion, ignorance and darkness all around. It mainly represents three categories: Pauranic (based on very old Hindi religious books), historical and social. And it has three principal characters: Nayak, Rangla and Rangli. Nayak is a main comperer also called Sutradhar or Manager. Rangli is the Jester or clown, whereas Rangli is helpmate of Rangla in order to check and control whether he keeps on track.

**(c) Dance:** It is a creative performing art which constitutes various systematic sequences of body movements. In this, the whole body movement is synchronized in such a manner that it becomes an effective message. This entire body movement has aesthetic and symbolic value and is considered as dance by performers and observers in a particular society and culture.

**(d) Dashavatar:** It is a religious folk theatre form of South Konkan. In fact, it is a Konkani variation, vibration and modulation of the Yakshagana of Karnataka. This is a re-enactment of ten incarnations of Lord Vishnu and the detailed story of lord and his profound devotees. Dashavatar is usually performed within the premises of a temple. This is because it is regarded as an act of worship.

**(e) Drama:** It is a creative art for the entertainment and recreation of the people. It is based on certain story. So it is properly and sequentially scripted. It is mainly of three types: (a) Dance-centric, (b) Music-centric, (c) Swang-centric.

This can be shown with the help of the following diagram:







(Fig. 5.2.2: Drawn by author's scholar DrBhupender Singh)

- (i) **Dance-Centric Drama:** It is primarily dance-oriented. The dance is dramatised in such a way that it gives an effective message in the form of infotainment or edutainment or infoedutainment. For example, Videsiya, Keertaniya etc.
- (ii) **Music-Centric Drama:** It is mainly music-focussed. The music is presented in the form of a drama in such a manner that it gives an appeal in the form of infotainment, or edutainment or infoedutainment. For example, Tamasha, Shekhawati etc.
- (iii) **Swang-Centric Drama:** It is a rare combination of swang and drama. Here the drama is presented with the help of a swang with a view to giving an effective message in the form of infotainment, edutainment or infoedutainment etc. For example: Bharat, Nakal, Bahuripiya etc.

Hence, dance, in different forms, informs and educates with the help of entertainment and recreation. It also convinces and persuades the people on some specific issue indirectly or in a round-about way. It indirectly persuades with the help of historical, religious, social and humorous dances. In these dances, the soul of our Indianess lives and if our traditional dance media properly promoted, then Indian people can easily say good-bye to the western obscene and vulgar presentations. Overall, it encompasses the complete inner personality of the villagers.

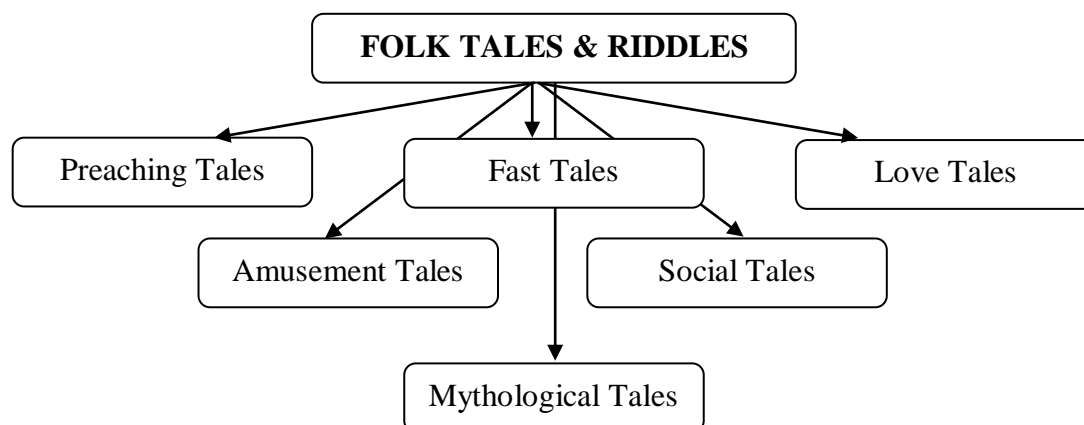
(f) **Folk Art:** It is a specific form of creative art which is often performed on the auspicious occasion of 'Laxmipuja', 'RakshaBandhan', 'Devothani', 'Ekadashi'. In this folk art, innovative and creative picturisation is performed. Artistic picturisation on walls of an institution or roads (specially 'Chauraha' or 'panchraha') are all glaring examples of folk art as these are the signs and symbols of our Indian culture and heritage. Yet other examples are picturisation with the help of 'cow-dunk' on the occasion of 'govardhanpuja'. Creative tattoos on our body are yet another examples. There are so many folk music in India of which 'Baul' and 'Bhatiali' of West Bengal, 'Doha' of Gujarat, 'Chaiti' and 'Kajri' of UP, 'Karkalli Pattus' of Kerala, 'Bihu' of Assam, 'Mand' and 'Panihari' of Rajasthan, 'Rauf & Chakri' of Kashmir, 'Sua' and 'Dadaria' of MP, Mando & 'Dhalo' of Goa and 'Boli' of Punjab are the most popular one.



**(g) Folk Play:** It is yet another means of entertainment and recreation. For example, dance of ‘Bandar-bandari’, ‘Bear-dance’, ‘Snakes- show’, ‘Rope-walking’ of movement of a boy or a girl across the burning tyre. It also includes ‘Shadow- play’, ‘Music- show’ etc.

**(h) Folk Song:** It is a song composed and written by the folk sung by the folk and listened by the folk. It is a musical form of communication. It belongs to each and every region in different forms. It is sung on specific occasions and festivals. These songs uniquely strengthen and invigorate the sense of socialisation, social democracy and prove to be instrumental in fostering the mutual understanding among the regional language states. For instance, folk songs pertaining to harvest can carry new sense like the use of fertilizer and preservation of food grains and innovative themes like improved and modified method of cultivation. In the words of a noted communication expert S.K. Panigrahy, “Attitudes which have been inherited as part of tradition and are unamendable to change, could be modified by pressing into service, the folk songs of the region. Another communication expert Shyam Parmar aptly remarks, “The national movement led by the Congress and Mahatma Gandhi also left its imprints on hundreds of folk songs. History reveals the facts that in times of war and political upsurge, purposeful messages evolved within the format of popular musical styles, have been used to boost up the morale of the soldiers and mobilise the workers and peasants in their vigorous creative expression of the leftist movement in India.”

**(i) Folk Tales & Riddles:** Folk tales are such popular tales which are either in oral form or in written form. It is transferred from one generation to the other. These are of six types. (a) Preaching Tales, (b) Fast Tales, (c) Love Tales, (d) Amusement Tales, (e) Social Tales, (f) Mythological Tales.





(Fig. 5.2.3: Drawn by author's scholar Dr Bhupender Singh)

All these tales having the following characteristics:

- (i) Touch of love.
- (ii) Feeling of love.
- (iii) Priority of mystery, thrill and supernaturalism.
- (iv) Simplicity of description.
- (v) End of the tale by chance.
- (vi) Combination of dutifulness and fatism.
- (vii) Excess of presentation of nature.

On the other hand, folk riddle are expressed with the help of proverbs, sayings and riddles. A lot of popular riddles are found in Mahabharat and the Jataka tales. A very general type is the 'kenning' among the tribals of Madhya Pradesh. This type is used in talking about taboos or dangerous objects. For, example, a tiger is considered to be the hornless bullock when talked about in the night.

**(j) Jatra:** It is folk theatre of eastern India especially of West Bengal and Odhisa. It generally relates to the lives of 'Krishna' and 'Radha'. It has turned out to be successful in propagating the 'Bhakti' cult and later the 'Shakta' cult. Noted film star UtpalDutt has used the 'Jatra' in his plays for political education. It is presently attracting a lot of attention as a tool of non-formal education in developing countries like India. Hence, it brings a community together and creates an environment of co-operative thought and action.

**(k) Keertan:** It is a type of monodrama or a concentrated drama. The ancient Saint, Maharshi and Devarshi Narad is believed to have practiced and invented this form.

It is also called Harikatha or Harikeertan and is believed to have spread from Maharashtra to Karnataka and Karnataka to Tamilnadu. It is associated with bhakti movement in religion and



spiritualism. Keertan has been frequently used and performed by saints like Kabir and Tukaram for the teaching of Hinduism and also to bring about social changes and political reforms. Three types of Keertan are popular in India: (a) NaradiyaHarikatha (b) WarkariHarikatha (c) NationalalistHarikatha



(Fig. 5.2.4: Drawn by author's scholar DrBhupender Singh)

The latest one that is Nationalist Harikatha is often used by the central and state governments to educate the people on national integration, democratic values, family planning and developmental activities with the help and support of Keertankars.

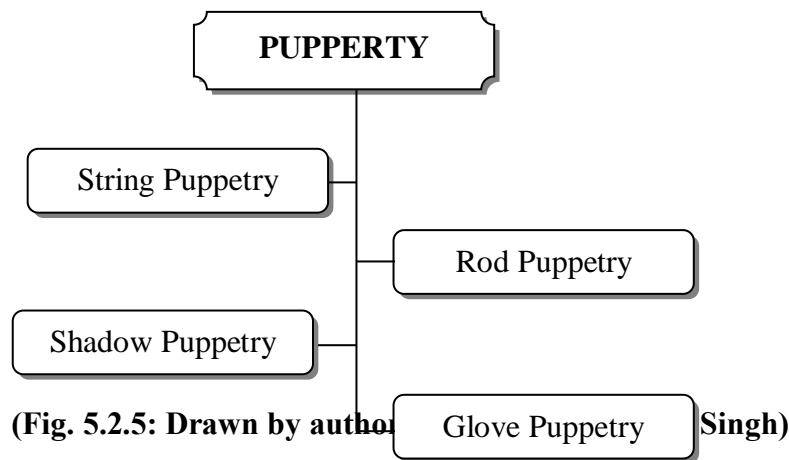
**(l) Nautanki:** It is a folk theatre of North India which is generally performed in an open space. It is basically a dramatic format of small units linked by a 'Sutradhar'. Its central idea is based on ancient epics and from folklore like the tale of Laila and Majnu or the gallant performance of AmalSingh, Rathod and Sultana Daku. Music plays a pivotal role in this folk drama. It gives acceleration and pace to Nautanki. Dholak and 'kettle drum' further add to its vigour and intensity. For example, Ghazal, Quawwali, Thumri, Dara, Sher, BahertabilChaubola, Doha, etc. These forms of Nautanki are performed for social, cultural, economic, religious, spiritual and political comments on contemporary issues, events and leaders.

**(m) Powada:** It is a Maharashtrian folk ballad form which came to the light in the mid 16<sup>th</sup> century. Basically, it is dramatic in its nature and character and relates to the tales of issues and events of history. It is based on dramatic gestures and postures, narrating the gallant and heroic performance.

**(n) Puppetry:** It is a dramatic depiction with the help of creatures called puppets. At present, it is gaining importance as a means of educational communication. It is one of the oldest form of



folk medium in India. There are four types of puppetry: (a) String Puppetry (b) Rod Puppetry (c) Shadow Puppetry (d) Glove Puppetry.



- (i) **String Puppetry:** In this type, puppets are controlled with the help of long sting. It is manipulated, guided and governed by an artist. This is very popular in states like Andhra Pradesh, Karnataka, Odisha, Rajasthan and Tamil Nadu.
  - (ii) **Rod Puppetry:** This type of puppetry is the most popular depiction in West Bengal called 'PutulNauch'. This is large in size and dimension and are fixed to heavy bamboo sticks which are tied to the artists' waist. Artist controls and manipulates it with utmost care. This type of puppetry is also very popular in Japan and European countries.
  - (iii) **Shadow Puppetry:** It is called 'Chhaya Putti'. It is a dramatic expression depicted on a screen or wall with the help of shadow. It is very popular in Andhra Pradesh (known as ThohuBommallutta), Karnataka (TogaluCombe Atta), Kerala (TholpovaKoothu) and Odisha (RavanChhaya).
  - (iv) **Glove Puppetry:** It is also called 'Hand Puppetry' which is very popular in Odisha, Kerala and Tamil Nadu. It is controlled and manipulated with the help of glove and hand. It is manipulated with the help of first finger fitted in to hollow head and thumb and middle finger fitted into hollow hand of puppets.
- (o) **Ramlila:** It relates to the folk drama on the life of lord Ram. It refers to the thousands of Ram-related dramatic songs, dances, plays, theatres that are performed during Navratri and Ram



Navmi in India. It also depicts 'RavanBaddh' indicating the victory of good over evil. Ram is the seventh avatar and the central figure of the epic Ramayan. Hence, ramlila clusters round the life history of Ram which is enjoyed by the Indian people in a religious and spiritual manner.

**(p) Raslila:** It relates to the folk drama on the romantic life of lord Krishna. It refers to Krishna's romance related to dramatic songs, dance, plays, theatres that are performed during Janmastami. Lord Krishna is the eighth avatar of Lord Vishnu (Also described as the next avatar of lord Ram) and is the central figure of the epic Mahabharat. It has a lot of cultural, social, religious and spiritual importance in India.

**(q) Swang:** It is a type of folk drama which constitutes a rare combination of music, dance and poetry. There is no need for specific stage in a theatre. But Swang is performed anywhere under the open sky. The audience may be scattered on the floor or a field or a 'Chabutra' or sometimes even on the branches of trees.

**(r) Tamasha:** It is a folk theatre of Maharastra. It is an extremely lively and popular means of entertainment. The most important and well-known patron of this theatre was Bajirao-II, the last of the Peshwas, who introduced professional female singers into it for the first time. It starts with prayer called Gana to Ganesh, followed by a gualan, a milkmaid scene in which lusty dances, songs and sketches about lord Krishna and his several sweet Gopies are performed. It doesn't require a big stage. The artists in this act just wear simple and traditional Maharashtrian dress.

## 5.3 CHECK YOUR PROGRESS

**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

### MATCH THE FOLLOWING

LIST I	LIST II
A. Yakshagaan	1. West Bengal
B. Jatra	2. Assam



C. Bhavai	3. Maharashtra
D. Tamasha	4. UP
E. Bihu	5. Karnataka
F. Chaiti and Kajri	6. Gujarat

## 5.4 SUMMARY

- From time immemorial, Indian traditional media have been used for ethical, moral, social, religious, spiritual and political purposes. As compare to modern digital and satellite media, the traditional media are more intimate, personal, and familiar and close to the hearts and souls of the Indian people. Despite a lot of technological challenges, traditional media have come to survive because of more freedom, intimate appeal, empathetic approach, higher credibility and above all a regional personality. Indian traditional media work as a tool of transmitting tradition from one generation to another. These media are highly flexible, deeper, immediate, intimate and interwoven. They originated from Philippines to London and then dominated the Indian society in a big way. They work as an effective vehicle of social and cultural changes, and are often-exciting, action-packed and result-oriented. The Indian traditional media have several features like soul to soul communication, with appeal at personal and immediate level, far-away from cross-cultural hurdles, enjoyed by people of different age-groups, inexpensive, flexible in accommodating innovative themes, frequent feedback, participatory in nature, more-convincing, having roots in our ancient traditions, pristine culture, historical values and non-the-less significant morals.
- There are various forms of Indian traditional media like: Ballad, Bhavai, Dance, Dashavatar, Drama, Folk Art, Folk Music, Folk Play, Folk Song, Folk Tales and Riddles , Jatra, Keertan, Nautanki, Powada, Puppetry, Ramlila, Raslila, Swang, Tamasha, etc.

## 5.5KEYWORDS



**Indian Traditional Media:** Indian traditional media are those which are related to our old ancient traditions, values, morals, texts and festivals. It work as vehicles of transmitting tradition from one generation to another.

**Ballad:** Song or poem, in folk or traditional style, dealing with romance and love.

**Folk Music:** Music style consisting of a people's traditional songs and melodies.

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## 5.6 SELF-ASSESSMENT TEST

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1. What is the concept of Indian traditional media?
2. Describe the origin and growth of Indian traditional media.
3. Explain the advantages of Indian traditional media.
4. Describe the different forms of Indian traditional media.
5. Write short notes on the following:
  - (a) Indian traditional media.
  - (b) Origin of Indian traditional media.
  - (c) Forms of Indian traditional media.
  - (d) Merits of Indian traditional media.
  - (e) Ballad
  - (f) Bhavai
  - (g) Dashavatar
  - (h) Drama
  - (i) Folk play
  - (j) Folk tales and riddles
  - (k) Jatra

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## 5.7 ANSWERS TO CHECK YOUR PROGRESS

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- A. Yakshagaan of Karnataka
- B. Jatra of West Bengal
- C. Bhavai of Gujrat
- D. Tamasha of Maharastra
- E. Bihu of Assam





F. Chaiti and Kajri of UP

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## 5.8 REFERENCES & SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 6</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>HISTORY, ROLE, OBJECTIVES &amp; FUNCTIONS OF MASS MEDIA</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 6.0 Learning Objectives

#### 6.1 Introduction

#### 6.2 Mass Media

##### 6.2.1 History of Mass Media

##### 6.2.2 Role of Mass Media

##### 6.2.3 Objectives of Mass Media

##### 6.2.3 Functions of Mass Media

#### 6.3 Check Your Progress

#### 6.4 Summary

#### 6.5 Keywords

#### 6.6 Self-Assessment Test

#### 6.7 Answers to Check Your Progress

#### 6.8 References/Suggested Readings

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## 6.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able:

- To study the origin and growth of print media (newspapers, magazines and news agencies), electronic media (radio, television and cinema) and social media.
- To describe the role of newspapers, magazines, news agencies, radio, television, cinema and social media.
- To discuss the objectives of mass media.
- To explain the functions of mass media.

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## 6.1 INTRODUCTION

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In the previous lesson we discussed on Traditional media and their different forms here, In this lesson, we shall discuss on the history of print media (Including newspapers, magazines & news agencies), radio, television, cinema and social media, role, objectives and functions of mass media.

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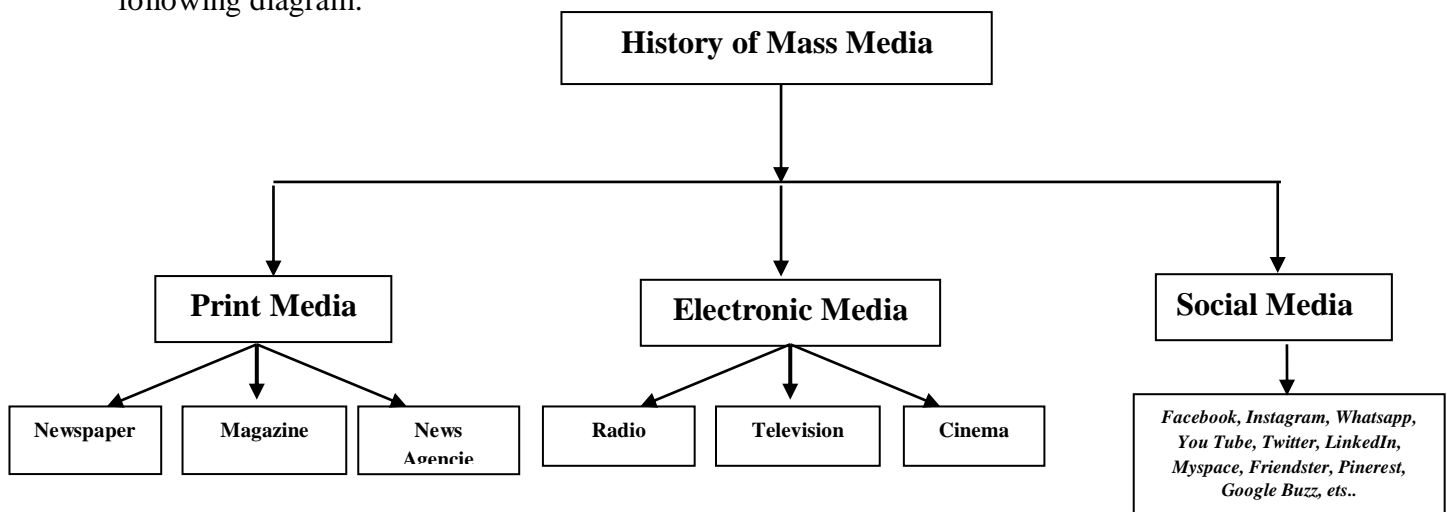
## 6.2 MASS MEDIA

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As discussed earlier, mass media is a vehicle of mass communication like radio, television, film, newspaper, magazine, internet etc. Both mass communication and mass media are synonyms of each other. But there is a hairline difference. Mass communication seems to be sociological in nature, whereas mass media appears to be technological in approach. For a very heterogeneous, anonymous, large and geographically scattered audience, communication without the help of a device or tool or technology or instrument or vehicle is impossible. Mass media is an extension of human voice. The growth and development of printing gave impetus to the enhancement of mass media including newspapers, magazines, periodicals, journals etc. In the 19<sup>th</sup> century, print media was also supplemented with telephone and telegraph. Though telephone and telegraph are not a means of mass communication, yet it also added tremendously to the growth of radio, television and other broadcasting techniques. The introduction of film in the 20<sup>th</sup> century in the form of motion pictures brought miracles. In 1920's radio broadcasting started and gave birth to television in 1940's. As a result, the 20<sup>th</sup> century saw the emergence of an era of mass communication. After the growth and development of mass media in India, it started playing different roles ranging from very positive to very negative like very positive, neutral, negative and very negative. Other than that it plays constructive, creative, reformatory and productive role in our society. The objectives of mass media or mass communication like that of communication is to inform, educate, entertain and persuade. And the functions of mass media are surveillance of the environment, correlation and cultural transmission. Since our focus will be more on mass media rather than mass communication, so the role of media technology is none-the-less significant. It is mainly because of these reasons that it becomes needful, relevant and important to comprehensively, discuss.

## 6.2.1 HISTORY OF MEDIA

It may be divided into the history of newspapers, magazines, news agencies, radio, television, cinema and social media. The history of media may be very well depicted with the help of the following diagram:



(Fig. 6.2: Drawn by Lily Sinha)

(a) **Print Media:** Print media mainly includes newspapers, magazines and news agencies. It also includes books of general interest, periodicals, posters, pamphlets, leaflets, etc. The invention of printing press by John Gutenberg of Germany in the 16<sup>th</sup> century was revolutionary turning point in the history of mankind. Gutenberg is called the father of printing and his era is described as Gutenberg era in the history of mass communication, especially print media.

As far as **newspapers** are concerned, the first newspaper in India was started in 1780 by James Augustus Hickey called 'Hicky Gazette' or 'Bengal Gazette' or 'Calcutta General Advisor'. James Augustus Hickey was both publisher and editor of this newspaper. This newspaper reflected the prevalent moral decadence among the Europeans in India and Hickey himself was not free from the vices of his age. But his enthusiasm and spirit of defiance against a powerful authority and the purpose of his journal was open to all the parties. But it was influenced by none. His paper was mainly focused on the British in India. It totally ignored the aspiration of the local people. The weekly paper known as 'Samachar Darpan' was published in



May 1818 by the Baptist Missionary Society. It was a major reflection of the progressive views of the era. Ram Mohan Roy's first Bangali tract on Sati was brought out in 'SamacharDarpan'.

As far as the **magazines** are concerned, another newspaper in the form of a monthly called 'Dig Darshan' in Bengali was published and had become the first monthly magazine in any Indian language. This pioneering magazine was also the outcome of committed endeavour by the Baptist Missionary Society. By 1821, there was ten newspapers in India and all of them were published from Bengal.

Out of these ten newspapers, nine of them were in Bengali and one was in Persian. In 1812, a newspaper in Gujarati, known as Bombay Samachar was published from Mumbai. It is still the oldest surviving newspaper of India. Madras (NowChennai) and Bombay (NowMumbai) soon started 'The Madras Courier' and 'The Bombay Haralad' which later merged with the 'Bombay Courier'. Other Vernacular newspapers like 'Mumbai Vartaman' (1830), the Jam-e-Jamshed (1831) and the "Bombay Darpan" (1850) were brought out which started dominating the Indian journalistic circle.

The first Hindi newspaper (Weekly) 'UdantMartand'( meaning the rising son) was published in 1826 from Calcutta (now Kolkatta) by Pt. Jugal Kishore Sukla. In course of only another fourteen years, newspaper in most of the Indian languages like Tamil (1831), Telgue (1833), Marathi (1832), Urdu (1836) and Malyalam (1840) were brought out. All these newspapers depicted the growing socio-economic and political awareness of the Indians.

'The Times of India (1838)', 'The Pioneer (1864)', 'The Madras Mail (1868)', 'The Amrit Bazar Patrika(1868)' and 'The Statesman(1875)' came into existence.

As far as **news agencies** are concerned, there were four news agencies called 'Press Trust of India', 'United News of India', 'HindSamachar' and 'SamacharBharti'. But during emergency, HindSamachar and SamacharBharti had their natural deaths. All these Indian newspapers and news agencies contributed a lot during the Indian freedom movement. These papers also spread the feelings of national integration, cultural heritage, social awareness, human rights and democratic feeling. During the period, journalism was practiced with a missionary zeal and professional commitment. The Press Trust of India (PTI) was established on 27<sup>th</sup> August, 1947.



It took over the 'Associated Press of India' (a news agency established in 1908) and the Indians operations of the Reuters news agency. Then the Hindi wing of PTI called 'BHASHA' was set up in April, 1986. The PTI photo, the country's first wire photo service was started the very next year in 1987. Yet another news agency called the 'United News of India' was set up on the 10<sup>th</sup> November, 1959 which started its news operations from 21<sup>st</sup> March, 1961. Then its Hindi wing called 'UNIVARTA' and a national photo service were started in 1987.

**(a)Electronic Media:**Electronic media mainly includes radio, television and cinema.

As far as **radio** is concerned, it was started in the earlier part of the 20<sup>th</sup> century. In 1873, Count Guglielmo Marconi invented the telegraph system which was improvised further leading to the development of Radio transmission. It is considered to be another important milestone in the journey of the civilization of mankind. The first broadcasting station in the world was started in East Pittsburg, Pennsylvania (USA) on 2<sup>nd</sup> November, 1920. The first radio programmes were broadcast in England in 1920 though the British Broadcasting Corporation went on the air with its frequent and regular programmes only in 1922. India did not lagged far behind. The first radio programme in India was broadcast by the Radio Club of Bombay in June, 1923. A regular broadcasting went on the air from June, 1927 on experimental basis from Bombay and Calcutta simultaneously when the Indian Broadcasting Company Limited came into existence. In 1930, Indian Broadcasting Company was renamed as Indian State Broadcasting Service (ISBS). It was later renamed as All India Radio on 8<sup>th</sup> June, 1936. On 2<sup>nd</sup>, October, 1957 the 'Vivid Bharti' was started as a service of 'light enlightenment' to compete with radio Cylone. Then Frequency Modulation (FM) Radio was started in 1977. But it was properly activated in 1992 only. Yet another development took place in 1997, when broadcasting media got freedom from government control in the form of establishment of PrasarBharati (Broadcasting Corporation of India).

As far as **television** is concerned, the first television broadcasting was started in 1928 in US, then in 1929 in UK, Germany, Australia and Nitherland. In 1931, it was set up in France, Canada and Soviet Union. As far as India is concerned, it was started on 15<sup>th</sup>, September, 1959 in New Delhi as an experimental TV station with a limited range of 40 kilometers and limited audience of 180 teleclubs. In 1961, education TV programmes on science for teachers were



introduced. In August, 1965, entertainment programmes were introduced under the pressure of TV manufacturers and the public. In January, 1967, KrishiDarshan programmes for farmers in 80 village teleclubs in Delhi, Uttar Pradesh and Haryana were started. Thus Indian television started rural programmes. It was on 15<sup>th</sup> August, 1982 that the national programme on Doordarshan was started. It was in 1982 itself that the colour TV was introduced. Doordarshan's live coverage of the Asiad and the Non-Aligned minister's conference got very high appreciation.

As far as **television channels** are concerned, CBS TV channel was started in 1928 in USA. Then came the National Broadcasting Company in New York. After that FOX in LOS Angeles and New York, FOX News channel in US, Entertainment and Sports Programming Network (ESPN) in 1979 came in US.

As far as **Indian TV channels** are concerned, there are currently about 900 permitted private satellite television channels in India as of September, 2018. Tamil-language television 'Sun TV' has the highest viewership as per the BARC India's latest report. Then came ZEEAnmol (Hindi), Sony Pal (Hindi), Sony Max (Hindi), Zee TV (Hindi), Star Maa (Telugu), Colors (Hindi), Sony Wah (Hindi), Star Bharat (Hindi) and Star Plus (Hindi).

As far as **cinema** is concerned, the history of cinema in the world is not clearly mentioned and defined, yet the public screening of ten of 'Lumiere Brothers' short film in the Paris (France) on 28 December, 1895 is described as the first projected cinematographic motion pictures. India doesn't lag far behind. Within only six months, the first 'cinemagraphe' show was held in India at the Watson's Hostel in Bombay on the 7<sup>th</sup> July, 1896. In 1897, a film was presented by Prof. Stevenson at Calcutta's Star Theatre. This highly encouraged an Indian photographer Mr. HiralalSen, who in 1898 made a film called 'The Flower of Persia'. The first exposing of celluloid in camera by an Indian and its consequent screening was carried on in 1899, when HarishchandraSakharamBhatwadekar known as 'SaweDaba' shot a film called 'The Wrestlers'. This film showed a wrestling match at the Hanging Gardens in Bombay. The idea of a feature film came much later and the first Indian feature film titled 'Shree Pundalik' was released in Marathi by Dadasaheb Torne on 18<sup>th</sup> May, 1912 at coronation cinematograph, Bombay. But it was DhundirajGovind, well-known as DadasahebPalkhe, who made a full-fledged feature film entitled 'Harishchandra' in 1913. That is why DadasahebPalkhe has been



described as the ‘Father of Indian Cinema’. In 1920s, there were accelerated growth of films and India started producing more films than Great Britain. At present, India is producing more than one thousand films per year.

**(c) Social Media:** It includes new media like Facebook, Whatsapp, Twitter, Youtube, LinkedIn, etc. Technology started changing fast during the 20<sup>th</sup> century. After the first super computer was invented in 1940s, scientists and technologists started creating networks between computers, which gave birth to the internet. By 1970s, networking improved tremendously. During 1980s, home computers became very common and social media were becoming very sophisticated. Internet chats were first used in 1988 and continued to be very popular in 1990s. In 1997, it enabled the users to upload a profile and make friends with other users. In 1999, the first blogging sites became prominent and social media started expanding rapidly. Sites like Myspace and LinkedIn gained momentum in early 2000s. YouTube came to the light in 2005. It created an easy access and a situation for people to communicate and share with each other across the globe. In 2004, Mark Zuckerberg launched Facebook just for Harvard students. By 2006, Facebook and Twitter both became very popular throughout the world. The popularity of SMS in 2006, inspired Jack Dorsey, Biz Stone, Noah Glass and Evan Williams to create ‘Twitter’. At present ‘Twitter’ has over 500 million users. Then came ‘Instagram’ which caters to photographic communication in a very easy and smooth manner. Wikipedia was launched in 2001. Then came ‘Friendster’ in 2002, but closed in 2015. LinkedIn and Myspace came into being in 2003. YouTube appeared in 2005, which opened entirely new method of communication. 2010 saw the birth of Instagram, Pinerest and Google Buzz. Whatsapp was launched in 2009. Brian Acton and Jan Koum are the founders of whatsapp. They were refused a job in facebook at some point of time and hence they entirely focused on whatsapp. It gained further momentum and by the end of 2016 whatsapp had more than 1 billion users.

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## 6.2.2 ROLE OF MASS MEDIA

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Before independence, the role of media was to contribute to our freedom movement. But after independence, the country is facing so many economic, social, political, cultural, educational and spiritual problems. On economic fronts, there are a lot of problems like poverty, inequality, inflation, unemployment, lack of industrialization, excessive dependence of the population on





agriculture, etc. In solving all these economic challenges, media has a vital role to play. And different media have different roles as their target audience are also different. Newspapers and magazines educate the educated people. Its audiences are not only literate, but they should be media literate and media centric. Radio is the cheapest and the widest media. It has the highest access even among illiterate and poverty- stricken people. Hence, radio plays a much better and more effective role in catering to the problems relating to such people. Similarly television has different target audiences and it plays an important role in catering to the issues like poverty, unemployment and other economic needs. As far as newspapers and magazines are concerned, they even sometimes educate the policy makers, trend setters and planners of the country. That is to say is that again the target audiences are different. Hence they tackle the economic challenges like inequality, poverty, price-rise, etc. in an entirely different manner.

Similarly, we have so many social problems like child abuse, child exploitation, child labour, female feticide, dowry deaths, youth frustration and age-old problems of senior citizens. Again all these social evils can be tackled differently by different media in accordance with their target audience. Here, the role of all these media whether print media or electronic media or social media are audience-centric. They have to read the pulse of their audience, read their psychologies, attitudes and mind-sets, and then to play the role accordingly.

Again we have so many political issues relating to the ruling parties, opposition parties, parliamentary and assembly turmoils. All these issues can be again handled differently by radio, cinema, television, newspapers, magazines and social media according to the nature and the attitude of the audiences. In the same manner there are so many educational problems relating to primary education, secondary education, higher education, technical education, professional education, adult education, non-formal education and so on. All these problems come up as challenges for different media in a different manner depending on the mission and vision of the audience and the government concerned.

Similarly, there are problems of religious nature like Hinduism, Islamism, Christianity, Sikhism, Jainism, and Buddhism and so on. All these issues are handled differently by different media. That is to say that radio, television, cinema, newspapers, magazines and social media



have a vital role in addressing the above-mentioned religious issues again depending on the nature and character of their respective target audiences.

As far as spiritual issues are concerned, radio, television, cinema, newspaper, magazines and social media have different role in solving such problems. Spiritualism is a process of attainment of self-knowledge. In this process, it generates, issues like soul, super soul meditation, raj yog, bhakti yog, karmayog, etc. In all over media, we have the columns and time related to such issues. As far as social media is concerned, there are so many website editions of media which cater to the spiritual problems and issues.

In addition to radio, television, film, newspaper, magazine and social media, there are so many traditional folk media also which have a different role under different occasions and circumstances according to different target audiences. We have already discussed various forms of Indian traditional media in our earlier lessons and they all have different audiences having different horizons, visions and attitudes.

Thus all the different media whether traditional or modern or social have different roles according to their audience and concerned issues relating to politics, economy, culture, society, education, religion, spiritualism etc.

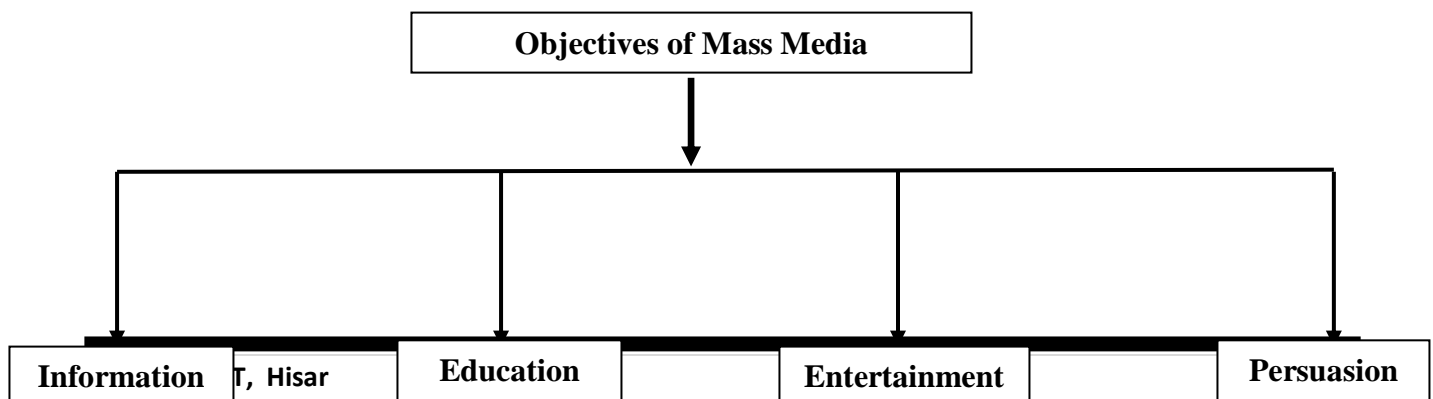
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### 6.2.3 OBJECTIVES OF MASS MEDIA

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The main objectives of mass media are as follows:

- (a) Information
- (b) Education
- (c) Entertainment
- (d) Persuasion





(Fig. 6.2: Drawn by author's scholar SudeshChahar)

- (a) **Information:** The main objective of mass media is to give information to the people, the target audience. Whether it is newspaper or magazine or radio or TV or film or social media, the first and foremost objective of a media is to provide the facts, news and basic information of the events that have occurred.

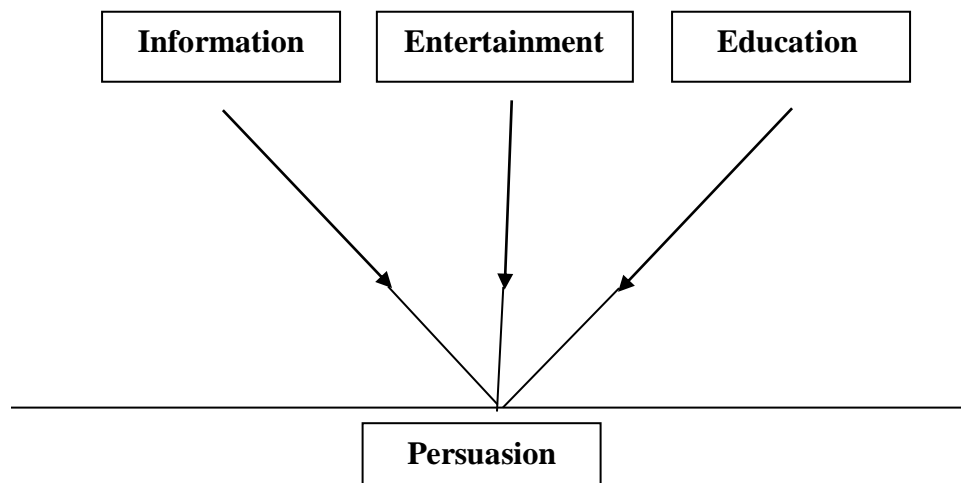
Man is a social animal. It has to live in the company of other people in close proximity. Information is the only link and even linchpin of the society. Hence, the first objective of any mass media is to inform its diversified, heterogeneous, anonymous unstructured and shapeless audience. It has to keep people abreast with the latest events, news and tidings in our own region and around the world. As discussed earlier also that different mass media have different target audiences. As a result, they inform different categories of people differently and specifically. In our rural society, the word-of-the-mouth technique is still the most popular and prevalent means of disseminating information. Thus, mass media inform about events and conditions of the society and the world, indicate relations of power and facilitate innovation, adaption and progress.

- (b) **Education:** It is another very important objective of mass media. It is the creation of awareness through thoughtful interpretation of information. Mass communication, no doubt, provides a brand platform with lot of opportunities for presenting diverse news, views, reviews, interviews, previews, and solutions, models for several problems, issues and environmental initiation. Apart from that, being serious analysers of such issues and problems day in and day out, the mass media agencies develop certain expertise in such matters. Thus, mass media are designed to educate people by creating awareness about what course of action is to be taken in a movement of extreme crisis.

- (c) **Entertainment:** Another important objective of mass media is to entertain the respective target audiences. Many people are dependent on mass media purely for entertainment.

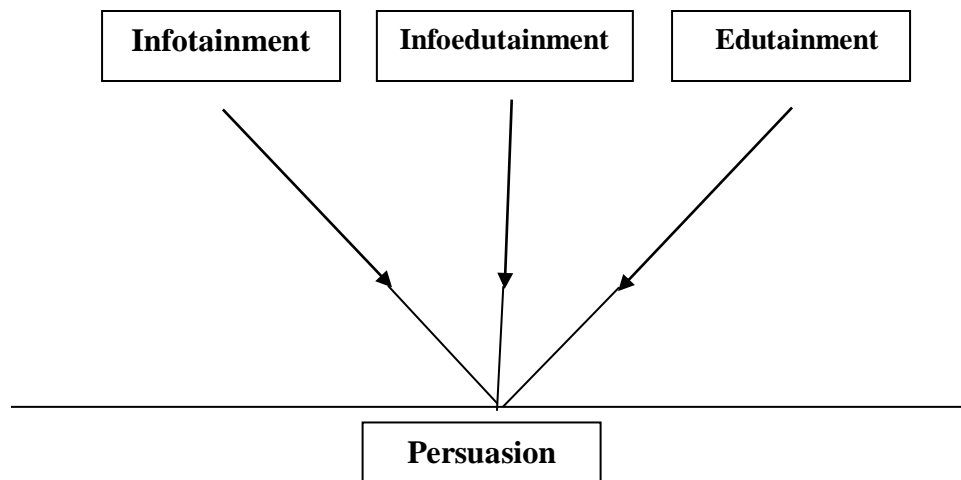
As per the latest report, there is a growth of 38% in entertainment industry which is unprecedented. Entertainment helps to pass the time easily and to relax comfortably with friends and family members.

- (d) **Persuasion:** Last but not the least important. Persuasion is such an objective of communication which brings about change in human mind, human personality and human character. It is the ability of the media to convince the target audience for qualitative and quantitative change in positive direction. In fact, persuasion is the ultimate objective of any mass media which brings about reformatory change by informing, educating and entertaining people. Hence, persuasion is that point on which information, education and entertainment merge together. Therefore, it totally depends on the skills of the communicator to mix information, education and entertainment in such a proportion that it becomes persuasive. This can be easily understood with the help of the following figure:-



(Fig. 6.3: Drawn by author's scholar SudeshChahar)

In this very process, sometimes even infotainment, edutainment and infoedutainment are mixed in a judicious proportion so as to bring about positively persuasive changes. The following figure makes it even clearer:

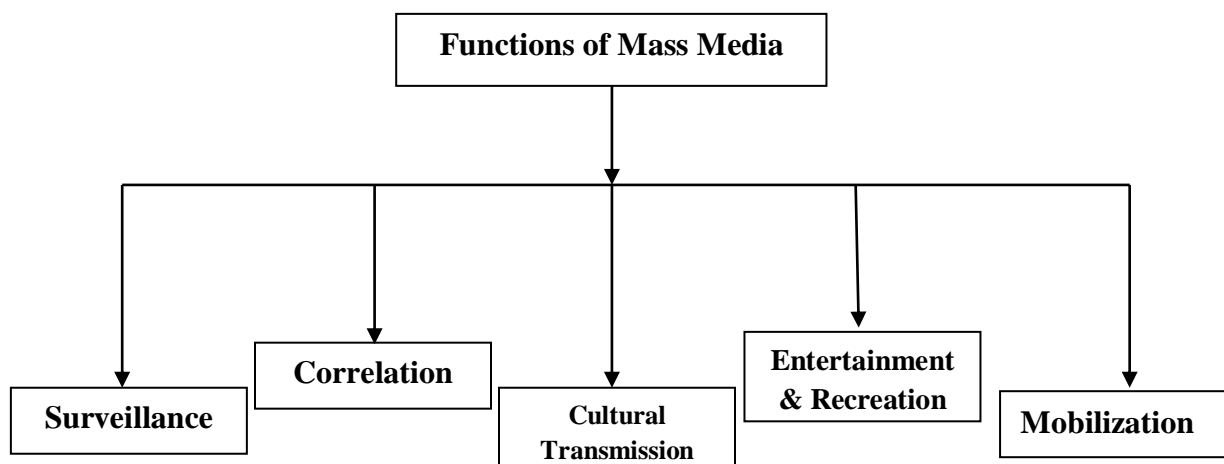


(Fig. 6.4: Drawn by author's scholar SudeshChahar)

## 6.2.4 FUNCTIONS OF MASS MEDIA

We have already discussed the functions of mass communication in our earlier chapters. It has also been pointed out that mass communication and mass media are synonyms of each other. Yet there is a hairline difference between the two. Mass communication is more sociological in nature, whereas mass media is more technological in approach. As far as the functions of mass media are concerned, it has been very well elaborated by Harold D. Lasswell (1948) and Wright (1960) about which we have already discussed directly or indirectly.

However, the most important functions of mass media may be pin-pointed here with the help of the following figure:





(Fig. 6.5: Drawn by author's scholar SudeshChahar)

- (a) **Surveillance:** The most important function of mass media is to keep a close watch on each and every event of society and to report events of public interest. This is often described as surveillance function of mass media or close monitoring of the environment by the mass media. The collection of news and then disseminating them is the pivotal point to the surveillance of the environment.

As discussed earlier also that the mass media as their watchdog function are often given the onus of keeping watch over the society and unearthing the society about such information that may be of concern to the members of the society. Media is also supposed to interpret such information. Hence, mass media is also regarded as watcher.

- (b) **Correlation:** It has an important function to correlate the prevailing variables and sub variables of the society in response to the environment. As a result, correlation refers to the interpretation of information through facts and comments, prescribes how the members of the society should react to these events. Thus, the functions of mass media refer to how media's relations of certain news and their interpretation attract and how the society perceives and reacts to it. Mass audience attitudes towards political issues, events, public policies, etc. are influenced to an extent as to how mass media produces and frames the issues in their discussions and discourses.

In this way, mass media as correlating functionary should explain, interpret and comment on the meaning of events of information. It should provide support for established authority and norms. It should help socialize and coordinate separate activities. It should be instrumental in consensus building and setting orders of priority and signaling relative status.

- (c) **Cultural Transmission:** The mass media is supposed to keep the culture and heritage of our prevailing society fully alive and active. The performers of mass media pass on social heritage by acting as a mirror to the society so that the exact picture of the society is reflected.



Thus, this function of mass media relates to the power and potentiality of the media to teach the prevailing culture, orders, values and rules that exist in a society and ensures the transmission from one generation to another. Mass media also transmits cultural norms by interpreting the information that passes through the gates. In addition, culture is transmitted through the various forms of entertainment items produced by the mass media.

- (d) **Entertainment and recreation:** These activities are very much helpful in escaping from the harsh realities of life. These activities are mainly designed for amusement without necessarily offering any other functional values. Entertainment and recreation reduce our tension and torrid drastically and make convenient for the people to adjust with various challenges and real life problems. These are equally helpful for societies to avoid any breakdown. Mass media help people to pass the time easily and relax comfortably with friends and family members. Moreover, entertainment and recreational activities remove the monotony of our life. Films and television soap opera serials help us fully harness our leisure time. But they also tell us how things were or how things could be. Thus, mass media as a functionary should provide a variety of entertainment and recreational activities, amusement diversion from monotony and the means of relaxation.
- (e) **Mobilisation:** George Bernard Shaw used to refer to the daily newspapers as “the poor man’s university”. Thus, mass media is regarded as a teacher providing mental and intellectual enlightenment to the society. And with the spreading of education, yet another function of mass media emerges as mobilization in which the media tries to promote the society’s interest, especially in a movement of crisis. Here the media mobilizes public attitude in favor of development of society, polity, economy, culture, education, religion, spirituality and consideration for gender, region, zone, country, etc. Thus mass media as mobilizing functionary should campaign for social objectives in the sphere of politics, war, economic development, social work and sometimes religion. Hence, mobilization and optimism of utilization of social resources in terms of human capitals, material resources and natural resources are equally important function of mass media.



## 6.3 CHECK YOUR PROGRESS

**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

### MATCH THE FOLLOWING

LIST I	LIST II
A. Objective of mass communication	1. Illiterate audiences
B. Radio	2. Audio-visual form of mass media
C. Internet	3. Folk Theatre
D. Television	4. Newspapers
E. Most credible form of mass communication	5. Social Media
F. Traditional form of mass media	6. To inform and educate the masses

## 6.4 SUMMARY

- The invention of printing press by John Gutenberg of Germany in the 16<sup>th</sup> century brought about a revolutionary change in the history of mass media. From the basic idea of the printing press of Gutenberg, state-of-the-art printing machinery has been developed today. Yet John Gutenberg is described as ‘father of printing’ and pioneer of the era of mass media. After that there was a long gap of activities in the history of mass media. But in 1873, Count Guglielmo Marconi invented the telegraph system which was improvised further leading to the development of radio transmission. And this is considered to be another milestone in the journey of the civilization of mankind. In the post-World War I scenario, TV was invented by John Loggy Bayard. By the mid-20s, radio started growing tremendously ensuring that most of the households in the USA had at least one radio set. They were supported by more than 700 small and big radio stations in that country even by 1927. At present, with the growth of





- satellite communication and information revolution mass media are growing day in and day out.
- Mass media, whether traditional or modern or social have different roles in accordance with their audience and concerned issues relating to politics, economy, culture, society, education, religion, spiritualism etc. The main objectives of mass media are to inform, educate, entertain and persuade. Information, education and entertainment are all very important. But I think the most important objective of mass media is to persuade, i.e., to bring about positive change in our attitude, aptitude, vision, outlook etc. Hence, persuasion may be described as primary objective of mass media whereas information, education, entertainment may be described as secondary objectives. Information alone is not sufficient. It is an important means of persuasion. Information is a powerful tool of persuasion. And persuasion is the end. Similarly, education is a means while persuasion is an end. What is the use of an education if it doesn't bring about a positive change in mankind? Similarly entertainment is not the ultimate objective of any mass media. Rather it is a soothing and relaxing tool. It is a lubricant in the persuasive process. Even entertainment media like film ultimately wants a positive change in the society. Thus, entertainment is also a means, while persuasion is the end. Persuasion brings about positive change in human mind, human personality, human capital and human character. It is the real ability of any media to convince the target audience for qualitative and quantitative change in positive direction.
  - The function of mass media as explained by Harold D. Lasswell (1948) and White (1960) are as follows (a) Surveillance (b) Correction (c) Cultural Transmission (d) Entertainment & Recreation (e) Mobilisation. Surveillance means keeping a close watch on the events of the society. This is a function of mass media, which works as watch-dog and reports events of public interest. Correction is another important function of mass media which correlates the issues and problems of the society and presents the situation in an entirely new manner. Cultural transmission is yet another function of mass media which transmits the culture, values, norms, heritage, etc. from one generation to another. Entertainment and recreation are equally important



functions of mass media. It presents the information, events, knowledge in a very interesting manner. It adds amusement and recreation to the communication. Mobilization is the last but not the least important function of mass media. Here mass media is instrumental in not only mobilizing the human resources and natural resources but also generates some new resources.

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## 6.5 KEYWORDS

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**Mass Media:**Media (radio, television, newspapers, periodicals, Web sites) that reach large audiences.

**AM Radio:**Radio broadcasting system based on a carrier wave of constant frequency but of varying amplitude

**Radio:**Transmission of sounds converted into electromagnetic waves directly through space to a receiving device, which converts them back into sounds

**Television:**Broadcasting by means of electronically transmitted visual signals.

**Social Media:** It includes new media like Facebook, Whatsapp, Twitter, Youtube,LinkedIn, etc.

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## 6.6SELF-ASSESSMENT TEST

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1. Discuss the origin and growth of newspaper in India.
2. Explain the development of social media.
3. Throw light on origin and growth of mass media in India.
4. Discuss the role of newspapers in the social development of India.
5. Describe the role of newspapers in the economic development of India.
6. Throw light on the role of mass media in the spiritual growth and development of India.
7. Discuss the role of magazines in the social development of India.
8. Throw light on the role of news agencies in the cultural development of India.
9. Throw light on the role of television in the spiritual growth and development of India.
10. Describe the role of cinema in the economic development of India.
11. Throw light on the role of cinema in the cultural development of India.



12. Write short notes on the following:

1. Mass Media
2. News Agencies
3. Cinema
4. Social Media
5. Origin of Newspaper

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## 6.7 ANSWERS TO CHECK YOUR PROGRESS

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1. Objective of Mass Communication----- To inform and educate the masses
2. Radio-----Illiterate audiences
3. Internet-----Social Media
4. Television-----Audio-visual form of mass media
5. Most credible form of mass communication--- Newspapers
6. Traditional form of mass media----- Folk Theatre

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 7</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>MASS MEDIA IN RURAL-URBAN DIVIDE, DIGITAL MEDIA AND ITS IMPACT ON MASSES</b>	

## STRUCTURE

The lesson shall be as follows:

### 7.0 Learning Objectives

#### 7.1 Introduction

#### 7.2 Mass Media in Rural-Urban Divide

#### 7.3 Digital Divide

##### 7.3.1 Impact of Digital Media on Masses

#### 7.4 Check Your Progress

#### 7.5 Summary

#### 7.6 Keywords

#### 7.7 Self-Assessment Test

#### 7.8 Answers to Check Your Progress

#### 7.9 References/Suggested Readings

## 7.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To study the mass media in rural-urban divide.
- To understand and explain digital media.
- To describe the impact of digital media on masses.

## 7.1 INTRODUCTION

Mass media plays a vital role in the development of our nation. It contributes tremendously in social, economic, political, cultural, educational, religious and spiritual development of the nation. But due to its uneven and unequal distribution, it creates an information-rich India and an



information-poor Bharat. That is to say that mass media is very much responsible for creating a gap between urban India and rural India which is often described as rural urban divide.

Mass media relates to a faster growth of the already developed and information rich urban society whereas it often fails to boost the underdeveloped and information poor rural society. Due to the growth of digital media, this gap between rural society and urban society has been further widened which is also described as ‘digital divide’.

Digital media has shown a very rapid and powerful impact on masses. It yawns the gap further. All the modern media are urban-based and urban-biased. More so in case of digital media. Though media is a mirror, yet the so-called modern digitalized media focuses more on urban society and ignores the rural society to a great extent.

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## 7.1 MASS MEDIA IN RURAL-URBAN DIVIDE

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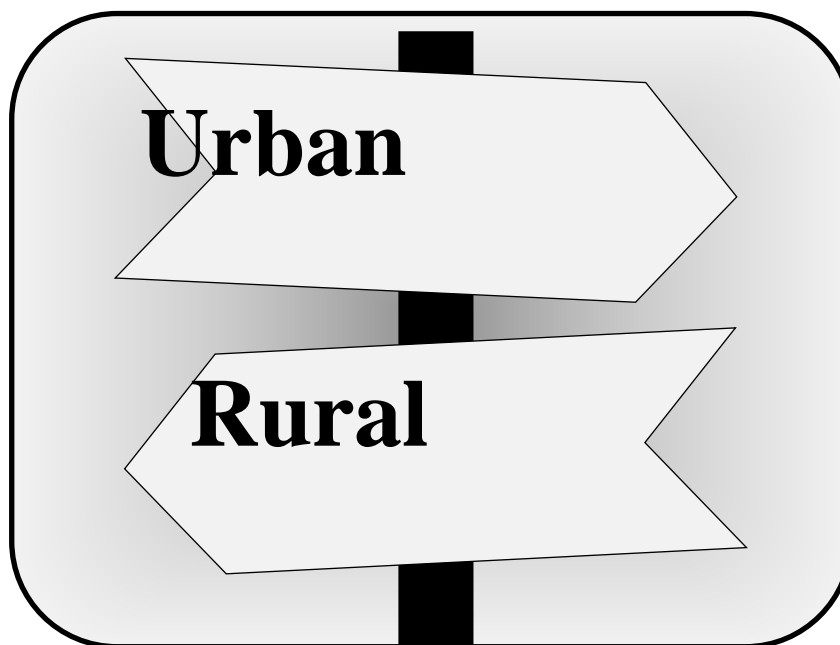
Mass media is urban-based and urban-biased. Whether it is newspapers, magazines, radio or television, it gives more coverage/space to urban society. It has more circulation or viewership also in urban society. The urban people have better reach towards the latest technologies. Whether it is laptop or mobile or personal computer, its advanced versions are not only easily available in the urban society, but the urban people also have the higher purchasing power. On the other hand, even an advanced version radio is not easily available in the rural areas. Even if it is available, then the problem of availability of power supply is missing in bigger part of Indian villages. Villages of Haryana, Punjab, Gujarat or Maharashtra may be richer and closer to the city. These villages may be even more developed and better equipped. Their purchasing power may be even higher. But majority of villages in India especially in ‘BIMARU’ states and North East are in a very bad shape. These villages are extremely backward and described as remote part of the country. To think of a better internet connectivity in such villages is still a day-dream.

As a result, the urban people have more access to information of any kind or from any media. On the other hand, the rural people are relatively away from the reach of the media. Newspapers of today reaches tomorrow in many parts of the Indian villages especially North-Eastern states and ‘BIMARU’ states. So is the case with magazines. Even print media organizations do not try

much to send the newspapers or magazines to the villages because of illiteracy, low purchasing power leading to even lesser demand for print media. Why a print media organization will make an extra effort to reach the villages, while their circulation is awfully low there due to many other reasons? As far as television is concerned, it is costlier and more dependent on power supply.

Again due to low purchasing power and lack of power supply, village people are not fully able to avail the benefits of television, especially that of the remote villages. Again the slightly educated and richer people of rural segment try to use the internet. But their penetration rate and connectivity are often low. Very recently there may be some changes in richer and closer-to-the-city villages of Haryana, Punjab, Gujarat and Maharashtra in the sense that the circulation of newspapers and magazines has started increasing due to gradual increase in literacy and purchasing power.

Such a scenario can be very well demonstrated with the help of the following diagram:



(Fig.7.2: Drawn by author's scholar DrBhupender Singh)

Some of the bigger print media organizations are now targeting rural audiences also because urban circulation are now getting a sharp decline on account of easy availability of website



editions of newspapers and magazines on mobile, laptop and personal computer. But still there exists a sharp difference of availability of information from modern media and social media as far as rural audience is concerned. Hence, it is described that Indian villages are information-poor whereas Indian cities are information-rich. Thus the growth of mass media is creating an information gap between urban and rural people. It is creating an information-rich India and information-poor BHARAT.

Hence, we say that mass media creates a rural-urban divide. This is not only in our country India. This is the scenario the world over. This is because village is technologically backward everywhere in the world. That is why it is called village as one of the basic characteristics of a village is that it is technologically backward. Since mass media is technological in its approach, so the rural-urban divide is but natural the world over. Thus mass media is creating a glaring disparity, especially in terms of digital media information, education, knowledge etc. between urban society and rural society.

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## 7.2 DIGITAL MEDIA

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This type of media is described as any media which are encoded in machine-readable format. It can be created, viewed, distributed, modified and preserved on digitally electronic devices. It was Charles Babbage who for the first time conceptualized codes and information by machines in the early 1800s. Digital media includes software digital images, digital audio, digital video, web pages, websites, etc. including new media and social media.

Digital media has brought about a lot of innovative changes in journalism, advertising, public relations, mass communication, social marketing, entertainment, education, politics, etc. Thus digital media provides digitalised contents in terms of texts, graphics, audio and visual. News from a TV network, newspaper, magazine, etc. that is depicted on websites or blog, are digital media which are based on translating analog data into digital data. It has led to a tremendous growth in internet and internet journalism creating even more rural-urban divide also called digital divide.

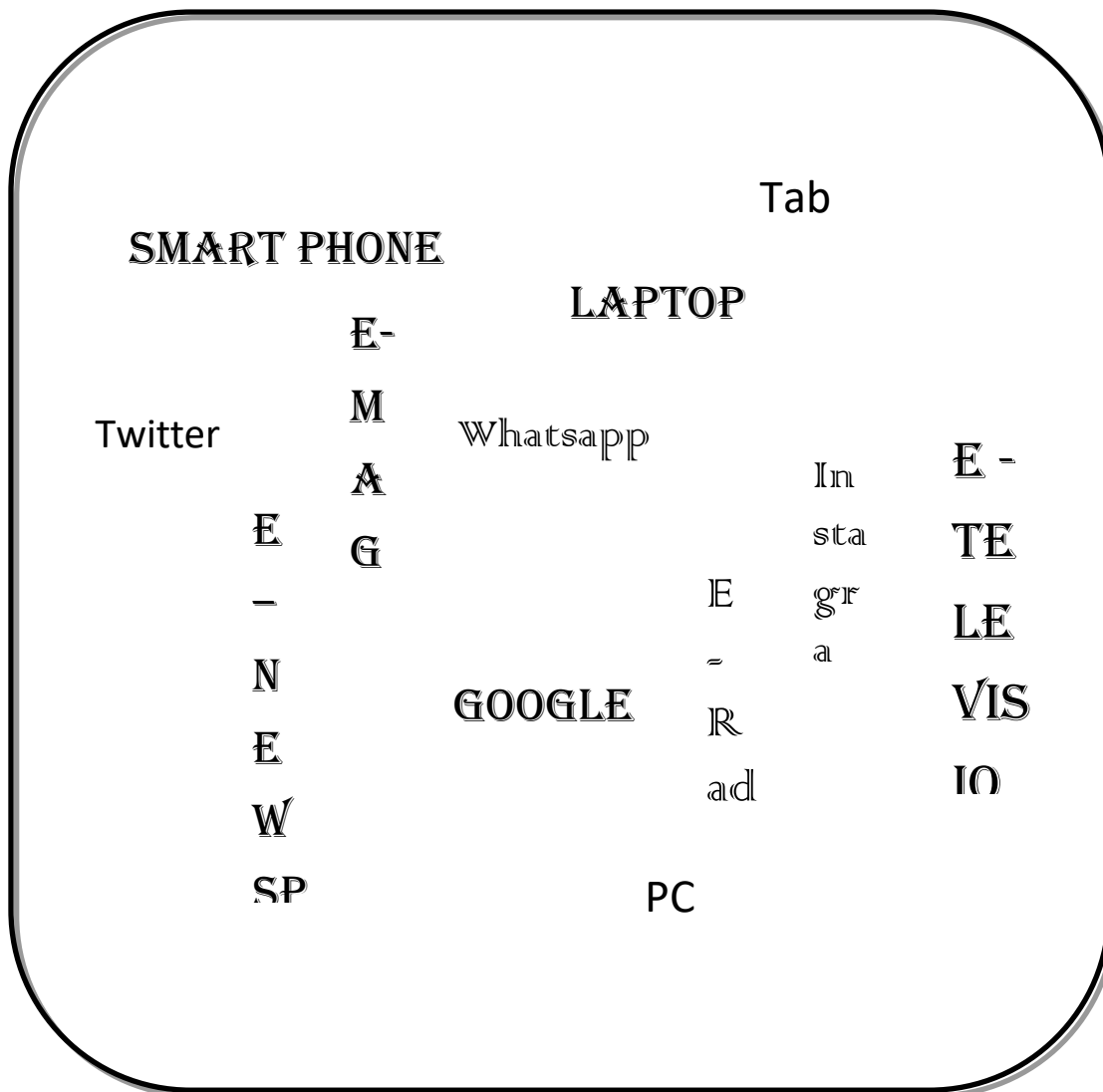
Hence, the digital media is also called online media. The closely related term with digital media is digital divide which describes the discrepancy between people who have access to





information technology and the people who don't have access to the information technology. The digital divide does exist between rural and urban people, between educated and uneducated and between more developed and less developed nations.

This can be presented with the help of the following diagram:

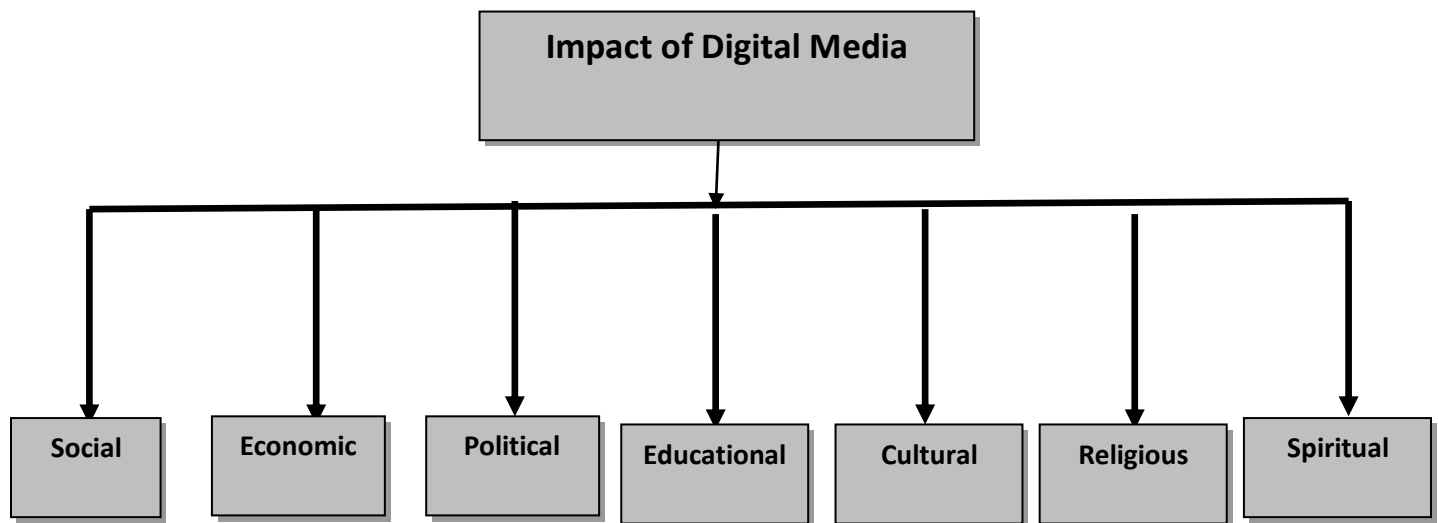


(Fig.7.3: Drawn by author's scholar DrBhupender Singh)

### 7.3.1 IMPACT OF DIGITAL MEDIA ON MASSES

Digital media is synonym of online media or internet media or web media or new media or social media. The digital media influences the masses in both positive way as well as negative way on issues relating to society, economy, polity, education, culture, religion and spiritualism. It influences our age-old pristine and traditional media also which are well-known for its empathy and sympathy.

Thus, the impact of digital media may be categorized as follows:



(Fig.7.3.1: Drawn by author's scholar SudeshChahar)

- (a) **Social Impact:** The digital media has positively as well as negatively influenced our society. On the one hand, it has brought distant people closer. But on the other hand, it has created a virtual society. It has established the relationship with the world. But at the same time, it has broken the relations with our neighbors and close associates leading to say goodbye to the real world. It helps in communicating in a fraction of seconds, but also helps in breaking in a fraction of seconds. It has led to over-communication due to easy accessibility and demystification. But over-communication has created over-frustration leading and requiring a vigorous study of media psychology. Students come to their villages from distant metropolitan cities to meet their parents. But when they sit close to their parents, still they are busy in their mobile set and laptop all through ignoring their parents and seniors. This has emerged as a vital psychological issues for both children and parents. Children get up in the morning and enter toilet room with a mobile to consume most of their cosmic energy in



the very beginning of the day. Not only that, they are busy on digital media day in and day out. Gradually the parents are also imbibing the same from their children and also engaging themselves in the social digitalised media because of lack of availability of any other kind of interaction.

Hence, this is becoming a way of life and the mobile is fast emerging as a 'Vashikaran Yantra' (controlling device).

- (b) **Economic Impact:** Again on economic fronts, there are positive as well as negative impacts. Take the example of online banking and online marketing. On the one hand, it has created a situation of an accelerated transaction. But on the other hand, people are not able to know when and wherefrom the amount is coming to their account. Even for purchasing an item, people have stopped going to the market. It is time-saving, money-saving and energy-saving. But at the same time, it is killing a real market world where there were a lot of interactions between the buyers and the sellers. Again it is creating a digital divide and disequilibrium in the society as a whole.
- (c) **Political Impact:** No doubt, the digital media has facilitated the political campaigning and political communication. But it has distanced politicians from the people and vice-versa as far as the real problems of our life are concerned. Only virtual political campaigning doesn't solve the real problems. They have minimised visiting to the people and so is the case with the people. Even people do not like to visit the politicians. As a result, a political schizophrenia still persists in a big way. Thus digital media politically influences the masses positively as well as negatively.
- (d) **Educational Impact:** Digital media has enriched the access of academic materials for the students and researchers on the one hand. But it has created a problem of copyright and plagiarism on the other hand. But in recent days a lot of anti-plagiarism software have been developed. Hence, it has become very easy to download something. But it has become equally easy to know where you have downloaded from? However, this problem still exists in vernacular languages, while English is far ahead. Sooner or later anti-plagiarism softwares will be developed even in vernacular language. But no doubt, it has created a big threat to the real teacher and created a virtual teacher like google as guru, twitter as teacher and You Tube as classroom enlightener without any satisfactory interactions.



As a result a lot of netizens, facebookins, whatsapins, youtubers, and twitters have emerged as new audiences in the media world. Conclusively digital media has both positively and negatively influenced the masses as far as educational and institutional activities are concerned.

- (e) **Cultural Impact:** Digital media has created a global culture rather than glocal culture. But it is more successful in promoting Western culture, which is adversely influencing our Indian culture. As a result, there is a lot of foreign aggression especially Western on the Indianness of our culture. It is very easy to look into the culture of different countries of the world. Along with that students and youngsters are generally influenced by media as well as the countries they visit.

Thus, Indian culture is posing a big threat and a variety of challenges especially after the arrival of digital media or digitalized social media.

- (f) **Religious Impact:** Digital media is also influencing our religions positively as well as negatively. Different religious philosophies and thoughts are easily transferred from one place to another in a fraction of seconds with the help of digital media. Not only text, but even video and audio are easily and quickly transferred.

Moreover, digitalized social media is giving birth to citizen journalism in a big way. Lot of religion lovers are writing their walls and blogs and posting their text, audio and visual on social media to strongly like, like, neither like nor dislike, dislike or strongly dislike a particular religion. It is well-supported with logistics and arguments.

- (g) **Spiritual Impact:** Spiritualism pertains to self-knowledge. It relates to exploring the self very deeply by the way of worshipping, meditating and penancing. Here digital media helps us a lot in knowing about a lot techniques and methodologies of spiritualism. It helps us learn the 'Universal Spiritual Mechanism'.

Moreover, people are also able to practice journalism in digitalized social media. This helps in a variety of spiritual knowledge, experience and ideas which are very useful for the masses.

Thus, there are a variety of impacts of digital media on masses which has been categorically discussed above.

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## 7.4 CHECK YOUR PROGRESS

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**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

### **FILL IN THE BLANKS**

1. .... is very much responsible for creating a gap between urban India and rural India.
2. In the early 1800s .....was the one who conceptualized codes and information by machines.
3. Digital media is also called .....
4. Digitalised social media is giving birth to ..... in a big way.
5. The lack of access to communication technology among people of different races, the poor, the disabled and the rural communities is known as.....

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## **7.5 SUMMARY**

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- Mass media plays a vital role in rural-urban divide. The rural-urban divide is a big threat and emerging challenge for Indian planners and policy-makers. It is a glaring disparity between rural and urban society in terms of information and communication. Digitalised mass media has shown a very rapid and a powerful impact on masses. It widens the rural-urban gap furthermore and creates an information-rich INDIA and an information-poor BHARAT. Hence digital media is often described as urban-based and urban-biased. Though media is a mirror, yet the so-called modern digitalised media focuses more on urban society and ignores the rural society to a great extent. Hence, we say that mass media creates a rural-urban divide. This is not only the case in our country India. This is the scenario the world over. This is simply because village is technologically backward everywhere in the world. That is why it is called village. Because village lacks technological advancement as its basic feature. Mass communication is sociological in nature but since mass media is technological in approach, so the rural-urban divide is but natural the world over. Digital media provides digitalised content in terms of text, graphics, audio, visual, etc. That is why digital media is called 'online media'. The digital divide does exist between rural and urban people, between educated and



uneducated and between more developed and less developed nations. There are a variety of impacts of digital media on masses. The digital media influences the masses in both positive and negative ways on issues relating to society, economy, polity, education, culture, religion and spiritualism. The impact of digital media may be categorized as:

- (a) Social Impact
- (b) Economic Impact
- (c) Political Impact
- (d) Educational Impact
- (e) Cultural Impact
- (f) Religious Impact
- (g) Spiritual Impact

- As far as the social impact is concerned, the digital media has positively as well as negatively influenced our society. On the one hand, it has brought distant people closer. But on the other hand, it has created a virtual society. It has established the relationship with the world. But at the same time, it has broken the relations with our neighbours and close associates leading to say goodbye to the real world. It helps in communicating in a fraction of seconds, but also helps in breaking in a fraction of seconds. It has led to over-communication due to easy accessibility and demystification. But over-communication has created over-frustration leading and requiring a vigorous study of media psychology. Students come to their villages from distant metropolitan cities to meet their parents. But when they sit close to their parents, still they are busy in their mobile set and laptop all through ignoring their parents and seniors. This has emerged as a vital psychological issues for both children and parents. Children get up in the morning (whenever their morning starts) and enter toilet room with a mobile to consume most of their cosmic energy in the very beginning of the day. Not only that, they are busy on digital media day in and day out. Gradually the parents are also imbibing the same from their children and also engaging themselves in the social digitalized media because of lack of availability of any other kind of interaction. Hence, this is becoming a way of life and the mobile has emerged as a 'Vashikaran Yantra' (controlling device).
- With reference to the economic impact of the digital media, there are positive as well as negative fronts. Take the example of online banking and online marketing. On the one hand,



it has created a situation of an accelerated transaction. But on the other hand, people are not able to know when and where from the amount is coming to their account. Even for purchasing an item, people have stopped going to the market. It is time-saving, money-saving and energy-saving. But at the same time it is killing a real market world where there were a lot of interaction between the buyers and the sellers. Again it is creating a digital divide and disequilibrium in the society as a whole.

- In view of the political impact of the digital media, we may affirm that the digital media has facilitated the political campaigning and political communication. But it has distanced politicians from the people and vice-versa as far as the real problems of our life are concerned. Only virtual political campaigning don't solve the real problems. They have minimized visiting to the people and so is the case with the people. As a result, a political schizophrenia still persists in a big way. Thus digital media politically influences the masses positively as well as negatively.
- As far as the educational impact of the digital media is concerned, it has enriched the access of academic materials for the students and researchers on the one hand. But it has created a problem of copyright and plagiarism on the other hand. But in recent days a lot of anti-plagiarism software have been developed. Hence, it has become very easy to download something. But it has become equally easy where you have downloaded from? However, this problem still exists in vernacular language, while English is far ahead. Sooner or later anti-plagiarism softwares will be developed in vernacular language also. But no doubt, it has created a big threat to the real teacher and created a virtual teacher like google as guru, twitter as teacher and You Tube as enlightener. As a result a lot of netizens, facebookins, whatsappins, youtubers, and twitters have emerged as new audiences in the media world. Conclusively digital media has both positively and negatively influenced the masses as far as educational and institutional activities are concerned.
- With regard to the cultural impact of the digital media, we may say that it has created a global culture rather than glocal culture. But it is more successful in promoting western culture, which is adversely influencing our Indian culture. As a result there is a lot of foreign aggression especially Western on the Indianness of our culture. It is very easy to look into the culture of different countries of the world. Along with that students and youngsters are



generally influenced by media as well as the countries they visit. Thus, Indian culture is posing a big threat and a variety of challenges especially after the arrival of digital media or digitalized social media.

- Regarding the religious impact of the digital media, we may say that it is also influencing our religions positively as well as negatively. Different religious philosophies and thoughts are easily transferred from one place to another in a fraction of seconds with the help of digital media. Not only text, but even video and audio are easily and quickly transferred. Moreover, digitalised social media is giving birth to citizen journalism in a big way. Lot of religion lovers are writing their walls and blogs and posting their text, audio and visual on social media to strongly like, like, neither like or dislike, dislike or strongly dislike a particular religion. It is well-supported with logistics and arguments.
- As far as the spiritual impact of the digital media goes, we may affirm that spiritualism pertains to self-knowledge. It relates to exploring the self very deeply by the way of worshipping, meditating and penancing. Here digital media helps us a lot in knowing about a lot techniques and methodologies of spiritualism. It helps us learn the 'Universal Spiritual Mechanism'. Moreover, people are also able to practice journalism in digitalised social media. This helps in a variety of spiritual knowledge, experience and ideas which are very useful for the masses.

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## 7.6 KEYWORDS

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**Digital Media:** Media based on digital technologies.

**Digital Divide:** View that digital technology and its attendant culture contribute to the exacerbation of social inequalities, because not everyone has equal access to such technology and, even among those who do, not everyone is equally competent in using it. Unequal access or unequal competence is thus said to create classes of “information haves” and “information have-nots.”

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## 7.7 SELF-ASSESSMENT TEST

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1. Discuss mass media as an agent of rural-urban divide.





2. Throw light on the concept of digital media.
3. Describe the impact of digital media on masses.
4. Explain the social impact of digital media on masses.
5. Discuss the economic impact of digital media on masses.
6. Throw light on the political impact of digital media on masses.
7. Discuss the educational impact of digital media on users.

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## 7.8 ANSWERS TO CHECK YOUR PROGRESS

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1. Mass Media
2. Charles Babbage
3. Online Media
4. Citizen Journalism
5. Digital divide

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## 7.9 REFERENCES & SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 8</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>MODELS OF MASS COMMUNICATION-I</b>	

## STRUCTURE

The lesson structure should be as follows:

### 8.0 Learning Objectives

#### 8.1 Introduction

#### 8.2 Communication Model

##### 8.2.1 SMCR Model

##### 8.2.2 Shanon & Weaver Model

##### 8.2.3 Lasswell's Model

##### 8.2.4 Osgood's Model

#### 8.3 Check Your Progress

#### 8.4 Summary

#### 8.5 Keywords

#### 8.6 Self-Assessment Test

#### 8.7 Answers to Check Your Progress

#### 8.8 References/Suggested Readings

## 8.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To understand the concept of Communication Model.
- To explain SMCR Model.
- To describe Shanon & Weaver Model.
- To discuss Lasswell's Model.
- To study Osgood's Model.

## 8.1 INTRODUCTION



Communication is an extremely complex process. More so in this age of information technology. That means it is becoming even more complex with the changing communication phenomenon. The pattern of complexity and continuous change in the communication process demands that it should be made simple and general. Communication models convert the complexity into simplicity. Model plays an important role in explaining any process. It simplifies and demystifies a complex process especially with the help of pictures, charts, diagrams, etc. A model generally clusters round the elements, explains the intra-relations and inter-relations between elements and then explains the process in a lucid, simple and appropriate manner. A model is a small representation or reproduction of something. It is a small visualization of a process, trend, pattern, thought or theory.

When we attend, attach, co-relate or activate the elements, it becomes a process. According to David Berlo, the concern for the communication has produced several attempts to develop models of the process of communication enlisting the different elements, intra-relations, inter-relations, interactions among the elements and their relations with the outer environment. Though mass communication experts started the use and application of communication models only recently, yet in human communication, speech communication and in language, models have been for a pretty long time. But all these models differ to a great extent. No model can be described to be ‘perfectly right’ or ‘perfectly wrong’. Some may be more articulate than others. Some may be more descriptive. Some may correspond more with a particular situation while, others correspond more with other situations. Some models represent the knowledge of the past, while others are new and modern and relate to the contemporary issues. It is because of these reasons, it becomes very useful, important and relevant here to discuss the concept of communication model, SMCR model, Shanon & Weaver’s model, Lasswell’s model, Osgood’s model, Dance’s model, Wilbur Schramm’s model, Gerbner’s model, Newcomb’s model and Convergent model.

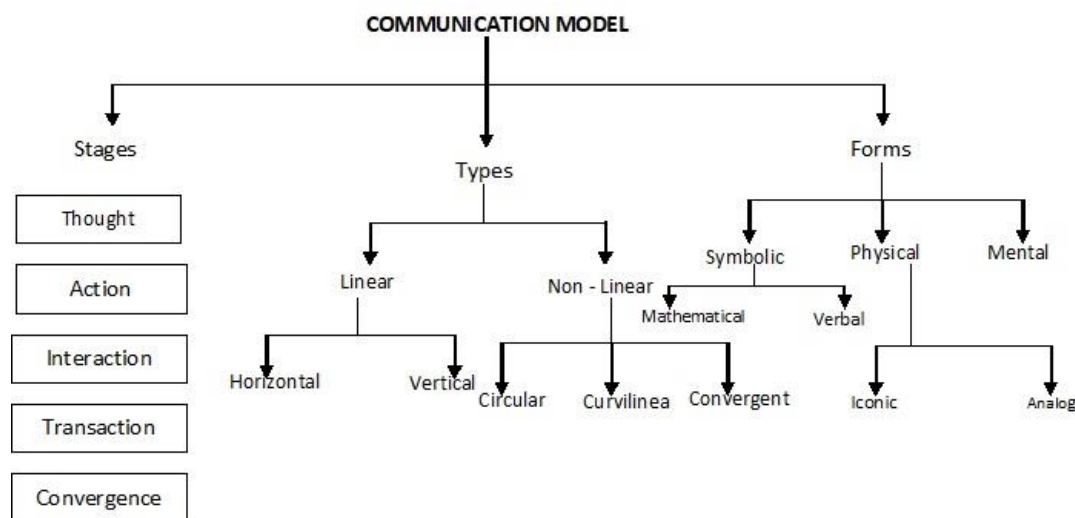
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## 8.2 COMMUNICATION MODEL

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Communication models are visualization of communication process. They are basic theories related to the elements of communication. They explain the intra-relations, inter-relations and interactions between communication elements and then explain the process of communication in

a lucid, simple and appropriate manner. When we attach, co-relate or activate the elements of communication, they become a communication process. A communication paradigm is also a process or trend or pattern. Theories of communication propound, lay down, explain, interpret and re-interpret changes, impact, effectiveness, influence, consequences or effects of communication. On the other hand, models of communications are small graphical representation, reproduction or visualization of a process, trend, pattern, thought or theory which explains with the help of tables, photographs, charts, drawings, figures and by all other such means as can help make the concepts clear. In fact, a model is an approximate way of explaining a theory. A theory is a systematic and scientific thought. It is a generalised idea or thought. Broadly speaking, a model is something which is ideal, to be imitated, followed or to be propagated and advocated. While in theory, we use words to explain implications, applications, impacts and the interactive connections among the elements.



(Fig. 8.2: Drawn by author's scholar Dr Bhupender Singh)

A communication model mainly executes the following:

- A communication model organises various elements and processes of communication in a meaningful way.
- A communication model helps in searching new facts about communication.
- A model should raise such queries and questions which lead to communicate research.



- d) A communication model helps in testing the old theories of communication.
- e) A communication model helps us in communication futurology. That means it helps in predicting about communication, its policies, programmes, previews, etc.
- f) A communication model provides us means of measuring the elements and processes of communication.

Thus, a model is a pictorial or graphical presentation, which puts a complex theory in a much simpler form. A model also helps us realize something more clearly than a description in a written language.

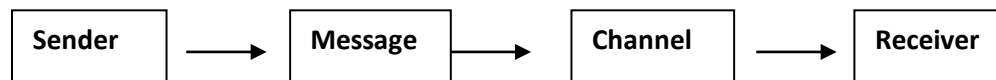
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### 8.2.1 SMCR MODEL

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This is very basic and simple model which is nothing but an extension of SMR model developed by Greek philosopher Aristotle in his book ‘Rhetoric’ some 2300 years ago. This model explains that the messages are transmitted through a medium called ‘channel’. Hence, four elements- Sender, Message, Channel and Receiver are involved in this process and thus it is called SMCR model.

This may be depicted with the help of the following figure:

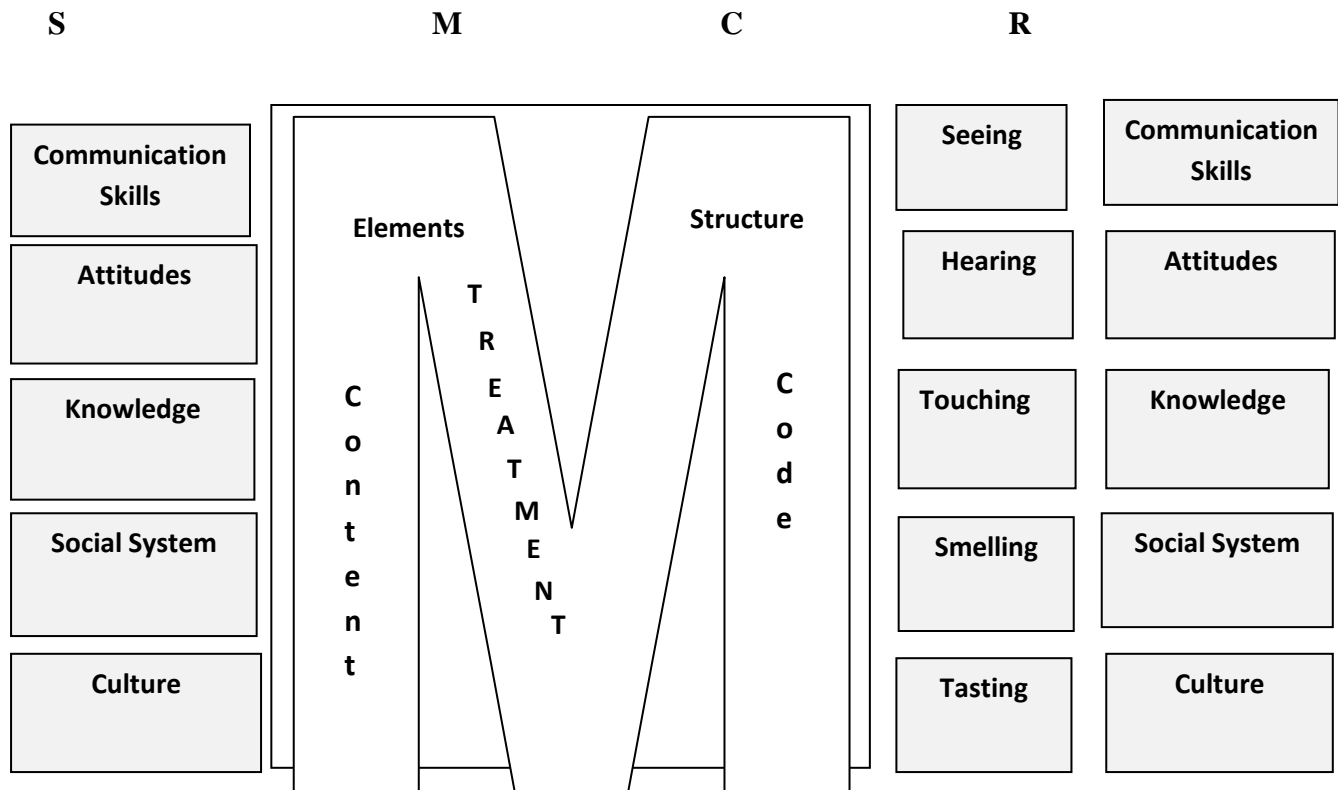


(Fig.8.2.1: Drawn by author's scholar SudeshChahar)

But this SMCR model was represented in more advanced and elaborate form by David Berlo in 1960, in his book “Process of Communication”. David Berlo for the first time described communication as a process and included the concept of feedback in the communication process. He explained the four basic components of communication, i.e., Source, Message, Channel and Receiver. For each of these four components, there are five aspects that need to be considered. The source and the receiver are treated in the same way. To study both, we need to consider their communication skills (speaking and writing for the receiver), their attitude, their knowledge, their social system of which they are part and the culture in which they operate. The message

consists of both elements and structure, each of which may be broken down into content, treatment and code. For channels, Berlo insisted that the message may be set or received through any or all of the five senses.

This model may be depicted with the help of the following figure:



(Fig. 8.2.2: Drawn by author's scholar SudeshChahar)

Berlo model is significant. This is because it emphasises the importance of “thorough understanding of human behaviour as a pre-requisite to communication analysis.” It gives emphasis on the role of the source and the receiver. The background of the source depends on so many variables. In the same way, the receiver also interprets the message depending upon the background--knowledge, skill, attitude, culture, etc. If both the source and the receiver are matched in their standing, the communication will be useful and fruitful. Or else it will go on creating gaps.

Thus David Berlo observed communication as a process and the events and the relationships of this process as dynamic, on-going, ever-changing and continuous.

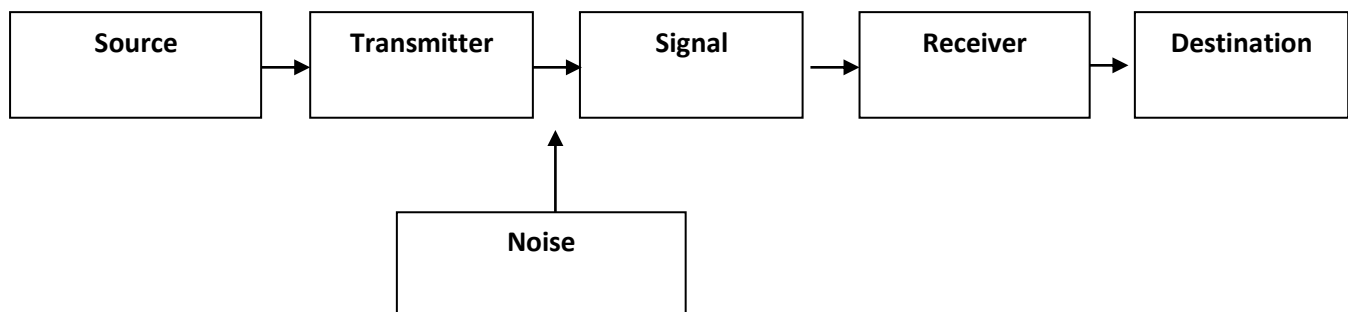


## 8.2.2 SHANON & WEAVER MODEL

Physicist Claude Shanon and well-known mathematician Warren Weaver of USA in their pioneering book “Mathematical Theory of Communication” propounded a model in 1949 called Shanon& Weaver model. Warren Weaver explained this model to the non-mathematician audience which was later picked up by behavioral scientists.

The following ingredients are included in this model:

1. Sender (Source)
2. Transmitter (Channel)
3. Signal (Speech or Message)
4. Receiver
5. Destination
6. Noise (An Invisible Component)



(Fig.8.2.3: Drawn by author's scholar SudeshChahar)

First, in the process, information source producing a message or a chain of messages to be communicated. In the next step, the message is formed into signals by a transmitter. The signal should be adopted to the channel leading to the receiver. The function of the receiver is opposite to that of a transmitter. The receiver reconstructs the message from the signal. The received message then reaches the destination. The signal is vulnerable in so far as it may be disturbed by the noise interference which may occur, for example, when there are many signals in the same channel at the same time. This may result in a difference between transmitted and received signal, which in turn may mean that the message produced by the source and that reconstructed





by the receiver having reached the destination do not have the same meaning. The ability on the part of communicators to realise that a sent and received message are not always identical, is a common reason why communication fails.

Thus, to comprehend the model properly we may perceive that the source is a speaker, the signal is a speech and destination is the receiver and the transmitter is used to send the message from the sender to the receiver. It is important to mention here that this model has been derived from a mathematical theory and demystified interpretation of communication as a human behaviour for sending or transmitting the message through a device or tool or technology manually by human beings. The main objective of this model is transmitting the message. For this process, three important and relevant stages have been identified by Shanon and Weaver and other propounders of this model: semantic, technical and the reception of the message (Either of the sender or of the receiver). However, this model has certain merits and certain limitations. Its merits are as follows:

- (a) This model is applicable for telephone communication, mobile communication and other satellite and technological communication.
- (b) This model makes us alert that overloading of information should not be there.
- (c) It gives knowledge that one should speak with clarity and low pitch with a reasonable pause.
- (d) It enlightens us that the words used should be simple, easily pronounceable, comfortably understandable and ear-pleasing.
- (e) It talks about technical noise and semantic noise comprehensively.

Its limitations are as follows:

- (a) This model talks very little about noise. That is to say that it talks about only technical noise and semantic noise, but not about other noises. It ignores the many other noises like physical noise, mechanical noise, psychological noise, cultural noise and even linguistic noise and.
- (b) It does not talk about feedback or impact or effects.
- (c) It is a linear model.



- (d) It is a one-way model.
- (e) It does not talk about effects on persuasion.

### 8.2.3 LASSWELL'S MODEL

American political scientist Harold D. Lasswell propounded a communication model in 1948 which is as follows:

Who (Communicator)

Says what (Message)

In which channel (Medium)

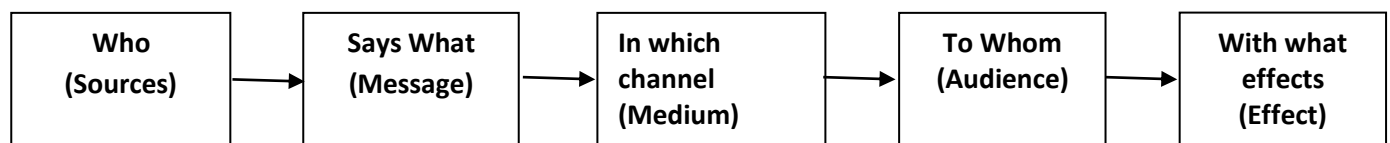
To whom (Receiver)

With what effect (Effect)

This model explores the following research area:

<u>Communication Component</u>	<u>Research Area</u>
1. Who	Control Analysis
2. Says What	Content Analysis
3. In which channel	Medium Analysis
4. To whom	Audience Analysis
5. With what effects	Effect Analysis

When it is transformed to graphic or linear form, it can be presented as follows:



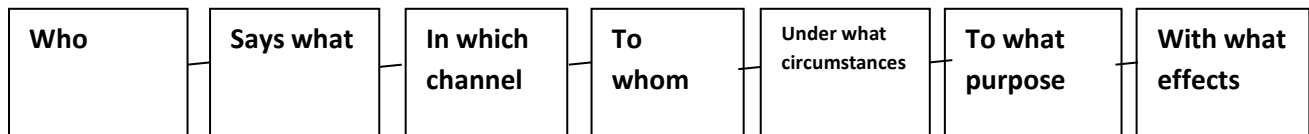
(Fig.8.2.4: Drawn by author's scholar SudeshChahar)



The following elements are derived from the Lasswell Model:

1. Source
2. Message
3. Medium
4. Receiver

R. Braddock (1958) in his paper entitled “An Extension of Lasswell Formula” further improved and added the following to the Lasswell’s Model:



(Fig.8.2.5: Drawn by author’s scholar SudeshChahar)

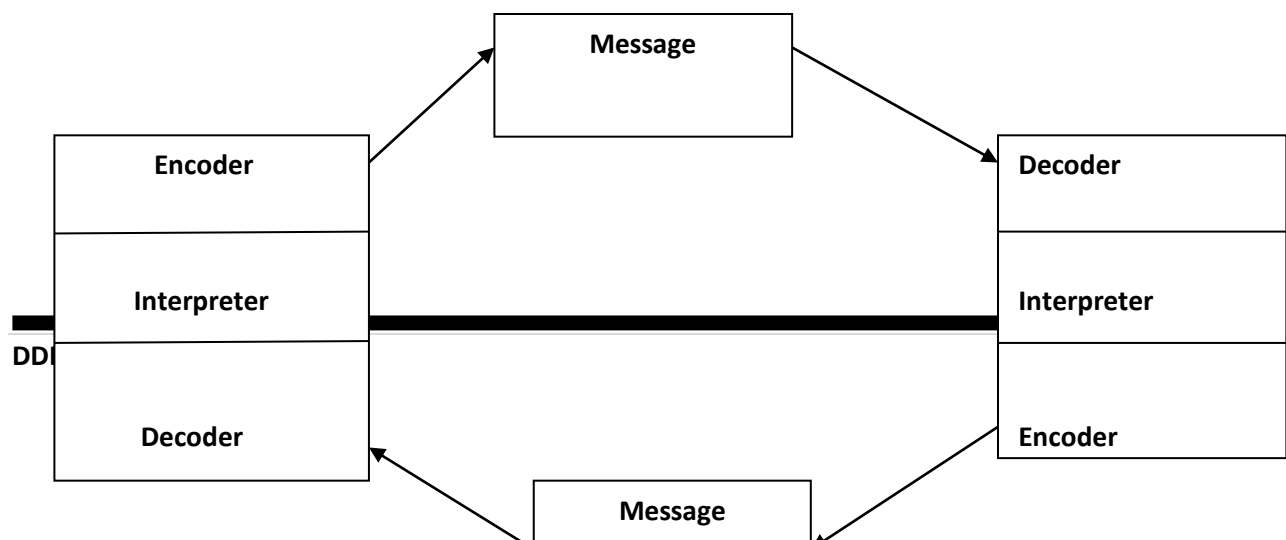
However, this model has certain merits as well as certain limitations. Its merits are as follows:

- (a) It helps derive various elements of communication.
- (b) It finds out various elements of communication in a meaningful way.
- (c) It explores the various areas of communication research.
- (d) It is highly useful in political communication or political propaganda.
- (e) Effects of communication depend on various elements of communication.

But both these models whether Lasswell or Braddock failed in:

- (a) Indicating noise.
- (b) Exploring feedback.

## 8.2.4 OSGOOD’S MODEL





**(Fig. 8.2.6: Drawn by author's scholar SudeshChahar)**

Charles E. Osgood propounded a model of communication in 1954 which is highly circular in nature and multi-linear in approach. The uniqueness of this model is that it focuses on 'process of interpretation'. The important characteristics of Osgood's Model is that the message receiver is also the message sender. This model can be explained with the help of the above figure:

This model assumes communication as a dynamic process in which the status of the communicator keeps on changing continuously and constantly from sender to receiver and vice-versa. In the first stage of this model, the communicator encodes a message and sends it forward. The receiver gets the message and converts it into his own words to draw a conclusion. After properly deciphering and decoding the message, the receiver sends it back to the sender again. In this way, this cycle goes on moving. Thus the message moves many times in a cycle. Here the source and the receiver interact with each other establishing a kind of interactive relationship where one person may be source one movement and a receiver the next and again a source the following moment. This process takes place in interpersonal communication. But this is less suitable for cases without feedback or with very little feedback.

Encoding and decoding are the most important and innovative part of this model. Encoding is initiated by the sender in which he or she tries to give a meaning to the message or make the message meaningful. The source during encoding tries to serialise or arrange letters, words, sentences or symbols in such a manner that it becomes meaningful. Then the receiver decodes it. Decoding means the receiver tries to derive the meaning of the message according to his own interpretation, background or frame of reference. Sometimes, it does happen that the receiver doesn't retain the message, the way the sender wanted it to be. Then it is described as the failure of the communication process. Therefore, it is important to mention here that the



source should encode the message according to the social, psychological, cultural background and the frame of reference of the receiver. The communication is described to be successful if the message is received the way the source wanted it to be.

Thus, this model not only believes in sending the message as important but it also believes it in shaping the message. On the other hand, the receiver not only retains the message, but also interprets the message.

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## 8.3 CHECK YOUR PROGRESS

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**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

1. According to the linear model of communication an advertiser is an example of:
  - a) noise
  - b) signal
  - c) Source
  - d) receiver
2. The first model of communication is said to have developed by
  - a) Plato
  - b) Aristotle
  - c) Ptolemy
  - d) Steiner
3. The Shannon and Weaver model of communication is:
  - a) modular
  - b) circular
  - c) linear
  - d) non-linear
4. The structure of the Osgood –Schramm model could best be compared to which of these?
  - a) a triangle
  - b) a square
  - c) a circle



d) a straight line

5. Noise in the Shannon-Weaver Model is defined as which two of these things?

- a) technical noise and semantic noise
- b) physical noise and psychological noise
- c) mechanical noise and cultural noise
- d) calculating noise and linguistic noise

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## 8.4 SUMMARY

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- Communication is a complex process. It is becoming even more so due to the changing environment of communicational phenomenon. Communication models convert the complexity into simplicity. Communication models are visualisation of communication process. Communication models are basic theories related to communication elements. On the other hand, a communication paradigm is a pattern, process or trend, while a communication theory is a systematic or scientific thought about communication. It is generalised idea or thought vis-à-vis communication. A communication model does the following five things: (a) Element organisation (b) Search of new facts (c) Test of old theories (d) Communication futurology (e) Element measurement.
- SMCR model is an extension of SMR model. Here four elements: Sender, Message, Channel and Receiver are involved and hence it is called SMCR model. But this SMCR model was represented in a more advanced form by David Berlo in 1960. Thus, David Berlo observed communication as a process and the events and the relationships of this process as dynamic, on-going, ever-changing and continuous. Berlo included the concept of feedback in the communication process. Noted physicist Claude Shannon and well-known mathematician Warren Weaver in their book 'Mathematical Theory of Communication' propounded a model in 1959 called 'Shannon and Weaver Model'. The ingredients of this model included: Sender, Transmitter, Signal, Receiver, Destination and Noise. Noted American political scientist Harold D. Lasswell propounded a communication model in 1948 which lays down, "who says what in which channel to whom with what effects." Charles E. Osgood propounded a model in 1954 which is highly circular and multi-linear. The important characteristics of this model is that "the



message receiver is also the message sender.” Here the receiver not only retains the message, but also interprets the message.

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## 8.5 KEYWORDS

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**Mass Communication Model:** Communication models are visualization of communication process. They are basic theories related to the elements of communication. They explain the intra-relations, inter-relations and interactions between communication elements and then explain the process of communication in a lucid, simple and appropriate manner.

**SMCR Model:** Source-Message-Channel-Receiver mode.

**Shannon & Weaver Model:** One of the first models of communication (1949) put forward by Claude Shannon and Warren Weaver, also known as the bull’s-eye model. The model depicts information transfer between two humans as a process dependent on probability factors, that is, on the degree to which a message is to be expected or not in a given situation. The model also introduced several key terms into the general study of communication: channel, noise, redundancy, and feedback.

**Lasswell’s Model:** A model of communication theory formulated in 1948 by Harold Lasswell, which stipulates that the roles played by the communicants, the nature of the channels they are using, what they are saying, to whom they are saying it, and the effect it is supposed to make are pivotal factors in shaping the message that is communicated.

**Osgood’s Model:** Charles E. Osgood propounded a model of communication in 1954 which is highly circular in nature and multi-linear in approach. The uniqueness of this model is that it focuses on ‘process of interpretation’. The important characteristics of Osgood’s Model is that the message receiver is also the message sender.

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## 8.6 SELF-ASSESSMENT TEST

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1. What is a model?
2. What do you mean by communication model?
3. What is SMCR model? How has it been extended by David Berlo.



4. Describe the merits and limitations of Shanon & Weaver model of communication.
5. How has Braddock improved Lasswell's model of communication
6. Describe the characteristics of Osgood model of communication.
7. Under what circumstances, is Shanon & Weaver model of communication applicable? Explain.
8. Do you think Lasswell's model is applicable to the prevailing socio-political communication scenario of India? Comment.
9. Do you think Osgood model of communication is applicable to India? Explain.
10. Write short notes on the followings:
  1. Mass communication model
  2. SMCR model
  3. Shanon & Weaver model
  4. Lasswell's model
  5. Osgood's model
  6. Sender
  7. Communication skills
  8. Attitudes
  9. Decoder
  10. Braddock's rectification

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## 8.7 ANSWERS TO CHECK YOUR PROGRESS

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1. c) Source
2. b) Aristotle
3. c) linear
4. c) a circle
5. a) technical noise and semantic noise

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## 8.8 REFERENCES & SUGGESTED READINGS

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<b>LESSON NO.: 9</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>MODELS OF COMMUNICATION-II</b>	

## STRUCTURE

### 9.0 Learning Objectives

#### 9.1 Introduction

#### 9.2 Dance's Model

#### 9.3 Wilbur Schramm's Model

#### 9.4 Gerbner's Model

#### 9.5 New Comb's Model

#### 9.6 Convergent Model

#### 9.7 Check Your Progress

#### 9.8 Summary

#### 9.9 Keywords

#### 9.10 Self-Assessment Test

#### 9.11 Answers to Check Your Progress

#### 9.12 References/Suggested Readings

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## 9.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able:

- To study the Dance's Model
- To explain the Wilbur Schramm's Model
- To describe the Gerbner's Model
- To discuss the New Comb's Model
- To study the Convergent Model

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## 9.1 INTRODUCTION

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In the last lesson, we have already studied the concept of communication model, SMCR model, Shannon's weaver's model, Lasswell's model and Osgood's model. There are many other important and relevant models of communication. In this lesson, we will discuss Dance's model, Wilbur Schramm's model, Gerbner's model, New Comb's model and Convergent model.

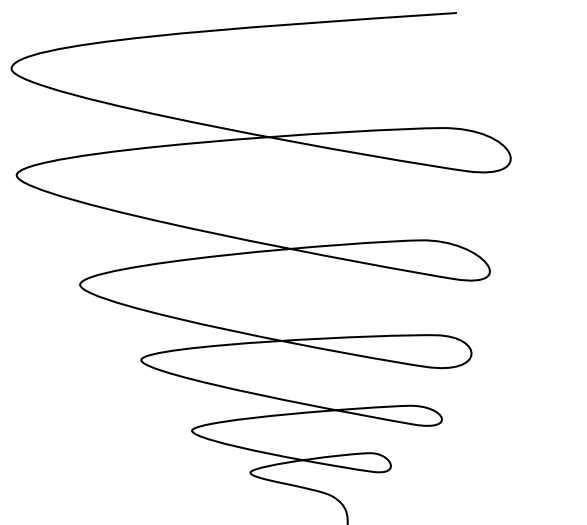
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## 9.2 DANCE'S MODEL

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American Mathematician Frank. E.X. Dance propounded a communication model in 1967 which is often described as 'Helical Model', 'Helix' means spiral or curly or scrolled. He developed this model for a better and improved communication process. He explained and described communication as a dramatic and curve-linear process. There is no start or end of a communication. It is constant and continuous. This model is quite different from other models of communication. This model also looks like a spring.

This helical model is believed to be an extensive improvement on the Schramm-Osgood circular model. According to F.E.X Dance, communication is activated in a circular manner constantly and continuously. It starts once the communication process starts, it makes a full cycle and gradually comes back to the same point from where it started. It will influence the receiver more if and when it comes back. This model is closer to interpersonal communication process, but fails to explain all areas of communication effectively. This model may be illustrated with the help of the following figure:





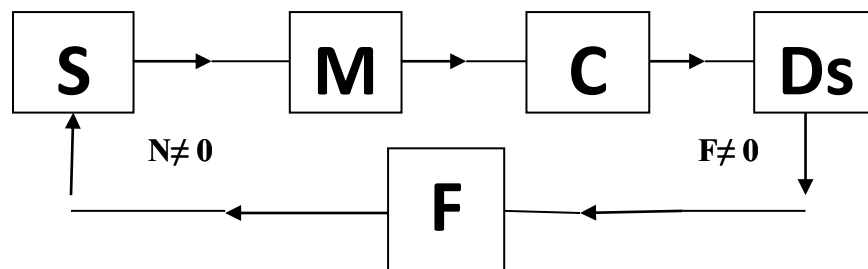
(Fig.9.2: Drawn by author's scholar DrBhupender Singh)

This model takes different shapes in different situations for different individuals. For some, the helix tends to be wider due to prior knowledge of the topic. For others, the helix expands moderately with little basic knowledge. One may get the notion from this model that man, while communicating is active, dynamic, creative, artistic and able to store information, whereas many other communication models present human being as a passive creature.

### 9.3 WILBUR SCHRAMM'S MODEL

Wilbur Schramm in his paper entitled 'How Communication Works' propounded a linear model in 1954. In his early research, he used linear model, i.e., SR model in 40's. Later he realized the importance of message and proposed SMR model in 50's. It was just like Aristotle model. Again he realized the importance of channel and proposed SMCR model in late 50's. In 1970's he picked up the 'noise' component from Shanon & Weaver model and 'feedback' from Berlo's model. In fact, Schramm has removed two elements from Shanon & Weaver's model and gave his model, a form of human communication process. He removed the elements called 'Receiver' and 'Transmitter' from Shanon & Weaver's model and added 'Encoder' and 'Decoder' as new elements. According to Schramm, the encoding and decoding of message are the most important components of communication. He further explained, "Substitute 'Microphone' for encoder and 'Earphone' for decoder. Consider that the source and encoder are the one. And receiver and decoder are another."

Hence, Schramm's model may be depicted as follows:



(Fig.9.3: Drawn by author's scholar SudeshChahar)

Here,



**S:** Source

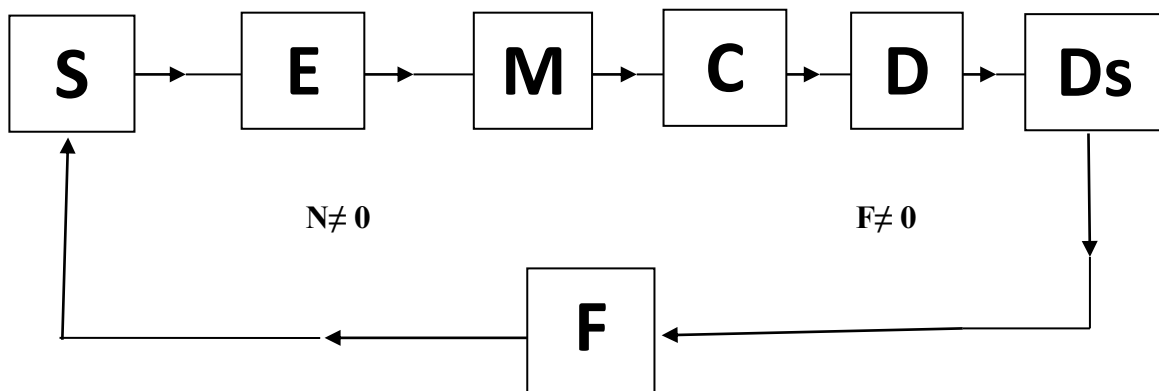
**M:** Message

**C:** Channel

**D:** Destination

**F:** Feedback

**N:** Noise



(Fig.9.3.1: Drawn by author's scholar SudeshChahar)

**S:** Source

**E:** Encoding

**M:** Message

**C:** Channel

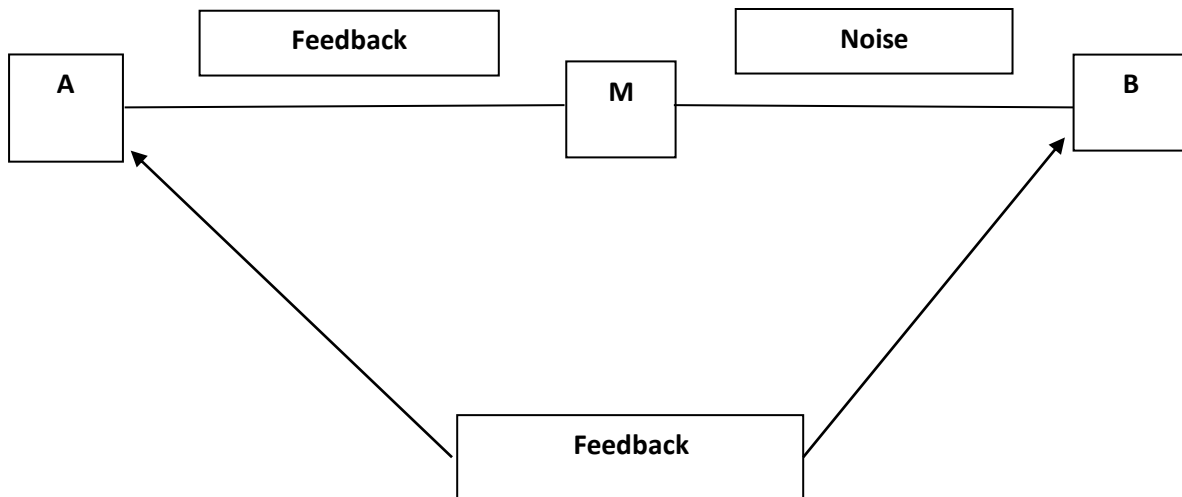
**D:** Decoding

**Ds:** Destination

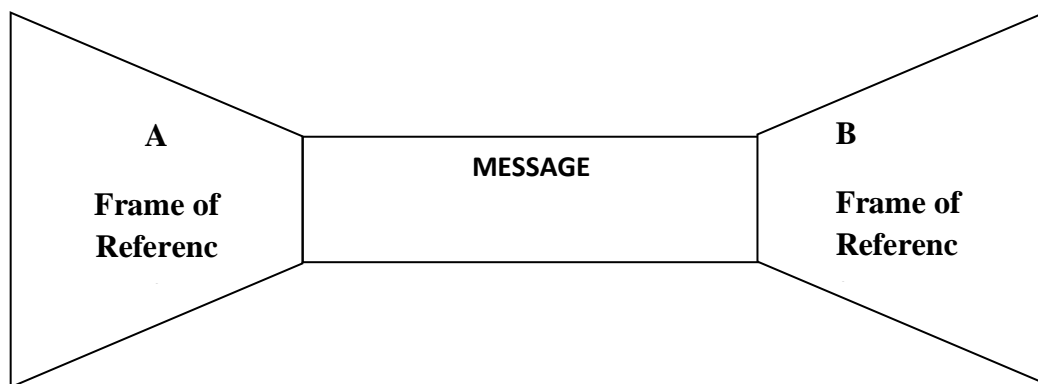
**F:** Feedback

**N:** Noise

Wilbur Schramm further added, “In fact it is misleading to think of communication process as starting somewhere and ending somewhere. It is really endless. We are little switchboardcentres handling the great endless current of information.” This model may also be depicted with the help of the following figures which are as follows:

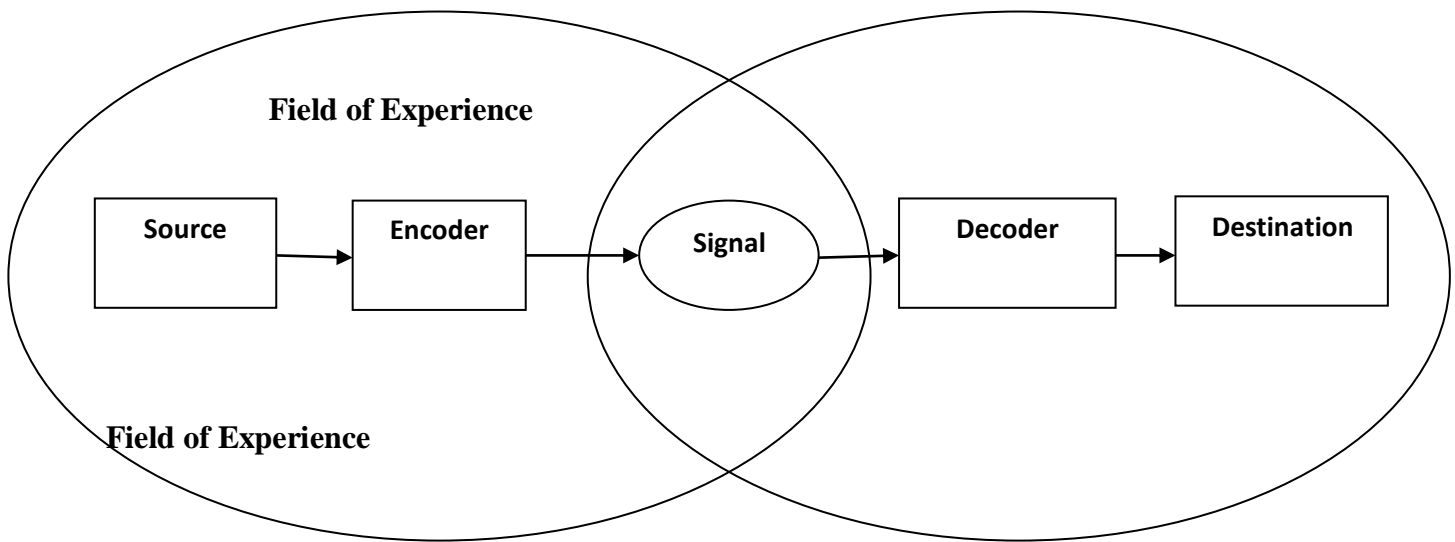


(Fig.9.3.2: Drawn by author's scholar SudeshChahar)



(Fig.9.3.3: Drawn by author's scholar SudeshChahar)

Wilbur Schramm has artificially and creatively combined Shanon& Weaver's model and Osgood's model and presented it in a new form which may be depicted with the help of the following picture:



(Fig.9.3.4: Drawn by author's scholar SudeshChahar)

Thus, Schramm added one more element called 'Field of Experience'. By dint of adding this element and, now both the source and the destination encodes and decodes respectively as per their own perception, experience and understanding. If both encoding and decoding are equalizing each other, then the communication activity is on the way to success or else a failure.

In this way Schramm's model is a more complete and concretized model which is again described as non-linear and circular model. This model has a few striking features which are as follows:

- (a) This model treats noise as a natural phenomenon in communication. It may be described as an important and relevant feature of this model. Noise is any kind of disturbance or barrier or block or impediment in the communication process. Noise may be mechanical or technical or semantic or linguistic or cultural or psychological.
- (b) The model emphasises on 'feedback' as it strongly believes that this aspect plays a vital role in continuation and also the success of the process. This happens because once the process is initiated by the source, a certain feedback will definitely arise. Now the third





step of communication activity will be dependent on the first feedback developed by the initial sender.

- (c) Wilbur Schramm has redefined the term 'feedback' and given a different meaning in contrast to the other models or other popular version of the term. That is to say that feedback in the form of the self-generated reactions. For example, by observing our own preparation of lecture or lesson-writing etc., we may collect and judge whether there was any lacuna in it. This really helps us in improving our own preparations.
- (d) According to Wilbur Schramm, communication is essentially an activity or a process of sharing basically our own experiences which are affected by prevailing socio-economic or cultural milieu and factors which are invariably reflected in our communication. In accordance with Schramm, the communication process is basically sharing our own knowledge and experiences and shaping and re-shaping of the same in the light of the feedback or reactions we receive from the constant and continuous interaction with our counterparts in the society at any moment of time.
- (e) Wilbur Schramm largely emphasized the fact all the communicators involved in the communication activity are strongly driven by his or her or their own personalities which is dependent on complex set of factors including family background, socio-cultural development, etc. And more important thing is that people do encode, interpret, decode and feed it back in accordance with these values and set of beliefs. Hence, those powerful and influencing factors are continuously and constantly at work every moment throughout the entire communication process as a whole.

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## 9.4 GERBNER's MODEL

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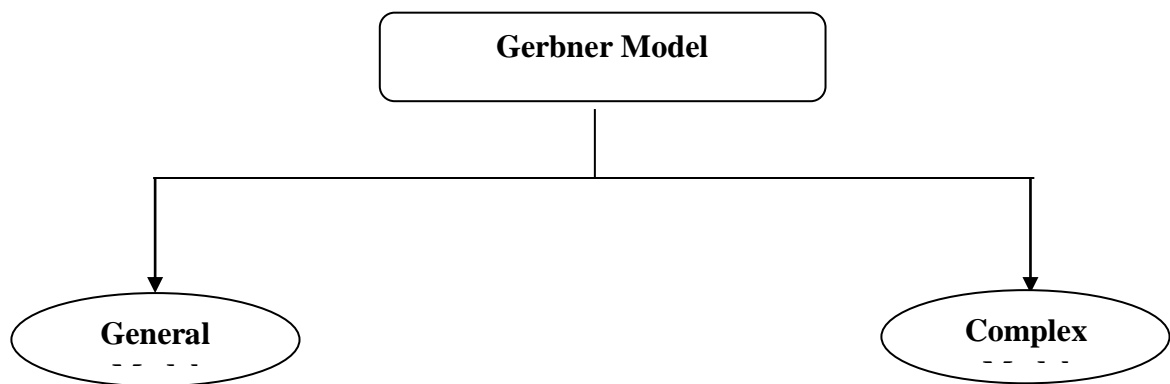
A well-known American mass media researcher George Gerbner in 1956 developed a very comprehensive model of communication. This model is unique and entirely different from other models in the sense that it emphasises two distinct aspects--relating messages to 'reality' and establishing that communication process comprises of two dimensions---the respective /perceptual dimensions and the communicating dimensions.



This model is mainly based on three aspects—two perceptual dimensions and one communicating dimension.

The perceptual dimension is also described as horizontal dimension in which a person (say A), the communicator perceives a certain event (an external reality) directly or through a device like a camera or a microphone. Now 'A' selects or perceives the events according to his or her own perception of the event which in itself is shaped by long years of experience and overall personality. Human perception is quite a complex phenomenon. It may change any moment without any hint. And the socio-cultural, economic and political developments of the time actually do have an impact on it which determines further how the person would receive or perceive a certain event. In the communicating stage, we imply a certain meaning to what we have perceived which is then converted into a message for onward transmission to the receiver. At this stage, it is equally important to choose a suitable channel for presenting the message so that there is a minimum of noise or disturbance during the process of transmission. At this point of time, the selection of channel acquires a major significance as the media chosen will also entail a major credibility to the messages.

In this way, Gerbner has presented two models of communication which may be depicted with the help of the following figure:

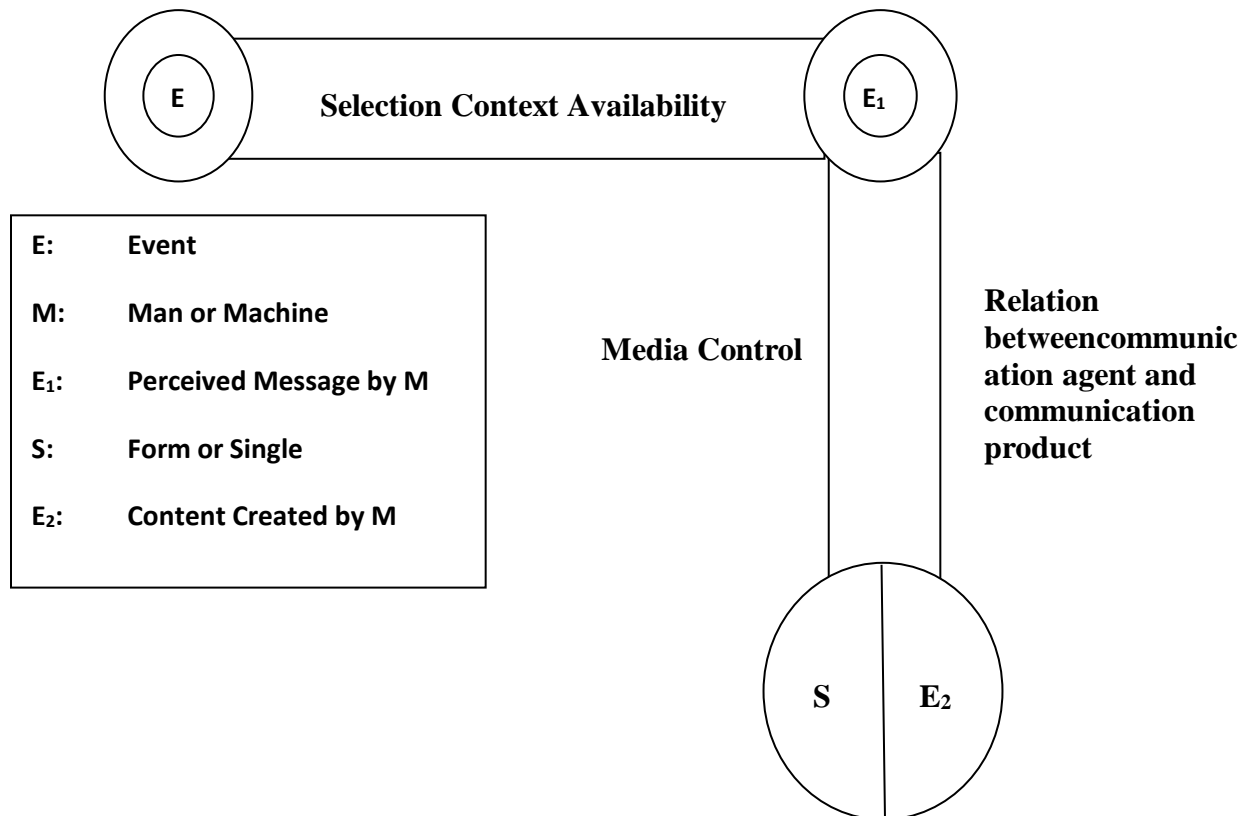


(Fig.9.4: Drawn by author's scholar SudeshChahar)

(a) General Model

## (b) Complex Model

(a) **General Model:** This model may be depicted with the help of the following diagram:

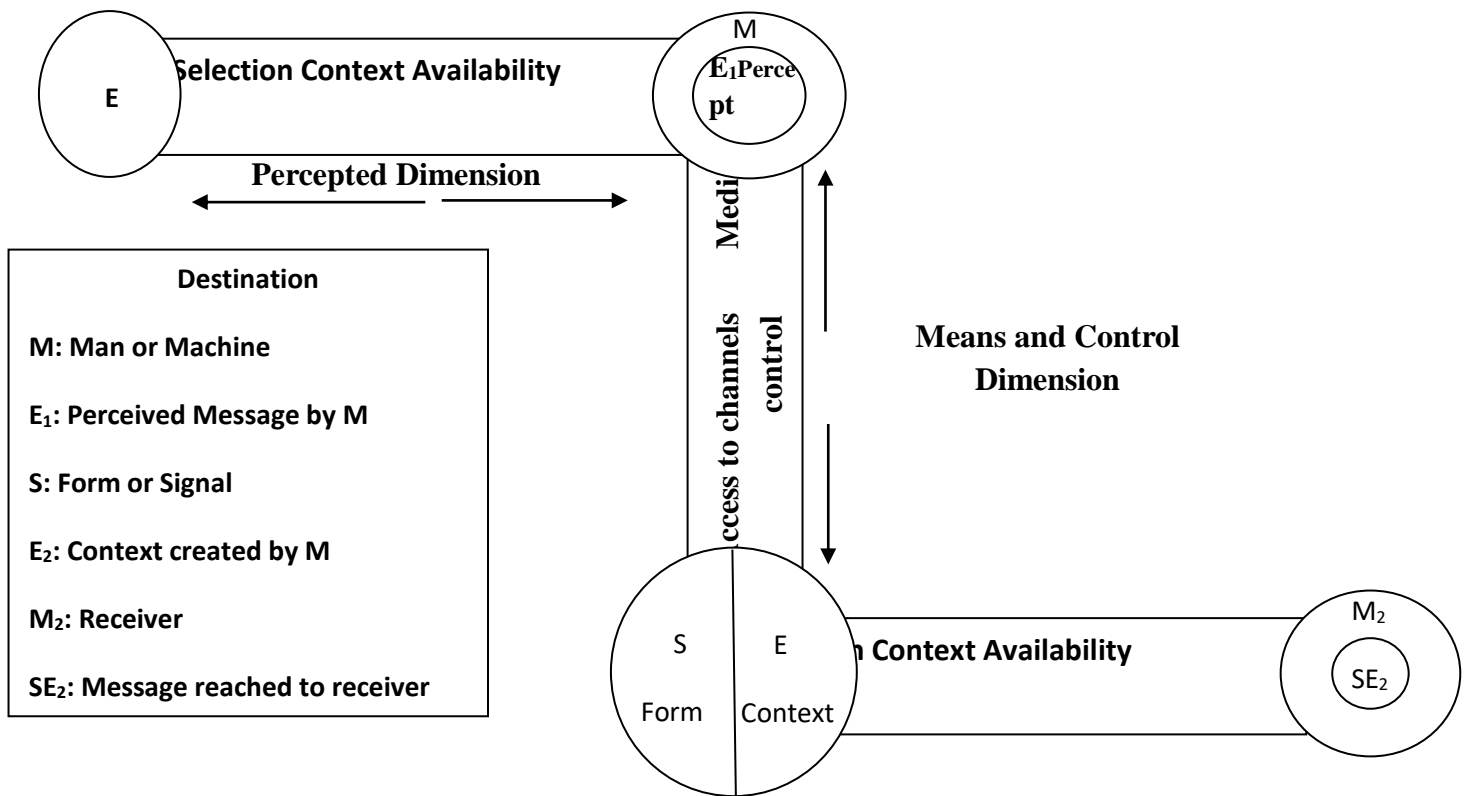


(Fig.9.4.1: Drawn by author's scholar SudeshChahar)

In the general model, according to the above diagram, when an event E takes place, then message relating to that event is not retained or received or perceived by the communicator M. But he or she or it uses his/her/its own sense, knowledge, experience and thought and retains according to his/her/its own perception and background. The event received by M becomes **E<sub>1</sub>** which is decoded form of E. And when M further sends it forward, then it becomes **E<sub>2</sub>**. Then **E<sub>2</sub>** is converted into its symbolic form, which is denoted by S.



(b) **Complex Model:** This model is very complicated, cumbersome and complex. It may be depicted with the help of the following figure:



(Fig.9.4.2: Drawn by author's scholar SudeshChahar)

The above-said model is created by adding one more component in the general model. This link or processing is a journey for conveying the message from the sender to the receiver. In this model, the new element or component added is M<sub>2</sub>, i.e., Receiver. SE<sub>2</sub> is the message reached to the receiver after deciphering or decoding. Here 'M' also acts as gate-keeper sometimes. This is because 'M' has full influence on the message sent to the receiver.



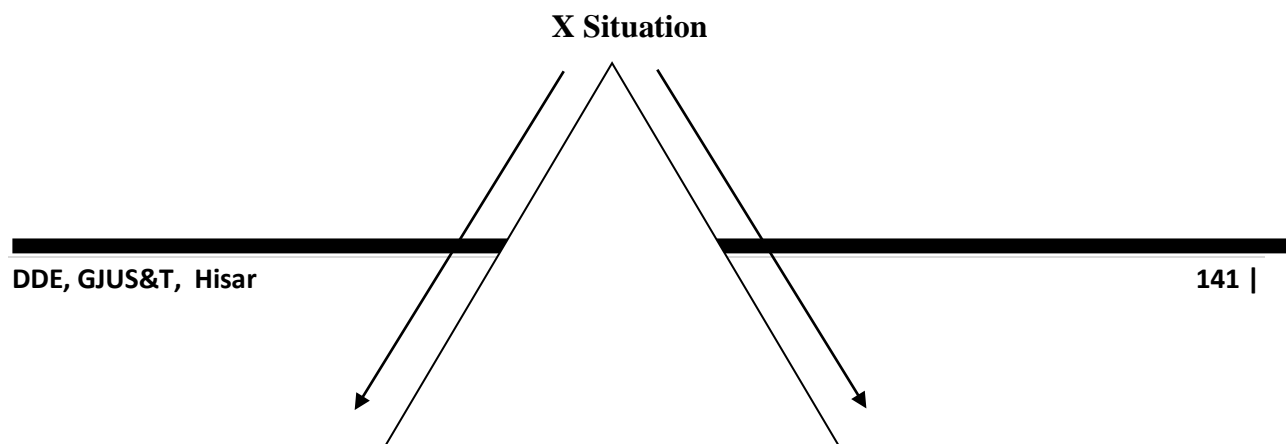
This model is perpetual in its nature and has been described as ‘Perception-Production-Perception’ approach. It emphasises the presentation of communication content through specific form and in specific context in which the receiver gets the messages. This model suggests that human communication process may be regarded as subjective, selective, variable and unpredictable and that human communication systems are open systems. The research areas explored by this model may be depicted as follows:

### **COMMUNICATION COMPONENT RESEARCH AREA**

Someone	Communicator/Audience Research
Perceives an event	Perception Research & Theory
And Reacts	Effectiveness Research
In a Situation	Physical/Social Setting Research
Through some means	Media Investigation
To make available materials	Administration Distribution
In some form	Communicative Style Setting
Conveying Content	Content Analysis, Study of Meaning
Of Some Consequence	Overall Changes Study

## **9.5 NEWCOMB’S MODEL**

Noted American behavioural scientist Theodore M. Newcomb developed a psychological model of communication in 1953. It is also described as a triangular model or ABX model. It is based on examining the communication process as an interaction between two or among more persons. It is affected by the contemporary development in the society. This model may be depicted with the help of the following figure:





**(Fig.9.5: Drawn by author's scholar SudeshChahar)**

In the above model A and B communicates about an object or a person or an issue X. This communication process also involves the situation called the social environment or the social circumstances. This communication creates a social equilibrium if the communication process is constant, continuous and perpetual. On the other hand, if the communication is sporadic, abrupt and non-continuous then it may create a social disequilibrium. It is important to mention here that here A and B may be individuals, managements, unions, institutions or any one. X may also be the representation of their social environment. This model is an extension of the work by the American psychologist F. Haider (1946). Haider had been concerned with the degree of consistency or inconsistency, which may exist between two persons or units in relation to a third person or unit or environment or circumstance. His theory held that in case of two persons/units who have an attitude of like or dislike towards each other and towards an external object. Some patterns of relationship will be balanced (when two persons/units 'A' & 'B' like each other and both like the object or issue 'X'). Some will be unbalanced (when A and B like each other and A likes 'X', but 'B' does not like 'X' and vice-versa). Further, when there is a balance, each participant will resist change. On the contrary, where there is imbalance, attempts will be made to restore 'cognitive' balance.

Haider was mainly concerned with the cognitive processes internal to either of the two participants and Newcomb's development was to apply the theory of communication between two or more people. He postulated a 'strain' symmetry as a result of which the area of agreement would be widened by engaging in communication. He made the assumption that communication performs the essential function of enabling two or more individuals or units to maintain simultaneous orientations to each other towards objects of an external environment. Communication in thus "learned response to strain" and we are likely to find more



communication activity (information giving, seeking and exchange) under conditions of uncertainty and disequilibrium.

The model eventual takes the form of a triangle, the points of which represent respectively two individuals/units A and B and an object/issue X in their common environment. Both A and B are oriented to one another and to X and communication is conceived as the process supports the orientation structure in the sense of maintaining or improving the summary of the relationship between three elements by transmitting information about any change and by allowing adjustment to occur. The basic assumption of the model is that strain towards consistency of attitudes and relationship will instigate communication where conditions permit. The main propositions that can be derived from the model are that discrepancies between A and B in their orientation towards X will stimulate communication and that the effect of this communication will tend to restore balance which is postulated as “normal state” of a system of relationships. Subsequently Newcomb (1959) added some qualifications of his earlier proposition by noting that communication is only likely to be activated under certain conditions:

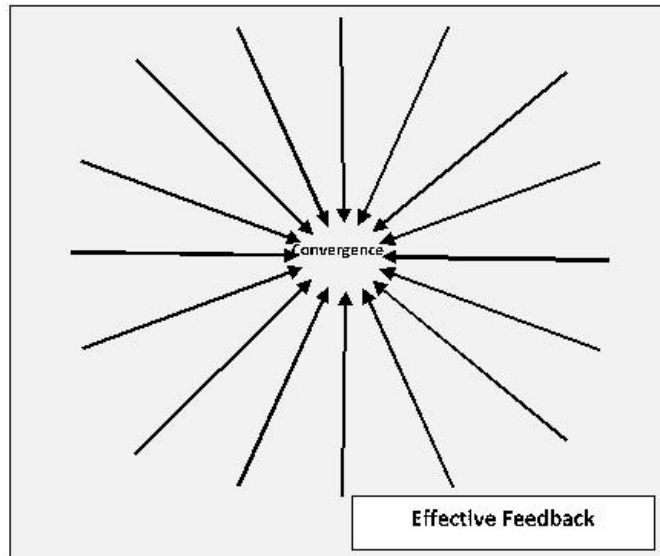
- (a) Where there is strong attractions between persons.
- (b) Where the object is important to at least one of the participants.
- (c) Where the object X has a joint relevance for both. Newcomb tested and evaluated this theory by research on the development over time of consensus amongst students who began as strangers and spent time together in the same student accommodation. Work along the same line was carried out at approximately the same line by the social psychologist Festinger (1957) who propounded a theory of cognitive dissonance. An example of the theory is provided by evidence which showed the new car owners read advertisements about the car which they had recently bought more than they read advertisements about other cars.

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## 9.6 CONVERGENT MODEL

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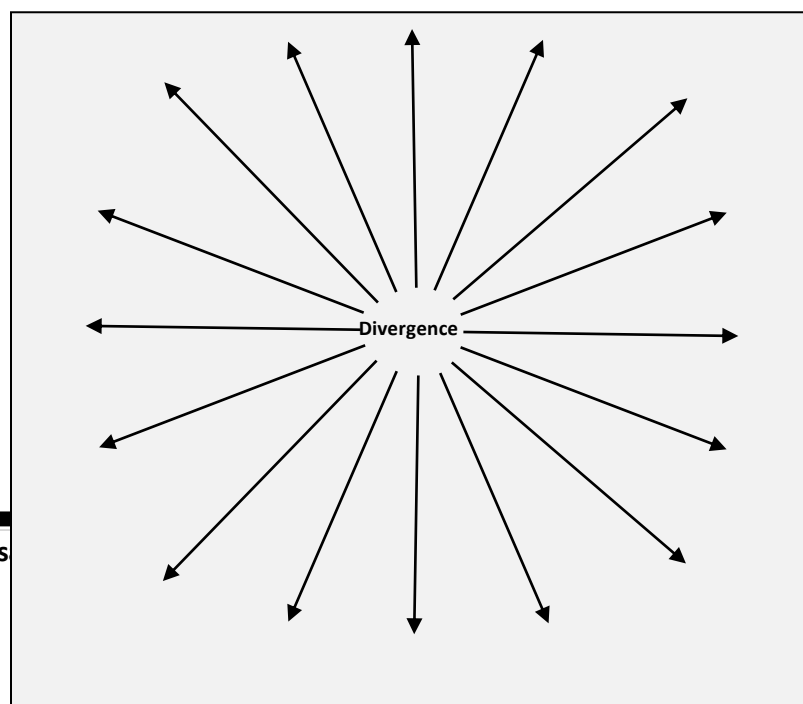
Noted American media researcher Kincaid developed a model of communication in 1979 called convergent model. It may be depicted with the help of the following diagram:



(Fig.9.6: Drawn by author's scholar Sudesh Chahar)

The above said model is mainly related to feedback and suggests that one-cycle feedback determines the relative position of the sender and the receiver/receivers. Two-cycle feedback determines change in direction and velocity and four-cycle feedback determines change in acceleration. Communication is thus a multi-staged information and decision process in which all the participants may change their relative position. Each stage in the process is contingent on the previous one.

An effective feedback process creates convergence and an ineffective feedback creates divergence as shown in the following figure:



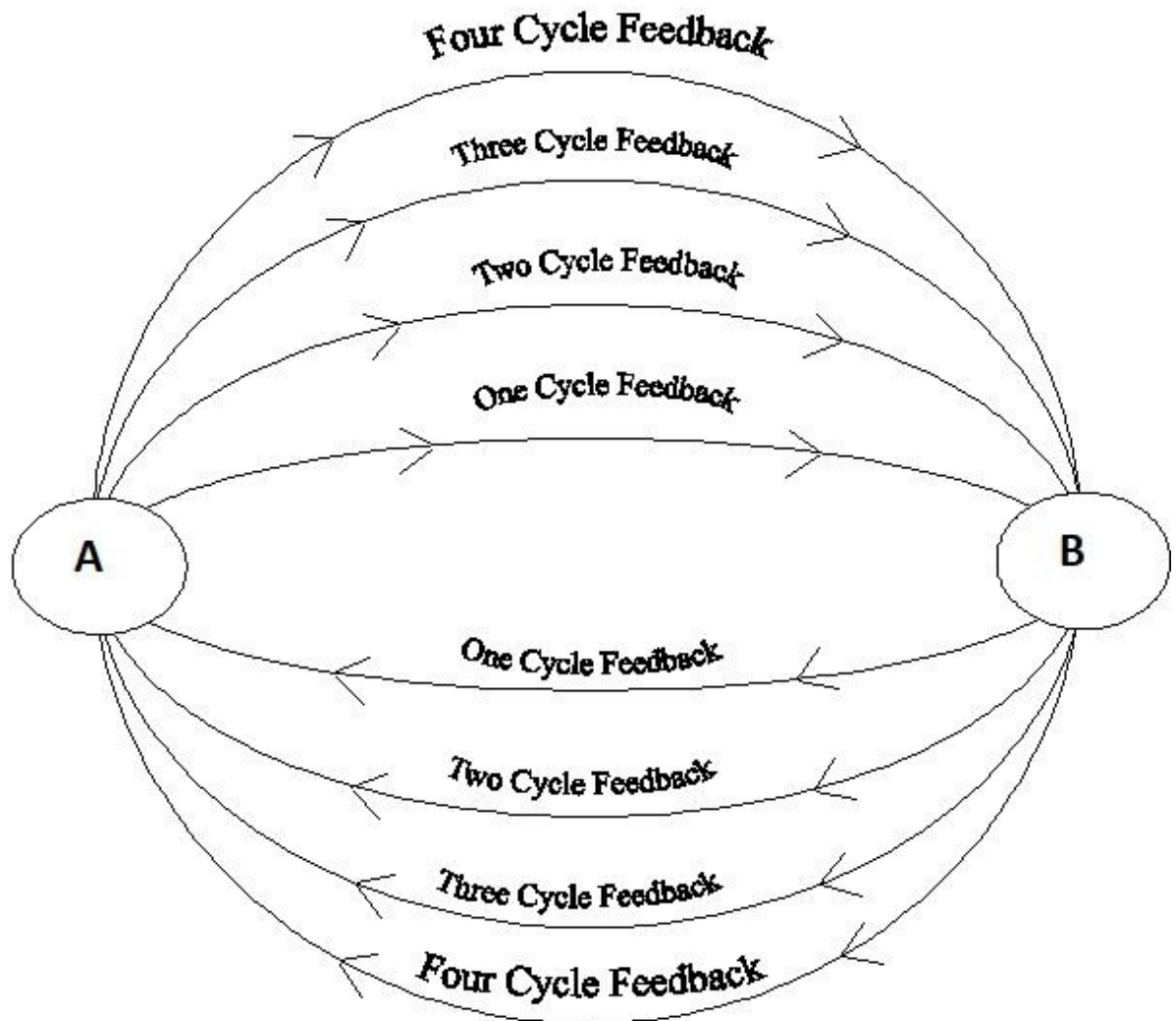


**Ineffective Feedback**

**(Fig.9.6.1: Drawn by author's scholar SudeshChahar)**

Again, the cycle feedback process may be explained more comprehensively with complete visualization of the situation.

This may be depicted with the help of the following diagram:



(Fig.9.6.2: Drawn by author's scholar Dr Bhupender Singh)

- One-cycle feedback determines relative position of Source (s) and Receiver (R).
- Two-cycle feedback determines relative directions and velocity of S & R.
- Three-cycle feedback determines relative direction and velocity of S & R.
- Four-cycle feedback determines relative acceleration of S & R.

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## 9.7 CHECK YOUR PROGRESS

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**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

**MATCH THE FOLLOWING-1**

<b>LIST I</b>	<b>LIST II</b>
A. Frank. E.X. Dance	Gerbner Model
B. Kincaid	Psychological Model
C. Wilber Schramm	Communication Model
D. Theodore M. Newcomb	Linear Model
E. George Gerbner	Convergent Model

**MATCH THE FOLLOWING-II**

<b>LIST I</b>	<b>LIST II</b>
A. Newcomb Model	1979
B. Gerbner Model	1953
C. Linear Model	1967
D. Convergent Model	1956
E. Dance Model	1954

3. A well-known American mass media researcher George Gerbner in 1956 developed a very comprehensive model of communication.



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## 9.8 SUMMARY

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- Dance model is an extension of Schramm-Osgood circular model. One may get the notion from this model that man, while communicating is active, dynamic, creative and artistic whereas many other communication models present human being as a passive creature. Schramm's model is described as non-linear circular model which has several interesting features. These include emphasis on sharing of experiences on the basis of commonness as well as stressing on the importance of feedback and noise in interpersonal and also social communications. Gerbner's model is considered to be universally applicable as this can explain any form of communication. This model is perpetual in its nature and approach. It emphasises the presentation of communication content through specific form and in specific context in which the receiver decodes the messages. Newcomb's model is described as triangular model or ABX model. In convergent model, an effective feedback process creates convergence in which one cycle feedback determines relative position of the Source (S) and the Receiver (R). Two cycle feedback determines relative direction and velocity of the S&R. Four cycle feedback determines relative acceleration of S&R.

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## 9.9 KEY WORDS

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**Dance's Model:** American Mathematician Frank. E.X. Dance propounded a communication model in 1967 which is often described as 'Helical Model', 'Helix' means spiral or curly or scrolled. He developed this model for a better and improved communication process. He explained and described communication as a dramatic and curve-linear process. There is no start or end of a communication. It is constant and continuous.

**Schramm's Model:** Schramm's model of communication expanded on the bull's-eye model. Schramm broke down the communication process into four major components: a source (S) of the communication; a message (M); a channel (C) for transmitting it from one place to another; and a receiver (R) at whom the message is aimed. It is also known as the Source-Message-Channel-Receiver (SMCR) model.



**Gerbner's Model:** This model of communication, developed in 1956, emphasizes the interactive role of the sender and the receiver, the context, and the medium used during the different stages of communication.

**Newcomb's Model:** ABX model of communication early (1953), but still often-cited, tripartite communication model consisting of the sender (A), the receiver (B), and the social situation in which the communication takes place (X).

**Convergence:** Process by which formerly separate technologies such as television and the telephone are brought together by a common technological base (digitization) or a common industrial strategy. The Internet is a perfect example of technological convergence; it can deliver digitized print, images, sound, voice, data, etc., equally well. Large corporations such as AOL are examples of industrial convergence; they bring together various media systems (television 78 convergence theory broadcasting, newspapers, etc.) under a single corporate umbrella.

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## 9.10 SELF-ASSESSMENT TEST

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1. Discuss the merits and limitations of Dance's model of communication.
2. Do you think Dance's model of communication is applicable to the Indian context?  
Comment.
3. Describe the basic concept of Wilbur Schramm's model of communication?
4. Explain the striking features of Schramm's model of communication.
5. Do you think Schramm's model of communication is applicable to the Indian communication scenario? Comment.
6. Describe the main characteristics of Gerbner's model of communication.
7. Do you think Gerbner's model of communication is universally applicable? Comment.
8. Explain the striking features of Newcomb's model of communication.
9. Explain the important characteristics of convergent model of communication.
10. Do you think convergent model of communication is applicable to the Indian conditions? Comment.
11. Write short notes on the following:
  - a) Dance's model



- b) Schramm's model
- c) Gerbner's model
- d) Newcomb's model
- e) Convergent model
- f) Helix
- g) Frame of reference
- h) Field of experience
- i) Triangular model
- j) Convergence
- k) Divergence

## 9.11 ANSWERS TO CHECK YOUR PROGRESS

### MATCH THE FOLLOWING-I

LIST I	LIST II
A. Frank. E.X. Dance	1. Communication Model
B. Kincaid	2. Convergent Model
C. Wilber Schramm	3. Linear Model
D. Theodore M. Newcomb	4. Psychological Model
E. George Gerbner	5. Gerbner Model

### MATCH THE FOLLOWING-II

LIST I	LIST II
A. Newcomb Model	1. 1953
B. Gerbner Model	2. 1956



C. Linear Model	3. 1954
D. Convergent Model	4. 1979
E. Dance Model	5. 1967

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SUBJECT: INTRODUCTION TO MASS COMMUNICATION	
COURSE CODE: MSM-501	AUTHOR: PROF. MANOJ DAYAL
LESSON NO.: 10	
MODELS OF COMMUNICATION-III	

## **STRUCTURE**

The lesson structure shall be as follows:

### **10.0 Learning Objectives**

#### **10.1 Introduction**

#### **10.2 Gate Keeping Model**

#### **10.3 Westley and Maclean's Conceptual Model**

#### **10.4 Backer's Mosaic Model**

#### **10.5 Barnlund's Transactional Model**

#### **10.6 Check Your Progress**

#### **10.7 Summary**

#### **10.8 Keywords**

#### **10.9 Self-Assessment Test**

#### **10.10 Answers to Check Your Progress**

#### **10.11 References/Suggested Readings**

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## **10.0 LEARNING OBJECTIVES**

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After going through this lesson, you will be able:

- To understand the concept of Communication Model.
- To explain Gate Keeping Model
- To describe Westley and Maclean's Conceptual Model
- To discuss Becker's Mosaic Model
- To study Barnlund's Model

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## **10.1 INTRODUCTION**

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As we have discussed earlier that communication is an extremely complex process. More so in this age of information technology. That means it is becoming even more complex with the changing communication phenomenon. The pattern of complexity and continuous change in the communication process demands that it should be made simple and general. Communication models convert the complexity into simplicity. Model plays an important role in explaining any process. It simplifies and demystifies a complex process especially with the help of pictures, charts, diagrams, etc. A model generally clusters round the elements, explains the intra-relations and inter-relations between elements and then explains the process in a lucid, simple and appropriate manner. A model is a small representation or reproduction of something. It is a small visualization of a process, trend, pattern, thought or theory.

When we attend, attach, co-relate or activate the elements, it becomes a process. According to David Berlo, the concern for the communication has produced several attempts to develop models of the process of communication enlisting the different elements, intra-relations, inter-relations, interactions among the elements and their relations with the outer environment. Though mass communication experts started the use and application of communication models only recently, yet in human communication, speech communication and in language, models have been for a pretty long time. But all these models differ to a great extent. No model can be described to be 'perfectly right' or 'perfectly wrong'. Some may be more articulate than others. Some may be more descriptive. Some may correspond more with a particular situation while, others correspond more with other situations. Some models represent the knowledge of the past, while others are new and modern and relate to the contemporary issues. It is because of these reasons, it becomes very useful, important and relevant here to discuss Gate Keeping Model, Westley and Mclean's Conceptual Model, Backer's Mosaic Model, Bornlund's Transactional Model.

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## 10.2 GATE KEEPING MODEL

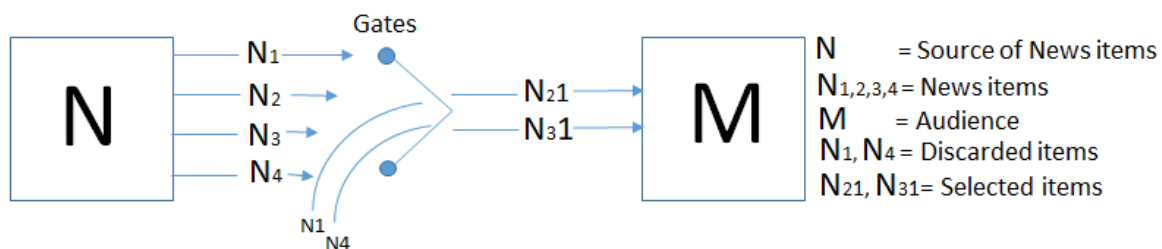
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This model was propounded by a well-known social psychologist Kurt Zadek Lewin in 1943. This model was used for the first time for mass communication and news dissemination by David Manning White.



According to this model, gatekeepers are people or policies that act as a go-between, controlling access from one point to another. They may refuse, control or delay access to services. In news dissemination, out of four news, the newspaper organization selects only two and rejects two. This selection and rejection policy is based on certain criteria. The criteria may be news worthiness or perception of the reporters or that of the desk persons. This type of selection or rejection may be in accordance with the policy of the newspaper.

The gatekeeping model developed by David Manning White in the context of newspaper may be depicted with the help of the following diagram.



Whites's Gatekeeping Model

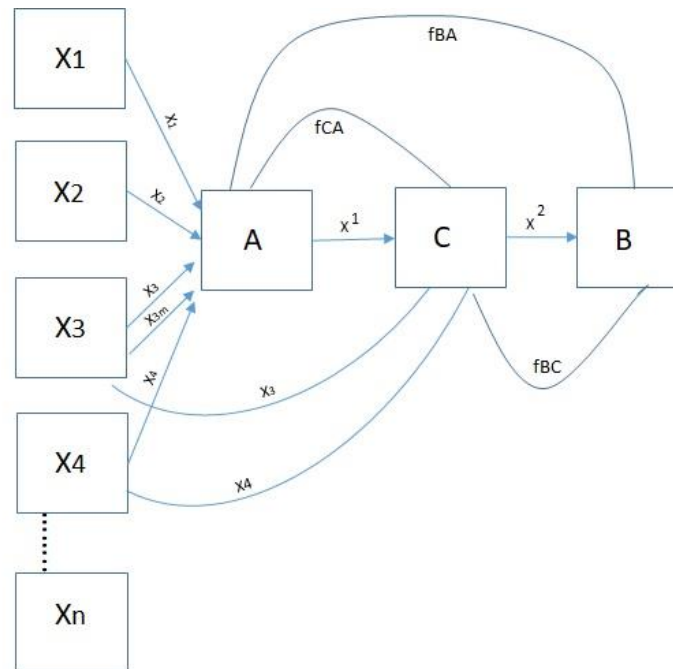
### 10.3 WESTLEY AND MACLEAN'S CONCEPTUAL MODEL

This model was propounded in 1957 by Bruce Westley and Malcom S. MacLean. This model is applicable in interpersonal communication and mass communication. In interpersonal communication, the feedback is immediate, instant and direct. But in case of mass communication, the feedback is indirect, sluggish and slow.

Unlike Dance's Helical Model of Communication, the model says that communication does not begin when one person starts speaking, but it does when a person responds to something from his/her surroundings. The person must first receive message from the environment and then, he/she responds according to his/her object of orientation.

The Westley and MacLean's model can be applied in two contexts: interpersonal and mass communication, the point of difference being the feedback. Feedback is direct, instant, immediate and fast in interpersonal communication and indirect, sluggish and slow in mass communication. The model also differentiates message as purposive and non-purposive.

This model may be depicted with the help of following diagram:



**Westley and MacLean's Model of Communication**

The most important components in the communication process for the model are

- **Source (A)** – Source is the message creator and sender.
- **Environment (X)** – Environment is the physical and psychological situation where the message is being created and sent.
- **Sensory experience (X1...)** – Sensory experience is the first thing that the source sees by which the source gets the idea for the formation of the message.
- **Objects of Orientation (X1, X2,...)** – Objects of orientation is the person's social and cultural reality that has formed from his/her past experiences and teachings.
- **Message Interpretation or Coding (X')** – Message is interpreted with the objects of orientation of the receiver of the message.
- **Receiver (B)** – The person who gets the message sent by the source and the person who interprets according to his/her objects of orientation.



- **Object of Orientation of Receiver** (X, b) – The views and ideas of the receiver or his/her social reality is his/her object of orientation. That is how the receiver interprets the message.
- **Feedback** (f) – The receiver forms another message after interpreting the message and sends it back to the sender. It is known as feedback.
- **Gatekeeper** (C) – Gatekeepers are found in mass communication. The gatekeeper is the editor who filters the message as per the needs of the audience and media institution.
- **Opinion Leader** – Opinion leaders are well known and recognized people who can influence public opinions.

## CONCEPTS OF WESTLEY AND MACLEAN'S MODEL OF COMMUNICATION

The process of communication in Westley and MacLean's model of communication starts when the source creates a message from his/her environment. The communicator acts and creates the message as a response to the sensory experience with his/her own objects of orientation.

Then, the response is coded after interpreting the environmental response. The coded message is transmitted to a second respondent who interprets the message differently according to his/her objects of orientation and provide feedback to the sender.

Gatekeeper and opinion leader are the parts of communication process in mass communication. They are the editors, proofreaders, etc. who choose which message should be published and what effect will it have on the audience. Filter of the message is dependent on many factors.

Gatekeeping is done in these levels:

1. Individual level: A person's gender, sexual orientation, culture, likes, dislikes, etc.
2. Routine practice level: Pre-established set of rules and practices for a particular type of work to be done
3. Communication organizations: The policies of the organization that is publishing the work



4. Social institutions: The social systems by which the message is formed
5. Societies: Societal values and belief systems, rules and norms, etc.

### **MERITS OF WESTLEY AND MACLEAN'S MODEL OF COMMUNICATION**

- There is comprehensive discussion.
- As the message comes from the environment, sensory field improves the message formation.
- Social and other factors are included in objects of orientation.
- The model can be applied to interpersonal, group communication as well as mass communication.
- The model is very descriptive.

### **DEMERITS OF WESTLEY AND MACLEAN'S MODEL OF COMMUNICATION**

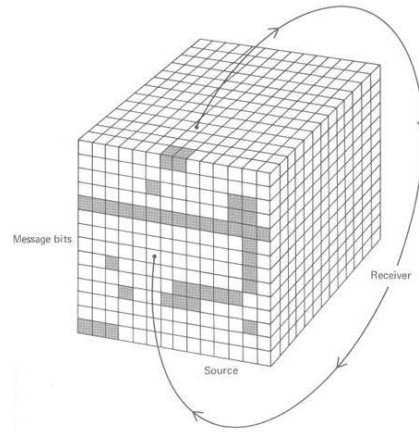
- There are umpteen number of variables and sub variables even for simple communication which makes the model very complicated.
- The model is only two-dimensional and does not explain communication which involves multiple messages and complicated messages.
- The information can get modified while sending it from the sender to the receiver as there can be noise. The model does not account for noise in communication.

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## **10.4 BECKER'S MOSAIC MODEL**

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Sam Becker propounded a communication model in his pioneering work "The Prospect of Rhetoric" (1968), which is known as Becker's Mosaic Model of Communication. According to him, the classical models of communication are not very useful in contemporary communication. The model explains the complexity of human communication. It also describes the randomness of the origin of messages and communication as a dynamic process. The model is believed to reduce the limitations of the linear models. The model stresses the meaning of messages. The model was inspired by Marshall McLuhan's views and metaphors of television as a collection of light and dark spots.



(Source: <https://www.businessstopia.net/communication/becker-mosaic-model-communication>)

### COMPONENTS OF BECKER'S MOSAIC MODEL OF COMMUNICATION

1. **Empty cells**– Unavailable messages or sources
2. **Vertical layers**– Set of similar messages
3. **Cells**– Messages and sources
4. Receivers go through the cells in **loops** every time

### CONCEPTS OF BECKER'S MOSAIC MODEL OF COMMUNICATION

Every person lives and exists in the web of communications which reciprocally makes the person unique. Messages construct humans and humans construct messages. Message depends on information source, culture, social situations, and environment. The constructed message is just a small step to the formation of complicated communication environment which is known as a “Mosaic”.

In this model, the mosaic is formed from the network of bits of information. Bits of information help in making a complete picture of any situation. There are many sources of information and messages. Every individual will take the information that he/she needs and ignores all others. These fragments of information can be about anything, in any time and in any space. The channels the bits are sent can also vary. These bits are pieced together by a person as





per the needs to form a message. When another person receives the message, the second person not only interprets according to the bits of information that is in the message, but also interprets it with the help of all the past bits of information the person can relate the message to.

In this particular model, Communication is shown in a three dimensional cube formed with bits of information and time-space dimensions. It is taken as non-linear.

The mosaic model talks about message environment being a major factor for rhetoric. The receiver is only exposed to the rhetorical message sent by the sender, and so the message must make an influence over the receiver. The receiver's environment is also important as the message that is received is more essential than the one that is sent.

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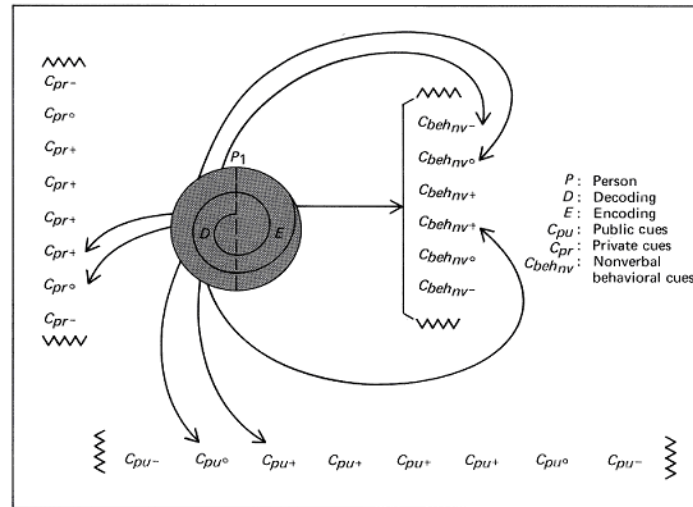
## 10.5 BARNLUND'S TRANSACTIONAL MODEL

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Dean Barnlund propounded a transactional model of communication in 1970 for basic interpersonal communication which articulates that sending and receiving of messages happens simultaneously between people which is popularly known as Barnlund's Transactional Model of Communication.

The model has been further adapted and reformed by other theorists as **General Transactional Model**. The model shifted from the trend of linear model to **dynamic** and **two way** communication model.

### CONCEPTS OF BARNLUND'S TRANSACTIONAL MODEL OF COMMUNICATION

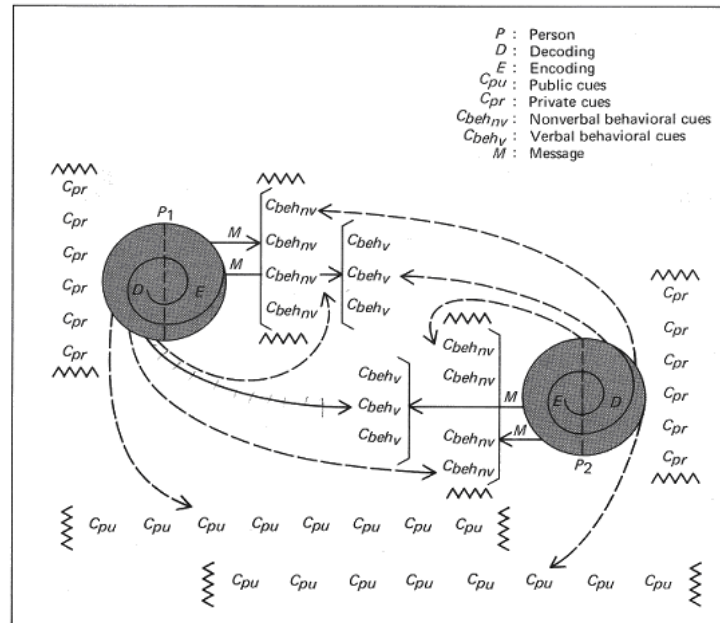


(Source: <https://www.businessstopia.net/communication/barnlund-transactional-model-communication> )

Barnlund's Transactional Model is a **multi-layered feedback system**. This is a continuous process where sender and receiver interchanges their places and both are equally important. The message passing takes place with a constant feedback being provided from both parties. A feedback for one is the message for the other.

### COMPONENTS OF BARLUND'S MODEL

**Cues** refers to the signs for doing something. As per Barnlund there are: **public cues**, **private cues** and **behavioral cues**. In the model diagram shown above, spiral lines gives graphic representation to the assumptions like public cues and private cues.



(Source: <https://www.businessstopia.net/communication/barnlund-transactional-model-communication>)

- **Public cues (C<sub>pu</sub>)** are physical, environmental or artificial and natural or man-made.
- **Private cues (C<sub>pr</sub>)** are also known as private objects of orientation which include senses of a person. Both these cues can be verbal as well as non-verbal. Another set of cues are behavioral cues.
- **Behavioral cues** can be **verbal (C<sub>behv</sub>)** as well as **non-verbal (C<sub>behnv</sub>)**.

The arrows and their directions show that the message is intentionally sent and actively taken where the receiver plays a key role of giving feedback. Arrows also show the process of production of technical encoding, interpretation and decoding.

The **jagged lines** show that the availability of cues can be unlimited and are denoted as **VVVV**.

The **valence signs**, +, 0 and – are also attached to these types of cues which illustrates the amount/degree/strength of attractiveness of the cues in the message.

**Speech act** refers to particular instance of communication in the model.



**Filters** are the realities of people engaged in communication. Here the senders' and receivers' personal filters might differ according to cultures, traditions, content of the message, etc.

**Noise** is the problem that arises in communication flow and disturbs the message flow.

### **MERITS OF BARLUND'S TRANSACTIONAL MODEL OF COMMUNICATION**

- The model shows shared field experience of the sender and receiver.
- Transactional model talks about simultaneous message sending, noise and feedback.
- Barnlund's model is taken by critics as the most systematic model of communication.

### **DEMERITS OF BARLUND'S TRANSACTIONAL MODEL OF COMMUNICATION**

- Barnlund's model is extremely complex.
- Both the sender and receiver must understand the codes sent by the other. So they must each possess a similar "code book".

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## **10.6 CHECK YOUR PROGRESS-I**

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**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

1. Gate keeping model of communication was propounded by:
  - a) Kurt Zadek Lewin
  - b) A. Z. Factotum
  - c) Z. A Datania
  - d) None of them
2. Gate keeping model of communication was propounded in the year:
  - a) 1940
  - b) 1941
  - c) 1942
  - d) 1943
3. Westley and MacLean's conceptual model is applicable in
  - a) Intrapersonal Communication and Mass Communication



- b) Interpersonal and Intrapersonal Communication
  - c) Interpersonal and Mass Communication
  - d) None of the above
4. Who propounded Mosaic model of communication?
- a) Westley and Maclean
  - b) Sam Becker
  - c) David Berlo
  - d) Barnund
5. When was the Transactional model propounded?
- a) 1968
  - b) 1969
  - c) 1970
  - d) 1971

### CHECK YOUR PROGRESS II

**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**

### FILL IN THE BLANKS

- 1. Gate keeping model was propounded by a well-known social psychologist Kurt Zadek Lewin in .....
- 2. .... propounded Mosaic model of communication.
- 3. ....propounded a transactional model of communication in 1970.
- 4. Sam Becker propounded a communication model in his pioneering work .....
- 5. Westley and MacLean's conceptual model is applicable in.....

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## 10.7 SUMMARY

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- Gate keeping model was propounded by a well-known social psychologist Kurt Zadek Lewin in 1943. This model was used for the first time for mass communication and news dissemination by David Manning White. According to this model, gate keepers are people or policies that act as a go-between, controlling access from one point to another. They



may refuse, control or delay access to services. In news dissemination, out of four news, the newspaper organization selects only two and rejects two. This selection and rejection policy is based on certain criteria. The criteria may be news worthiness or perception of the reporters or that of the desk persons. This type of selection or rejection may be in accordance with the policy of the newspaper. Westley and MacLean's conceptual model was propounded in 1957 by Bruce Westley and Malcom S. MacLean. This model is applicable in interpersonal communication and mass communication, in interpersonal communication, the feedback is immediate, instant and direct. But in case of mass communication, the feedback is indirect, sluggish and slow. Sam Becker propounded a communication model in his pioneering work "The Prospect of Rhetoric" (1968), which is known as Becker's Mosaic Model of Communication. According to him, the classical models of communication are not very useful in contemporary communication. The model explains the complexity of human communication. It also describes the randomness of the origin of messages and communication as a dynamic process. The model is believed to reduce the limitations of the linear models. The model stresses the meaning of messages. The model was inspired by Marshall McLuhan's views and metaphors of television as a collection of light and dark spots. Dean Barnlund propounded a transactional model of communication in 1970 for basic interpersonal communication which articulates that sending and receiving of messages happens simultaneously between people which is popularly known as Barnlund's Transactional Model of Communication.

- The model has been further adapted and reformed by other theorists as **General Transactional Model**. The model shifted from the trend of linear model to **dynamic** and **two way** communication model.

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## 10.8 KEYWORDS

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**Gate Keeping Model:** Gate Keeping model was propounded by a well known social psychologist Kurt Zadek Lewin in 1943. This model was used for the first time for mass communication and news dissemination by David Manning White. According to this model, gate keepers are people or policies that act as a go-between controlling access from one point to



another. They may refuse, control or delay access to services. In news dissemination, out of four news, the newspaper organization selects only two and rejects two. This selection and rejection policy is based on certain criteria.

**Westley and Mclean's Conceptual Model:** Westley and MacLean's conceptual model was propounded in 1957 by Bruce Westley and Malcom S. MacLean. This model is applicable in interpersonal communication and mass communication. In interpersonal communication, the feedback is immediate, instant and direct. But in case of mass communication, the feedback is indirect, sluggish and slow.

**Backer's Mosaic Model:** Sam Becker propounded a communication model in his pioneering work "The Prospect of Rhetoric" (1968), which is known as Becker's Mosaic Model of Communication. According to him, the classical models of communication are not very useful in contemporary communication. The model explains the complexity of human communication. It also describes the randomness of the origin of messages and communication as a dynamic process. The model is believed to reduce the limitations of the linear models. The model stresses the meaning of messages. The model was inspired by Marshall McLuhan's views and metaphors of television as a collection of light and dark spots.

**Bornlund's Transactional Model:** Dean Barnlund propounded a transactional model of communication in 1970 for basic interpersonal communication which articulates that sending and receiving of messages happens simultaneously between people which is popularly known as Barnlund's Transactional Model of Communication.

The model has been further adapted and reformed by other theorists as **General Transactional Model**. The model shifted from the trend of linear model to **dynamic and two way** communication model.

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## 10.9 SELF-ASSESSMENT TEST

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1. What is Gate keeping model?
2. Discuss the features of Gate keeping model of communication.
3. Describe the advantages of Gate keeping model of communication.



4. Explain the limitations of Gate keeping model of communication.
5. Discuss the concept of Westley and Mclean's model of communication.
6. Describe the merits of Westley and Mclean's model of communication.
7. Explain the demerits of Westley and Mclean's model of communication.
8. Throw light on the conceptual interpretation of Backer's Mosaic model of communication.
9. Describe the merits of Backer's Mosaic model of communication.
10. Narrate the limitations of Backer's Mosaic model of communication.
11. Describe the meaning and concept of Barnlund's Transactional model of communication.
12. Explain the advantages of Barnlund's Transactional model of communication.
13. Discuss the limitations of Barnlund's Transactional model of communication.

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## 10.10 ANSWERS TO CHECK YOUR PROGRESS

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### CHECK YOUR PROGRESS -I

1. a) Kurt Zadek Lewin
2. d) 1943
3. c) Interpersonal and Mass Communication
4. b) Sam Becker
5. c) 1970

### CHECK YOUR PROGRESS -II

1. 1943
2. Sam Becker
3. Dean Barnlund
4. The Prospect Of Rhetoric
5. Interpersonal And Mass Communication

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## 10.11 REFERENCES & SUGGESTED READINGS

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 11</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>THEORIES OF MASS COMMUNICATION-I</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 11.0 Learning Objectives

#### 11.1 Introduction

#### 11.2 Communication Theories

##### 11.2.1 Concept of Theories of Mass Communication

##### 11.2.2 Magic Bullet Theory

##### 11.2.3 Agenda Setting Theory

##### 11.2.4 Two-Step Flow Theory

##### 11.2.5 Multi-Step Theory

#### 11.3 Check Your Progress

#### 11.4 Summary

#### 11.5 Keywords

#### 11.6 Self-Assessment Test

#### 11.7 Answers to Check Your Progress

#### 11.8 References/Suggested Readings

## 11.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To understand the meaning of theory and communication theories.
- To study the concept of theories of mass communication.
- To explain Magic Bullet Theory.
- To describe Two-Step flow Theory.
- To discuss Multi-Step flow Theory.

## 11.1 INTRODUCTION



A theory is like a seed. If the seed is healthy and strong, the fruit will also be potential and wholesome. A fruit gives birth to a seed and vice-versa. Similarly, output gives birth to a theory and vice-versa. A theory is meant to solve the problems and to raise the output. If theory does not solve the problems, then we call it outdated or irrelevant. These days the word 'theoretical' is treated as contrast to the 'practical' or 'problem-solving' which is a misnomer. We call a person 'theoretical' or 'theoretician' assuming that he or she has no practical knowledge or he or she can't solve the prevailing problems. It is because of these reasons it becomes extremely important and relevant to discuss here the meaning of theory and communication theories, concept of theories of mass communication, magic bullet theory, agenda-setting theory, two-step theory, flow theory, multi-step flow theory, diffusion of innovation theory, uses and gratification theory, selective exposure theory, selective perception theory and selective retention theory.

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## 11.2 COMMUNICATION THEORIES

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Let us be very clear that a theory is meant to solve the problem. A theory is meant to raise the output. Colloquially, we may call somebody as theoretical or theoretician if his theory is outdated or irrelevant and not problem-solving. But if a theory is relevant, problem-solving, output raising, then it must be respected.

A theory depends on time, place and circumstances. As a seed can't be sprouted in all the seasons except, its own particular time, similarly a theory can't be applied all the time or all-through the year. Again a seed can't be sown at all the places of the world. An American seed can't be sown on the Indian soil, because it may not germinate or may not sprout. Even the seed of an apple produced at Kashmir, may not sprout or germinate at the soil of Haryana. Similarly, a seed depends on the circumstances. If a seed of winter is sown even in winter but suddenly there is a heavy rain during the winter, then the entire seeds will be destroyed. Thus as a seed depends on time, place and situation, so is the case with theory. When we study an American or British theory, whether it is sociology or psychology or economics or political science or anthropology or communication, we often fail to apply it to the prevailing socio-economic, political and cultural circumstances of India. As far as communication theories are concerned, Indians have hardly developed any theory. There are only a handful of Indian communication theories like, 'Sadharikaran', 'Sahridayas', 'Sambhaast', 'Nirveda', 'Glani', 'Rasa', etc. All these Indian



theories could not grow even at the Indian soil. Despite the fact, that these theories have been developed by Indians like Prof. I.P. Tewari, Prof. J.S. Yadava, and Prof. Gupta, yet due to time and situation, they could not grow in our own land. Unfortunately, most of the models and theories in social sciences have been developed by western social experts and are taught in India. No doubt, some of them are universally applicable. But a majority of them are not applicable in India whether it is economics or political science or sociology or anthropology or communication. But due to extremely poor education system in India and equally adverse circumstances, there is a complete dearth of Indian theories----what to talk of communication or mass communication, even in other matured and older social sciences, the situations are similar. But now there are only two ways out:

- (i) Hybridisation of western theories/models,
- (ii) Developing our own original theories/models.

Hybridisation of Western theories/models mean these western concepts may be Indianised and made useful for solving Indian problems just like hybridization is performed in bio-technology. Second, now with the growth of Indian research circumstances, the universities and institutions may focus on developing our own Indian and indigenous theories and models. There are so many communication theories like magic-bullet theory, agenda-setting theory, two-step flow theory, multi-step flow theory, diffusion of innovation theory, uses and gratification theory, selective exposure, selective perception and selective retention theory, etc.

There are so many categories of communication theories which are related to the following:

- a) Psychological or behavioural theories of communication
- b) Economic theories of communication
- c) Sociological theories of communication
- d) Political theories of communication
- e) Cultural theories of communication
- f) Critical theories of communication
- g) Religious theories of communication
- h) Spiritual theory of communication



- i) Frankfurt school's theory of communication
  - j) Toronto school's theory of communication
- a) **Psychological theories of communication:** This relates to human behaviour and is also described as behavioural theory. In such theories, we generally discuss the theory of perception, theory of individual difference, theory of audience attention, theory of audience attitude, conflict theory, consensus theory, theory of mental defence mechanism including the theory of rationalization, theory of sublimation, theory of regression, theory of repression, theory of identification, theory of cognitive dissonance, cognitive theory, theory of learning, theory of retention, theory of recall, theory of persuasion, social influence theory.
- b) **Economic theories of communication:** These theories of communication relates to the economic aspects like inequality, poverty, development, communism, socialism, capitalism etc. Such theories include communist theory of communication, Marxist theory of communication, Neo-Marxist theory, capitalistic theory of communication, crony capitalistic theory of communication, corporate culture theory, advertising theory, etc.
- c) **Sociological theories of communication:** These theories of communication relates to the sociological aspects like social responsibility theory, social identity theory, social information processing theory, social interaction theory, social judgment theory, social penetration theory, family communication theory, etc.
- d) **Political theories of communication:** These theories of communication relates to the political issues like political communication theory, political economy theory, propaganda theory, etc.
- e) **Cultural theories of communication:** These theories of communication pertains to the cultural issues like cultural contacts theory, cultural identity theory, cultural performance theory, cross-cultural adaption theory, co-cultural theory, etc.
- f) **Critical theories of communication:** These theories of communication relate to critical observation or critical assimilation of the theory or model or paradigm. For example, critical discourse analysis, critical race theory, critical communication pedagogy, critical constructivism, critical cultural studies, critical ethnography, etc.



- g) **Religious theories of communication:** These theories of communication pertain to religious issues like dutifulness, Buddhism, Jainism, Hinduism, Islamism, Christianity, Sikhism, etc. For example, Buddhist communication theory, Hindu communication theory, Chinese harmony theory, religious communication theory, etc.
- h) **Spiritual theories of communication:** These theories of communication relate to spiritual issues like self-knowledge, self-exploration, knowledge of God, meditation etc. For example, metacommunication theory, self-categorisation theory, self-disclosure theory, value studies theories, spiritual theory, etc.
- i) **Frankfurt School Theory:** This is an extension of critical theories. This is because the Frankfurt school is a group of critical theorists who joined the Institute of Social Research, Frankfurt University, Germany from 1923 to 1933. The theories of this school dealt with Marxist analysis of social and economic processes. Then they assessed the role of the individual and the group in relation to these processes. The experts of this school focused their studies on communication relating to the historical, social and economic processes. The expert theorists of Frankfurt school are: Max Horkheimer, Theodor W. Adorno, Walter Benjamin, Herbert Marcuse, Leo Lowenthal and Jürgen Habermas.
- j) **Toronto School Theory:** This school has developed theories relating to human communication, human culture and human mind. That is why this school is described as “the theory of primacy of communication in structuring of the human cultures and structuring of human mind.” The school originated from the works of Eric A. Havelock and Harold Innis in the 1930s, and grew to prominence with the contributions of Edmund Snow Carpenter, Northrop Frye and Marshall McLuhan. Eric Havelock’s pioneering work in the transitions from orality to literacy, as an account of communication, seriously influenced the media theories of Marshall McLuhan and Harold Innis. Harold’s theories of political economy, media and society had a significant influence on critical media theory. His work along with Marshall McLuhan offered groundbreaking Canadian perspectives on the function of communication technologies as key agents in social and historical change. Their joint work developed a theory of history in which communication is central to social change and transformation.



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## 11.2.1 CONCEPT OF THEORIES OF MASS COMMUNICATION

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Mass communication or mass media is a specific part of communication. Hence, the theories of media may be categorised as consensus theories of media, conflict theories of media, media-centric theories and society-centric theories. According to media-centric theories, whoever, whatever, whichever and wherever is highlighted by the media, becomes lime lighted. But this is not the case with the audience-centric theories. Here the audience is equally powerful and sensible. All these categories of mass communication theories are alphabetically enlisted below:

- (i) Activation Theory of Information Exposure
- (ii) Advertising Theories
- (iii) Affect-Dependent Theory of Stimulus Arrangements.
- (iv) Americanisation of Media Theory
- (v) Audience Theories
- (vi) Broadcasting Theories
- (vii) Campaign Communication Theories
- (viii) Communication in Later life Theory
- (ix) Computer Mediated Communication Theory
- (x) Corporate Campaign Theories
- (xi) Critical Theory
- (xii) Cultivation Theory
- (xiii) Cultural Studies Theory
- (xiv) Diaspora Theory
- (xv) Diffusion of Innovation Theory
- (xvi) Digital Divide Theory
- (xvii) Discourse Theory and Analysis
- (xviii) Documentary Film Theories
- (xix) Entertainment-Education Theory
- (xx) Environment Communication Theory
- (xxi) Expectancy Violations Theory
- (xxii) Fans, Fandom and Fan Studies Theory





- (xxiii) Film Theories
- (xxiv) Flow and Contra-Flow Theory
- (xxv) Framing Theory
- (xxvi) Frankfurt School Theories
- (xxvii) Gender and Media Theory
- (xxviii) Globalization Theories
- (xxix) Health Communication Theories
- (xxx) Information Theory
- (xxxi) Informatisation Theory
- (xxxii) International Development Theories
- (xxxiii) Interpretive Communities Theory
- (xxxiv) Journalism & Press Theories
- (xxxv) Marxist Theory
- (xxxvi) Materiality of Discourse Theory
- (xxxvii) Media and Mass Communication Theories
- (xxxviii) Media Democracy Theory
- (xxxix) Media Diplomacy Theory
- (xl) Media Effects Theories
- (xli) Media Equation Theory
- (xlii) Media Ethics Theories
- (xliii) Media Richness Theory
- (xliv) Media Sovereignty Theory
- (xlv) Medium Theory
- (xlvi) Membership Categorisation Analysis (MCA) Theory
- (xlvii) Motivated Information Management Theory
- (xlviii) Neocolonialism Theory
- (xlix) Network Society Theory
- (l) New World-Information and Communication Order Theory
- (li) Political Communication Theories
- (lii) Popular Culture Theories



- (liii) Postcolonial Theory
- (liv) Presence Theory
- (lv) Propaganda Theory
- (lvi) Public Opinion Theories
- (lvii) Public Sphere Theory
- (lviii) Social Action Media Studies Theory
- (lix) Social Identity Theory
- (lx) Social Information Processing Theory
- (lxi) Spectatorship Theory
- (lxii) Spiral Models of Media Effects Theory
- (lxiii) Spiral of Silence Theory
- (lxiv) Two-step & Multi-step Flow Theory
- (lxv) Uses, Gratification & Dependency Theories
- (lxvi) Violence & Non-Violence in Media Theory

Hence, it is crystal clear that theories of mass communication have been borrowed from that of other social sciences like psychology, sociology, anthropology, economics, political science, philosophy, etc. It indicates that mass communication is a highly interdisciplinary and multi-disciplinary branch. Moreover, masscommunication is a much younger and fresher branch than most of the other fields studied collectively under the general rubric of social sciences.

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### 11.2.2 MAGIC BULLET THEORY

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In this theory, media and message are assumed to be very powerful, whereas the audience or the receiver is assumed to be weak and powerless. According to this theory “Mass media cast direct, immediate and intense effect on the audiences by injecting information into the consciousness of the masses.” The reason is that the audience is treated as impressionable beings who can be easily manipulated. That is why this theory is also described as “Hypodermic Needle Theory.” This is the first audience theory that gained large-scale importance. This is very significant theory indicating and dealing with effects of mass media.



A physician injects an antibiotic into the blood stream of a patient with the help of a hypodermic needle and the medicine reaches all parts of the body. Similarly, when some important piece of information needs to be given to the target audience, it can be introduced by various points to see its effects on the society as a whole. The important piece of information, once injected, will travel through communication channels of the society and create a desired effect.

This theory was not only a product of the ruling behaviourist scientific climate in 1920s and 1930s, but also sprang from political and cultural concerns.

This theory overlooks the power and influence of the intervening factors such as physical, psychological, sociological, economic, and cultural and some others. In addition, the audiences are also taken as such beings as can be taken for granted by the media. Such target audience generally does not possess the power and potentiality to question the messages of the media. This theory is mainly dependent on the assumption that learning and communication are possible due to the relationship between stimulus and response. In this theory, one-way communication is dominant in the sense that the target audience is believed to be prone to manipulation, control, governance, exploitable and manoeuvrable. But this may not be the case with the audience all the time. On the contrary, the audience may be very powerful, active and question-raising.

It is important to mention here that the emergence of this hypodermic needle theory was a direct outcome of the emergence of new broadcasting technology. Radio in the form of a new broadcasting technology made it possible for the first time to simultaneously reach the audience as a whole. Again it is important to note that the Nazi leaders' use of radio for the motive and purpose of intense propaganda and the use by US President F.D. Roosevelt of radio addresses to the nation gave birth to deep concern that it would be possible for those in power to turn the audiences into mere puppets and almost slaves. This very belief of helpless and defenceless audiences has continued in a subdued form. This has further effected the understanding of processes of mediated persuasion. This is mainly because several advertising and public information campaigns are still dependent on the strategic planning that seeks to change the knowledge, attitude and behaviours of human beings by exposing them frequently to mass communication stimuli.



However, this theory may be criticised on the ground that it underrates the capability and potentiality of the audience. The audience may be dull, passive, and controllable sometimes. But this may not be the case always. The audience may be active, smart, dynamic and the media may not be as strong always as it has been believed to be.

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### 11.2.3 AGENDA SETTING THEORY

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The concept of agenda setting originated from the communication scientist Walter Lipman in 1922 in his pioneering book 'Public Opinion'. Lipman for the first time discussed about the concept of real truth and perceived truth. What media perceived about the reality is projected for the audience for the formation of the public opinion. Since the audience has not seen the truth personally and directly, so what is projected by the media, frames an image in the mind of the audience. Here selectivity or gate-keeping by the media plays a vital role. The audience takes an issue seriously if media projects it seriously by its presentation, content, placement and coverage.

But this theory was actually framed and finalized by Bernard Cohen, Maxwell McCombs and Donald Shaw in their painstaking research paper entitled "The Agenda-setting Function of Mass Media." According to them, media indirectly decides what we should think. Media never directly tells us what we should think. But by way of the coverage and placement/timing, it indirectly decides the direction of our thinking and visualization. This theory may be depicted with the help of the following figure:



(Fig.11.2: Drawn by author's scholar SudeshChahar)



This theory is based on two factors. First, media does not project the complete picture of real truth. It projects the selected or perceived truth before the audience. Second, media deliberately gives more prominence to some of the issues so that people may take these issues more seriously and may think over the issues more rigorously. Media sometimes repeats some issues. And sometimes largely and widely covers them. Hence, media washes our brain and indirectly compels us to ponder over only those issues and aspects profoundly and deeply. Hence, the formation of public opinion or public perception effectuated as desired and decided by the media.

According to the McCombs and Shaw, “News Editor and News Desk play a vital role in selection and presentation of news to create a desired political atmosphere.”

Again, McCombs and Shaw quoted the famous lines by a well-known political scientist Bernard Cohen as a way of encapsulating their own early conception of agenda setting. As Cohen observed in 1963, “The press may not be successful much of the time in telling people what to think about.”

The researchers suggested that this was “straightforward, one-way, causal relationship meaning that we learn from the media not only about an issue, but also how much importance to attach to it.”

Thus, there are certain limitations and shortcomings of this theory. The theory encompasses both the what-to-think-about and what-to-think component of Cohen’s formulation.

Second, a debate still persists as to how directly or to what degree the media sets the public agenda. Recent studies on agenda setting theory reveals the fact that those viewers who do not find the media credible, are less likely to have their agendas set by the media. Similarly, viewers who strongly disagree of the news value of the source they use, will be less susceptible to the agenda-setting function of the mass media.

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## 11.2.4 TWO-STEP FLOW THEORY

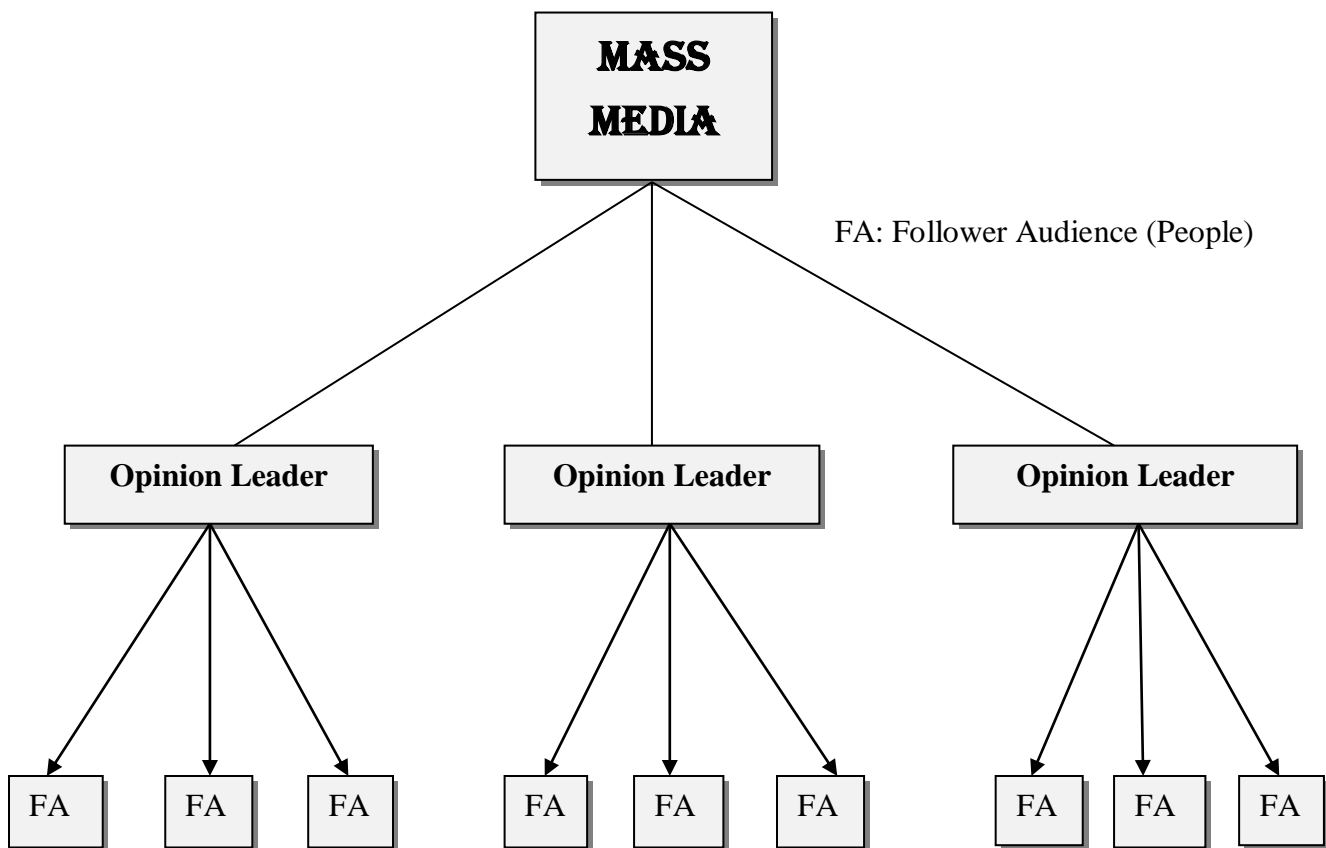
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We have already described communication as a process. This may be one-step, two-step, three-step or multi-step. Several researchers reveal the fact that social interaction plays a vital role in



shaping and changing the behaviour of the people. In one-step flow, the opinion leader is non-existent. This theory was initiated in 1944 by a well-known sociologist Paul F. Lazarsfeld et al. During the research work on voting behaviour on the presidential election of America, it was observed that opinion leaders played a vital role in changing or shaping the voting nature of the people. When there is opinion leader like teacher, Guru, Preacher, Saint or any learned person between media and its audience, then there is a drastic change in voting behaviour of the people. This opinion leader such a person who easily influences the audience/people and his interpretation is well accepted.

This theory may be depicted with the help of following diagram:



(Fig.11.2.1: Drawn by author's scholar SudeshChahar)



According to Lazarsfeld, every follower audience is not so matured, intelligent and sensible, that he or she can easily understand the social, economic, political, religious, cultural and spiritual issues covered by the media. In order to decode the complex and complicated messages, follower audience prefers to depend on sensible persons and these sensible persons gradually become the opinion leaders. These opinion leaders simplify and demystify the extremely complex information of the media and present the same before the follower audience in a very plain, lucid and easily understandable language.

Sometimes, these opinion leaders do mix their own viewpoint. Anyway at least the simplification of the messages help a lot to the follower audience.

Thus, this model is much superior as compared to one-step flow of communication, magic bullet theory or hypodermic needle theory where the audience is treated as passive.

However, the two-step flow theory was redefined in 1955 by Elihu Katz and Lazarsfeld in their pioneering book “Personal Influence: The Part played by People in the Flow of Mass Communication”. This study was based on survey of 800 women in Decatur, Illinois. In addition to politics, this study looked at decision making in the areas of marketing, movies and fashion. It focused on locating and searching people who used influence over decisions made by others. These people were also defined as opinion leaders, who used to critically screen media contents. The research findings indicated that opinion leaders were available at every level of the social system.

Thus, the two-step theory played a pivotal role in the growth and development of empirical research in mass communication from 1950 to 1970s. It is only recently, the media researchers have given more serious attention and thought to the power of media. Hence, the two-step theory is very significant and relevant in helping the message to be effectively received and suitably followed.

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### 11.2.5 MULTI-STEP FLOW THEORY

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This theory was also introduced by Paul Lazarsfeld et al. in 1944 and further extended and elaborated by Elihu Katz and Lazarsfeld himself in 1955. The researches on two-step flow theory



were further extended during 1950 to 1970s which gave birth to multi-step flow theory. There is only a minor difference between the two. In the former, the message reaches from opinion leaders to the followers, whereas in the later, the message reaches from the opinion leader to the follower, then from one follower to another and from another to yet another, making a chain of opinion formation. One follower, receives the filtered and edited message from the opinion leader, then he keeps on forwarding to a series of followers. This is called multi-step flow theory of media. An important aspect of this theory is how the social influences are glorified and modified.

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## 11.3 CHECK YOUR PROGRESS

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**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

### FILL IN THE BLANKS

1. The idea that media penetrate people's mind and instantly create effects is named as.....
2. .... theories of communication relate to spiritual issues like self-knowledge, self-exploration, knowledge of God, meditation etc.
3. ....theory says "Mass media cast direct, immediate and intense effect on the audiences by injecting information into the consciousness of the masses."
4. Social interaction plays a vital role in shaping and changing the ..... of the people.
5. ....has developed theories relating to human communication, human culture and human mind.

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## 11.4 SUMMARY

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- A theory is like a seed. If the seed is healthy and strong, the fruit will also be potential and wholesome. As far as communication theories are concerned, Indians have hardly developed any theory. There are only a handful of Indian communication





theories like, 'Sadharikaran', 'Sahridayas', 'Sambhaast', 'Nirveda', 'Glani', 'Rasa', etc. All these Indian theories could not grow even at the Indian soil. Despite the fact, that these theories have been developed by Indians like Tewari, Yadava, and Gupta, yet due to time and situation, they could not grow in our own land. Unfortunately, most of the models and theories in social sciences have been developed by western social experts and are taught in India. No doubt, some of them are universally applicable. But a majority of them are not applicable in India whether it is economics or political science or sociology or anthropology or communication. But due to extremely poor education system in India and equally adverse circumstances, there is a complete dearth of Indian theories---- what to talk of communication or mass communication, even in other matured and older social sciences, the situations are similar.

- Mass communication or mass media is a specific part of communication. Hence, the theories of mass communication or media may be categorised as consensus theories of media, conflict theories of media, media-centric theories and society-centric theories. According to media- centric theories, whoever, whatever, whichever and wherever is highlighted by the media, becomes lime lighted. But this is not the case with the audience-centric theories. Here the audience is equally powerful and sensible.
- Media theories have been borrowed from other social sciences like sociology, psychology, anthropology, political science, economics, philosophy, etc. It clearly signifies that mass communication is a highly interdisciplinary and multi-disciplinary branch. Magic bullet theory also known as hypodermic needle theory refers to the fact that mass media cast direct, immediate and intense effect on the consciousness of the masses. The important piece of information, once injected will travel through communication channels of the society and create the desired effect. But this theory may be criticized on the ground that it underrates the capability and the potentiality of the audience. However, this may not be the case always. According to agenda-setting theory, media indirectly decides what we should think. In one-step theory, the role of the opinion leader is non-existent. But in two-step flow theory, opinion



leaders play a vital role in changing and shaping the behaviour of the people. These opinion leaders simplify the complex message of the media and present the same before the followers in a very plain, lucid and easily understandable language. This theory is much superior as compare to one-step flow theory, magic bullet theory or hypodermic needle theory where the audience is treated as passive. On the other hand, in multi-stew flow theory, the message reaches from opinion leader to the follower and from one follower to other and from the other to yet another making a series or chain of followers.

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## 11.5KEY WORDS

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**Communication Theory:** Any theory aiming to explain how (and perhaps why) communication takes place. Communication theorists investigate verbal and nonverbal forms (gesture, body language, facial expression) of human communication, animal communication, and the effect of technological change on communication and culture.

**Magic Bullet Theory:** View that the media are powerful shapers of individuals. Like a “magic bullet,” media products are said to be a “killing force” to people’s minds.

**Agenda Setting Theory:** According to one theory, influential role played by the media in their determination of which issues are covered and their relative order of importance.

**Opinion Leader:** Someone who influences the values, beliefs, and opinions of others in two-step flow theory, emphasizing the fact that a few people dictate lifestyle, fashion, and opinion, while most others are generally content to imitate and follow them.

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## 11.6SELF-ASSESSMENT TEST

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1. What do you mean by a theory?
2. Differentiate between theory, model and paradigm.
3. What is communication theory? How is it different from communication model? Explain.
4. Differentiate between communication theory and mass communication theory.
5. What is magic bullet theory? Discuss its merits and limitations.
6. Describe agenda setting theory with suitable examples.



7. Throw light on the merits and limitations of agenda-setting theory.
8. What is two-step flow theory of media?
9. Describe the multi-step flow theory of media?
10. Write short notes on the following:
  - a) Theory
  - b) Magic bullet theory
  - c) Agenda-setting theory
  - d) Two-step flow theory
  - e) Multi-step flow theory
  - f) Behavioural or psychological theories of communication
  - g) Social theories of communication
  - h) Political theories of communication
  - i) Economic theories of communication
  - j) Cultural theories of communication
  - k) Critical theories of communication
  - l) Religious theories of communication
  - m) Spiritual theories of communication
  - n) Frankfurt school
  - o) Toronto scholl
  - p) Real truth
  - q) Perceived truth
  - r) Opinion leader
  - s) Follower audience

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## 11.7 ANSWERS TO CHECK YOUR PROGRESS

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1. Magic Bullet Theory
2. Spiritual
3. Magic Bullet Theory
4. behavior
5. Toronto School



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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 12</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>THEORIES OF MASS COMMUNICATION-II</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 12.0 Learning Objectives

#### 12.1 Introduction

#### 12.2 Diffusion of Innovation Theory

#### 12.3 Uses and Gratification Theory

#### 12.5 Selective Exposure theory

#### 12.6 Selective Perception Theory

#### 12.7 Selective Retention Theory

#### 12.8 Check Your Progress

#### 12.9 Summary

#### 12.10 Keywords

#### 12.11 Self-Assessment Test

#### 12.12 Answers to Check Your Progress

#### 12.13 References/Suggested Readings

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## 12.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able:

- To study the Diffusion of Innovation Theory.
- To explain the Uses and Gratification Theory.
- To describe the Selective Exposure Theory.
- To discuss the Selective Perception Theory.
- To understand the Selective Retention Theory.

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## 12.1 INTRODUCTION

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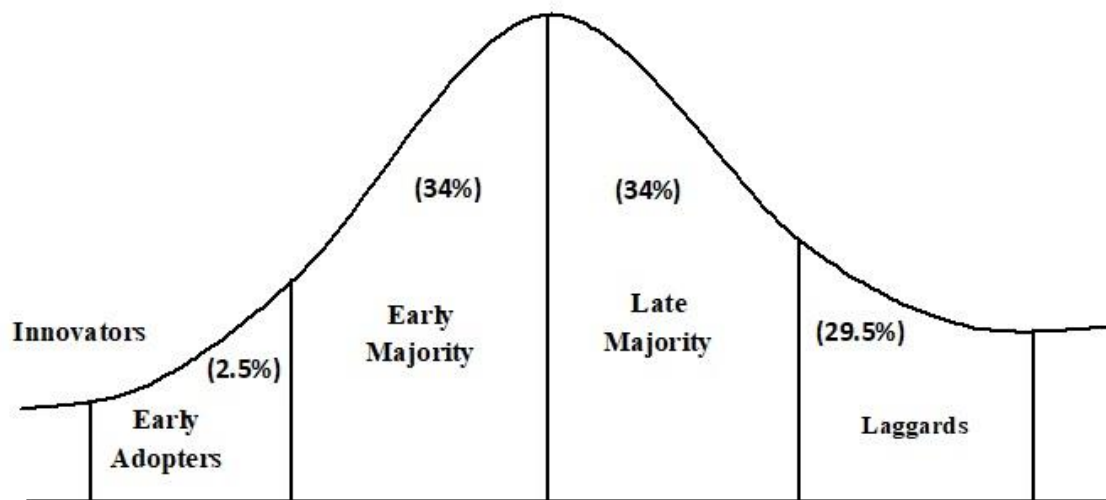


In the last lesson, we have comprehensively discussed the meaning of theory and communication theories, the concept of theories of mass communication, magic bullet theory, agenda-setting theory, two-step flow theory, multi-step flow theory.

Hence, it becomes relevant and important here to discuss the diffusion of innovation theory, uses and gratification theory, selective exposure theory, selective perception theory and selective retention theory.

## 12.2 DIFFUSION OF INNOVATION THEORY

This theory was developed by a well-known communication scientist Evert Rogers in 1962. E.M. Rogers, a professor of communication, has described this theory in his pioneering book 'Diffusion of Innovations' published in 1962 and again revised in 2003. According to Rogers, when there is some new innovation of technology or a thought or an object, then it reaches the people with the help of mass media. But it does not reach all the people at the same time. It depends on the understanding potentiality and grasping capacity of the human beings. This can be shown with the help of the following diagram:



(Fig 12.2: Drawn by author's scholar Sudesh Chahar)

**(a) Early Adopters:** As estimated by Rogers, 2.5 percent people come under this category.

They adopt the innovation of an object, project, technology, idea, theory, fashion, etc. Such





people are highly exposed, generally live in metro cities or mega cities. It definitely depends upon the need, desire, interest, attitude and aptitude of the people.

- (b) Early Majority:** Around 34% people fall under this category. They adopt the newness of an object, project, technology, idea, theory, fashion, etc. a little later than, early adopters, but still much before the late majority.

Such people are normally exposed and generally live in smart cities and capital cities. Again it depends on the need, desire, interest, attitude and aptitude of the people.

- (c) Late Majority:** Such people are again around 34% who come under this category. They adopt the invention or innovation of an object, project, technology, idea, theory, fashion, etc. a little later than early majority. They are common people of small cities and are generally less exposed. Their need, desire, interest, attitude and aptitude are a little lesser and hence they take their own time in learning.

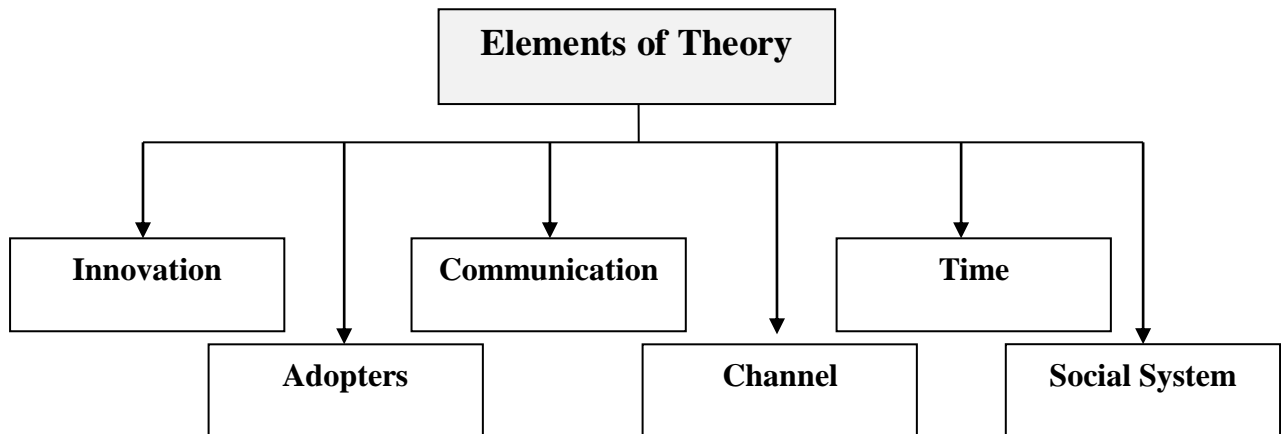
- (d) Laggards:** Rest of the people come under such category. They are very slow, underexposed and unexposed to the awareness of object, project, technology, idea, theory, fashion, etc. Such people generally live in backward areas of villages. It doesn't become their need, desire, attitude, aptitude and interest. But it becomes the societal need. It becomes the need and desire of the governments, NGOs or agencies for the social welfare and overall development of the society. Then the people of such category are motivated, activated or indirectly compelled to come to the national social mainstream. Gradually, they also start adopting the innovations bit by bit and develop their own natural interest.

When anything new comes into being, generally there is a hitch or hesitation in the society to accept it in prima facie. Let us take a simple example of 'pressure cooker'. When it came to the market, most people didn't accept it in the beginning despite knowing the fact that it is time-saving, money-saving and energy-saving. People were scattered in the beginning that it may blast in the kitchen and they may die on the spot. But gradually it extended widely and largely and today one can see a pressure cooker even in a village kitchen, even though they may be generally cooking on wood and chimney.

Thus, the categories of adopters are innovators, early adopters, early majority, late majority and laggards. According to this theory, there are four main elements that influence



the gradual spread of the newness. These elements can be shown with the help of the following figure:



(Fig. 11.2.1: Drawn by author's scholar Sudesh Chahar)

**(a) Innovation:** It is the introduction of something new. It may be an idea or project or an object or technology. The innovation-decision process is the process of progression an individual goes through from first encountering the newness to its adoption. Individuals adopt innovation bit by bit and gradually depending on their interest attitude, aptitude, intelligence, need and capacity. Some accept and understand the innovation in no time while the majority wait for it a little. Then most people adopt a little late. While some people take their own time. An innovativeness that is perceived as new by an individual or other unit of adoption could be considered an innovation.

**(b) Adoption:** They can be individuals or units or groups or organizations (businesses, schools, hospitals, etc.) clusters within social networks or countries.

**(c) Communication:** A general communication skill of sending, speaking, writing, receiving, retaining, understanding or observing should be there with the adopters of the newness. The adopters may be individuals or units or groups or organizations (businesses, schools, hospitals, etc.) clusters within social networks or countries.



**(d)Channels:** These channels allow the transfer of message from one individual or unit to the other. Here, the communication patterns or capabilities must be set up between parts as a minimum for diffusion to occur.

**(e)Time:** Adoption of innovations is a time-taking process. Innovations are rarely adopted instantaneously. People take their own time in grasping, liking, disliking, loving and then adopting the newness. Then they adopt it bit by bit with hitch, care and caution. Infact, the research work of Ryan and Gross (1943) on hybrid corn adoption reveals the fact that adoption occurred over more than ten years and most farmers only dedicated a fraction on their fields to the new corn in the first years after adoption.

**(f)Social System:** This is the combination of external influences (mass media surfactants, organisational or governmental mandates) and internal influences (strong and weak social relationships, distance from opinion leaders). There are a large number of roles in a social system and their unified combination represents the complete influence on a capable and potential adopter.

The theory of diffusion of innovation is quite similar to multi-step flow theory. Here, the early adopters also work as opinion leaders. So is the case with 'early majority.'

Thus, this theory of diffusion of innovation does not directly provide equal power to its recipients, but according to the potentiality and capability of the recipients.

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## 12.3 USES AND GRATIFICATION THEORY

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This theory was developed by Elihu Katz, Jay Blumler and Michael Gurevitch in 1970. This theory is much different from other theories of mass communication in the sense that the other theories treat the audience as very weak, passive and fragile. But this particular uses and gratification theory treats the audience as powerful and cares for the likes, dislikes, need and priorities of the audience. This theory instead of treating media as powerful, treats audience as the most powerful. According to this theory, audience is the king and gets the highest priority. This theory does not explain as to what media does for the audience. But this theory highlights



as to how the audience treats the media. It explains as to why the audience wants to use the media.

Mostly, the audience uses mass media in two ways: (a) Compensatory (b) Supplementary.

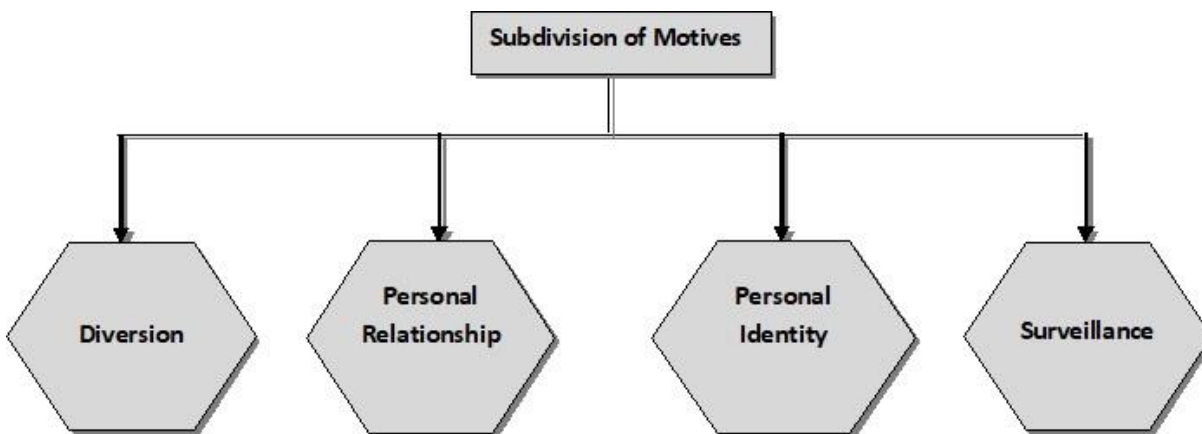
While compensatory use refers to use of the media for education deficiency, need of social success or raising one's status. Media are also yoked for understanding the existing and prevailing knowledge parameters and tackling social conundrums. How the mass media are used for such purposes, has been elaborated and explained by mass communication researchers like Denis McQuail, Blumler, Berelson, Katz and others. They have categorised human wants and needs differently. Mass Media are instrumental in serving to gratify the needs of the audience.

As Denis McQuail explained that the followings are the major motives for the satisfaction of the audience from the media.

- (i) Getting information and advice.
- (ii) Reducing personal insecurity.
- (iii) Learning about the society and the world.
- (iv) Finding support for one's own values.
- (v) Gaining insight into one's own life.
- (vi) Experiencing empathy with problems of others.
- (vii) Having a basis for social contacts.
- (viii) Having a substitute for social contacts.
- (ix) Feeling connected with others.
- (x) Escaping from problems and worries.
- (xi) Getting entry into an imaginary world.
- (xii) Filling times.
- (xiii) Experiencing social release, and
- (xiv) Acquiring a structure for daily routine.

All these motives can be further subdivided into the four categories of satisfaction, uses and gratification, which can be shown by **Fig. 12.3**:

- (a) Diversion
- (b) Personal relationships
- (c) Personal identity
- (d) Surveillance



(Fig. 12.3: Drawn by author's scholar Sudesh Chahar)

All above issues and dimensions are dependent on audiences' choices and preferences to seek gratification for relief in the moment of worry, tension, conflict, reinforcement to meet tough situation in social and personal life.

Thus, uses and gratification theory is a method of understanding why and how people actively seek out specific media to satisfy specific needs. It is an audience-centric approach. This theory focuses how users deliberately select media that will satisfy the given needs and allow one to enhance knowledge relaxation, social interactions, diversion or escape. This focuses on what people do with media, as opposed to what media does for people. Hence, most of the theories on media explained about the effects of media had on people. This is the only theory which explained how people use media for their need and gratification. This theory is just the contradiction of magic bullet theory which believes that audience is passive, while this theory believes that audience is the most powerful and thus people make use of media for their specific gratification, satisfaction, uses and needs.



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## 12.4 SELECTIVE EXPOSURE THEORY

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This theory relates to the media exposure of the audiences. It is a theory which mainly relates to the practice of psychology. But it is often used in communication and media research. According to this theory, people like to read or listen or view those things which is in accordance with their prior beliefs and perceptions. Whatever is against the perception of the audience, is often rejected by the audience. For example, a cricket lover would be more interested in knowing about the scores of a cricket match rather than knowing as to which politician is criticizing which other politician. Thus, the person will ignore or reject a message if it is not based on his past experience or perception.

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## 12.5 SELECTIVE PERCEPTION THEORY

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It is one- step ahead of selective exposure theory. According to this theory, when a person reads or sees or listens to any message, then the person will not perceive that message despite reading, seeing or listening to it if it does not relate to his prior beliefs and past experiences. Every individual doesn't have the similar perception about an object or scene or speech. For example, a film may be liked by your friend and may be disliked by you despite the fact that both of you have seen the film together. This is because your past experiences and perceptions are quite different from each other.

Thus, selective perception is a tendency and attitude not to notice and more quickly forget stimuli that cause emotional discomfort and contradict our past experiences or perception or beliefs.

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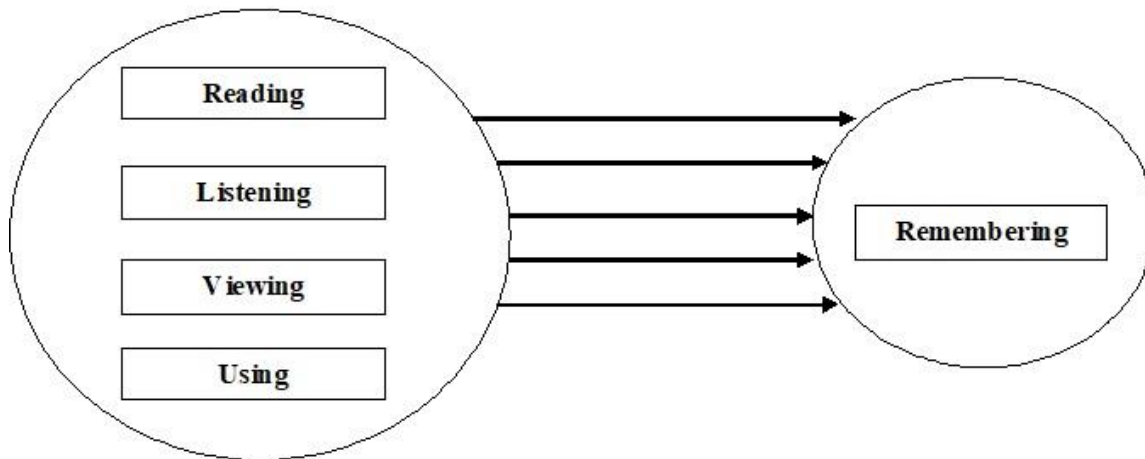
## 12.6 SELECTIVE RETENTION THEORY

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This theory means remembering only those things which we want to remember despite seeing or listening or viewing or using to so many other things. This can be understood by the

following

diagram:



(Fig. 12.6 Diagram framed by the author and drawn by author's scholar Sudesh Chahar)

This theory is based on the general psychology that people remember only those things which are very close to their heart and soul. They love it very much and they have an enhanced passion for the same. On the contrary people tend to forget those things which are irritating, embarrassing, loathsome and uninteresting for them. The heart touching message enters into the long-term memory and even conscious, subconscious and unconscious minds of the recipients. But the uncomfortable and dislikable things don't remain even in the short term memory and are washed away even from the conscious mind of the receivers.

Thus, the reactions of the audience on any message of the mass media depends on their exposure, perception and retention. We want to see what we want to see. We want to hear what we want to hear. We want to read what we want to read. We want to perceive what we want to perceive. And we want to retain what we want to retain.

## 12.7 CHECK YOUR PROGRESS

**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

### FILL IN THE BLANKS

1. The process of choosing media is called.....



2. ....theory was developed by a well-known communication scientist Evert Rogers in 1962.
3. .... theory treats the audience as powerful and cares for the likes, dislikes, need and priorities of the audience.
4. According to .....,“A new information does not reach all the people at the same time. It depends on the understanding potentiality and grasping capacity of the human beings”.
5. Selective perception is an example of.....theory.

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## 12.8 SUMMARY

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- A lot of new theories and models in mass communication are emerging day in and day out by the media researchers. But these new ones are not even available in the text books. Such new emerging theories are reflected in the media research journals regularly and frequently. But the various theories discussed in this lesson like diffusion of innovations theory, uses and gratification theory, selective exposure theory, selective perception theory and selective retention theory are all very relevant and important. As far as the diffusion of innovation theory is concerned, it was developed by Prof. E.M. Rogers in 1962. According to Rogers, when any innovation takes place, then it reaches people with the help of mass media. Mass media are the main diffusers. But it doesn't reach all the people in the same amount simultaneously. It reaches people bit by bit, depending on the reach of media and also the need, desire, interest, aptitude, attitude and exposure level of the audience. It immediately reaches the microscopic minority living in metro cities and mega cities to those who are real innovators or innovation-loving people or companies. Moreover, they need it urgently and are highly innovation depended and innovation seeking. The next group of much bigger quantity are called the 'early majority' who are normally exposed and generally live in smart cities and capital cities. They need innovation, but not addicted to it or not mad after it. All these early adopters and early majority becomes the opinion leaders. They are instrumental in spreading the innovation to rest of the people called 'late majority' and 'laggards'. When anything





news comes into society, it is the general psychology of the human beings to reject the newness in prima facie due to several hitches and hesitations. They are often confused and suffers from fear psychosis of newness. Gradually it influences them and enters into their mind, body and soul from top metro cities to the extremely backward and remote villages. The innovation moves through the various communication process and communication channels taking in its own time and entirely depending on the social system. The social system is a combination of external influences and internal influences which has been comprehensively discussed inside. This theory, however, is much similar to multi-step flow theory of media. Here, the early adopters and early majority work as opinion leaders. Here the recipients are both active and passive. Some of them are highly strong, some are strong, and some are so-so, while others are weak and highly weak. Thus it moves from early innovators to laggards, totally depending on the potentiality of the recipients and the need of the society. Another very relevant and important theory called uses and gratification theory was developed by Katz, Blumler and Gurevitch in 1970. Unlike the theory of magic bullet, here the audience is treated as very powerful. This theory is based on the assumption that the audience is the king. The audience is the ultimate owner of the media. When the audience becomes conscious and aware, then all the capitalistic and political forces of the media will automatically come to an end and will face their natural deaths. Thus, the recipients are the big boss of the media. The receivers are the real supreme in the entire show of this communication process. This theory doesn't explain as to what media does for the audience. This theory simply explains as to what the audience does for the media and how the audience treats to the media. Here the media is like an answer-book. And the audience is the ultimate examiner, the evaluator, the judge, the king, the supreme and the ultimate owner. Hence, this theory is a method of understanding why and how people actively seek out specific media to satisfy his specific needs. It is an audience-centric approach. Here the audience is worshipped like a God. Thus, it focuses on what people do with media, as opposed to what media does for the people. This is the only theory which explains how people use media for their use,



need and gratification. Then comes yet another important theory called ‘selective exposure theory’. According to this theory, we see what we want to see, we hear what we want to hear, we read what we want to read and we use what we want to use. Yet another important theory is ‘selective perception theory’. According to this theory, we see all in media, but perceive what we want to perceive, we hear all, but perceive what we want to, we read all but perceive what we want. For example, while listening to the whole news, we perceive only those which are related to our past experiences and present interest. Yet another equally important theory is ‘selective retention theory’. According to this theory, we see all, but remember only what touches our mind, heart and soul. We hear all, but remember what goes to our long term memory. We read all, but remember only those which goes to our unconscious and sub-conscious mind. Hence, the reactions of the recipients on any message of the media is directly proportional to their exposure, perception and retention.

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## 12.9 KEYWORDS

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**Diffusion of Innovation Theory:** This theory was developed by a well-known communication scientist Evert Rogers in 1962. According to Rogers, when there is some new innovation of technology or a thought or an object, then it reaches the people with the help of mass media. But it does not reach all the people at the same time. It depends on the understanding potentiality and grasping capacity of the human beings.

**Uses and Gratification Theory:** Uses and gratifications theory view, associated primarily with Elihu Katz in the 1970s that audiences use the mass media for their own purposes, especially to fulfill needs such as gaining information or being entertained. According to this theory, the audience views the media in a self-confirmatory way. Thus, certain items in a representation are selected either because they provide entertainment or because they satisfy some need. The theory maintains that media do not do things to people but rather that people do things with media.

**Selective Exposure:** Selective exposure tendency of audiences to view media products that correspond to their preexisting beliefs and values.



**Selective Perception:** Refers to the initial reading of a media text and what the audience or individual gets from the information.

**Selective Retention:** Tendency of people to select from media texts only those meanings that reinforce their preexisting beliefs and values.

**Surveillance Society:** Surveillance society view that people today can be easily tracked down and spied upon because of sophisticated satellite and other technologies.

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## 12.10 SELF-ASSESSMENT TEST

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1. What do you mean by theory? Differentiate between theory, model and paradigm.
2. Differentiate between communication theories and mass communication theories?
3. What is diffusion of innovation theory? Explain with suitable examples.
4. Describe the merits and limitations of diffusion of innovation theory.
5. Throw light on uses and gratification theory.
6. Explain the advantages and disadvantages of uses and gratification theory.
7. Critically examine the diffusion of innovation theory of media.
8. Critically examine the uses and gratification theory of mass media.
9. Explain the selective exposure theory with suitable examples.
10. Throw light on selective perception theory of media with examples.
11. Describe the selective retention theory of media.
12. Differentiate between 'magic bullet theory' and 'uses and gratification theory' of mass media with suitable examples.
13. Differentiate between 'diffusion of innovation theory' and 'uses and gratification theory' of media with examples.
14. Differentiate between 'selective exposure theory', 'selective perception theory', and 'selective retention theory' with suitable examples.
15. Write short notes on the following:
  1. Diffusion of innovation
  2. Uses and gratification theory
  3. Selective exposure theory



4. Selective perception theory
5. Selective retention theory
6. Early adopters
7. Early majority
8. Late majority
9. Laggards
10. Innovation
11. Adopters
12. Communication channels
13. Time
14. Social system
15. McQuail's motives
16. Subdivision of McQuail's motives
17. Diversion
18. Personal relationship
19. Personal identity
20. Surveillance.

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## **12.11 ANSWERS TO CHECK YOUR PROGRESS**

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1. Selective Exposure
2. Diffusion of Innovation Theory
3. Uses and gratification Theory
4. E.M. Rogers
5. Psychological Theory

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SUBJECT: INTRODUCTION TO MASS COMMUNICATION	
COURSE CODE: MSM-501	AUTHOR: PROF. MANOJ DAYAL
LESSON NO.: 13	CONVERTED INTO SLM: DR. SUNAINA
MEDIA SYSTEMS	

## STRUCTURE

The lesson structure shall be as follows:

### 13.0 Learning Objectives

#### 13.1 Introduction

#### 13.2 Media Systems

#### 13.3 Normative Theories of Media

##### 13.3.1 Authoritarian Theory

##### 13.3.2 Libertarian Theory

##### 13.3.3 Socialistic Theory

##### 13.3.4 Social Responsibility Theory

##### 13.3.5 Development Media Theory

##### 13.3.6 Participatory Media Theory (Democratic Participation Theory)

#### 13.4 Check Your Progress

#### 13.5 Summary

#### 13.6 Keywords

#### 13.7 Self-Assessment Test

#### 13.8 Answers to Check Your Progress

#### 13.9 References/Suggested Readings

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## 13.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able:

- To study the Media Systems.
- To understand Normative Theories.
- To discuss Authoritarian Theory.
- To study Libertarian Theory.
- To describe Socialistic Theory.





- To explain Social Responsibility Theory.
- To discuss Development Media Theory.
- To study Participatory Media Theory.

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## 13.1 INTRODUCTION

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Media works in a system at different places, time and circumstances. The media system is meant to contribute to the national development in a balanced way. National development includes national integration first. Then comes social development, economic development, political development, educational development, cultural development, religious development and spiritual development. Media can play a vital role in all these directions by creating awareness. It can inform, educate, entertain and finally persuade leading to overall development. Media has a variety. But each media has different role for different categories of target audience, especially in a diversified and pluralistic society. Basically, media is a part of society. Hence, media is influenced by the society. If our society is liberal, media will also be liberal. If our democracy is strong, media will also be strong. So is the case with media vs education and so on and so forth. Thus, media is influenced by the society just like a grandchild is influenced by his grandfather. Here society is like a grandfather, communication, a father and media, a grandson. But this is only one side of the coin. Media can even influence the society and can bring about a positive change. This is just like a grandson can also influence his grandfather. This is because media is dynamic, potential and pervasive in its nature. In fact, it should be less influenced by the society and should influence the society more for any kind of positive change. It is just like stone-water formula. When water and stone collides, water put its image on stone, but not vice-versa. Similarly when media and society collides or interacts, the media should play a role like a water and should print its image on the society rather than getting influenced by the society. Practically, it is a fact that it is a two-way influencing. But ethically media should influence more rather than getting influenced by the evils of the society. Any way media vs. society is a never-ending debate and different schools of thought have different views regarding the same. The media centric schools have different views, whereas the society centric schools have just the reverse viewpoint.



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## 13.2 MEDIA SYSTEMS

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Media Systems operate differently in different countries at different places, different situations and different times. Different countries have different governmental systems, political scenario, social structure, economic dimensions and cultural threats. Thus, in a free society like USA, UK, Japan, Canada, Australia, New Zealand, etc. media also enjoys freedom in thought, freedom in its mission and vision. Similarly, in a controlled society media also feels controlled and handicapped. When media becomes even a little powerful, then it definitely raises a question on extreme freedom or extreme control. For example, since there is dictatorship in Pakistan, then its media is also dictatorial in its nature and approach. But still the media tries to raise a question on dictatorship of the government as and when it feels comfortable. It depicts a world scenario and elaborates a success-failure analysis of different nations raising issues before both government and society. Media also raises issues before related allies of the society. Thus, media keeps on changing its role of being extremely pro, normally pro, moderately pro, little pro, extremely anti, normally anti, moderately anti, little anti, etc.

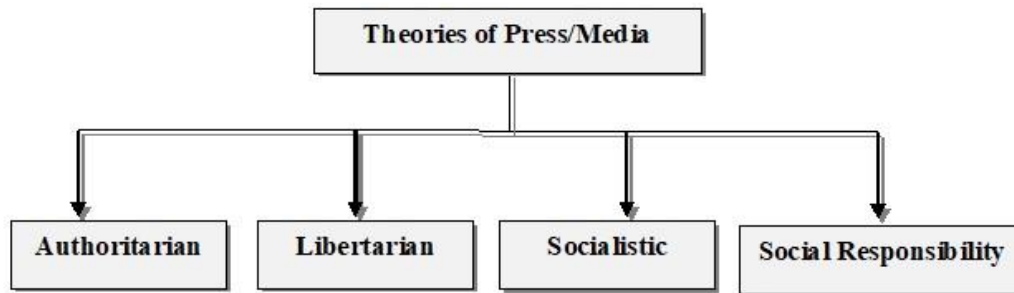
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## 13.3 NORMATIVE THEORIES OF MEDIA

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Normative theory underlines the need for what is right and what is wrong? It often raises questions: what is desirable and what is undesirable? What is just or what is unjust? Similarly the normative theories of media emphasise what is right for the media and society? What is wrong for the media and society? What is desirable and undesirable for media and society? What is just and unjust for the media and society in general and politics, economy, administration, education, religion etc. in particular? Hence, the normative theories of media should operate under the prevailing social, political, administrative and economic circumstances. Every society tries to control or give desirable freedom to its media according to its existing policies, plans, norms, socio-economic and political system. In accordance with the normative theories, the political system determines the exact relationship between media and the government. Initially four normative theories were in practice. These theories were developed in 1956 by professors of communication Fred Siebert, Theodore Peterson and Wilbur Schramm in their pioneering book “Four Theories of the Press.” These theories are also called “Western Theories of Mass Media”. At that time, only press was playing a dominating role. But now different media are playing

vibrating roles. So at present, these theories are also described as four theories of the media because the sense of developing these theories pertain to media and not press alone. These four theories may be depicted with the help of the following figure:

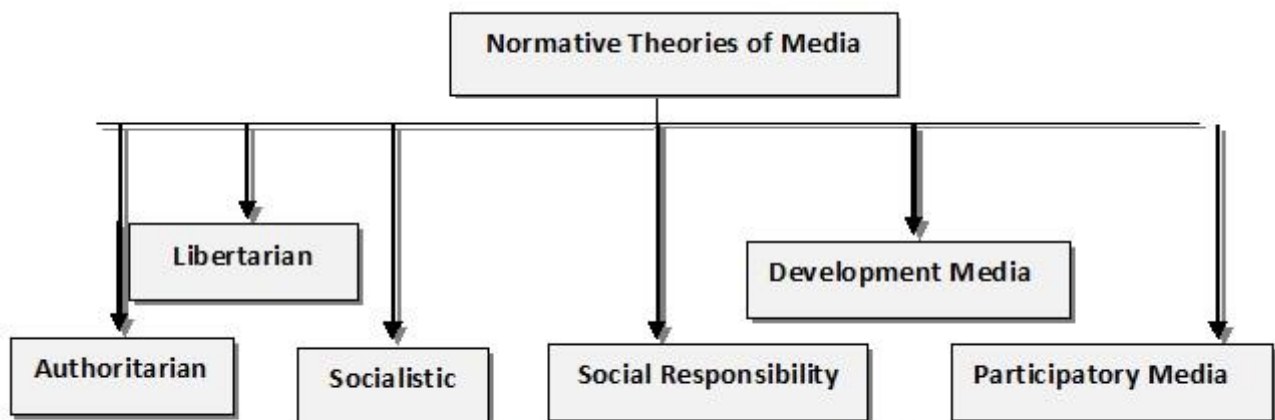


(Fig. 13.3.1: Drawn by author's scholar Sudesh Chahar)

- (a) Authoritarian Theory of Media
- (b) Libertarian Theory of media
- (c) Socialistic Theory of Media
- (d) Social Responsibility Theory of Media

Later on Denis McQuail added two more theories to these four originally developed theories. These two theories are:

- (i) Developmental Media Theory
- (ii) Participatory Media Theory



(Fig. 13.3.2: Drawn by author's scholar Sudesh Chahar)



Hence, we have six normative theories of the media at present which may be finally depicted with the help of above diagram:

- (a) Authoritarian Theory of Media
- (b) Libertarian Theory of Media
- (c) Socialistic Theory of Media
- (d) Social Responsibility Theory of Media
- (e) Developmental Media Theory
- (f) Participatory Media Theory

All these theories are much different from previously discussed theories. This is because previous theories talk about source and receivers. But these six theories focus on the relationship between media and administration.

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### 13.3.1 AUTHORITARIAN THEORY

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According to this theory, media is dependent on authority. Media is subordinate to the state and the ruling authority. Hence, media is not free to function in an independent and impartial manner. Though the mass media is not under the direct control of the state and the ruling classes, yet it must do their abiding. The saying “State is the law” fits the theory. The press and other media are expected to respect authority. Therefore, mass media do not have independence at all and had to abide by the directions of the government. In this type of theoretical system, the media has responsibility without power. There are so many types of censorship provisions for the media in these nations with normally forbid adverse criticism of the authorities and non-compliance of the official codes. Else, such activities are punishable in different forms.

The authoritarian system was very popular in a majority of countries throughout the 17<sup>th</sup> century and extended its reign till the 2<sup>nd</sup> half of the 18<sup>th</sup> century. Most of the countries do not adhere to this complete authoritarian system. Some countries in Latin America, Africa, Middle East and Asia still operate under this system. Thus, the authorities use so many mechanism to control the mass media. Some of the most prominent methods are as follows.



- (a) Media is often controlled by way of pre-censorship in this type of system. News before its publication is censored and reasonably skeletonised.
- (b) Licensing is yet another mechanism of authoritarian control. If any media organisation tries to oppose the government or authority, then its license is cancelled.
- (c) By imposing political pressure, media is often controlled under this type of system.

However, the authoritarian system was gradually taken over by the libertarian system in the early part of the 19<sup>th</sup> century. But, authoritarianism still persists in certain degrees as several types of controls are exercised over mass media in many countries even now. It must be noted here that even in a democratic nation of the world, freedom of media may be curtailed in case of declaration of emergency.

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### 13.3.2 LIBERTARIAN THEORY

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This theory is also called 'Free Press theory'. The theory advocates that media is absolutely free to perform its duties and responsibilities in any manner. It is based on the belief that any amount of freedom to an organization or person is also attached with sting of responsibilities in return. Freedom and responsibility must go hand and hand with. This theory or system or concept had its origin in Europe, specially, Great Britain. In such democratic countries, freedom of speech and expression does exist. Here media is relatively free from any control of government or any bureaucratic or political authority. Hence, media can carry out duties in a responsible manner.

As far as our country India is concerned, our press basically is based on libertarian system, though it may be analysed critically also with the existing circumstances. Our constitution provides elaborate freedom of speech and expression in Article 19(1) to 24, which allows sufficient amount of freedom to mass media. But our constitution also stresses on reasonable restrictions. Here freedom and equal amount of responsibility are significantly desirable.

This system fundamentally lays down the following:

- (i) The press or media should be absolutely free from the control of government or authority.
- (ii) The press or media should feel free and independent to bring out anything based on its own judgment.



- (iii) Writing or publishing or broadcasting against the government or authority should not be punishable.
- (iv) The press or media should never feel any compulsion to publish anything.
- (v) The press or media should not feel any restrictions of any kind on gathering of facts for the purpose of publication.
- (vi) The press or media should never require a license or permission for publication and distribution of facts and news.

Thus, this theory is very positive and supportive for the press or media. But in practice, even in most of democratic countries, due to market forces, this system directly or indirectly protects media owners rather than rights of journalists or media persons or of the public. Hence, what the system offers is 'power without responsibility'.

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### 13.3.3 SOCIALIST THEORY

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This theory is based on communist ideology emerging from the Russian revolution of 1917. Hence, this theory is also called 'Soviet Media Theory'. It is an extension of authoritarian theory.

We know that Soviet Union was established after the Russian revolution of 1917.

It led to the creation of a new political structure in the world, which was primarily based on Marxist-Leninist-Stalinist philosophies of mass media.

According to this theory, government and authority are above all and they are the supreme. They are the monarchs. However, there is a hairline difference between Authoritarian theory and this theory despite the fact that this theory is an extension of Authoritarian theory. In Authoritarian theory, the government interference is for the benefit of the government, whereas in this theory, the government intervention is for the welfare of the society and benefits of the people. In Authoritarian system, media is controlled in a negative sense, whereas this system controls media in a positive sense for suitable reforms and better development. In Socialist or 'Soviet Media Theory', the government interferes for the upliftment of poverty-stricken people, deprived section of the society, down-trodden segment of the community, oppressed farmers,



depressed labourers, suppressed workers, exploited sub-ordinates and teeming and toiling millions.

Thus, this system lays down that the press or media should not be privately owned. It should stand for those who can't stand, speak for those who can't speak, write for those who can't write, etc. It should be contributory to the working class.

Second, press or media should perform certain responsibilities like information, education, persuasion and mobilization.

Third, the press or media can be brought to books by the people for anti-societal publications like vulgarities, obscenities, yellow journalism, blue journalism, paid news, advertorials, unwanted sensationalism, etc. Hence, media or press should be completely dedicated to the mass society and not class society. Media should perform mass communication and not class communication. Media or press should fulfill the wants and needs of the society and provide the completely objective view of the same. To sum, press or media stands as representatives of oppressed, depressed and suppressed segment of the society.

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### 13.3.4 SOCIAL RESPONSIBILITY THEORY

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This theory gives media the power with responsibility. The theory says that the media must maintain a high standard of impartiality as well as professionalism in its functioning.

In fact, this theory was propounded in the 20<sup>th</sup> century by the developing countries. This theory is often related to 'the commission of the Freedom of Press' of United States in 1949. Communication scientists are of the view that absolute freedom or complete libertarianism to the media are at times harmful, injurious and dangerous for the society. The media in that case may misuse its power. Hence, freedom and responsibility of the media must go hand in hand with.

The social responsibility theory emerged so that media may not start serving its own purpose rather than serving the purpose of the society. Media may not fish in the troubled water rather than bringing the society out of the troubled water. This theory is also based on some self-regulations. The professional media persons including journalists should never compromise on the issues of factuality, accuracy, balance, objectivity, fairness, etc. In other words, the press or



media should play the role of self-censorship and self-restraint dependent on personal and social concerns for avoiding news items and programmes which may be injurious and dangerous for the overall well-being of the society. News items with the potentiality of damaging the social order directly or indirectly, should either be avoided or be brought out in a way that would not cause any such harm or danger.

In words of T. Paterson, a co- author of the ‘Four Normative Theories of the Press’ , “Freedom carries concomitant obligations, and the press which enjoys a privileged position under our government (US government), is obliged to be responsible to the society for carrying out certain essential functions of mass communication in contemporary society”. Hence, this theory is based on the principle “whoever enjoys freedom has certain obligations to the society.”

Several eminent journalists of the world and media organisations have also emphasised on the social responsibility theory. The Press Council of India lays down that the press should not only enjoy the freedom, but both newspapers and news agencies should maintain high standard of journalism. Similarly, Editor’s Guild of India also highlighted that freedom and responsibility must go hand in hand with. American Society of Newspaper Editors (ASNE) in 1923 also underlined, “Acting with responsibility to the general welfare, truthfulness, sincerity, impartiality, fair play, decency and respect for individual privacy.”

On the other hand, critics of this theoretical system are of the opinion that social responsibility as a method of self-censorship may deprive the readers or audiences of information which may be highly advantageous and genuinely beneficial in future.

Thus, this theory may be concluded in a very simple tone. First of all, the press or media should assume some social obligations and responsibilities like setting high degree of professional standard. Second, factuality, accuracy, balance, objectivity, fairness and restraint should be the foundation of the journalism and media profession. Third, the press or media should exercise self-regulation in keeping with the country’s laws and social orders. Finally all the journalists and media persons must be answerable and accountable to the society and their own organisation.





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### 13.3.5 DEVELOPMENT MEDIA THEORY

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This theory lays down that media is meant for development. It can be very well utilised for developing the nation or the society to a great extent. This is simply because media can inform, educate, entertain and persuade the people leading to a better situation and a more developed stage. Media can bring about a qualitative and quantitative change in our nation and society in positive direction. In developing societies like India, one of the most important deficiencies is the 'lack of useful information for the masses'. Now in a developing society, press and media have to play this crucial role of bringing the information to the doorsteps of millions of people.

No doubt, mass media created a gap between developed countries and developing countries. The developed countries grew faster leading to bigger gap. Mcbridge report in 1980 highlighted the facts that developing countries lack the resources for the growth and development of media. According to Mcbridge, due to lack of communication resources, developing countries lag far behind as far as information is concerned. It creates an information-poor developing nations and an information-rich developed nations. Hence, developing nations on many occasions depend on developed nations for getting useful and required information. This is urgently required for social, economic, political, educational, cultural, religious and spiritual development of developing nations. According to Mcbridge report, media should be used to a great extent for the purpose of development in developing countries. Mcbridge report became very relevant and important because none of the four normative theories of press or media is fully applicable to the developing nations. This is mainly due to extremely peculiar prevailing situation in these countries. The 'Development Media Theory' tries to bridge this gap and to bring about faster and balanced development of developing nations.

This theory mainly focuses on the following:

- (a) The press or media should take up the responsibilities of positive and constructive development activities in keeping with the established policies.
- (b) The press or media should treat the national development as above all.
- (c) The press or media should respect the national language and national culture.
- (d) The press or media should fully support the democratic norms and orders.



- (e) Freedom of the press or media should be checked and controlled to an extent in the light of the economic, social, political, educational, cultural, religious, and spiritual and development priorities of the society. In this context, the government may intervene in media operations in the interest of the national development.
- (f) The press or media of one developing nation should also support the growth and development of other developing nations.
- (g) The press or media has sufficient freedom. But that must be used with a sense of responsibility as freedom and responsibility must go hand in hand with.

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### 13.3.6 PARTICIPATORY MEDIA THEORY

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This theory was initiated in Germany in the 19<sup>th</sup> century. According to this theory, press or mass media are extremely powerful tools and their capturing by the big business houses is detrimental for the society as a whole. Their marketisation is against the national interest. This theory talks about people's participation in the press and mass media. This system is growing very fast in so many countries in a very powerful form. This theory does not treat mass media as above all or supreme. On the contrary, it gives emphasis to local media, community media, local channels and demassification. This theory does not accept trickle-down approach. It strongly believes in participatory communication and citizen journalism. The way power of democracy is vested in the hands of the people for government formation. Similarly, the power of the media or press in a democratic set-up should be vested in the hands of the people.

Thus, the theory advocates that the needs and aspirations of the masses should be the one and only concern of the media rather than the interests of their owners. Second, the press or media should be controlled by the audience and individual citizens and minority groups should have the right to communicate. Third, organisations and local communities should have their own media. Finally press or media should be small scale and participative and should cater to the individual needs of the communities. It is highly critical of top-down, one-way linear and non-participatory character of the press and media.

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## 13.4 CHECK YOUR PROGRESS

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**Note:** 1) Use the space below for your answers.



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**2) Compare your answers with those given at the end of this lesson.**

1. Identify the correct set of normative theories
  - a) Authoritarian, Individual Difference, Social Responsibility, Soviet Media
  - b) Social Responsibility, Development Media, Authoritarian, Libertarian
  - c) Authoritarian, Democratic Participant, Development Media, Libertarian
  - d) Authoritarian, Libertarian, Soviet Media, Social Responsibility
2. Normative theories were first proposed by Fred Siebert, Theodore Peterson and Wilbur Schramm in their book called .....
  - a) Four Theories of the Press
  - b) Indian Democracy
  - c) Communication Theory
  - d) Mass Media Effect
3. Libertarian Theory is also called by
  - a) Media Theory
  - b) Soviet Theory
  - c) Free Press Theory
  - d) Government Control Theory
4. Which theory gives media the power with responsibility?
  - a) Authoritarian
  - b) Libertarian
  - c) Soviet Media
  - d) Social Responsibility
5. Socialist Theory is also known as
  - a) Authoritarian
  - b) Libertarian
  - c) Soviet Media
  - d) Social Responsibility

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## 13.5 SUMMARY

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- Media systems work differently in different countries. It operates separately at different places, time and circumstances depending on the government set-up. It enjoys freedom in free, democratic and capitalist set-up, whereas it is controlled in a socialistic-communistic set-up. It adopts a middle path in a socialistic pattern of society or mixed set-up. Normative theories describe as to what media ought to do. It decides what is good, what is bad, what is just, what is unjust, what is right, what is wrong, what is desirable and what is undesirable for the media and society as a whole. In authoritarian set-up, the press or media are often controlled by pre-censorship. Licensing is yet another mechanism for such a system. If any media organisation tries to oppose the government or bureaucratic authority, then its license is cancelled. In such a set-up, media has to often face various kinds of political pressures directly or indirectly. On the other hand, the libertarian theory is also known as free press theory where media is absolutely free to perform its duties and responsibilities in any manner. But at the same time this theory also emphasises that freedom and responsibility must go hand in hand. But in most such countries, media enjoys the power without responsibility. This may be critically examined. Hence, this system lays down that the press or media should be absolutely free from the control of the government or the authority. According to this system, writing or publishing or broadcasting against the government or the authority should be punishable. The press and media should not feel any compulsion to publish anything. The press or media should also not feel any restrictions of any kind on gathering of information or facts with a view to publishing them. Again the press or media should never require any licensing or permission for the publication and distribution of news, views, reviews, interviews or previews. Socialistic theory is also called Soviet Media theory which is basically based on communist ideology emerging from the Russian revolution. It is primarily based on Marxist-Leninist-Stalinist principles of mass communication. This theory treats government or the authority as above all and the real king or supreme. Hence, this system lays down that the press or media should not be privately owned unlike India. It should speak for those who can't speak, write for those who can't write, stand for those who can't stand. It should take fullest care of the working class. The press or media should perform certain



responsibilities like information, education, persuasion and mobilisation. The press or media may be punished for anti-social publications like yellow journalism, blue journalism, unwanted sensationalism, obscenity, vulgarity, advertorial, paid news, etc. The press or media should be absolutely dedicated to the mass society rather than the class society. The press or media should meet the basic needs of the society and provide an objective journalism. It is basically a representative of depressed, oppressed and suppressed segment of our society. On the other hand, the social media theory gives media the power with responsibility. According to this theory, the press or media should assume some social assumptions and responsibilities like setting higher degree of professional standards. Second, factuality, accuracy, balance, objectivity, fairness and restraint should be the foundation of the profession of journalism and mass communication. Third, the press or media should exercise self-regulation in view of country's laws and social orders. But critics of this system are of the view that social responsibility as a method of self-censorship may deprive the readers and audiences of information which may be very useful in future. Anyway, the theory ultimately emphasises that all the journalists and media persons must be answerable and accountable to the society and their own organisation. Then comes developmental media theory which underlines that the press and media should take up the responsibilities of positive and constructive development activities in keeping with the established policies. The press or media should also treat the national development as above all. The press or media should respect the national language and the national culture. Moreover, the press or media should fully support the democratic norms and orders. The press or media has sufficient freedom. But that must be used with a sense of responsibility as freedom and responsibility must go hand in hand with. On the other hand, the participatory media theory cogently argues that the needs of the masses should be the only concerns of the media rather than the interests of their owners. The press or media should be controlled by the audiences and citizens. This theory is highly critical of trickle-down one- way linear and non-participatory approach.

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## 13.6 KEYWORDS

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**Authoritarian Theory:** Hypothesis which claims that the role of the press is to serve the interests of government, not of the citizenry, and should submit to governmental control.

**Social Responsibility Model:** Social responsibility model view that journalists should monitor what they are reporting to make sure that it is ethical, fair, principled, and just, so that people can make wise decisions regarding social and political issues.

**Development Theory:** Development theory idea that media systems and governments should work together to ensure that a country will be better served, or to promote partnerships with other countries

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## 13.7 SELF-ASSESSMENT TEST

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1. What do you mean by media system?
2. Describe the normative theories of media.
3. What do you mean by authoritarian theory of media? Describe the merits and demerits of this theory.
4. What is libertarian media theory? Explain the merits and limitations of this theory.
5. Describe the concept of socialistic theory of media. How is it different from libertarian theory?
6. Throw light on merits and demerits of socialistic theory of media.
7. Explain the development media theory with suitable example.
8. Compare between social responsibility theory and development media theor.
9. Describe the social responsibility theory of media. What are its limitations?
10. Throw light on merits and limitations of the participatory media theory.
11. Explain four theories of press. Also describe how these theories were further extended.
12. Write short notes on the followings:
  - (a) Media system
  - (b) Normative theories of media
  - (c) Authoritarian theory
  - (d) Libertarian theory
  - (e) Socialistic theory



- (f) Social responsibility theory
- (g) Development media theory
- (h) Participatory media theory
- (i) Four theories of press/media.

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## 13.8 ANSWERS TO CHECK YOUR PROGRESS

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1. d) Authoritarian, Libertarian, Soviet Media, Social Responsibility
2. a) Four Theories of the Press
3. c) Free Press Theory
4. d) Social Responsibility
5. c) Soviet Media

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 14</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>EFFECTS OF MASS COMMUNICATION</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 14.0 Learning Objectives

#### 14.1 Introduction

#### 14.2 Effects of Mass Communication

##### 14.2.1 Research Findings on Effects of Mass Communication

##### 14.2.2 Types of Effects of Mass Communication

##### 14.2.3 Theories and Models of Effects of Mass Communication

#### 14.3 Check Your Progress

#### 14.4 Summary

#### 14.5 Keywords

#### 14.6 Self-Assessment Test

#### 14.7 Answers to Check Your Progress

#### 14.8 References/Suggested Readings

## 14.0 LEARNING OBJECTIVES

After going through this lesson, you will be able:

- To study the concept of effects of mass communication.
- To discuss the research findings on effects of mass communication.
- To describe the various types of effects of mass communication.
- To explain the different theories/models of effects of mass communication.

## 14.1 INTRODUCTION

Mass Communication is a very large and wide form of communication. It is performed by the channels called mass media. Mass media is often described as “Magic Multiplier”. It has great effects on society. Several studies have been conducted on effects of mass communication on



children, youth, women and old persons or senior citizens. Similarly, media has economic, psychological, cultural, political, educational, religious and spiritual effects. Thus, effects of mass communication has different meaning for different people. It has some effects on cognition and comprehension, attitude, value-change and behavioural changes. Violence and aggression are frequent media themes. Mass communication seems to be more effective in reinforcing already existing attitudes than in changing them. The selectivity process of exposure, attention, perception and retention may explain the mass media's incapability to effect major attitude change. It is because of these reasons it becomes extremely relevant and important here to study the concept of effects of mass communication, research findings on effects of mass communication, types of effects of mass communication and different theories/ models of effects of mass communication.

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## 14.2 EFFECTS OF MASS COMMUNICATION

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Mass communication is sociological in approach, whereas communication is psychological and cultural in its nature. As Denis McQuil underlines. "We buy certain goods and services because of ads in the media, go to a film praised in a newspaper review." On the other hand, Joseph Klapper has looked into a slightly negative side of media. According to him, "Whether violence in the media produces delinquency, whether the escapist nature of much of the fare does not blind people to reality and just what the media can do to the political persuasions of their audiences?" As a matter of fact, all our actions, ideas, movements, behaviour and attitudes are deeply influenced by mass media in some way or the other. To quote Denis McQuil again, "Our minds are full of media-derived information and impressions. We live in the world saturated by media sounds and images, where politics, government and business operate on the assumption that we know what is going on in the wider world."

Hence, the effects of mass communication is studied in a more focused manner in the context of its social, psychological and cultural perspective. In these perspectives again, it is studied at various stages of our life like children, youth, women and senior citizens. It includes positive as well as negative effects of socio-cultural and psychological nature.



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## 14.2.1 RESEARCH FINDINGS ON EFFECTS OF MASS COMMUNICATION

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The effects of mass communication play an important and vital role in human attitudes, behaviour, cognition, value, comprehension, etc. There are so many stages of research findings before such effects are widely visible and largely perceptible. Denis McQuil places the effects of mass communication in four phases of media research findings. In the first phase of media research history, it was found that media was all powerful. It was omnipotent and omnipresent. In the first phase, it was stated that media exposure first affects the human mind in conversation. Then it makes minor changes in attitudes. Thereafter, these attitudes are reinforced. This act of reinforcement actually makes a lot of differences. Since 1930 till today, a lot of dynamic and magical inventions have taken place in the field of mass communication. Mass media was credited with considerable amount of authority and power to shape opinion and belief to change habits of life, to mould behaviour actively more or less according to the will of those who could not control the media and their contents (Bauer and Bauer; 1960). According to Denis McQuil, “These beliefs were shared and reinforced by advertisers and by propagandists during the First World War. In Europe, the use of media by dictatorial states in the interwar years and by the new revolutionary regimes in Russia appeared to confirm what people were inclined to believe ---that the media could be immensely powerful. It was in context of such beliefs and with an inclination to accept them, that research of scientific kind using the survey and experiment, and drawing largely on social psychology, was begun.”

In the second phase of media research history, it was found that the theory of powerful media was put to the test and attention was mainly focused on the possibilities of using film and other media for planned persuasion or information (Hovland et al.: 1949, Lazarefeld et al.: 1944, Star & Hughes: 1950).

In the third phase of media research history, it was found that powerful media was rediscovered. And in the final phase, researchers found that the effects of mass communication also depended on the opinion, belief, behavior and patterns of the receiver. Further, it was also observed that there were so many other factors, which also controlled the media effects. Media could be helpful in bringing about the intended changes among the receivers. It was also



observed that media were able to facilitate minor changes, reinforcing what existed or even preventing a change. Several studies also revealed the facts that the effects of a particular medium on a particular audience could always be directed, manipulated and modulated in a particular manner. For instance, television programme viewing by children of a given age or political broadcast for an underdeveloped populace, public information for health and safety and other such campaigns can be directed, manipulated and modulated to a great extent. On the other hand, television's image-invoking powers have made media violence for a significant public issue. Older research findings suggested that children of different ages and different genders react differently to different forms of violence and that observations of real violence is as harmful as observations of fictional violence. The 1972 Surgeon's General Report summed up that violence is an essential aspect of American television programming, that it has same effects on children's aggressive behaviour over time that viewers predisposed to violence, will select such programming and that individual reactions generally determine the effects of media violence (Burgoon&Ruffner: 1978).Moreover, the effects of mass communication also vary if the audience is not in tune with the communicated message. As Joseph Klapper remarks that mass communication do not serve as necessary and sufficient cause of audience effects, but rather function among and through a nexus of mediating factors and influences. These mediating factors make mass communication as contributory agent, and not the sole cause, reinforcing the existing conditions. Further, mass communication often serves as a directly contributing agent or as an agent of direct effect. And finally, mass communication produces direct effects.

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## 14.2.2 TYPES OF EFFECTS OF MASS COMMUNICATION

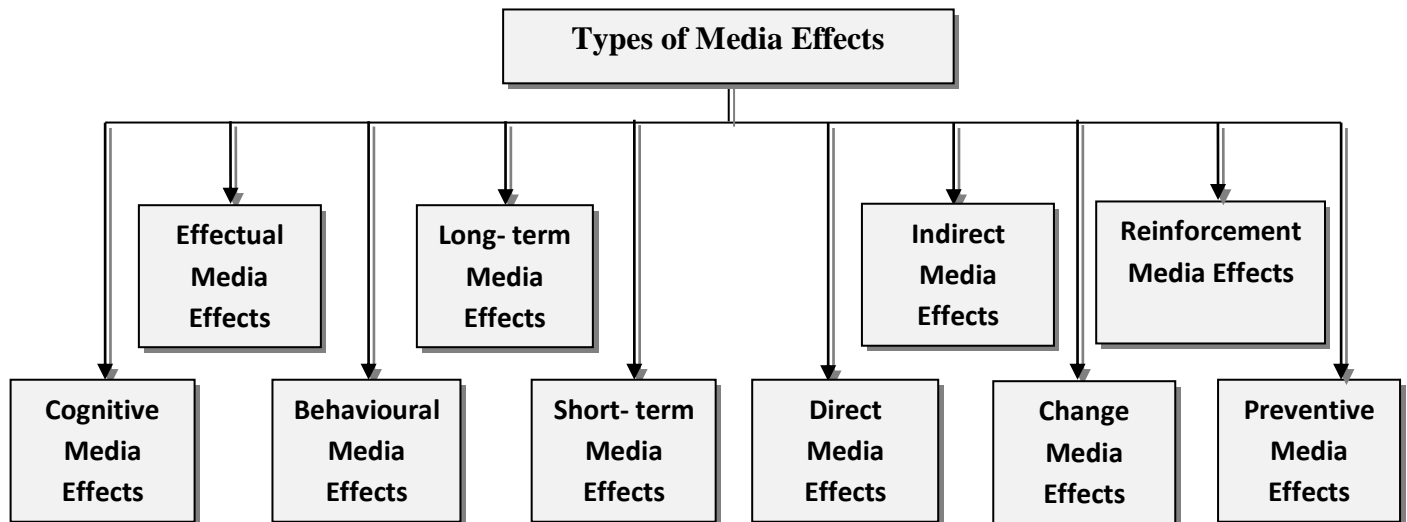
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This differs according to the level of audience and the multiplicity and complexity of occurrence. Broadly, we may categorise it as:

- (a) Cognitive Media Effects
- (b) Effectual Media Effects
- (c) Behavioral Media Effects
- (d) Long-term Media Effects
- (e) Short-term Media Effects
- (f) Direct Media Effects



- (g) Indirect Media Effects
- (h) Change Media Effects
- (i) Reinforcement Media Effects
- (j) Preventive Media Effects



(Fig.14.2.1: Drawn by author's scholar SudeshChahar)

- (a) **Cognitive Media Effects:** It is related to knowledge and opinion enrichment of the audience due to the effects of mass communication. Whether it is newspaper, magazine, radio, TV, film or social media, it does enhance our knowledge. It also helps in the formation of an opinion. Hence, we describe it as Cognitive Media Effects.
- (b) **Affectual Media Effects:** It pertains to attitude, feelings and emotions enhancement of the audience due to the effects of mass communication. All forms of mass media, whether newspapers, magazines, radio, television, film or social media, do enrich our attitude. It is equally instrumental in the enhancement of our feelings and emotions. Hence, it is described as Affectual Media Effects.
- (c) **Behavioural Media Effects:** It relates to behavioural growth of the audience due to the effects of mass communication. Whether it is newspaper or magazine, radio,



television or film or social media, it does upgrade our behaviour and nature to a certain extent. Hence we describe it as Behavioural Media Effects.

- (d) **Long-term Media Effects:** Some of the media coverage or depiction enters into the long-term memory of the audience. It remains in his mind forever. It may be a scene of a film, a news item of a newspaper, a story of a magazine or a bulletin of a radio or a television programme or some specific coverage on the social media. It may relate to knowledge, opinion, attitude, feelings or emotions, behaviour, etc. But it will have a long-term effects on the minds and hearts of the audience. Hence, it is called Long-term Media Effects.
- (e) **Short-term Media Effects:** Some of the media coverage imprints only short-term effect on the hearts and minds of the audience. This may be a routined event published in a newspaper or a trifling analysis in a magazine or a general bulletin on radio or television or some frequently changing aspect in film or some things on social media. Whether it relates to knowledge, opinion, attitude, feelings, emotions or behaviour, all such traits just leave a short-term image on the audience. Hence, it is described as Short-term Media Effects.
- (f) **Direct Media Effects:** Some of the coverage of media directly influences the audience. Whether it is social media, film, radio, television, newspaper or magazine, it directly affects the minds and hearts of the recipients or the target audience. Whether it relates to knowledge, attitude, behaviour, opinion, feelings or emotions, it directly influences the hearts and minds of the audience. Hence, it is called Direct Media Effects.
- (g) **Indirect Media Effects:** When media indirectly influences the minds and hearts of the audience, it is described as Indirect Media Effects.
- (h) **Change Media Effects:** J. Klapper in 1960 talked about change media effects in which he talked about different varieties and different degrees of change. Due to coverage by different forms of media like newspaper, magazine, radio, television, film or social media, etc., there may be the cause intended change. There may be the cause minor change (form or intensity). There may be a change which may be intended or may not be intended. This basically facilitates the change. Here the



felicitation of change refers to the mediating role of media in wider processes of change in society. Hence, it is called Change Media Effects.

- (i) **Reinforcement Media Effects:** In this type of media effect, the attitude of the audience is not changed. But the media reinforce the already existing attitude of the audience. That means it does not bring about any change but strengthens and strengthens the already existing attitude of the media. This may be brought about by any form of media like newspaper, magazine, radio, television, social media or film. Hence, it is called Reinforcement Media Effects.
- (j) **Preventive Media Effects:** It is related to preventing change by the influences of different varieties of media. Here preventing change implies deliberate supply of one-sided or ideologically-shaped content in order to inhibit change in a confirming public. The 'no change' effect from the media, of which there are so many evidences around, requires very close attention because of its long-term consequences. It is really a little misleading and embarrassing expression, since anything which brings about a change, alters the probability of opinion or belief distribution in the future is an intervention into social process and thus an effect. Hence, it is described as Preventive Media Effects.

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### 14.2.3 THEORIES/MODELS OF EFFECTS OF MASS COMMUNICATION

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The media effects theories/models may be categorized as:

- a) Direct Effects Media
- b) Limited Effects Media
- c) Cumulative Effects Media
- d) Cultivation Theory
- e) Agenda-Setting Theory
- f) Spiral of Silence Theory

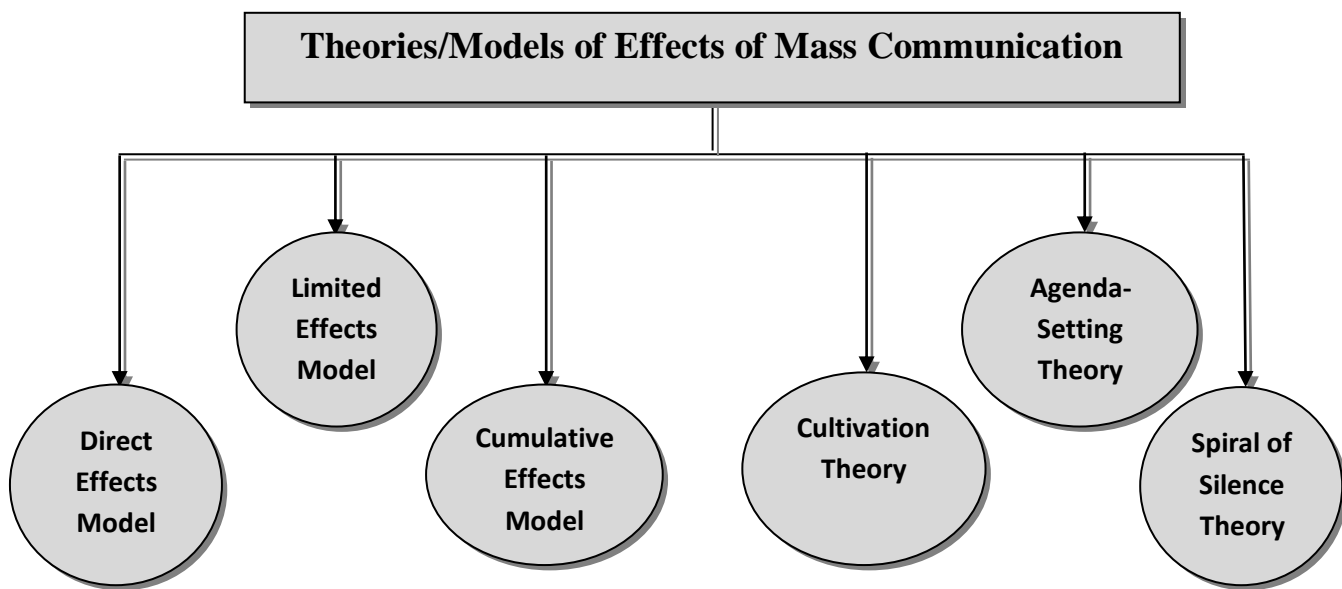
This may be depicted with the help of the diagram (Fig.14.2.2)

- a) **Direct Effects Model:** The direct effects theories are media-centric theories developed in 1930 in which media is more powerful and the audience is passive and inactive.





According to mass communication theorist Melvin L. Defleur, the direct effects theory is also known as Hypodermic Needle Theory or Magic Bullet Theory. This theory expressed the original concept of the effects of media. Magic Bullet theory also known as Hypodermic Needle theory assumes media and its message as very powerful, whereas the audience is assumed to be weak, powerless, passive, inert and inactive. This theory refers to the fact that mass media cast direct, immediate and intense effect on the audience by injecting information into the consciousness of the masses. The important piece of information once injected will travel through communication channels of the society and create the desired effect. But this theory may be criticized on the ground that it underrates the capability and the potentiality of the audience. However, this may not be the case always. The agenda setting theory says that media indirectly decides what we should think.



(Fig.14.2.2: Drawn by author's scholar SudeshChahar)

b) **Limited Effects Model:** In 1940, 'The People's Choice Study' by Paul Felix Lazarsfeld, Bernald Berelson, and Hazel Gaudet described such theories as audience centric theories in which the media has only minimal influences on the audience. These theories are as follows:

- i) Uses and gratification Theory
- ii) Selective exposure Theory



- iii) Selective perception Theory
- iv) Selective retention Theory

**Uses and Gratification Theory'** as discussed earlier also relates to the effects of mass communication. Most of the models or theories of mass communication as mentioned above relates to the effects of mass communication also. Uses and gratification theory developed by Katz, Blumler and Gurevitch in 1970, is one of the most important such theories. Unlike the theory of magic bullet, here the audience is treated as very powerful. This theory is based on the assumption that the audience is the king. The audience is the ultimate owner of the media. When the audience becomes conscious and aware, then all the capitalistic and political forces of the media will automatically come to an end and will face their natural deaths. Thus, the recipients are the big boss of the media. The receivers are the real supreme in the entire show of this communication process. This theory doesn't explain as to what media does for the audience. This theory simply explains as to what the audience does for the media and how the audience treats to the media. Here the media is like an answer-book. And the audience is the ultimate examiner, the evaluator, the judge, the king, the supreme and the ultimate owner. Hence, this theory is a method of understanding why and how people actively seek out specific media to satisfy his specific needs. It is an audience-centric approach. Here the audience is worshipped like a God. Thus, it focuses on what people do with media, as opposed to what media does for the people. This is the only theory which explains how people use media for their use, need and gratification.

Then comes yet another important theory called '**Selective Exposure Theory**'. According to this theory, we see what we want to see, we hear what we want to hear, we read what we want to read and we use what we want to use.

Yet another important theory is '**Selective Perception Theory**'. According to this theory, we see all in media, but perceive what we want to perceive, we hear all, but perceive what we want to, we read all but perceive what we want. For example, while listening to the whole news, we perceive only those which are related to our past experiences and present interest.



Next equally important theory is ‘**Selective Retention Theory**’. According to this theory, we see all, but remember only what touches our mind, heart and soul. We hear all, but remember what goes to our long term memory. We read all, but remember only those which goes to our unconscious and sub-conscious mind. This theory is based on the general psychology that people remember only those things which are very close to their heart and soul. They love it very much and they leave an enhanced passion for the same. On the contrary people tend to forget those things which are irritating, embarrassing, loathsome and uninteresting for them. The heart touching message enters into the long-term memory and even conscious, subconscious and unconscious mind of the recipients. But the uncomfortable and dislikable things don’t remain even in the short term memory and are washed away even from the conscious mind of the receivers.

Thus, the reactions of the audience on any message of the mass media depends on their exposure, perception and retention. We want to see what we want to see. We want to perceive what we want to perceive. And we want to retain what we want to retain. Hence, the reactions of the recipients on any message of the media is directly proportional to their exposure, perception and retention.

- c) **Cumulative Effects Model:** These models mainly and specifically relate to an overpowering of the audience’s potential for limited exposure through a consistent and repetitive delivery of themes and messages across the media contents.
- d) **Cultivation Theory:** This theory was propounded in 1969 by George Gerbner. According to this theory, through repeated, frequent, continuous and heavy use to view the words as similar to what is depicted in the media. If an audience is continuously and frequently viewing crime and violence, then the audience will perceive the world as more criminal and violent place than it really is. Though this theory talks about media as a whole, yet it gives more and specific emphasis on the effects of television viewing. The heavy viewer of television will view the world with the lenses and glasses of television. That means the world for them will be as shown in the television. George Gerbner for the first time gave the concept of heavy viewer and light viewer. According to him, those view the television continuously, frequently and repeatedly are described as heavy



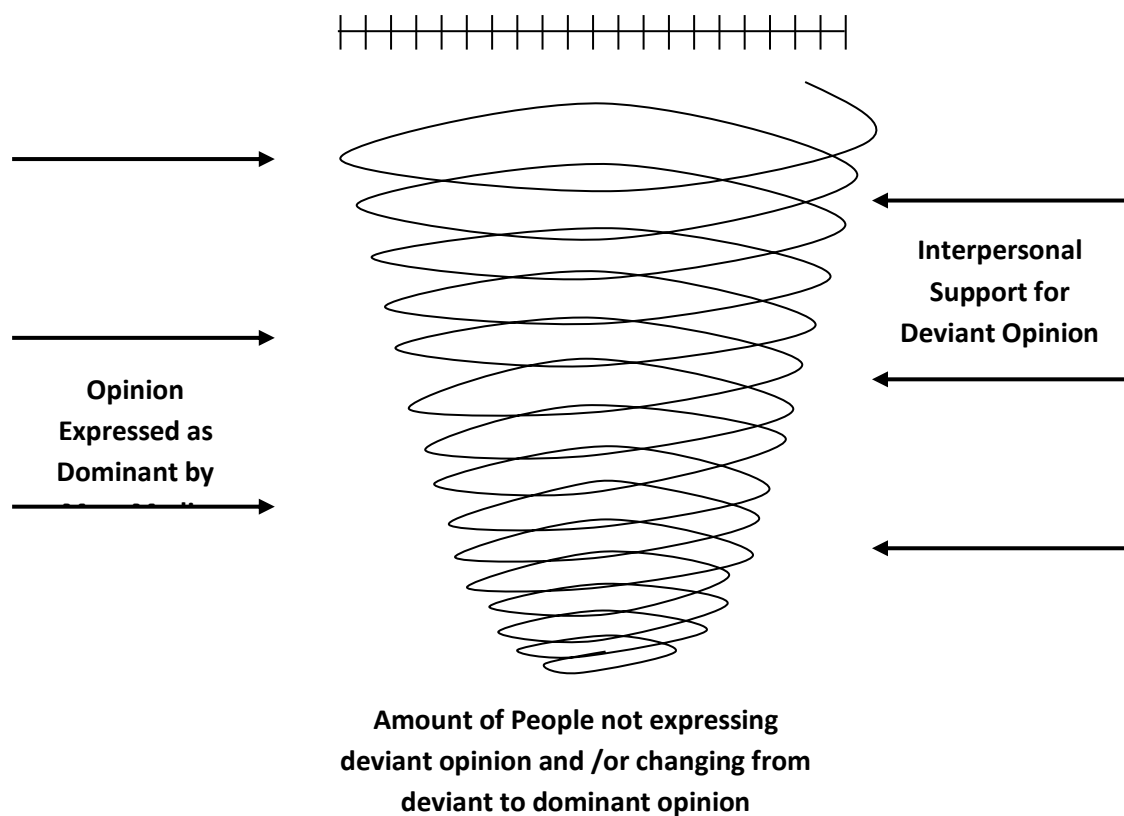
viewer, whereas those who view the television very little or rarely or occasionally are described as light viewer of television. The light viewer of television has a much broader, larger and wider perspective of the world, whereas heavy viewers will accept those things as real world which are shown on the television. According to Gerbner, heavy viewers are 'mainstreamed'. 'Mainstreaming' means all heavy viewers look the world as similar.

- e) **Agenda-setting Theory:** Yet another example of cumulative effects model is agenda-setting theory. This theory which has been discussed earlier also in a very comprehensive manner, was propounded by Bernard Cohen, Maxwell Mecombs and Donald Shaw in their pioneering research paper titled "The Agenda-setting Function of Mass Media." Though the concept of this theory was originated by Walter Lipman in 1922 in his pioneering book 'Public Opinion', yet it was professionally and systematically developed by Cohen Mecombs and Shaw. This theory says that media indirectly decides what we should think. Media never directly tells us what we should think. But by way of the coverage, placement, timing, highlighting, it indirectly decides the direction of our thinking and visualization. A person becomes lime-lighted to whom media highlights. Whoever, whichever, whatever, and wherever as person, situation, object or place is highlighted by the media, becomes lime-lighted. The theory encompasses both the what-to-think-about and what-to-think component of Cohen's formulation. The theory also reveals the fact that these viewers who do not find the media credible, are less likely to have their agendas set by the media. Similarly, viewers who strongly disagree of the news value of the sources they use, will be less susceptible to the agenda-setting-function of the mass media.
- f) **Spiral of Silence Theory:** This theory was propounded by the German political scientist and media theorist Elisabeth Noelle-Newman. This theory is a rare combination of communication and human psychology. This theory lays down that if the public opinion or mass opinion is stronger than the personal opinion, then the person or the group hesitates to communicate and prefers to remain silent. Hence, he becomes a silent spectator in the entire communication process. This theory is based on the foundation that dissidents to a prevailing (media-created) idea will not speak out against it if they



perceive themselves to be in the minority and thus avoid the risk of isolation and rejection.

The background of this theory is the tremendous growth in the power and authority of Hitler. It ultimately influenced the public opinion. Due to majority support to Hitler, the Jews preferred to remain silent and didn't participate in the communication process because of fear of rejection, insult, isolation and psychological threat. This was the main cause of the birth of spiral of silence theory. This may be better understood with the help of the following diagram:



(Fig.14.2.3: Drawn by author's scholar DrBhupender Singh)

Thus, spiral of silence is that process in which any thought or opinion becomes extremely strong due to the support of dominating majority. On the other hand, those who are opposed to such



opinion, feels isolated, scared and rejected. Hence they don't participate in the communication process because of expected insult, psychological pressure and mental torture.

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## 14.3 CHECK YOUR PROGRESS

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**Note:** 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this lesson.

### FILL IN THE BLANKS

1. .... is related to knowledge and opinion enrichment of the audience due to the effects of mass communication.
2. The direct effects theory is also known as .....Theory.
3. Uses and gratification theory developed in the year.....
4. According to .....theory, we see what we want to see, we hear what we want to hear, we read what we want to read and we use what we want to use.
5. Cultivation Theory was propounded in 1969 by .....
6. 'People remember only those things which are very close to their heart and soul' .....theory explain it properly.

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## 14.4 SUMMARY

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- Mass communication has great influence on the society. This is because media has been described as 'magic multiplier' and an 'agent of change'. It influences children, youth, women and senior citizens. Further, media brings about economic, political, cultural, educational, religious and spiritual effects. Thus effects of mass communication has different meaning for different school of thoughts. But when we talk of effects of mass communication, we generally mean socio-psychological and cultural effects of mass communication. It includes positive and negative effects as well. Hence, the effects of mass communication play a vital and important role in human attitudes, behaviour, cognition, value, comprehension, etc. The research findings on effects of mass communication have been presented in four different stages by Dennis McQuail in his pioneering book, "Mass Communication Theory".



- In the first phase, it was found that media was all-powerful. It was omni-potent. It was omni-present. In the second phase, it was found that the theory of powerful media was put to the test. Attention was mainly focused on the possibilities of using film and other media for planned information or persuasion. In the third phase, it was found that powerful media was rediscovered. And in the final phase, it was found that the effects of mass communication also depended on the opinion, belief, behaviour of the audience. Again there are different types of effects of mass communication. These are as follows: (i) Cognitive Media Effects (ii) Affectual Media Effects (iii) Behavioural Media Effects (iv) Long-term Media Effects (v) Short-term Media Effects (vi) Direct Media Effect (vii) Indirect Media Effects (viii) Change Media Effects (ix) Reinforcement Media Effects (x) Preventive Media Effects.
- Cognitive media effects pertain to the knowledge and opinion enrichment of the audience. Affectual media effects are related to the attitude, feelings and emotions enhancement of the recipients. Behavioural media effects relates to the behavioural growth of the audience. The long-term media effects are related to such media coverage which enters into the long-term memory of the audience, whereas the short-term media effects are related to the short-term memory of the audience. Direct media effects are those in which the audience is directly influenced by the media coverage, whereas it indirectly affects the audience in the indirect media effects. Change media effects, on the other hand, talk about different varieties and different degrees of change, which may be cause-intended change, cause-unintended change, minor change, and felicitation of change. In reinforcement media effect, the attitude of the audience is not changed, but whatever attitude is existing amongst the audience is reinforced. It strengthens and supports the existing attitudes. And preventive media effects relate to preventing change by the influences of different varieties of media. As far as theories/models of effects of mass communication are concerned, it may be categorized as follows: (a) Direct effects models, (b) Limited effects models, (c) Cumulative effects model (d) Cultivation theory (e) Agenda-setting theory (f) Spiral of silence theory.
- The direct effects theories are media-centric theories in which media is very powerful and the audience is passive and inert. For example, magic bullet theory or hypodermic



needle theory. Again, the limited effects theories are audience-centric in which media has minimal influences and the audience is active, dynamic and highly participatory. These theories are: (i) Uses and gratification theory, (ii) Selective Exposure Theory, (iii) Selective Perception Theory, (iv) Selective Retention Theory. Then we have cumulative effects model which are specifically related to an overpowering of the audience's potential for limited exposure through a consistent and repetitive delivery of themes and messages across the media content. Then we have cultivation theory of George Gerbner propounded in 1969. According to this theory, which mainly talks about television through repeated, frequent, continuous and heavy use of media, people use to view the world as what is depicted in the media. Yet another cumulative effects model is agenda-setting theory which says that media indirectly decides what we should think. Media never directly tells us what we should think. But by way of placement/coverage/timings, it indirectly decides the direction of our thinking and visualization. The theory encompasses both the what-to-think about and what-to-think component of Cohen's formulation. Yet another theory is that of spiral of silence theory. This theory was propounded by well-known German political scientist and media theorist Neuman. It is a rare combination of communication and psychology. It lays down that if the public opinion or mass opinion is stronger than the personal opinion, then the person or the group prefers to remain silent due to the fear of rejection, insult, isolation, psychological pressure, mental torture, etc.

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## 14.5 KEY WORDS

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**Effects Models in Media Studies:** Models that explain any effects (psychological, social, cultural) that media may have on people, societies, and cultures, such as hypodermic needle theory, moral panic theory, and uses and gratifications theory.

**Social Cognitive Theory:** View that people learn through observation. The theory has been used to support media effects models.

**Reinforcement Effect Theory:** That exposure to specific kinds of acts in the media, especially violent ones, may reinforce tendencies in some people (toward violence) that they may already have.





**Minimal Effects Model:** Any model claiming that the media have limited effects on audiences, reinforcing existing attitudes, values, and worldview rather than influencing or changing them.

**Agenda Setting Model of Media Effects Model:** This created by Maxwell E. McCombs and Donald L. Shaw in 1976, which claims that the way in which the media present events determines how they will be perceived and thus how important they.

**Media Effects Model:** Any model that sees media as influencing individuals and/or societies in a negative way. The best-known models of this type are the magic bullet theory and the hypodermic needle theory.

**Spiral Of Silence Theory:** This Theory developed by Elizabeth Noelle-Neumann, which holds that people who have views that they think are not widely held (whether true or not) tend to acquiesce, while those who believe that their views are widespread tend to express them strongly, leading to a spiral in which some views are expressed and others are not.

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## 14.6 SELF-ASSESSMENT TEST

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1. Describe the concept of effects of mass communication.
2. Throw light on research findings on effects of mass communication.
3. Describe the types of effects of mass communication.
4. Explain the direct effects model.
5. Describe the limited effects model.
6. Throw light on cumulative effects model.
7. Discuss the cultivation theory. Write suitable examples.
8. Explain the agenda setting theory.
9. Throw light on spiral of silence theory.
10. Write short notes on the following:
  - (a) Types of effects of mass communication
  - (b) Theories/models of effects of mass communication
  - (c) Cognitive media effects
  - (d) Affectual media effects
  - (e) Behavioural media effects



- (f) Long-term media effects
- (g) Short-term media effects
- (h) Direct media effects
- (i) Indirect media effects
- (j) Change media effects
- (k) Reinforcement media effects
- (l) Preventive media effects
- (m) Direct effects models
- (n) Limited effects models
- (o) Cumulative effects models
- (p) Cultivation theory
- (q) Agenda-setting theory
- (r) Spiral of silence theory

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## 14.7 ANSWERS TO CHECK YOUR PROGRESS

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1. Cognitive Media Effects
2. Hypodermic Needle Theory
3. 1970
4. Selective Exposure Theory
5. George Gerbner
6. Selective Retention Theory

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<b>SUBJECT: INTRODUCTION TO MASS COMMUNICATION</b>	
<b>COURSE CODE: MSM-501</b>	<b>AUTHOR: PROF. MANOJ DAYAL</b>
<b>LESSON NO.: 15</b>	<b>CONVERTED INTO SLM: DR. SUNAINA</b>
<b>ROLE OF MASS COMMUNICATION IN DEVELOPMENT OF DEVELOPING SOCIETIES</b>	

## STRUCTURE

The lesson structure shall be as follows:

### 15.0 Learning Objectives

#### 15.1 Introduction

#### 15.2 Concept of Development

##### 15.2.1 Characteristics of Developing Societies

##### 15.2.2 Newspaper in Development of Developing Societies

##### 15.2.3 Magazine in Development of Developing Societies

##### 15.2.4 Radio in Development of Developing Societies

##### 15.2.5 Television in Development of Developing Societies

##### 15.2.6 Film in Development of Developing Societies

##### 15.2.7 Social Media in Development of Developing Societies

#### 15.3 Check Your Progress

#### 15.4 Summary

#### 15.5 Keywords

#### 15.6 Self-Assessment Test

#### 15.7 Answers to Check Your Progress

#### 15.8 References/Suggested Readings

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## 15.0 LEARNING OBJECTIVES

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After going through this lesson, you will be able:

- To discuss the concept of development.
- To describe the characteristics of developing societies.
- To highlight the role of a newspaper development of developing societies.



- To explore the role of a magazine in development of developing societies.
- To explain the role of radio in development of developing societies.
- To discuss the role of television in development of developing societies
- To describe the film of radio in development of developing societies.
- To highlight the role of social media in development of developing societies.

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## 15.1 INTRODUCTION

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Media plays a vital role in the development of a developing society. As we already know that mass communication is the socio-psychological perspective whereas mass media pertains to technological aspects. Mass communication is practiced with the help of mass media. The development is a multi-dimensional approach. Again there are some striking features of a developing society like India. Further mass communication is executed with the help of mass media which primarily includes newspaper, magazine, radio, television, film, social media etc.

Then, the concept of development also has different meaning for different schools of thoughts. It is mainly because of these reasons that it becomes extremely important and relevant here to discuss the concept of development, characteristics of developing societies, role of newspaper in the development of a developing society, magazine in the development of a developing society, radio in the development of a developing society, television in the development of a developing society and social media in the development of a developing society.

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## 15.2 CONCEPT OF DEVELOPMENT

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The word development has different meanings for different schools of thoughts. What is development for a developed society, may not be development for a developing society. A developing country may be very poor in per capital income. It may be equally poor in science and technology. But it may be very rich in art and culture. What is development for a capitalist nation, may not be development for a socialist or communist country. It is like what is food for the cat, may not be the food for the rat. What is sauce for the goose, may not be the sauce for the gander. What was development in India in 1960, may not be considered as development in India in the new millennium. Hence, the concept of development changes from place to place, from



time to time, from school to school, from situation to situation, and also from person to person. What is development for ArunShourie, may not be development for Pritish Nandi.

The psychologists define development as attitudinal change. The philosophers define development as attainment of maximum peace, maximum happiness and maximum satisfaction. The economists define development as growth with social justice. The political scientists define development as democratic participation of the people in the process of national upliftment. The ecologists define development as optimum utilization of the available resources. The sociologists define development as structural change and the upward movement in the entire social system. The public administrators define development as an overall growth in a balanced way. And the communocologists define development as a continuous process of qualitative and quantitative change in positive direction.

All these concepts are true and are applicable depending upon the place, time, situation, structure, and person and so on. After deep interpretation of all these definitions, it is found that all are same and have the same goal in the long-run. All these definitions are deeply interlinked and profoundly interwoven. Let us take the definition of continuous process of qualitative change and quantitative change. For example, critics may say that this concept is quite different and contradictory to that of philosopher's definition of attainment of maximum peace, maximum happiness and maximum satisfaction. But after attaining maximum peace, maximum happiness and maximum satisfaction a periodic gap will again emerge in which the man will again start becoming unhappy, disturbed and dissatisfied if he does nothing. Hence, he will have to set another goal for regaining peace, happiness and satisfaction. Hence, goal after goal after goal after goal. Thus, both concepts relate to continuous process of change.

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## 15.2.1 CHARACTERISTICS OF DEVELOPING SOCIETIES

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Looking at the prevailing economic environments, social and political situations, the society was divided into the following three categories:

- a) Developed
- b) Developing
- c) Least developed





Among the developed ones are the advanced nations of the West. In developing category are those nations which are economically not well off, but have the scope and capacity for progress due to their strong economic potentiality, vast natural resources and enlightened human resource.

India is a developing society or developing economy. The basic characteristics of a developing society are as follows:

- I. Unutilized, underutilized and misutilized natural resources. Not even 10% of our natural resources or forest resources are properly utilized for the growth and progress of the nation.
- II. Lack of education is yet another characteristics of such nation. There is mass illiteracy in a developing society.
- III. Excessive pressure of population on agriculture is often found in a developing society.
- IV. There is lack of industrialization in a developing society. Not even 10% of our population is engaged in industry. Hence, India is also described as a developing society.
- V. In a developing society, there is mass poverty and mass unemployment. Even disguised unemployment is a popular concept in a developing society.
- VI. The per capital income is very low in a developing society.
- VII. Even the distribution of income and wealth is not proper and justified leading to the yawning gap between haves and have not's. Hence, India is also described as a developing society.
- VIII. Lack of science and technology is often found in developing society. But it is generally in a growing stage in a developing society. Due to digital divide, India is divided into information-rich India and information-poor Bharat.
- IX. The infrastructural position in a developing society is not satisfactory. There remains acute crises of power supply, road, water and communication. India is also facing a similar situation. Hence, India is described as a developing society.
- X. Political instability is yet another characteristics of a developing society. India often faces such a situation. Or any time in our democratic set up, when any alliance party



withdraws its support, the ruling government faces an awkward situation and a scenario of political instability is often created. Occasionally a scenario of 'No Confidence Motion' also emerges in such societies in democratic set ups.

Hence, development is an urgent goal of a developing society. Due to compulsion of their rather less satisfactory situation that developing societies use mass communication to improve and reform their conditions. In modern and rapidly growing world, mass media is highly instrumental in disseminating information, transmitting knowledge, providing quicker and effective means to reach the masses. Hence, mass communication can be employed as vehicles of development for dissemination of information, communication and education.

In developing societies of Asia, Africa and Latin America, mass media or mass communication in a more sociological sense can turn out to be a boon for dissemination of messages for rapid social change, economic prosperity and political awareness. Since communication of ideas, feelings, emotions, skills, thoughts, opinions and knowledge leads to improvements in life styles, rise in living standards, economic betterment and general change in easing environments, developing societies seek active assistance of mass communication.

Further, since the functions of communication includes information, surveillance, education, recreation, persuasion, mass communication can be easily used for taking such messages as instrumental in achieving development in developing society like India.

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### **15.2.2 NEWSPAPER IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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Newspapers, whether a daily or a weekly or a fortnightly or a monthly can play an important role in overall development of a developing society like India. Whether it is an English newspaper or vernacular newspaper, it has a vital role in all round development of a developing society. Newspapers are read by only literate and educated people. Hence, it has a very specific audience which may be participatory, dynamic, action-packed and result-oriented. Newspapers play its role in accordance with the level of the audience. As discussed before that development is of different nature and it is well-defined as an overall growth in a balanced way. Hence, social development, economic development, political development, cultural development, educational



development, religious development and spiritual development must be brought about in a judicious proportion. If one area is developing and the other is retarding, then it may not lead to overall growth in a balanced way.

As far as social development is concerned, it relates to the removal of problems of children, women, youth and senior citizens. Children-related problems are female feticide, child labour, malnutrition among children, child exploitation, child abuse, etc. Newspapers of all varieties can contribute a lot in solving all such social problems by disseminating messages of different level to the target audience. Then we have several women related problems like gender discrimination, dowry deaths, women exploitation, etc. All these can be handled and here again newspapers can be extremely instrumental in solving such problems. Similarly, there are problems related to youth like unemployment, drug abuse, etc. Newspapers can be helpful in eliminating these problems by informing, educating, entertaining and persuading its target audience. Again, the problems of senior citizens and old-aged persons are in plenty. All these can be solved. And here again the newspapers can be instrumental.

Second, we have a lot of economic challenges like agriculture distortion, forest destruction, farmers suicide and so on. Here again newspapers by educating the educated people can create a lot of opinion leaders who may be able to solve such problems by two- step flow and multi-step flow of communication. Similarly, all varieties of economic issues like industrial disputes, trade deficit, and debt trap, foreign exchange and so on can be solved by newspapers as they are magic multipliers and hence often described as agents of change. Thus, newspapers can contribute a lot in bringing about the economic development of a developing society like India.

Third, there are a lot of political challenges like political instability, lack of good governance, political deaths during elections or even otherwise, paid news of political campaigning and so on. All such problems can be solved by newspapers by informing, educating, entertaining and persuading people who read newspapers and are activated and enlightened by the same.



Fourth, there are a lot of cultural problems and issues, which can be settled and solved by newspapers by its various functions of information, surveillance, instruction, recreation, persuasion and mobilization.

Fifth, there are so many issues relating to educational problems, like examination system, education system, new education policies, educational restructuring and reforms, paper-licking even in prestigious and top-notch examinations. Newspapers with their unique characteristics and undaunted features can easily minimize such problems by highlighting education and persuasion.

Sixth, there are number of religious issues which often reaches from peak to pinnacle. But, newspapers by informing, educating, entertaining and persuading their target audience can easily solve majority of such problems and maladies.

Seventh, there are several spiritual issues also which call for the attention of newspapers. If such issues are published frequently and regularly in the form of news, views, reviews, interviews and previews, then a lot of them may be covered up to a great extent. Thus, newspapers can be very much instrumental in bringing about social, economic, religious and spiritual development of a developing society like India.

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### **15.2.3 MAGAZINES IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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A magazine is more profound, deeper and research-oriented in nature. Its periodic span is bigger than that of a newspaper. Hence, it contributes tremendously in creating awareness. If it is a specialized magazine, then it will create a special knowledge and awareness. But if it is a generalized magazine, then it will enlighten and educate about all aspects of human life, leading to overall economic, social, political, educational, cultural, religious and spiritual development. In a developing society, it has even more vital role. This is because educational growth is in the transition phase. People try their best to move from a level of uneducated lot to a level of educated lot. In that sensitive point of our life, it creates generalized as well as specialized awareness of the society and human life. We have so many magazines relating to social issues. We have several women magazines, children magazines, youth-oriented magazines and



magazines that care for senior citizens and old-aged persons. Such magazines add tremendously to the social development by bringing about children development, women development, youth development and caring and sharing of old-aged senior citizens. Similarly, we have so many political magazines which add to the political growth and development. Such political magazines add to the political stability, good governance, political data mining and data squeezing. Then there are umpteen number of economic magazines in India as well as other developing countries. It creates economic awareness of primary sector, secondary sector and tertiary sectors. It creates awareness about agriculture, industry, trade, road, water, electricity, communication, budget plans, policies, export, import, shares, debentures, inflation, price rise, price control, poverty, inequality, etc. Hence, economics-specific and commerce-focused magazines bring about economic development in a developing society. Even economic columns of generalised magazines also contribute a lot in economic growth and development of a developing nations like India.

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### **15.2.4 RADIO IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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In any developing society, radio has the highest reach. It easily reaches even in remote and backward villages mainly because of its air and satellite communication. Moreover, it is the cheapest media and it can run even without power supply. It doesn't consume one's energy to a great extent and it can be enjoyed while doing some other job simultaneously. For example, one may save his beard with the help of a razor and can simultaneously listen to the news bulletin of a radio. But this cannot be done in case of a newspaper or magazine or television or film or social media. Farmers may enjoy their ploughing task in the field and may hang their radio with the wooden part of the plough and may enjoy an agricultural song simultaneously. People in the town also enjoy a traditionally small radio or digitalized modern radio on mobile, while jogging. Housewives may listen to radio while cooking or cleaning their house. A student may listen to a song or a music and simultaneously solve mathematical problems. Hence, radio has unique power and tremendous benefits. Again, one can drive a car and listen to FM radio simultaneously. Radio has different channels of news and information. It has channels for entertainment and recreation. It has the facility of listening to awareness-creating and educational



programmes. And it has channels for motivational and persuasive programmes for children, youths, women, old persons and so on. It has channels for economic, social, political, cultural, religious, educational and even spiritual programmes. Due to the tremendous growth of FM channels and community radio, it has regenerated and recreated its huge target audience even in the towns and cities. Today we have a huge number of radio listeners in capital cities, metro cities, mega cities and advanced cities. It has already a well-established entity in the rural and sub-urban areas of a developing society.

Thus, radio, being a 'theatre of the blind' contributes tremendously in social, economic, political, cultural, religious, educational and spiritual growth and development of all segments of the community in a developing society like India.

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### **15.2.5 TELEVISION IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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Television is a very powerful media. It has a magical effect on the society. Hence, we often describe television as a magical agent of change, while media as a whole is magic multiplier and an agent of change. This is because of its unique characteristics and undaunted, amalgamated and accumulated power. It has vision. It has sound. It has motion. It has colour. And it has written words also. Hence, it is accumulation, amalgamation and accommodation of extraordinary power. No doubt, it is costlier than radio and can be used only with the support of power back. That is why sometimes it misses the extremely backward and remote village audience. Despite a few shortcomings, it caters to a very large audience in India and any developing society. It can inform and provide exclusive news of the other side of the globe in a fraction of seconds. It can entertain and produce recreation to an utmost level. It can educate and create awareness and more importantly it can contribute tremendously in motivating, convincing and persuading its, large, diversified, anonymous, scattered and distant audience. The audience might participate. But there is a problem of delayed feedback and lack of interaction. And due to demassification and localization of television, it has become a little more interactive and feedback-generating. Yet television can contribute a lot in social development of a developing society like India. It produces wonderful programmes for children. It depicts highly recreating soap operas for women. It presents umpteen number of programmes for youth development. And it depicts



programmes for old-aged senior citizens. Hence, it can easily bring about social development by dissemination of information, news, events, views, reviews, previews, interviews, entertainment, recreation, motivation, surveillance, persuasion and mobilization.

Second, it can easily contribute to the primary sector, secondary sector and tertiary sector of our economic. By disseminating messages of a variety, it brings about revolutionary changes in the Indian agriculture and that of other developing society. It can add tremendously to the industrial growth and development of a developing society like India. It can contribute largely to even the infrastructural sector of our economy like power, road, and water, communication, information and communication technology. It can contribute to employment generation, poverty alleviation, price control, economic, equality and solve issues of malnutrition and other health problems of children, women, youths and senior citizens. It can also help in improving tax structure, export, import, trade deficit, budgetary deficit, balance of payment, etc. It can enlighten about annual plans and five years plan in addition to economic policies, agricultural policies, industrial, policies, taxation policies, budget, shares, debentures, etc.

Third, television can be highly instrumental in the development of educational sectors especially due to its unique power and potentiality as mentioned earlier. It can bring about revolutionary changes in primary education. It can improve and accelerate secondary education. It can add tremendously to higher education, technical education, professional education, distance education, adult education, women education and many other types of informal education in India and other developing nations of the world.

Fourth, it can bring about cultural reforms. It can help in prevailing cultural invasion and cultural imperialism of the western countries and other developed nations of the world. It can easily help in sustaining Indianness of our culture and that of other developing nations of the world. It can control vulgarity, obscenity and other harmful activities, especially for children and youth.

Fifth, television can be helpful in improving the practical situation and turmoil in a big way. By dint of its unique power, vast potentiality and dynamic nature, it can help in good



governance and optimum utilization of human resources and natural resources by helping in bringing about healthy political, administrative and bureaucratic policies.

Sixth, it can be highly instrumental in religious growth and development of a developing society like India. Religions are nothing but various thoughts. Hinduism is a thought. Islamism is yet another philosophy. So is the case with Christianity, Jainism, Bhudhism, Sikhism, etc. Since all religions are same despite different expressions and have the same message of serving the humanity. Hence, television can help a lot in removing communal riots and controlling religious conflicts by convincing people that all religions are same. But the only difference is the difference of expression. The only difference is the difference of methodologies. The only difference is the difference of practices and so on and so forth.

Last but not the least important fact is that television being a powerful media, can lead to spiritual growth and development of India and other developing societies of the world. India was known for its spiritual practices like Ved, Puran, Ramayana, Mahabharata, Astrology, Astronomy, VastuSharstras, etc. Television can help a lot in not only the revival of our past glory and pristine sanctity. It can also help in maintaining and developing our spiritual strength in a bug way. Spirituality is basically self-knowing, self-exploring, self-understanding. It believes that only then one can know others and the world. One can explore others and the society as a whole. But can understand the global issues and problems. And here again television can contribute a lot by visual depiction, oral presentation, written messages, colourful gestures and dynamic nature.

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### **15.2.6 FILM IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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Film is a glorified and dignified form of television. It is an extended big screen of the short screen. Hence, film is even superior to television in the sense that it has a much bigger screen and there is least possibility of attention fluctuation. This is because it is continuous, uninterrupted and exhibited in a dark room situation. There is no advertisement in between, though it may be before its start or during the interval time for its own economic survival and subsistence. Hence, the effects is even more. Several studies reveal the fact that both positive and negative impacts of





film are even stronger, larger and wider than television media. According to Satyajit Ray, “The cinema combines cold logic of science with the subtlest abstractions of human imaginations. No matter what goes into the making of it and how a producer for financial profits, a political body for propaganda or an avant-grade intellectual for the satisfaction of an aesthetic urge---the cinema is basically the expression of a concept or concepts in aesthetic terms; terms which have crystallized through the incredibly short years of its existence.”

Hence, a film whether an art film or a documentary film or a short film or a commercial film or a children film or a cartoon film, are all a very grave and profound depiction of human visualization. It is mainly entertainment and recreation media which ultimately persuades and motivates. It often shows the victory of a hero indicating and educating its audience to always follow the ethical and justified paths. A film informs us in a very specific manner by showing the scenes of different countries and places where we have not even visited. It immediately acquaints us with the culture, civilization and values of that country. Though film informs, educates, entertains and persuades, yet it is mainly an entertainment and recreation media. It is hence described as a rare combination of infotainment, edutainment, infoedutainment and persuetainment. But it ultimately targets to bring about a positive change in the society by using entertainment as major tools or techniques. A feature film is generally defined as a full-length entertainment film, usually fictional. The term owes its origin to the selling of films on the basis of a fascination and attraction which can be featured in publicity.

Thus, films can tremendously contribute to the social, economic, political, cultural, educational, religious and spiritual growth and development of a developing society like India by dint of its magical, unique, matchless and fantabulous power on the minds bodies, hearts and souls of its target audience.

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## **15.2.7 SOCIAL MEDIA IN DEVELOPMENT OF DEVELOPING SOCIETIES**

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Social media is also described as online media, digital media, internet media, mobile media or new media. A social media is of the people, by the people and for the people. It is primarily run by the people and the recipients of the same are yet another people. Since audience plays an



important role in the production, direction, distribution of media, so it is called social media, citizen journalism, participatory media, democratic media, demassification etc. For example, Facebook, Whatsapp, You Tube, Twitter, Instagram, etc. It is audience-produced and audience-consumed. Here the audience play an active and dynamic role as mentioned earlier in the audience-centric theories. Then we have an audience of the audience called secondary audience. Then again there is an audience of the extended audience called tertiary audience. The primary audience is always treated as dynamic, active, mobile, action-packed. But the secondary and tertiary audience may be active or may be passive. Those who comment or like, are treated as active and those who neither comment or nor like are treated as passive. This media has certain merits and demerits. No doubt it is a democratic media and is growing with an accelerated speed. But these media don't follow the basic principles of journalism and mass communication. It does not follow the principles of factuality, objectivity, balance, accuracy, fairness, etc. It doesn't follow the ethics and laws of journalism. Hence, it creates more fake news. In this media, there is no filtering or gatekeeping or editing while in our old media like newspapers, magazines, radio, film, etc. are filtered by a team of editorial board. When a reporter brings a story, then it is checked by sub-editor, senior sub-editor, chief sub-editor, news editor and sometimes even the editor in specific circumstances. But in the social media, everybody has become a journalist without the basic concept of journalistic principles and guidelines. Earlier, the social media was used mainly to enrich friendship, locate the lost friends and just personalized communication. But now the social media is commenting and reacting on serious and sensitive issues leading to even caste conflicts, communal violence, arresting to jails, suspension and termination of an official staff's and so on. Hence, there is an urgent need for drawing a guiding principles for all such social media.

Anyway, since a large no. of audience is playing the primary, secondary, tertiary and dynamic roles, so it also contributes a lot in the social, economic, political, educational, cultural, religious and spiritual growth and development of a developing society like India.

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## 15.3 CHECK YOUR PROGRESS

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**Note: 1) Use the space below for your answers.**

**2) Compare your answers with those given at the end of this lesson.**



### MATCH THE FOLLOWING WHO DEFINE DEVELOPMENT AS

LIST I	LIST II
The psychologists	democratic participation of the people in the process of national upliftment.
The economists	attainment of maximum peace, maximum happiness and maximum satisfaction.
The ecologists	an overall growth in a balanced way.
The communologists	structural change and the upward movement in the entire social system.
The philosophers	attitudinal change.
The public administrators	optimum utilization of the available resources.
The political scientists	growth with social justice.
The sociologists	a continuous process of qualitative and quantitative change in positive direction.

## 15.4 SUMMARY

- Development is an overall growth in a balanced way. It is a continuous process of qualitative and quantitative change in positive direction. It differs from place to place, from person to person, from time to time and from situation to situation. What was considered as development in 70's and 80's, may not be considered as development in 90's in the same country--whether developing or developed one. For example, in India, industrialization and urbanization were considered to be an important indicators of development in 70's and 80's. But now industrialization has led to environmental pollution and ecological imbalances. Lot of urbanization, too, have led the people to a stage of 'maladjustment and dislocation'. Hence, in this new millennium, we are



seriously thinking that pollution control, ecological balances and rural reorientation are now more important indicators of development. The characteristics of a developing society like India is that its natural resources are generally unutilised, underutilised and misutilised. Lack of education, excessive pressure of population on agriculture, lack of industrialization, mass poverty, mass unemployment, mushrooming corruption, deteriorating law and order, low per capita income, lack of advancement in science and technology, uneven distribution of income and wealth, poor infrastructural position, political instability and lack of good governance are some of the striking features of a developing society. Now, newspapers play an important role in the development of a developing society. Newspaper educates the educated people. It even enlightens the policymakers, top politicians, top bureaucrats, planners, trend-setters. Whatever may be its form, but it creates a lot of awareness by news, views, reviews, interviews and previews. Its editorial, features, columns, articles and special articles are none the less significant. Hence, by informing, educating, entertaining and persuading people, newspapers bring about social, economic, political, educational, cultural, religious and spiritual growth and development of a developing society like India. Similarly, since magazines are more research-oriented, so it creates a specific types of awareness on specific issues. Some of the magazines are specialized, while some are generalized. Even in generalized magazines, there are specialized columns. We have political magazines, economic magazines, women magazines, youth magazines, sports magazines, economic magazines, health magazines, fashion magazines, food magazines, environmental magazines, religious and spiritual magazines. All such magazines constitute a lot in the social, economic, political, cultural, educational, religious and spiritual development of a developing society like India. On the other hand, radio reaches even to the remotest and awfully backward villages due to its air and satellite communication. It is the cheapest media and can be easily understood by even those who are illiterate and uneducated. Being theatre of the blind and making its room rapidly even amongst the urban elites by entering into their car in the form of FM radio, it can contribute tremendously in the social, economic, political, educational, cultural, religious and spiritual growth and development of a developing society like



India. Television is dynamic and powerful media. It has motion, vision, sound, colour and even written words. Hence, it has an amalgamated and accumulated power of multiple media. It is also described as multi-media. Due to its uniqueness, it contributes largely and widely in the social, economic, political, educational, cultural, religious and spiritual development of a developing society like India. On the other hand, a film is a glorified and dignified form of a television. It has a much bigger screen which is shown without any kind of interruption in a dark room leading to a high degree of focused attention and extreme concentration. In television there is a lot of intervention due to advertisement. Being a homely media, one may take his food or entertain a guest even while watching a television. But in film such intervention is never there. Advertisement may be there before the start or during the interval of a film. We may meet our friends or talk to our own family members before the start of a film or during the interval. But all through, it disseminates its messages 'uninterruptedly incessantly and continuously. Hence, the film works as a super vehicle of social, economic, cultural, political, educational, religious and spiritual change. It is highly persuasive with entertainment at its center. But it continuously motivates us to follow the path of a hero or heroine rather than a villain. Hence, its great role in the overall development is always there. On the other hand, social media like Facebook, WhatsApp, Twitter, YouTube, Instagram, etc. contribute heavily in the overall development of a developing society due to its rapidly growing audience participation.

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## 15.5 KEY WORDS

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**Development Theory:** Development theory is an idea that media systems and governments should work together to ensure that a country will be better served, or to promote partnerships with other countries.

**Citizen Journalism:** It is also called civic journalism, practice centered on the participation of readers and journalists in community issues, making newspapers a forum for discussion and engagement.

**Digital Media:** Media based on digital technologies.



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## 15.6 SELF-ASSESSMENT TEST

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1. What do you mean by development?
2. Describe the concept of development of different schools of thought.
3. What do you mean by a developing society? How is it different from a developed society?
4. Describe the striking features of a developing society like India.
5. Discuss the role of newspapers in the national development of a developing society.
6. Explain the role of newspapers in the socio-economic development of a developing society.
7. Throw light on the role of newspapers in the socio-political development of a developing society.
8. Describe the role of newspapers in the educational and cultural development of a developing society.
9. Discuss the role of newspapers in the religious and spiritual development of a developing society.
10. Discuss the role of magazines in the national development of a developing society like India
11. Discuss the role of radio in the national development of a developing society like India

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## 15.7 ANSWERS TO CHECK YOUR PROGRESS

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1. The psychologists define development as attitudinal change.
2. The economists define development as growth with social justice.
3. The ecologists define development as optimum utilization of the available resources.
4. The communicationologists define development as a continuous process of qualitative and quantitative change in positive direction.



5. The philosophers define development as attainment of maximum peace, maximum happiness and maximum satisfaction.
6. The public administrators define development as an overall growth in a balanced way.
7. The political scientists define development as democratic participation of the people in the process of national upliftment.
8. The sociologists define development as structural change and the upward movement in the entire social system.

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