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SEMESTER-VI

MEDIA AND SOCIETY

SOCIOLOGY

Surya Kumar Bhuyan School of Social Sciences

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION

The course 'Media and Society' attempts to introduce mass media and communication to the learners from a sociological perspective.

This course comprises of 14 units. The course includes theoretical discussions on the phenomena of mass media, mass communication. Further, it provides explanations about different aspects of mass communication. The course tries to locate the significance of mass media and communication in the context of the contemporary society.

Further, the course progresses with special emphasis laid on the ideas of verbal and non-verbal communication, the concept of listening, the aspects of advertising, and also on the significance of mass media in development. The different topics have been tried to be explained with relevant exemplifications.

In this direction, Unit 1, titled "Introduction to communication" focuses on the meaning of communication in social sciences. In addition, it also highlights the types and needs of communication.

Unit 2, titled "Introduction to mass communication" emphasises on the meaning of the concept of mass communication, it's types and functions.

Unit 3, titled "Verbal communication" provides an understanding of the idea of verbal communication and it's types. It further highlights the idea of polysemy.

Unit 4, titled "Non verbal communication" provides an overview of the idea of non-verbal communication, it's different elements and functions.

Unit 5, titled "Listening" provides a comprehensive understanding of the concept of listening and it's significance. It also throws light on the process of active listening.

Unit 6, titled "Theories of mass communication" introduces the normative and sociological groups of theories to the learners.

Unit 7, titled "Mass communication and society" highlights the effects of media particularly on the institutions of marriage and family.

Unit 8, titled "Communication approach" provides an understanding of the communication effects approach. It also highlights the relationship between mass media and modernisation.

Unit 9, titled "Critique of communication approach" provides a critical appraisal of the communication campaign in strategic social change.

Unit 10, titled "Communication strategies for empowerment" focuses on the significance of communication strategies in empowering and developing.

Unti 11, titled "Culture and communication" throws light on the ideas of cross-culture and inter-cultural communication. It further lays emphasis on the structure based cultural characteristics.

Unit 12, titled "Public relations and society" provides a holistic understanding of the concept of ppublic relations, it's growth and development over time.

Unit 13, titled “Advertising” highlights the meaning of the concept of advertising and the functions of advertising agencies. It also focuses on the understanding of the entity of advertising in India.

Unit 14, titled “Mass media and development” throws light on the cultural context of development. It also highlights the role of traditional media in development.

In order to make the text more interesting and informative, a section called LET US KNOW has been provided in the units. This section tries to provide some additional information regarding the content of the unit. Further, in order to enable the learners to continuously check their progress regarding the content, some questions have been put at the end of various sections of a unit with the heading CHECK YOUR PROGRESS. The answers to the questions of CHECK YOUR PROGRESS section have been provided at the end of each unit. In the end of each unit few Model Qustions of long and short type are provided in order to provide an idea of the question pattern to be expected in the examinations by the learners.

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UNIT 1: INTRODUCTION TO COMMUNICATION

UNIT STRUCTURE

1.1 Learning Objectives
1.2 Introduction
1.3 Communication Meaning and Definition
1.4 Concept of communication in social sciences
1.5 Communication: types and its needs
1.6 Let Us Sum Up
1.7 Further Reading
1.8 Answers to check your progress
1.9 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

- Know what is communication
- Know the types of communication
- understand the significance of communication

1.2 INTRODUCTION

Communication is a natural and cyclical process where an individual transmits an information, knowledge, signals thought or an idea (written words, non-verbal/ gestures, spoken words) with oneself or with others. It is a mechanism where we establish and modify relationships. According to Oxford dictionary, 'communication is the activity or the process of expressing ideas and feelings or of giving people information.' Communication is a continuous process and one starts to learn since childhood. The word 'communication' is derived from the Latin word 'communicare' or 'communico' which means 'to share'. It comprises of three important elements, that is, sender, message and receiver.In simple words, communication means the interaction between the sender and the receiver. Communication is said to be effective only when the message conveyed by the sender is understood by the receiver and reciprocate a response or encourage the receiver to put out new ideas. There are various media to exchange one's thought, that is, old or new medium. Communication takes place in

every sphere of life; when you talk to a friend about a latest movie or any issue or through public announcements, notices etc. In this unit we shall try to understand different meaning and definition and different concepts associated with communication.

1.3 COMMUNICATION: MEANING AND DEFINITION

Communication is a familiar term which is used in every aspect of life. In simple words, the interaction or sharing of information is called communication. To share any ideas, signs, opinions, thoughts or information, communication is essential for every individual in the social environment. It is an integral process of the society. As individual interacts he/she is simultaneously communicating. An individual has to communicate with a shopkeeper, government officials, village headman, colleagues, friends and even his family members. But the interaction with different individuals differ. For example- one does not share the same relationship with his/her friend and the shopkeeper. There exists a personal relationship with the friend where he/she shares emotions, feelings, thoughts, etc. Whereas, there lies an economic relationship between the shopkeeper and the customer as the communication is based on economic activities like bargaining, etc.The relationship is either intrapersonal (with oneself) or interpersonal (face-to-face or dyadic or mass or group communication). Intrapersonal communication involves communication with oneself based on three aspects, self-awareness, perception and expectation. For example- planning something, analysing a situation, diary or journal writing, praying, rehearsing a message before saying it to anyone else, etc. Interpersonal communication means interaction between different persons. It takes place with face-to face interaction between two persons (dyadic communication), between a group (group communication), or among a large number of persons (public communication). There is a feedback and response from the receiver. For example- proving knowledge to students, clearing their doubts or motivating them, meeting, interaction at a cultural meet, etc. The process of communication involves-

a) The Sender has a thought or an idea.

b) Encoding of the idea by the sender.

c) Transmitting of the idea.

d) Message is received by the receiver.

e) Decoding of the message by the receiver.

f) Feedback to the sender.

The concept of communication has been defined by several scholars in various ways. Mentioned below are some definitions of communication, given by different scholars.

John Adair defines communication as “Communication is essentially the ability of one person to make contact with another and make himself or herself understood”.

Louis Allen defines communication as “Communication is the sum of the things one person does when wants to create understanding in the minds of other. Communication is a bridge of meaning. It involves a systematic and continuous process of telling, listening, and understanding”.

Keith Davis defines communication as “Communication is the process of passing information and understanding from one person to another”.

From the above description, we can say that communication is a two-way process where a sender and a receiver transmit a message through a medium or channel. This message can be either intrapersonal or interpersonal. A message varies with different persons based on the relationship sender has with the receiver.

As communication is a continuous process, the message sent by the sender will have a response from the receiver; the sender then replies or send a response to the receiver to which the receiver responses and the process continues. It is also a cooperative process as both sender and receiver must have a cooperation to have an effective communication. Communication can be formal or informal and the flow of information and ideas is either oral (face-to face), written (journals, books, magazines) or through gestures or non-verbal (signs, symbols,). It is a purposive activity which aims at creating awareness or gathering information about a certain topic, action, procedure or ideas.

1.4 CONCEPTS OF COMMUNICATION IN SOCIAL SCIENCES

Communication covers all aspects of society, that is, social, economic, and political. Social science deals with human society and social relationship and behaviour of human in relation to various aspects within society. It deals with the relationship between the actors, their role, status, views and norms of the society. For example- the relationship between the father and daughter is different from the relationship between boss and the employee. Again, social science has its cultural implications on values, ethics, beliefs, morals, norms, etc. These are also affected by the interrelationship. An interpretation about a word, symbol or signs depends on cultural background. As culture varies from society to society, so does the

interpretation. For example- it is normal to touch an eldes feet in one culture while it might be a cultural shock for another culture.

To understand the meaning of an interaction, we need to understand what society is and how it functions. Also, it is important to know why people act and react differently in society. To understand communication in social science, we can understand with the following concepts.

Social communication- Society is a web of social relationships, which means interaction with one or more individuals, and so, communication is deeply rooted in society. Sociology and Communication deal with the message, to whom it is meant for, the content, the message and the feedback. To N. Luhmann, communication takes place due to three important elements, that is, the selection of the information, the selection of the form, and the selection of the understanding (Anderson 2003).

Communication has impacts on people. Its main aim is to Read, Understand and React. The important part of communication is to make people interact in society with different people and society at large. Once one understands the functions and structures of society, it becomes easy for an individual to share the ideas and thoughts and communicate with others. This interaction starts from home itself and leads to school and community at large as each individual has different status or role, thinks differently and based on social skills. Thus, here sociology plays an important role to understand the interaction and the relationship one has in formal or informal settings.

Cultural Communication- This aspect deals with how an individual understands different cultures, how they percieve the differences, languages or way of speaking speaking, communicating in the world around them. The culture rely on complex aspects like social class, status, power, values, ethics, etc. It helps people express their social and psychological thoughts. It promotes creative and innovative ideas.

Political Communication- Communication is an integral part of politics which influences the decision making process of the audiences by political officials, pressure groups, business sectors, etc. through a media (broadcast or print). The three important compositions of political communication are : it focuses on source and motivation; its flows from political sphere and always have a political aim; it fosters, education, relationship and trade. It also encourages completion and conflict as well as cooperation and cultural exchange. In political sphere, communication acts as a bridge between the government and the citizens.

Economic Communication-Economics and communication are interconnected as communication creates wealth from information gathered from individuals, states, group, organisation, institutions and international bodies. It helps connecting people and organising them to achieve the desired goals and these are regarded as the main principles of economic communication.

1.5 COMMUNICATION: TYPES AND ITS NEEDS

Communication basically involves the interaction and exchange of ideas, thoughts, feelings, emotions and information in the form of message between two or more persons. It will not be effectual if the message is not clearly interpreted by the receiver.

Broadly, communication is divided in two categories-

- **Formal Communication**

Formal communication is a form of communication which takes place in a systematic manner and through a pre-defined channels. It takes place in governmental departments, firms, NGOs, and other organisations for transferring instructions, orders, policies, plans, etc.

Formal communication can be further divided into -

- ***Upward Communication:***This type of communication takes place when an idea flows from lower authority to a person with higher rank in the society. This kind of communication mostly takes place in an organisation. For example- between employees through feedback and suggestions, clarifications and grievances, etc.
- ***Downward Communication:*** This takes place when flow of information takes place from higher to lower. It moves downward in an organisation, that is, from higher authorities to middle to the lower employees in organisational ladder. It is a hierarchical process. It is generally used for sharing instructions, giving directions, explaining policies, etc.
- ***Horizontal Communication:*** This type of communication takes place where the exchange of ideas and information takes place among the people of same rank. In a similar type of work, co-ordination is important for achieving the desired meaning or result.

- **Informal Communication**

Informal communication, on the other hand, deals with the communication with close members, that is, family, friends, etc. It takes place through informal groups existing within or outside a formal structure. It does not have any specific flow of information through a prescribed channel or medium. For example- Discussing about holiday trip, or about latest movie on social issues, etc.

Communication can also be divided into three types based on how the message is being conveyed. They are as follows-

- **Verbal communication** - In verbal communication, message is conveyed orally through face-to-face interaction or through a medium or a mechanical device. It involves listening to a person in order to understand the meaning attached to the message. For example- face-to face interaction, radio broadcast, etc.
- **Non-verbal communication**–Communication which takes place without the use of spoken language, speech or words is called non-verbal communication. Here, the message is conveyed through signs, symbols or gestures. This is also known as gestural communication. For example- facial expression-smile, flown, eye movement, body movement, voice modulation, etc. Non-verbal communication acts as supplementation and strength for verbal communication. It makes communication easily understandable. This type of communication is studied by different social scientists as it differs from culture to culture.
  - **Signs-** Signs have greater amount of meaning in it. The most common signs that we encounter in our daily life is through pictures, postures like man standing with hand poster of 'stop' gestures. In all known cultures, these signs are meant for sharing simple and common meaning. The meaning of signs in a society depends upon colour, settings, locations, etc. For example- the reverse 'V' sign speaks louder than words in many cultures.
  - **Symbols-** Symbols and signs are different as symbols are those which are put forth by an individual's perceptions. Symbols are analogues or metaphor (written or spoken) which have some amount of reality in it. These symbols are not language by itself but with these difficult and dangerous meaning can be easily interpreted in a society. For example- the meaning involved with a wedding ring or a totemic symbol prevent in a society.

- **Gestures-** Body gestures have unique meaning in different cultures. It includes, gestures, facial expression and bodily gestures used by people in social interaction. As oral language, gestures also expresses our ideas, thoughts, and emotions. The alternative term 'kinesics' (R. L. Birdwhistell, Kinesics and Context,1970) is sometimes used in psychology, to refer to body movements which convey information in the absence of speech, and the study of such movements. (Oxford Dictionary of Sociology, 2009)
- **Written Communication**- It refers to the message which is delivered in a written or text form. For example- orders, instructions, reports, posters, etc. This type of communication is necessary as it creates a permanent record and allows to store the information for further references. For an effective communication, the information should be complete, correct, credibility, clarity, concise, validity and consideration.

Communication is essential for social being. In social and cultural reality, we need to interact with communities and people around us, to make sense of the world and to some extent of ourselves. The main need of communication is to convey a message and to change or guide an individual's behaviour or action. The interrelationship provides a need for releasing one's emotions or feelings and fulfilment of social needs.

Communication does not just end in talks and gestures. Listening, understanding and interpretation are important ingredients. Incomplete and incorrect way of communication can be dangerous and can destroy a personal, professional or a social relationship. As a social being, we need to express and understand the thoughts of others. Human relations thrive on communication. Different civilizations have risen and fallen based on the relationship it had with rest of the world. It is difficult to maintain a relationship if the lubricant of communication is not effective. Thus, the significance of communication can be understood in every sphere of life.

CHECK YOUR PROGRESS

Q.1 What is meant by communication?

.....

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Q.2 From where the word communication is derived?

.....

.....

Q.3 What are the two important types of communication? Give examples of formal and informal communication.

.....

.....

ʊ 1.6 LETS SUM UP

- Communication is a two way process where a sender and receiver plays a significant role in transmitting ones ideas, thoughts or knowledge.
- To make this relationship effective the meaning of the message should be clear, precise, complete and concrete.
- Communication is a continuous and cyclical process.
- Communication takes place between different people in the society and it can be dyadic communication, group communication or mass communication.
- The process of communication involves, the idea, encoding of the idea, transmitting of the idea, receiving of the message, decoding of the message and sharing the feedback to the sender.
- Communication covers the various aspects of the society, that is, social, economic, political and cultural.
- Sociology and communication go hand in hand. They have a deep rooted relationship as without communication or interaction a society cannot function.
- The most important aspects of communication are Read, Understand and React.
- It helps to understand the functions and structures of society and provides an easy way for an individual to share the ideas and thoughts, feelings, values, beliefs, emotions and communicate with others.
- Communication influences the decision making process of the actors or audiences like pressure groups, business sectors, terrorist groups, political officials, etc. through a media (broadcast or print).
- Upward communication takes place when an idea flows from lower authority to a person with higher rank in the society.
- Downward communication takes place when the flow of information or ideas takes place from higher to lower. It moves downward in an organisation, that is, from higher authorities to middle to the lower employees in organisational ladder.

- Informal communication deals with the communication with close members, that is, family, friends, etc.
- Verbal communication, message is conveyed orally through face-to-face interaction or through a medium or a mechanical device.
- Communication which takes place without the use of spoken language, speech or words is called non-verbal communication.
- Signs, symbols and gestures have large impact on different cultures as it brings with it meaning that varies in community or society.

1.7 FURTHER READING

1. Anderson, N. A. (2003). *Discursive analytical strategies: understanding Foucault, Koselleck, Laclau, Luhmann*. Bristol: Policy Press
2. Steinberg, Sheila. (2007). *An Introduction to Communication Studies*, Juta&Co.Ltd.

1.8 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No1 : Communication is a natural and cyclical process where an individual transmits an information, knowledge, signals thought or an idea (written words, non-verbal/ gestures, spoken words) with oneself or with others. It is a mechanism where we use to establish and modify relationships. According to Oxford dictionary, 'communication is the activity or the process of expressing ideas and feelings or of giving people information.'

Ans to Q No2 : The word 'communication' is derived from the Latin word 'communicare' or 'communico' which means 'to share'.

Ans to Q No1 : The two important kind of communication are formal communication and informal communication. Formal communication is a form of communication which takes place in a systematic and through pre-defined channels. On the other hand, informal communication deals with the communication with close members, that is, family, friends, etc. It takes place through informal groups existing within or outside a formal structure. Formal communication example- between employees through 'feedback and suggestions', clarifications and grievances, etc.

Informal communication example- Discussing about holiday trip, or about latest movie on social issues, etc.

M 1.9 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q.1. Differentiate between formal and informal communication.

Q.2. Differentiate between verbal and non-verbal communication.

Long Questions (Answer each question within 300-500 words)

Q.1. Explain the concept written of communication.

Q.2. What are the different types of communication and how they are useful in society?

xxxxxx

UNIT 2: INTRODUCTION TO MASS COMMUNICATION

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Concept of Mass Communication

2.4 Types of Mass Communication

2.5 Function of Mass Communication

2.6 Let Us Sum Up

2.7 Further Reading

2.8 Answer to Check Your Progresss

2.9 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- know the Concept of Mass Communication
- know the different types of Mass Communication
- know the function of Mass Communication

2.2 INTRODUCTION

The existence of communication can be traced to the birth of human life, but it was not studied as a process till the 20th century. The history of communication stretches from prehistoric forms of art and writing through modern communication methods such as the internet. When World War I ended, the interest in studying communication began. The social-science study was fully recognized as a legitimate discipline after World War II. Technological advancement has tremendously enhanced the scope of mass communication and this is because of the advancement of world civilization. As the scope of economic activities is increasing day by day, the communication process too enhanced. Particularly after the industrial revolution, a rapid development happened in trade, commerce, and industrial sector. All these have put emphasij on mass communication, which is now so prevalent that it touches social, commercial, national or international lives. The process that includes transmission of

information, ideas, emotions, and skills, knowledge by using symbols, words, gestures, and visuals and so on is called Communication. Thus, the act of communication is also referred as 'transmission'. It is the most loosely used term in the contemporary period. This period is also known as communication age. The study of mass communication is concerned with the content of mass communication that affects the behaviour, attitude, opinion, emotion of the person receiving the information. In this unit, we will know about the concept of 'mass communication' in details.

2.3 CONCEPT OF MASS COMMUNICATION

Mass Communication is the study of how people exchange information through mass media to large segments of the population at the same time. It refers to the imparting and exchanging of information on a large scale to a wide range of people. Mass Communication is the process by which a person or group of people create a message and transmit it through some type of medium to a large, anonymous, heterogeneous audience. This implies the audiences of mass communication are mostly made up of different cultures, behaviour and belief systems.

According to Sydney Head (1976) the term Mass Communication must imply at least five things: Relatively large audience, fairly undifferentiated audience, some form of message reproduction, Rapid distribution and delivery, Low unit cost to the customers. Channels of communication include broadcast Television, Radio, Social media and print. Mass communication experience is a public one. It means that anybody can be a part of this communication process at any time without much effort or permission. Nature of the media involved in the process defines the mediation in mass communication. For example, television can transmit news instantly as it is a fast medium; newspaper takes more time to bring the same news report to the public because of its limitations. This is how nature of the media defines the mediation process in mass communication. Mass communication is filtered communication. This filtering processing is called Gatekeeping. For example, a news report in a newspaper or on a television is channel filtered or controlled at a different levels by a reporter, sub-editor, news editor. It is the most complicated form of communication as it involves complex technology like satellites digital networks, management structure, marketing chain etc. Mass communication can alter the way society thinks about events and attitudes. Mass communication experience is transient. It means that once you used a message (for example,

a news report or a film) you may not use it again. The message is meant to be used once and it is gone. Mass communication most often remains as one-way communication.

CHECK YOUR PROGRESS

Q1. Define Mass Communication.

.....

.....

Q2. Name three important elements of Mass Communication.

.....

.....

Q3. What do you mean by gatekeeping?

.....

.....

2.4 TYPES OF MASS COMMUNICATION

The following account highlights some common types of mass communication media.

- **Print Media:**

Johannes Gutenberg's invention of the moveable metallic type in the fifteenth century paved the way for a proliferation of the print media. The printing press using moveable types introduced the method for mass production of texts. Before the invention of the printing press, books were expensive materials affordable only for the aristocrats and royal families. Printing reduced the cost of books and made them available to the common people also. Rapid duplication of multiple copies of handy texts led to the innovation of modern newspapers.

The Print Media include a number of medium, which are highlighted below.

i. Newspapers: Newspapers are periodically published documents that carry current information about society. Newspapers are the primary mass medium from which people receive news. The first newspaper was Publick Occurrences published by Ben Harris in 1690. The first newspaper published in India was the Bengal Gazette by James Augustus Hicky in 1780. It is also called Hicky's Gazette. In any society, the traditional newspapers are part of their culture and social system. They talk about their newspapers affectionately because they give them information, education, entertainment, moreover ways for socialization and legitimization of new values. In a

democratic society, the Press is the Fourth Estate. At primary level, the Press means newspapers. Newspapers can be categorized into various types based on their page size/format, content type, periodicity, time of publication, area of circulation and type of users.

ii. Magazines: Unlike newspapers, magazines are periodical publications carrying non-news items. Andrew Bradford's American Magazine and Benjamin Franklin's General Magazine are considered as the first magazines. Magazines are considered a mass medium that spread culture and nationalism. The magazine is originally a French word which means storehouse. In journalistic terms, the magazine is a collection of materials like stories, advertisements, poems, and other items that editors believe will interest audiences. Magazines are of different types. Five major categories are General Interest Magazines, Business Magazines, Consumer Magazines, Literary Reviews, Academic Reviews, News Magazines, and Comic Books.

iii. Books**:** Books are bound pages of written or printed messages of considerable length, mostly on one topic. Being meant for circulation, they are produced using durable materials and in a portable form. The concept of books existed in China and in the Babylonian way back in 3000 B.C. While the Chinese used papyrus rolls made of bamboo strips, the Babylonians used clay tablets. In Rome, animal skins were used to prepare books. Introduction of paper production advanced the book production. Books are categorized according to their content type and target audience. Based on nature of the content books can be categorized generally as fiction and non-fiction. Fictions include stories, novels, poems etc. while non-fictions comprise of academic and reference books.

● **Electronic Media:**

The history of electronic mass media starts with the invention of the radio by Marconi. The first radio station was set up in Pittsburg, New York and Chicago in the 1920s. Following the USA, European countries also started radio stations for broadcasting news and entertainment content. The colonial powers like Britain and France set radio stations in Asian and African countries in the early years of 20th century. The next step in electronic communication media history was the invention of cinema. Following cinema, television broadcasting was initiated in the US on an experimental basis during the 1920s. But, the dramatic impact of television as a mass medium began in the 1950s. Parallel to these, recording

industry was also boomed in the western countries. In short, the term electronic media mainly include:

i. Radio: It is a technology of signalling and communicating using radio waves. It is used in modern technology, in radio communication, radar, navigation, remote control and remote sensing.

ii. Movies: Movies are a type of visual communication that uses moving pictures and sound to tell stories. These are also known as Films and are a part of the entertainment.

iii. Television: It is a telecommunication medium used for transmitting moving images in two or three dimensions and sound.

- **New Media:**

New media can be defined as interactive forms of communication that use the Internet, including podcasts, Blogs, social networks, text messaging, virtual worlds and all other computer-aided communication formats available online. New media makes it possible for anyone to create, modify, and share content with others, using relatively simple tools that are often free or inexpensive. New media requires a computer or mobile device with Internet access.

New media tools can:

i. Connect people with information and services.

ii. Collaborate with other people—including those within their organization or community.

iii. Create new content, services, communities, and channels of communication that help people deliver information and services. Online and digital means of producing, transmitting and receiving messages are called new media. The term encompasses computer-mediated communication technology. It implies the use of desktop and portable computers as well as wireless and handheld devices. Every company in the computer industry is involved with new media in some manner. The forms of Communicating in the digital world include: CD-ROMs, DVDs, Internet facilities like the World Wide Web, bulleting boarding, email etc.

Based on the nature, mass communication is comprehended in the following three types:

- Micro and Macro- Mass Communication.
- Capitalistic and Socialistic Patterns of Mass Communication.
- Islamic Approach and Non-Islamic Approach of Mass Communication.

The following short description of each shall provide a better understanding about these types.

- **Micro and Macro Mass Communication:** When any individual interacts with his higher officials, subordinates or colleagues in terms of any message, or information, it is called micro mass communication. Such communication happens within the limited persons and the organization. Whereas, when communication is intended towards general people, it is called macro mass communication. Such communication happens to consider the external and large people outside the organization. This is also called universal communication, e.g. advertisement of any product in radio or television.
- **Capitalistic and Socialistic Patterns of Mass Communication:** In a capitalistic society, the market pays a major role in the economy. People have the freedom to raise their voice and therefore there are free flows of news or information. There is no restriction towards the media agencies and therefore they can independently perform their functions or activities. But in a socialistic economy, mass communication is subject to various limitations or regulations imposed by the state. Information or news cannot freely move as state always has control over them and state sometimes censors much information for its interest. People have little and limited voice and therefore mass communication may not be an easy process.
- **Islamic Approach and Non-Islamic Approach of Mass Communication:** Goods which are prohibited in Islam cannot be advertised in the Muslim countries. For example, Wine is forbidden in Islam. So any kind of advertisements related to wine are prohibited and go against Islam. But in Non-Islamic countries, there is no such restriction and therefore wine is widely produced, advertised and consumed there. Study of mass communication has a lot of benefits to an organization.

CHECK YOUR PROGRESS

Q4. Name two important functions of New Media.

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Q5. What are the three types of Mass Communication based on its nature?

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Q6. Mention one function of Newspaper.

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2.5 FUNCTION OF MASS COMMUNICATION

The functions of mass communication have been discussed in detail in the account below.

1. Surveillance: Surveillance relates to the constant flow of public information or news about events occurring within the country and in the world. It is the most obvious of all functions of mass communication. It refers to the news and information role of media. They work as the sentinels or guards. Correspondents for wire services, TV networks and newspapers are located across the globe. These individuals gather information for us that we cannot get for ourselves. The surveillance function can be divided further into two types.

a. Warning or beware surveillance: It occurs when the media informs us about threats from weather changes, heavy rains, cyclone, war, etc.

b. Instrumental surveillance: It occurs when the information useful in everyday life is transmitted, such as stock market prices, new products, recipes and so on. A TV serial may perform a function of instrumental surveillance by portraying new hair or dress styles or women in changing roles.

Mass communication confers high public status upon certain people by reporting news about individuals and strengthens social control over the individual members of the society by bringing deviant behaviour into public view. Surveillance through mass communication can also prove dysfunctional for society. If news or information goes uncensored, sometimes it may prove harmful for the society. For example, news of commercial conflicts in some area may result in communal riots in many areas. Sometimes people are warned frequently about possibility of floods, heavy rains or cyclone. This may lead to panic by the people and increase their anxieties.

2. Interpretation: Interpretation function is closely related to the surveillance function. It prevents undesirable consequences of communication. Nowadays, mass communicators have realized their responsibility to evaluate and interpret events for the reader. They select the important news and issues for the attention of the people and not only provide information about the events, but they also provide information on

the ultimate meaning and significance of these events. This function of mass communication helps the individual to know the viewpoints of various people, which helps him/her to evaluate an issue. The dysfunction of the interpretation and prescription by mass media can be that people may not get the depth and true picture of the event or issue and may not contribute to the development of an individual's critical faculties.

3. Transmission of Values: The transmission of values is a subtle but important function of the mass media. It is also called the socialization function. Our society is portrayed in the mass media and by seeing, watching or reading these, people learn which are the important values. The media present role models which people try to imitate. Thus, they teach us about people, show us how they act and what is expected of them. On the other hand, the kinds of values and cultural information that are included in the mass media content are selected by media organizations that may select values and behaviours that encourage the status quo.
4. Linkage: The mass media can link together different elements of society that are not directly connected by an interpersonal channel. For example, newspapers generate opinion; develop a feeling for whatever happenings are reported. Advertising through mass media links together the needs of buyers with the products of sellers.
5. Entertainment: Entertainment is the most obvious function of all media functions. In the past entertainment functions were fulfilled by interpersonal communication. The importance of the entertainment function has grown as the people have got more leisure time. The consequences of this function have been that media entertainment is available to a large number of people at relatively little cost. This helps people to make their recreational and leisure time more enjoyable.

CHECK YOUR PROGRESS

Q7. What are the two types of Surveillance?

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Q8. How mass media became a linkage between producers and sellers.

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2.6 LET US SUM UP

- Mass Communication is the process by which a person or group of people creates a message and transmits it through some type of medium to a large, anonymous, heterogeneous audience. This implies the audiences of mass communication are mostly made up of different culture, behaviour and belief system.
- There are different types of Mass Communication such as - Print Media, Electronic media, New Media, etc.
- Based on it's nature, mass communication is classified into - Micro and Macro Mass Communication, Capitalistic and Socialistic Patterns of Mass Communication, Islamic Approach and Non-Islamic Approach of Mass Communication.
- Mass communication performs various functions like, Surveillance, Interpretation, Transmission of values, linkage, entertainment, etc.

2.7 FURTHER READING

1. Aggarwal, Vir Bala V. S. Gupta. 2001. Handbook of Journalism and Mass Communication. Concept Publishing Company.
2. Dr Muhammadali. N. Introduction to Mass Communication. University of Calicut School of Distance Education

2.8 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No 1: Mass Communication is the process by which a person or group of people creates a message and transmits it through some type of medium to a large, anonymous, heterogeneous audience.

Ans to Q No 2: The important elements of Mass Communication are Communicator, communication process and Feedback

Ans to Q No 3: Mass communication is filtered communication. This filtering processing is called gatekeeping. For example, a news report in a newspaper or on a television channel filtered or controlled at a different level by a reporter, sub-editor, news editor.

Ans to Q No 4: The two important functions of Mass Media are:

i. Connect people with information and services.

ii. Create new content, services, communities, and channels of communication that help people deliver information and services.

Ans to Q No 5: Micro and Macro- Mass Communication, Capitalistic and Socialistic Patterns of Mass Communication, Islamic Approach and Non-Islamic Approach of Mass Communication.

Ans to Q No 6: Newspapers are primary mass medium from which people receive news. In any society, the traditional newspapers are part of their culture and social system. In a democratic society, the Press is the Fourth Estate.

Ans to Q No 7: The two types of surveillance are:

i. Warning or beware surveillance occurs when the media informs us about threats from weather changes, heavy rains, cyclone, war, etc.

ii. Instrumental surveillance occurs when the information useful in everyday life is transmitted, such as stock market prices, new products, recipes and so on.

Ans to Q No 8: The mass media can link together different elements of society that are not directly connected by an interpersonal channel. Advertising through mass media links together the needs of buyers with the products of sellers.

2.9 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. Define New Media. Give examples.

Q2. Mention the first newspaper in India.

Long Questions (Answer each question within 300-500 words)

1. Which is the socialization function of Mass media?
2. Discuss the role of Mass Communication in improving society.

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UNIT 3: VERBAL COMMUNICATION

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.2.1 Factors of Effective Verbal Communication

3.2.2 Importance of verbal communication

3.2.3 How to Improve your Verbal Communication Skills

3.3 Multiple Meanings

3.4 Polysemy

3.5 Types of Verbal Communication

3.6 Let Us Sum up

3.7 Further Reading

3.8 Answers to Check your Progress

3.9 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- know the concept of verbal communication, it's significance and it's types
- know about Polysemy.

3.2 INTRODUCTION

The verbal communication is a kind of oral communication wherein the message is transmitted through the expressed words. Here the sender offers words to his/her emotions, considerations, thoughts and conclusions and communicates them as addresses, talks, presentations, and discussions.

The viability of the verbal communication relies upon the tone of the speaker, clarity of speech, volume, speed, body language and the nature of words utilized in the discussion. On account of the verbal communication, the input is prompt, since there are a synchronous transmission and receipt of the message by the sender and recipient individually.

The sender must keep his/her speech tone high and obviously discernible to all and must plan the topic remembering the intended interest group. The sender should constantly cross check with the collector to guarantee that the message is comprehended in totally a similar path as it was planned. Such communication is increasingly inclined to mistakes as now and then the words are not adequate to express the sentiments and feelings of an individual.

The accomplishment of the verbal communication depends not just on the talking capacity of an individual, but also on the listening abilities. How viably an individual listens to the topic decides the viability of the communication. The verbal communication is appropriate in both the formal and informal kind of circumstances.

3.2.1 Factors of Effective Verbal communication

This account highlights some of the factors of effective verbal communication.

- **Think before you speak**

By arranging one's thoughts ahead of time, one can dispose of a large number of the uncomfortable silences that happen when talking. It will likewise enable an individual to disseminate information all the more briefly and accurately.

- **Speak with confidence**

Talking in a sure way will assist one with building trust and order the regard of the group of spectators. There are a few variables which can affect one's capacity to talk unhesitatingly, including one's order of the topic, the pledge decision, the tone of voice, the body language, and the capacity to look at the crowd.

- **Be clear and concise**

The best method to express what is on one's mind is to make it in a reasonable and compact way. Abstain from utilizing unpredictable, tangled sentences, and attempting to express in direct language is preferred. Prior to talking, one may ask the self, "What is the clearest way I can come to my meaningful conclusion?"

- **Be aware of non-verbal communication cues**

The non-verbal communication altogether impacts the manner in which others translate what is stated. Focus must be made on the motions one makes, on one's outward appearances, and the non-verbal communication to guarantee they line up with the message one is attempting to convey.

- **Be a good listener**

Being a good listener is as significant as it is to be a good speaker, and it will improve the nature of one's verbal communications. It shows that one cares about the thoughts and sensitivities of the individuals that he/she is conversing with. This will empower one to manufacture trust and compatibility a lot faster.

- **Think about the perspective of the audience**

It must be noted that, just because one has a solid direction of a point, it does not mean the individuals who are being addressed, have similar information as the speaker. It must be considered as to how another person will comprehend what is being attempted to impart, especially on the off chance that they do not have the specialized information about a subject that the speaker has.

- **Vary the vocal tone**

Talking in a monotone voice is a sure-fire approach to exhaust the crowd. Rather, use voice enunciation to add accentuation to significant focuses, and change the pitch of voice to express feeling. This will help keep the crowd to be occupied with the message. Solid verbal aptitudes will support fundamental talk while assuming a significant job in uniting individuals. Ask inquiries on the off chance that you are pondering about another idea so as to turn out to be increasingly educated about that theme. Clarify why you are befuddled about a specific approach to get the help required for a superior comprehension of that arrangement of guidelines.

Express what you encountered in a specific circumstance so you can work through what you are feeling. Handing-off this information will not just support yourself, but also, the individuals who you are talking with by taking care of issues, making associations, and maintaining a strategic distance from clashes. Furthermore, be set up to fill in as a good audience consequently in light of the fact that coming up short on the capacity to give a similar degree of consideration that you anticipate from another person when you are talking is not reasonable.

Compelling verbal communication is a significant aptitude to get it. Having the courage and capacity to pass on your contemplations in a decent manner will help improve shared getting, trust, basic leadership, and critical thinking among yourself as well as other people, making the demonstration appropriate and listening in to a basic effect on how we learn and have an independent mind.

3.2.2 Importance of verbal communication

A robust verbal communication is a vital aspect for keeping up effective business connections. Powerful communication makes profitability to increase, blunders to diminish and activities to run smoother. The following account highlights the significance of verbal communication.

- The manner in which representatives speak with one another depicts an association's image and this image could be the initial introduction or the last.
- Good verbal communication abilities of the representatives of an association encourage phenomenal business associations with different associations, clients, providers, and so on.
- Good verbal communication at the work environment is basic to the organizations with a workforce from a different foundation. It lessens the obstructions delivered due to cultural and language contrasts. Numerous worldwide organizations' masterminds prepare to inculcate viable communication abilities in their workers which demonstrate to be very valuable over the long run.
- Compelling verbal communication among employers and representative likewise builds work satisfaction level.
- Representatives have a sense of safety when they are imparted successfully. Accepting the privilege and refreshed information from their bosses support their certainty and profitability.
- Incredible verbal communication abilities increment the capacity of the people to share thoughts, contemplations and concerns with one another.

3.2.3 How to Improve Verbal Communication Skills

Great verbal communication aptitudes are fundamental. On the off chance that one needs to have a flourishing profession, one has to improve the verbal communication abilities. The following account highlights the requirements to improve these aptitudes and exceed expectations at the working environment.

- **Read more :** It improves vocabulary and enables expression of thoughts all the more unmistakably. It likewise wipes out shortcomings in language abilities. It will be valuable in the event that one may like to peruse business writings, newspapers, publications, etc.

- **Prepare yourself :** On the off chance that you are foreseeing any circumstance, invest significant energy to set up the responses to the inquiries you might be posed. In the event of presentation to be made, you ought to be set up for dubious inquiries. You may need to clarify something in an alternate way.
- **Listen cautiously :** Listening more and talking less has been found to be extremely powerful. This causes individuals to confide in you and let them know that you comprehend their needs. At the point when they talk, look. It shows your enthusiasm for them. It will likewise improve compatibility you are attempting to fabricate.
- **Be mindful :** For clear, precise, and obliging communication, one should ensure that his/her words, tone, signals, outward appearances and body language go with the discussion.
- **Consider individuals' points of view :** Consider what you are stating from the audience's point of view. Figure your reactions as needs be. Just because you comprehend what you mean, does not imply that they will comprehend it as well.
- **Build up your skills :** You should take a shot at building up your communication skill. There are numerous methods you can figure out how to help improve it. Mind mapping, workshops, and online communication courses can be exceptionally useful in such an endeavour.

3.3 MULTIPLE MEANINGS

At the point when individuals regularly characterize verbal communication, they will in general allude to communication in language. In any case, verbal communication refers to any trade that utilizes words to impart information. Along these lines, composing is likewise a type of verbal communication. Both composing and talking depend on the speaker, and the audience also must have a similar comprehension of what words and sounds mean.

Verbal communication necessitates that the speaker and the audience both communicate in a similar language. Be that as it may, even inside a similar language, there are open doors for blunders. Slang or dialect that credits various implications to words can be confusing. Also, not sharing a vocabulary can make it hard for individuals to comprehend each other through verbal communication.

Since communication is the demonstration of passing information between people, the demonstration of transmitting the data and the demonstration of accepting it are of

equivalent significance. Verbal communication conveyed in speech is additionally joined by nonverbal correspondence. Composed verbal communication has non verbal signs on which to depend, so clarity is much increasingly significant for this situation. Tone and goal must be clear in the words.

3.4 POLYSEMY

Polysemy is the limit with respect to a sign, (for example, a word, expression, or image) to have numerous implications, generally related by contiguity of significance inside a semantic field. Polysemy is along these lines unmistakable from homonymy-or homophony-which is an inadvertent similitude between two words, (for example, bear the animal, and the action word to bear); while homonymy is regularly an insignificant etymological incident, polysemy is not.

Charles Fillmore and Beryl Atkins' definition stipulates three components: (i) the different senses of a polysemous word have a focal starting point, (ii) the connections between these senses structure a system, and (iii) understanding the 'inward' one adds to comprehension of the 'external' one.

Polysemy is a significant idea inside controls, for example, media studies and linguistics. The analysis of polysemy, synonymy, and hyponymy and hypernymy is fundamental to scientific categorization and ontology in the information science senses of those terms. It has applications in pedagogy and machine learning, since they depend on word-sense disambiguation and patterns.

A polysemy is a word or expression with various, however related senses. Since the test for polysemy is the dubious idea of the relatedness, decisions of polysemy can be hard to make. Since applying previous words to new circumstances is a characteristic procedure of language change, taking a look at words' historical background is useful in deciding polysemy. Some evidently random words share a typical verifiable source, nonetheless, so historical underpinnings is not a dependable test for polysemy, and dictionary writers likewise frequently concede to speaker's instincts to pass judgment on polysemy in situations where it negates derivation. English has numerous polysemous words. For instance, the action word "to get" can signify "procure" (I will get the drinks), "become" (she got frightened), "understand" (I get it) and so on.

In linear or vertical polysemy, one feeling of a word is a subset of the other. These are instances of hyponymy and hypernymy, and are here and there called auto-hyponymy. For example, 'dog' can be utilized for 'male dog'.

Alan Cruse distinguishes four kinds of liner polysemy:

- Auto-hyponymy: Here, the essential sense prompts a particular sense (from "drinking (anything)" to "drinking (alcohol)")
- Auto-meronymy: Here, the essential sense prompts a subpart sense (from "door (entire structure)" to "door (panel)")
- Auto-hyperonymy or auto-superordination: Here, the essential sense prompts a more extensive sense (from "(female)cow" to "cow (of either sex)")
- Auto-holonymy: Here, the essential sense prompts a bigger sense (from "leg (thigh and calf)" to "leg (thigh, calf, knee and foot)")

In non-linear polysemy, the first feeling of a word is utilized allegorically to give an alternate method for taking a look at the new subject. Alan Cruse recognizes three kinds of non-liner polysemy:

- Metonymy: Here, one sense "represents" another (from "hands (body part)" to "hands (unskilled workers)"
- Metaphor: Here, there is a likeness between senses (from "swallowing (a pill)" to "swallowing (a contention)"
- Different translations (for instance, from "month (of the year)" to "month (four weeks)"

3.5 TYPES OF VERBAL COMMUNICATION

Verbal communication incorporate sounds, words, language, and speech. Talking is a successful method for imparting messages, and aides in communicating our feelings in words. This type of communication is additionally grouped into four kinds, which are explained below.

- **Intrapersonal Communication**

  This type of communication is very private and limited to us. It incorporates the quiet discussions we have with ourselves, wherein we shuffle jobs between the sender and recipient who are preparing our considerations and activities. This procedure of communication, when analysed, can either be passed on verbally to somebody or remain kept as contemplations.

- **Interpersonal Communication**

  This type of communication happens between two people and is along these lines, a one-on-one discussion. Here, the two people included will swap their jobs of sender and collector so as to convey in a more clear way.

- **Small Group Communication**

  This kind of communication can happen when there are multiple individuals included. Here the quantity of individuals will be little, and it enables every member to communicate with the rest. Public interviews, board meetings, and team meetings are examples of group communication. Except if a particular issue is being talked about, small group discussions can get hard to be translated by everyone. This difficulty in understanding data totally can bring about miscommunication.

- **Public Communication**

  This kind of communication happens when one individual attends to a huge social event. Political campaigns and public speeches are examples of this kind of communication. In such cases, there is normally a solitary sender of data and a few beneficiaries who are being tended to.

w CHECK YOUR PROGRESS

Q1. What is interpersonal communication?

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Q2. What is small group communication?

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.....

Q3. What is public communication?

.....

.....

u 3.6 LET US SUM UP

- The verbal communication is a kind of oral communication wherein the message is transmitted through the expressed words. Here the sender offers words to his/her emotions, considerations, thoughts and conclusions and communicates them as addresses, talks, presentations, and discussions.

- The viability of the verbal communication relies upon the tone of the speaker, clarity of speech, volume, speed, body language and the nature of words utilized in the discussion. On account of the verbal communication, the input is prompt since there are a synchronous transmission and receipt of the message by the sender and recipient individually.
- Great verbal communication aptitudes are fundamental. On the off chance that you need to have a flourishing profession, you have to improve your verbal communication abilities.
- Incredible verbal communication abilities increment the capacity of the people to share thoughts, contemplations and concerns with one another.
- At the point when individuals regularly characterize verbal communication, they will in general allude to communicate in language. In any case, verbal communication refers to any trade that utilizes words to impart information. Along these lines, composing is likewise a type of verbal communication. Both composing and talking depend on the speaker, and the audience has a similar comprehension of what words and sounds mean.
- Verbal communication necessitates that the speaker and the audience both communicate in a similar language. Be that as it may, even inside a similar language, there are open doors for blunders. Slang or dialect that credits various implications to words can be confusing. Also, not sharing a vocabulary can make it hard for individuals to comprehend each other through verbal communication.
- Polysemy is the limit with respect to a sign, (for example, a word, expression, or image) to have numerous implications, generally related by contiguity of significance inside a semantic field. Polysemy is, along these lines, unmistakable from homonymy- or homophony-which is an inadvertent similitude between two words, (for example, bear the animal, and the action word to bear); while homonymy is regularly an insignificant etymological incident, polysemy is not.
- Verbal communication incorporates sounds, words, language, and speech. Talking is a successful method for imparting and aides in communicating our feelings in words. This type of communication is additionally grouped into four kinds.

3.7 FURTHER READING

1. Jakobson, R. (1972). Verbal Communication. *Scientific American, Vol. 227,* No. 3, pp. 72-81

3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1. This type of communication happens between two people and is, along these lines, a one-on-one discussion. Here, the two people included will swap their jobs of sender and collector so as to convey in a more clear way.

Ans to Q No2. This kind of communication can happen when there are multiple individuals included. Here the quantity of individuals will be little, and it enables every member to communicate with the rest. Public interviews, board meetings, and team meetings are instances of group communication. Except if a particular issue is being talked about, small group discussions can get hard to translated by everyone. This difficulty in understanding data totally can bring about miscommunication.

Ans to Q No1. This kind of communication happens when one individual attends to a huge social event. Political campaigns and public speeches are cases of this kind of communication. In such cases, there is normally a solitary sender of data and a few beneficiaries who are being tended to.

3.9 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

1. What are the factors of effective verbal communication?
2. What is the importance of verbal communication?

Long Questions (Answer each question within 300-500 words)

1. What is Polysemy?
2. Explain how to improve your verbal communication skills.

xxxxxx

UNIT 4: NON VERBAL COMMUNICATION

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Concept of Non Verbal Communication

4.4 Functions and Elements of Non Verbal Communication

4.5 Let Us Sum up

4.6 Further Reading

4.7 Answers to Check your Progress

4.8 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- know the concept of non verbal communication
- know the functions and elements of non verbal communication

4.2 INTRODUCTION

Nonverbal communication is the way toward sending and getting messages without utilizing words either expressed or composed. Nonverbal communication depicts the procedure of shared signs between individuals, which goes hand-in-hand with public talking. This can incorporate eye to eye connection, recurrence of looks, squint rate, motions, outward appearances, stances, and that is only the tip of the iceberg.

The term nonverbal communication was introduced in 1956 by specialist Jurgen Ruesch and writer Weldon Kees in the book “Nonverbal Communication: Notes on the Visual Perception of Human Relations.”

Nonverbal messages have been perceived for quite a long time as a basic part of correspondence. For example, in “The Advancement of Learning” (1605), Francis Bacon saw that “the lineaments of the body do reveal the disposition and tendency of the brain when all is said in done, yet the movements of the face and parts do . . . further, unveil the present humour and condition of the brain and will.”

4.3 CONCEPT OF NON VERBAL COMMUNICATION

Non Verbal Communication (NVC) is the non-linguistic transmission of data through visual, sound-related, material, and sensation (physical) channels.

Non verbal communication is the transmission of messages through a nonverbal stage, for example, eye to eye connection, outward appearances, motions, pose, and the separation between two people. This type of correspondence is described by different channels and several researchers contend that non verbal communication can pass on more importance than verbal communication. Some researchers express that a great many people trust types of non verbal communication over verbal communication. Ray Birdwhistell presumes that non verbal communication represents 60-70 percent of human communication, although according to different specialists the communication type is not quantifiable or does not reflect present day human correspondence, particularly when individuals depend such a great amount on composed means. The study of non verbal communication began in 1872 with the distribution of “The Expressions of the Emotions in Man and Animals” by Charles Darwin. Charles Darwin began to think about non verbal communication as he saw the collaborations among animals and acknowledged they likewise imparted messages by signals and articulations. For the first time, non verbal communication was studied and its significance analysed.

It incorporates the utilization of obvious signs, for example, non-verbal communication (Kinesics), distance (Proxemics) and physical situations/appearance, of voice (Paralanguage) and of touch (Haptics). It can likewise incorporate the utilization of time (Chronemics) and eye to eye connection and the activities of looking, while at the same time talking and tuning in, recurrence of looks, examples of obsession, understudy widening, and flicker rate (Oculesics).

Similarly, just as discourse contains non verbal components known as paralanguage, including voice quality, rate, pitch, din, and talking style, just as prosodic highlights, for example, musicality, sound, and stress, composed writings have non verbal components, for example, penmanship style, spatial course of action of words, or the physical design of a page. Be that as it may, a significant part of the study of non verbal communication has concentrated on cooperation between individuals, where it tends to be characterized into three head territories: natural conditions where correspondence happens, physical attributes of the communicators, and practices of communicators during collaboration.

Non verbal communication includes the cognizant and oblivious procedures of encoding and decoding. Encoding is the demonstration of creating data, for example, outward appearances, signals, and stances. Encoding data uses signals which we may think to be general. Decoding is the translation of data from received sensations given by the encoder. Decoding data uses learning one may have of certain received sensations.

The Non verbal encoding succession incorporates outward appearances, signals, act, manner of speaking, material incitement, for example, contact, and body developments, similar to when somebody draws nearer to convey or steps away because of spatial limits. The Decoding procedures include the utilization of received sensations joined with past involvement with understanding the importance of correspondences with others.

Culture plays a significant job in non verbal communication, and it is one perspective that impacts how learning exercises are composed. In numerous Indigenous American communities, for instance, there is regularly an accentuation on non verbal communication, which goes about as an esteemed method by which youngsters learn. In this sense, learning is not subject to verbal communication; rather, it is non verbal communication which fills in as an essential method for sorting out relational associations.

Types of Non Verbal Communication

Judee Burgoon has recognized seven diverse nonverbal measurements:

- Kinesics or body movements including outward appearances and eye to eye connection;
- Vocalics or paralanguage that incorporates volume, rate, pitch, and timbre;
- Individual appearance;
- Our physical condition and the curios or items that make it;
- Proxemics or individual space;
- Haptics or contact.
- Chronemics or time.

4.4 FUNCTIONS AND ELEMENTS OF NON VERBAL COMMUNICATION

You have learned that we communicate to express thoughts, feelings, encounters, thoughts etc. Be that as it may, what capacities does non verbal communication has? Despite the fact that it's not through words, non verbal communication serves numerous capacities to enable us to discuss implications with each other all the more successfully.

We utilize non verbal communication to copy verbal communication : At the point when we utilize non verbal communication to copy, we utilize non verbal communication that is unmistakable to many people inside a specific cultural group. Clear models incorporate a head-nod or a head-shake to copy the verbal messages of “yes” or “no.” If somebody inquires as to whether you need to go out to see a film, you may verbally answer “yes” and simultaneously gesture with your head. This achieves the objective of copying the verbal message with a non verbal message. Strangely, the head gesture is viewed as an “about all inclusive sign of accord, understanding, and comprehension” on the grounds that a similar muscle in the head gesture is a similar one a child uses to bring down its head to acknowledge milk from its mother. A study showed a two year old young girl who was learning the duplication capacity of non verbal communication, and did not generally hit the nail on the head. When inquired as to whether she needed something, she said “yes” by shaking her head side to side as though she was imparting “no.” However, her “no” was a similar head-shake, yet it went with the verbal reaction “no.” So, when she was two, she imagined that the duplication was what made her answer “no.”

We utilize non verbal prompts to supplement verbal communication : In the event that a companion reveals to you that she as of late got a promotion and an increase in salary, you can demonstrate your excitement in various verbal and non verbal ways. In the event that you shout, “Goodness, that is incredible! I’m so happy for you!” while simultaneously grinning and embracing your companion, you are utilizing non verbal communication to supplement what you are stating. Dissimilar to copying or supplanting, non verbal communication that supplements cannot be utilized alone without the verbal message. In the event that you essentially grinned and embraced your companion without saying anything, the understanding of that non verbal communication would be more uncertain than utilizing it to supplement your verbal message.

We utilize non verbal communication to replace verbal communication : On the off chance that somebody asks you an inquiry, rather than a verbal answer “yes” and a head-gesture, you may decide to just gesture with your head without any verbal message. At the point when we replace verbal communication with non verbal communication, we utilize non verbal practices that are effectively perceived by others, for example, a wave, head-gesture, or head-shake. This is the reason it was so difficult for others to comprehend the little youngster in the case mentioned, above when she essentially shook her head because of an inquiry.

This was cleared up when somebody inquired as to whether she needed something to eat and she shook her head. At the point when she did not get nourishment, she started to cry. This was the principal piece of information that the replacing capacity of communication still should have been educated. Think about how all inclusive shaking the head side-to-side is as a pointer of incredulity, dissatisfaction, and invalidation. This non verbal demonstration is utilized by human infants to reject nourishment or drink; rhesus monkeys, primates, hat macaques and gorillas turn their faces sideways in repugnance; and youngsters brought into the world hard of hearing/dazzle head shake to deny objects or disapprove to contact.

We utilize non verbal communication to highlight verbal communication : While non verbal communication supplements verbal communication, we additionally use it to highlight verbal communication by accentuating certain pieces of the verbal message. For example, you might be annoyed with a relative and state, “I’m extremely irrated with you.” To highlight this announcement non verbally you may state it, “I’m VERY furious with you,” putting your accentuation on “very” to exhibit the extent of your displeasure. In this model, it is your manner of speaking (paralanguage) that fills in as the non verbal correspondence that accents the message. Guardians may advise their kids to “come here.” If they point to the spot before them significantly, they are complementing the “here” with some portion of the verbal message.

We utilize non verbal communication to control verbal communication : By and large, it is quite simple for us to enter, keep up, and leave our collaborations with others non verbally. Once in a while, if at any point, would we approach an individual and state, “I’m going to begin a discussion with you now. OK, how about we start.” Instead, we may look, draw nearer to the individual, or face the individual straightforwardly — every non verbal conduct that show our interest to associate. In like manner, we do not, for the most part, end discussions by expressing, “I am finished conversing with you now” except if there is a breakdown in the communication procedure. We are commonly capable sanctioning non verbal communication, for example, checking the time, looking toward the path we wish to go, or being quiet to show an approaching end in the discussion. When there is a breakdown in the non verbal guideline of discussion, we may express something with the impact, “I truly need to get moving at this point.” Truth be told, a minimum case where somebody does not appear to get on the non verbal signs about closing a telephone discussion is often seen. Due to this failure to get on the non verbal guideline signals, others have truly needed to depend on saying, “Alright, I am hanging up the telephone at this moment” trailed by really hanging up the telephone. In these

examples, there was a breakdown in the utilization of non verbal communication to manage discussion.

We utilize non verbal communication to negate verbal communication : Envision that you visit your supervisor's office and she asks you how you are appreciating another task. You may feel committed to react decidedly on the grounds that it is your supervisor posing the inquiry, despite the fact that you may not really feel along these lines. In any case, your non verbal communication may negate your verbal message, showing to your manager that you truly abhor the new work task. In this model, your non verbal communication repudiates your verbal message and sends a blended message to your chief. Research recommends that when verbal and non verbal messages repudiate each other, recipients regularly place more prominent incentive on the non verbal communication as the more precise message. One where this happens much of the time is in welcome arrangements. You may state to your companion in passing, "How are you?" She may state, "Fine" however has a miserable tone to her voice. For this situation, her non verbal practices conflict with her verbal reaction. We are bound to decipher the non verbal communication in this circumstance than the verbal reaction.

We utilize non verbal communication to deceive others : We can utilize non verbal communication to misdirect, and frequently, focus on an individual's non verbal communication when attempting to identify duplicity. Review when somebody solicited your sentiment from another hair style. On the off chance that you did not care for it, you may have expressed verbally that you loved the hair style and gave non verbal communication to further misdirect the individual about how you truly felt. Alternately, when we attempt to decide whether somebody is misdirecting us, we for the most part focus on the non verbal communication of the other individual. One examination proposes that when we just utilize non verbal communication to recognize duplicity in others, 78% of untruths and realities can be distinguished. Nonetheless, different examinations show that we are truly not viable at deciding double dealing in other individuals, and that we are just precise 45 to 70 percent of when attempting to decide whether somebody is deceiving us. When attempting to distinguish double dealing, it is progressively powerful to inspect both verbal and non verbal to check whether they are reliable. Considerably more remote than this, Park, Levine, McCornack, Morrison, and Ferrara contend that individuals for the most part go past verbal and non verbal

communication and think about what pariahs state, physical proof, and the relationship over a more extended timeframe.

We utilize non verbal communication to demonstrate relational standing : Take a couple of minutes today to watch the non verbal communication of individuals you find in open regions. What would you be able to decide about their relational standing from their non verbal communication? For example, sentimental accomplices will in general stand near each other and contact each other much of the time. Then again, associates by and large keep up more noteworthy separations and contact not exactly sentimental accomplices. The individuals who hold higher economic wellbeing frequently utilize more space when they communicate with others. In the United States, it is commonly satisfactory for ladies in dispassionate connections to grasp and be physically close while men are frequently debilitated from doing as such. In several countries it is custom for men to welcome each other with a kiss or an embrace and clasp hands as an image of kinship. We make numerous deductions about relational standing dependent on the non verbal communication of those with whom we cooperate and watch. Envision seeing a couple conversing with one another over a little table. The two of them have faces that look vexed, red eyes from crying, shut body positions, are inclining toward one another, and are murmuring vehemently. After observing this, do you think they were having a “Separation discussion”?

We utilize non verbal communication to show and keep up cultural norms : We have just demonstrated that some non verbal communication are all inclusive; however most of the non verbal communication are culturally explicit. For example, in United States culture, individuals commonly place high an incentive on their own space. In the United States individuals keep up far more prominent individual space than those in numerous different societies. On the off chance that you go to New York City, you may see that whenever somebody inadvertently contacts you on the metro he/she may apologize for the infringement of individual space. Cultural norms of nervousness and dread encompassing issues of wrongdoing and fear based oppression seem to make individuals be increasingly delicate to others in public spaces, featuring the significance of culture and setting.

We utilize non verbal communication to convey feelings : While we can unquestionably tell individuals how we believe, we, more often, utilize non verbal communication to express our feelings. Then again, we will in general decipher feelings by analyzing non verbal communication. For exaple, a companion might feel dismal one day and it is most

likely simple to tell this by her non verbal communication. Not exclusively may she be less chatty, however her shoulders might be drooped and she may not grin. One investigation proposes that it is essential to utilize and decipher non verbal communication for passionate articulation, and eventually social connection and fulfilment. Research likewise underscores the way that individuals in cosy connections have a simpler time perusing the non verbal communication of feeling of their social accomplices than the individuals who are not close. In like manner, those in cosy connections can all the more regularly distinguish concealed feelings.

w CHECK YOUR PROGRESS

Q1. Who is the author of the book "Nonverbal Communication: Notes on the Visual Perception of Human Relations."?

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Q2. We utilize non verbal prompts to supplement verbal communication – Explain.

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3. We utilize non verbal communication to convey feelings – Explain.

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u 4.5 LET US SUM UP

- Nonverbal communication is the way toward sending and getting messages without utilizing words either expressed or composed.
- Nonverbal communication depicts the procedure of shared signs between individuals, which goes hand-in-hand with public talking. This can incorporate eye to eye connection, recurrence of looks, squint rate, motions, outward appearances, stances, and that's only the tip of the iceberg.
- The term nonverbal communication was introduced in 1956 by specialist Jurgen Ruesch and writer Weldon Kees in the book "Nonverbal Communication: Notes on the Visual Perception of Human Relations."

- Non Verbal Communication (NVC) is the non-linguistic transmission of data through visual, sound-related, material, and sensation (physical) channels.
- The study of non verbal communication began in 1872 with the distribution of “The Expressions of the Emotions in Man and Animals” by Charles Darwin.
- We utilize non verbal communication to copy verbal communication.
- We utilize non verbal prompts to supplement verbal communication.
- Non verbal communication is used to replace verbal communication.
- We utilize non verbal communication to highlight verbal communication.
- Non verbal communication is used to control verbal communication.
- We utilize non verbal communication to negate verbal communication.
- We utilize non verbal communication to deceive others.
- Non verbal communication is used to demonstrate relational standing.
- We utilize non verbal communication to show and keep up cultural norms.
- We utilize non verbal communication to convey feelings.

4.6 FURTHER READING

1. Darwin, C. (1872). *The Expression of the Emotions in Man and Animals*. London. John Murray.

4.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1. Jurgen Ruesch and Weldon Kees

Ans to Q No2. In the event that a companion reveals to you that she as of late got a promotion and an increase in salary, you can demonstrate your excitement in various verbal and non verbal ways. In the event that you shout, “Goodness, that is incredible! I’m so happy for you!” while simultaneously grinning and embracing your companion, you are utilizing non verbal communication to supplement what you are stating. Dissimilar to copying or supplanting, non verbal communication that supplements cannot be utilized alone without the verbal message. In the event that you essentially grinned and embraced your companion without saying anything, the understanding of that non verbal communication would be more uncertain than utilizing it to supplement your verbal message.

Ans to Q No3. While we can unquestionably tell individuals how we believe, we, more often utilize non verbal communication to express our feelings. Then again, we will in general decipher feelings by analyzing non verbal communication. For instance, a companion might feel dismal one day and it is most likely simple to tell this by her non verbal communication. Not exclusively may she be less chatty however her shoulders might be drooped and she may not grin. One investigation proposes that it is essential to utilize and decipher non verbal communication for passionate articulation, and eventually social connection and fulfilment. Research likewise underscores the way that individuals in cosy connections have a simpler time perusing the non verbal communication of feeling of their social accomplices than the individuals who are not close. In like manner, those in cosy connections can all the more regularly distinguish concealed feelings.

M 4.8 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. What is non verbal communication?

Q2. Highlight the types of non verbal communication.

Long Questions (Answer each question within 300-500 words)

Q1. Explain the concept of non verbal communication.

Q2. Discuss the functions of non verbal communication.

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UNIT 5: LISTENING

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Concept and Importance of Listening

5.3.1 Process of listening

5.3.2 Strategies of Listening

5.3.3 Importance of Listening Skill

5.3.4 Ways to improve Listening skill

5.3.5 Barriers to Listening

5.3.6 Benefits of Effective Listening Skills

5.3.7 Common Listening Mistakes

5.4 Process of Active Listening

5.4.1 Three Basic Modes of Listening

5.5 Let Us Sum up

5.6 Further Reading

5.7 Answers to Check your Progress

5.8 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- know the concept of listening,
- understand the importance of listening,
- know about the process of active listening.

5.2 INTRODUCTION

Listening is the capacity to precisely get and decipher messages in the communication procedure. Listening is vital to all viable communication. Without the capacity to listen adequately, messages are effectively misconstrued, communication disconnects, and the sender of the message can without much of a stretch become baffled or disturbed. In the event that there is one communication ability you should intend to ace, it is ‘listening’.

As indicated by Oxford Living Dictionaries, to listen is to offer regard for sound or action. When listening in, one is hearing what others are stating, and attempting to comprehend what it means. The demonstration of listening includes complex feelings, subjectivities, and conduct processes. Affective procedures incorporate the inspiration to tune in to other people; intellectual procedures incorporate taking care of, understanding, getting, and deciphering substance and social messages; and cognitive procedures incorporate reacting to others with verbal and nonverbal criticism.

Listening contrasts from complying. An individual who receives and understands information or guidance, and afterward decides not to consent to it or not to agree to it, has listened in to the speaker, despite the fact that the outcome is not what the speaker needed. Listening is a term wherein the audience listens in to the person who delivered the sound to be listened in. A Semiotician, Roland Barthes, described the qualification among listening and hearing. “Hearing is a physiological marvel; listening is a psychological demonstration.”

As per Roland Barthes, listening can be comprehended on three levels: alarming, deciphering, and a comprehension of how the sound is delivered and how the sound influences the listener.

Alarming, the first level, is the identification of natural sound signs. This implies certain spots have certain sounds related with them. This is best clarified utilizing the case of somebody’s home. Their home has certain sounds related with it that makes it recognizable and agreeable. An interruption, a sound that is not natural (for example a squeaking entryway or section of flooring, a breaking window) cautions the inhabitants of the home to the potential peril.

Deciphering, the subsequent level, depicts identifying designs when interpreting sounds. A case of this level is that of a child hanging tight for the sound of his mother’s arrival at home. In this situation the child is holding back to get on sound signs (for example jingling keys, the turn of the door handle, and so forth.) that will check his mother’s methodology.

Understanding, the third level of listening in, implies knowing how what one says will influence another. This kind of listening is significant in psychoanalysis, the study of the unconscious mind. Barthes states that the psychoanalyst must turn off their judgment while listening in to their patient so as to speak with their patient’s oblivious in an unprejudiced manner. This is a similar way that listeners must turn off their judgment when listening in to other.

All of the three levels of listening capacity are at a similar plane, and here and there at the same time.

5.3 CONCEPT AND IMPORTANCE OF LISTENING

Listening skill is key to getting messages successfully. It is a mix of hearing what someone else says and the contribution of the individual who is talking. Listening is a skill of. It requires a craving to comprehend another individual, an attitude of respect, acceptance and an eagerness to open one's mind to attempt to see things from another's point of view. It requires an elevated level of focus and vitality. It demands that we put aside our claim considerations and motivation, we ourselves from another's perspective and attempt to see the world through that individual's eyes.

Listening is a language methodology. It is one of the four abilities of a language. They are : listening, speaking, reading and writing. It includes a functioning inclusion of a person. Listening includes a sender, a message and a receiver. It is the psychological procedure of receiving, taking care of developing significance from and reacting to spoken or potentially non verbal messages.

Listening includes some key segments. They are:

- segregating between sounds
- perceiving words and understanding their importance
- recognizing syntactic groupings of words,
- recognizing articulations and sets of expressions that demonstration to make meaning,
- associating phonetic signs to non-semantic and paralinguistic prompts,
- utilizing foundation learning to foresee and to confirm meaning and
- reviewing significant words and thoughts.

5.3.1 Process of listening

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating and responding.

HEARING - It refers to the reaction brought about by sound waves invigorating the tactile receptors of the ear. It is physical reaction. Hearing is impression of sound waves. One should hear to listen in, yet one need not listen in to hear (observation vital for listening relies upon consideration). Brain screens improvements and allows just a chosen few to come into focus. This specific discernment is known as consideration, a significant necessity for compelling listening.

UNDERSTANDING - This step helps to understand symbols we have seen and heard. We must analyse the significance of the stimuli we have seen. Symbolic stimuli are words as well as sights (like blue uniform) that have symbolic meanings also. The implications appended to these symbols are a component of our past affiliations and of the unique situation in which the symbols happen. For fruitful relational communication, the listener must comprehend the expected significance and the setting accepted by the sender.

REMEMBERING - Remembering is significant part of the listening process since it implies that an individual has received and translated a message as well as added it to the mind's capacity bank. In Listening, our consideration is particular, so too is our memory-what is recollected might be very, not quite the same, as what was initially observed or heard.

EVALUATING - Attentive people take an interest at this phase in listening. At this point the attentive person gauges proof, sorts actuality from sentiment, and decides the nearness or nonappearance of inclination or bias in a message. The effective listener ensures that the individual in question does not start this movement too early. Starting this phase of the procedure before a message is finished requires that we never again hear and take care of the approaching message, therefore, the listening procedure stops.

RESPONDING - This stage necessitates that the recipient completes the procedure through verbal or potentially nonverbal input; on the grounds that the speaker has no other method to decide whether a message has been received. This stage turns into the main unmistakable methods by which the sender may decide the level of accomplishment in transmitting the message.

5.3.2 Strategies of Listening

Listening procedures are methods or exercises that contribute legitimately to the cognizance and review of listening input. Listening techniques can be ordered by how the listener forms the input.

Top-down procedures are listener based. The listener takes advantage of foundation learning of the theme, the circumstance or setting, the sort of content, and the language. This foundation learning enacts a lot of desires that help the listener to

decipher what is heard and envision what will come straightaway. Top-down procedures incorporate the following:

- Listening in for the principle thought
- anticipating
- drawing inductions
- summarizing

Bottom-up procedures are content based. The listener depends on the language in the message, that is, the mix of sounds, words, and language that makes meaning. Bottom-up methodologies incorporate the following:

- listening in for specific details
- perceiving cognates
- perceiving word-order designs

5.3.3 Importance of Listening Skill

Great listening aptitudes make workers increasingly profitable. The capacity to listen cautiously will permit an individual to:

- comprehend assignments in better manner.
- manufacture affinity with collaborators, supervisors, and customers;
- show support;
- work better in a group based condition;
- resolve issues with clients, colleagues, and managers;
- answer questions
- find hidden implications in what others say.

5.3.4 Ways to improve Listening skill

Hearing and Listening are two different actions. Hearing is passive while listening is active. Listening is a psychological procedure. It can accordingly be improved by regular practice. Listening is a useful expertise. Active listening is truly an expansion of the Golden Rule. Highlighted below are a few of the tips which can assist the individual with improving his/her listening aptitude:

- Face the speaker
- Maintain eye contact

- Limit outer interruptions
- React fittingly
- Concentrate exclusively on what the speaker is stating
- Limit inside interruptions
- Keep a receptive outlook
- Abstain from telling the speaker how you dealt with a comparative circumstance
- Regardless of whether the speaker is propelling a complaint against you, hold up until they finish safeguarding yourself.
- Engage yourself

5.3.5 Barriers to Listening

Listening is not simple and there are various obstacles that hold up traffic of viable listening, both inside and outside the working environment. These boundaries might be classified as follows.

- **Physiological Barriers**: - few people may have authentic hearing issues or lacks that keep them from listening appropriately. It very well may be dealt with. A few people may have problem in preparing information or retaining information in the memory.
- **Physical Barriers**: - These refer to interruption in the environment, for example, the sound of an air conditioner, cigarette smoke, or an overheated room. It can interfere the listening procedure. They could likewise be an information over-burden. For instance, if you are in meeting with your director and the telephone rings and your mobile beeps simultaneously to let you realize that you have the message. It is difficult to listen cautiously to what is being said.
- **Attitudinal Barriers**: - Pre occupation with individual or business related issues can make it hard to concentrate one's consideration totally on what speaker is saying, even if what is being said is of significance. Another regular attitudinal boundary is egocentrism, or the conviction that one is proficient than the speaker, or that there is nothing new to gain from the speaker's thoughts. Individuals with this kind of close disapproved frame of mind are extremely poor listeners.

- **Wrong Assumptions**: - The achievement of communication rely upon the both the sender and receiver. It is not right to accept that communication is the sole obligation of the sender or the speaker and that listener have no task to carry out. Such an assumption can be an enormous obstacle to listening. For instance, a splendid speech or presentation, very well conveyed, is squandered if the receiver is not listening at the other end. Listeners have a lot of duty, as speakers do, to make the communication effective. The procedure ought to be made fruitful by paying consideration, looking for explanations and giving criticisms.
- **Cultural Barriers**: - Accents can be obstructions to listening, since they interfere with the capacity to comprehend the significance of words that are articulated in an unexpected way. The issue of various accents emerges between cultures, and also within a culture. For instance, in a country like India where there is huge cultural diversity, accents may contrast even between areas or states.
- **Gender Barriers**: - Communication research has indicated that gender can be barrier to listening. Studies have uncovered that men and women listen contrastingly and for various purposes. Women are bound to listen in for the feeling behind a speaker's words, when men listen in more for the realities and the substance.
- **Lack of Training**: - Listening is not a natural aptitude. Individuals are not brought into the world as great listeners. It is developed through training and preparation. Lack of training in listening skills is a significant hindrance.
- **Bad Listening Habits**: - Most individuals are very normal listeners who have developed poor listening propensities that are difficult to say and that go about as hindrances to listening. For instance, a few people have the propensities for "faking" consideration, or attempting to resemble listeners, so as to impress the speaker and to guarantee him/her that they are focusing. Others may tend to listen in to every single actuality and, subsequently, miss out the central matter.

5.3.6 Benefits of Effective Listening Skills

Learning the ability of powerful listening advantages self-improvement and development in the accompanying manners:

- Effective Communication
- Fewer Misunderstandings
- Improved Relationships
- Personal Growth

5.3.7 Common Listening Mistakes

There are some normal errors which are made by an individual while listening. Some of them are:

- Interfering with the speaker.
- Completing the speakers sentences ahead of time.
- Habit of garnishing someone else's story with one's own. It is belittling and consigns the speaker's story to something less significant.
- Dominating Conversation - An individual who overwhelms discussions likely submits all of the above missteps and is not listening at all.

5.4 PROCESS OF ACTIVE LISTENING

Active listening is a specific communication method that requires the listener to give criticism on what the person hears, to the speaker, by method of rehashing or rewording what they have heard in their own words. The objective of this redundancy is to confirm what the listener has heard and to confirm the comprehension of the two parties. The capacity to effectively listen exhibits earnestness, and that nothing is being accepted or underestimated. Active listening is regularly used to improve individual connections, decrease misjudging and clashes, strengthen participation, and encourage understanding.

When engaging in with a specific speaker, a listener can utilize a few degrees of active listening, each subsequent in an alternate nature of communication with the speaker.

Active listening can likewise include focusing on the speaker's behaviour and body language. Being able to interpret an individual's body language communication gives the listener a chance to build up an increasingly precise comprehension of the speaker's message.

5.4.1 Three Basic Modes of Listening

The following account throns light on the basic models of listening.

Active or Reflecting Listening

It is one of the most valuable and significant listening expertises. In active listening, the listener is truly keen on understanding what the other individual is thinking, feeling, and needing for sure the message means. The individual is active in checking his comprehension before he/she reacts with his new message. The listener repeats or rewords the comprehension of the message and reflects it back to the sender for check. This confirmation or input procedure is what recognizes active listening and makes it powerful.

Following are the essentials of Active Listening

- Force
- Compassion
- Acknowledgment
- Recognizing responsibility for completeness

Passive or Attentive Listening

Here, the listener is really keen on hearing and understanding the other individual's perspective. He/she will be attentive and will passively listen. The Listener expects that what he/she heard and comprehends is right, and hence remains passive and does not check it.

Competitive or Combative Listening

This model can be seen in cases when the listener is progressively keen on promoting his/her own perspective than in understanding or exploring another person's view. He/she either listens in for openings to address everyone, or on the other hand for imperfections or powerless focuses.

CHECK YOUR PROGRESS

Q1. Explain the importance of listening skill.

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Q2. What are the benefits of effective listening skills?

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Q3. What are the common listening mistakes?

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ʊ 5.5 LET US SUM UP

- Listening is the capacity to precisely get and decipher messages in the communication procedure.
- A Semiotician, Roland Barthes described the distinction between listening and hearing. “Hearing is a physiological marvel; listening is a psychological demonstration.”
- As per Roland Barthes, listening can be comprehended on three levels: alarming, deciphering, and a comprehension of how the sound is delivered and how the sound influences the listener.
- Listening is a skill. It requires a craving to comprehend another individual, an attitude of respect, acceptance and an eagerness to open one’s mind to attempt to see things from another’s point of view.
- The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating and responding.
- Hearing and Listening are two different actions. Hearing is passive, while listening is active.
- Active listening is a specific communication method that requires the listener to give criticism on what the person hears, to the speaker, by method of rehashing or rewording what they have heard in their own words.
- Active listening can likewise include focusing on the speaker’s behaviour and body language.

o 5.6 FURTHER READING

1. Asemota, H. E. (2015). Nature, Importance and Practice of Listening Skill. *British Journal of Education Vol.3,* No.7, pp.27-33
2. Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. *An International Journal in English vol.12,* February

K 5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1. Great listening aptitudes make workers increasingly profitable. The capacity to listen cautiously will permit a individual to: comprehend assignments in better manner, manufacture affinity with collaborators, supervisors, and customers; show support; work better in a group based condition; resolve issues with clients, colleagues, and managers; answer questions find hidden implications in what others say.

Ans to Q No2. Learning the ability of powerful listening advantages self-improvement and development in the accompanying manners: Effective Communication, Fewer Misunderstandings, Improved Relationships, Personal Growth.

Ans to Q No3. There are some normal errors which are made by an individual while listening. Some of them are: Interfering with the speaker, Completing the speakers sentences ahead of time, Habit of garnishing someone else's story with one's own, etc., Dominating Conversation.

M 5.8 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. Describe the ways to improve listening skill.

Q2. What are the strategies of listening?

Long Questions (Answer each question within 300-500 words)

Q1. Explain the process of listening.

Q2. What are the barriers of listening?

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UNIT 6: THEORIES OF MASS COMMUNICATION

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Normative Group of Theories

- 6.3.1 Concept of Normative Theories of the Press
- 6.3.2 Types of Normative Theories of the Press
- 6.3.3 Additions to Normative Theories of the Press

6.4 Sociological Group of Theories

- 6.4.1 Cultivation Theory
- 6.4.2 Agenda-Setting Theory
- 6.4.3 The Uses and Gratification Theory
- 6.4.4 Dependency Theory

6.5 Let Us Sum up

6.6 Further Reading

6.7 Answers to Check your Progress

6.8 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- Know the broad theoretical background of mass communication
- Know about the normative group of theories
- Know about the sociological group of theories.

6.2 INTRODUCTION

Mass communication is the process of sending data to enormous fragments of the populace. Mass communication contrasts from several other types of correspondence, for example, relational correspondence or hierarchical correspondence, since it focuses on specific assets transmitting data to various recipients. The study of mass communication is mainly concerned about how the substance of mass communication convinces or generally influences the conduct, the demeanour, opinion, or feeling of the individuals getting the data.

Ordinarily, transmission of messages to numerous people one after another is called mass communication. Be that as it may, in a total sense, mass communication can be characterized as the procedure through which some data is flowed broadly among individuals close by and furthermore all through far broadening zones, for example, whole nations or the globe.

Through mass communication, data can be transmitted rapidly to numerous individuals who by and large remain far away from the wellsprings of data. Mass communication is being done through numerous mediums, for example, radio, TV, social networking, billboards, newspapers, magazines, film, and the Internet.

To understand the concept of mass communication, we need to learn some theories of mass communication. A mass communication theory includes a lot of explanations that portray in a proper way the connections between ideas, quantifiable by factors alluding to attributes or conditions of substances associated with the mass communication process (people, groups, institutions, units of content, and so on). Theories portray how procedures work in specific situations. In this unit, we shall emphasise on the normative and sociological group of theories.

6.3 NORMATIVE GROUP OF THEORIES

Normative theories were first proposed by Fred Siebert, Theodore Peterson and Wilbur Schramm in their book called “Four Theories of the Press”. From the outset “Normative Theory” was articulated in USA during the stature of ‘cold war’ with communism and soviet. Frequently it is called as western theories of mass media.

A Normative theory depicts a perfect path for a media framework to be controlled and worked by the government, authority, pioneer and public. These theories are essentially not the same as other communication theories because of the fact that normative theories of press do not give any scientific explanations or prediction. The “four theories of the press” were originated from numerous sources as opposed to a solitary source. Some of the time media specialists, social critics and academics additionally included to build up these normative theories.

Normative theories are progressively engaged in the connection among Press and the Government than press and the audience. These theories are more concerned about the responsibility for media and who controls the press or media in the nation.

6.3.1 Concept of Normative Theories of the Press

Media became competitive and yellow journalism developed in the nineteenth century. Media utilized sensationalism to pull in individuals' attention. Along these lines, normative theories of press were developed to comprehend the utilization and duties of media for overall population through the relationship of media and governments. These theories were made to clean media practices and guide the press. Precision and objectivity was taken to be the significant improvement factors. These theories tell media how they ought to carry on despite the fact that their ways of thinking are extraordinary. Normative theory of press depicts what job media takes in which sorts of government. It demonstrates the perfect way to be taken by media, structures and activities that media can embrace.

6.3.2 Types of Normative Theories of the Press

Authoritarian Theory

Authoritarian theory of press highlights the control of media with government, elites or authorities. Media is not permitted to reprimand the influential individuals or the government. There is restriction by government on reactions and different things contrarily depicted about them.

So also, permitting of media, disciplines and substance endorsement are different methods used to check full opportunity of press. Media is taken as a way to serve the enthusiasm of authorities and state. The explanation offered about why it is done is "to accomplish social order".

The theory ignores needs of individuals and just sets up agendas and propaganda. There is restricted opportunity. The press in Bhutan can be taken as an example of authoritarian theory in practice.

Libertarian or Free Press Theory

Libertarian theory came as a contrary stand to that of the authoritarian theory. Press was given more opportunity and individuals included were taken to be intellectually matured. They were accepted to have the ability to discover truth from false. Public engagement was likewise begun. Individuals were given a great deal of press opportunity and there was practically zero government command over press. "Laissez-faire" approach was utilized.

There were a few limitations set up for criticism, false publicizing and false news, yet generally, media was considered as a distinctive body as opposed to a being an agent of the government. Media could reprimand government and fill in as guardians or watchdogs for the general public. It disregarded privacy and worked for capitalism. A case of it was U.S. embracing it after the declaration of independence.

Social Responsibility Theory

In social responsibility theory, press is offered opportunity to publish anything, with the caution that it must be mindful in its activities. The fundamental job of press is to help preserve and develop democracy. Rules and guidelines cause the press to carry on in a responsible way. Government can act in a controlling manner in the event of some data to be improper use of data, which may be detrimental for democracy and social order.

Audience is additionally taken to be responsible in their comprehension of things appeared in media. Government cannot intrude media according to its will. Media is taken to be a representative of common people. It ignores enterprises utilizing press for commercialization and benefit. It is found in most European nations and different nations under European impact far and wide these days.

Communist Theory

Communist theory is otherwise called the Soviet Theory as it originated from the then Soviet Union after Russian Revolution of 1917. The principle job of media in communist theory is to advance communism and accomplish communist goals. The fundamental delegates of communist power control the media. Data is controlled and is utilized to build up relationship building abilities and satisfy their fundamental needs.

The target populace is the working class people. It is more liberal than authoritarian theory on data content in press. Media is self administrative and there is no restriction. A case of this theory is the means by which press works in China.

6.3.3 Additions to Normative Theories of the Press

McQuail is another theorist who added two more theories to the four normative theories. One is Democratic-Participant Media Theory and the other is Developmental Media (Development Communication) Theory. The first one talks about cooperation of audience in media. The second talks about media as an apparatus for advancement in local level.

Normative theories depend on various kinds of government frameworks. Along these lines, which one is great cannot be estimated by it. Media is significant for states to endure and can be utilized in any capacity the government needs it to.

There are different theories that have developed after the normative theories to better their viewpoints. Some of them are: Western idea (counting both Libertarianism and Social Responsibility), Development Concept Theory, Revolutionary Concept Theory, Transitional Media Approach, and so forth.

6.4 SOCIOLOGICAL GROUP OF THEORIES

The sociological way to deal with mass communication theory depends on the assumption that there exists a distinct relationship between mass communication and social change (societal values, public beliefs and opinions and so on.) Some of the pertinent theories that are discussed here attempt to give answers to questions like these: Do mass media develop regular convictions about the world or set a motivation for individuals? How do individuals use media and why? Do media have power over audiences?, etc.

6.4.1 Cultivation Theory

The Cultivation Theory, developed by George Gerbner (1967), depends on the assumption that mass media have subtle effects on audiences who, unconsciously, ingest the predominant images, symbols, and messages of media. He calls it “cultivation of prevailing picture design”. As per this theory, a long, industrious introduction to Television is fit for developing regular convictions about the world. Gerbner and his associates are of the view that the messages of TV do not depict reality in society; rehashed presentation to such contortions prompts advancement of specific convictions about the world; and these convictions get fortified once they are developed. For instance, continued review of stylish areas, enormous houses, garments, toys, chocolates, fast foods, electric and electronic gadgets may persuade that they can anticipate such things in life yet such messages are not advantageous for the poor and oppressed. Gerbner additionally emphatically recommends that the ground-breaking impact of mass media go about as decays of society.

6.4.2 Agenda-Setting Theory

The name of this theory was coined by Maxwell McCombs and Donald L.Shaw (1972) in the setting of political race crusade where government officials look to persuade the voters about the party's most significant issues. The Agenda-Setting theory keeps up that the media are progressively effective in outlining for individuals "what is to consider" than in letting them know "what to think". This theory depends on an entire arrangement of studies indicating a correspondence between the order for significance given in the media to 'issues' and the order for essentiality appended to similar issues by people in general and the government officials. Over some stretch of time, as indicated by this theory, the very needs agreed by media to issues become the public needs also.

Be that as it may, the critics (McQuail, 1983) contend that the proof is lacking to show a causal association between the different issues 'agendas' of the media and public. They proposed the requirement for a study that joined analysis of party programs, proof of sentiment change after some time in a given area of people in general: a substance investigation indicating media thoughtfulness regarding various issues in the significant period: and a few sign of pertinent media use by the public concerned. Without such proof, the hypothesis of agenda setting stays unproved.

6.4.3 The Uses and Gratification Theory

The Uses and Gratification Theory emerged out of the studies which moved their focus from what the media do to the individuals, to what individuals do with the media. The question posed is: How individuals utilize the mass communications and why? The "uses" approach accept that audiences are dynamic and readily uncover themselves to media; and that the most powerful of mass communications substance cannot impact a person who has "no use" for it in the environment where he lives. The uses of mass communications are subject to the recognition, selectivity, and recently held convictions, qualities, and interests of the individuals.

The expression "gratification" alludes to the prizes and fulfilment experienced by crowds after the utilization of media; it clarifies inspirations driving media use and propensities for media use. Davison (1959) has demonstrated that many research findings bode well if interchanges are deciphered as a connection among human

beings and their environment. He proposes that communication effects can be clarified as far as the job they play in empowering individuals to realize more good relations among themselves and the world around them.

Three particular groups of uses and gratifications studies can be recognized. The first of these groups conducts investigation into the scope of fulfilment obtained from mass communications material. The second group takes a look at the social and ecological conditions that are answerable for individuals going to the media in any case. The third looks at the requirements that the audience members are endeavouring to fulfil.

6.4.4 Dependency Theory

Melvin De Fleur and Sandra Ball-Rokeach have proposed an integrated dependency theory of mass communication in which they perceive different psychological and social factors that keep the media from practicing subjective authority over their crowds. De Fleur and Ball-Rokeach portray it like this: “Mass media not only lack arbitrary influence powers, yet their own absence of opportunity to take part in arbitrary communication behaviour. Both the media and their audiences are indispensable portion of their society. The encompassing socio-cultural setting gives controls and requirements on the idea of media messages as well as on the idea of their consequences for audiences”. Truth be told, communication in the entirety of its structures has a significant job in holding society together. The need to have a place in the society, to understand the society and to stay aware of society’s progression has expanded our dependency on media furthermore. In that sense, media is said to enjoy certain powers.

CHECK YOUR PROGRESS

Q1. What is authoritarian theory?

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Q2. What is dependency theory?

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Q3. What is libertarian or free press theory?

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.....

ʊ 6.5 LET US SUM UP

- The study of mass communication is mainly concerned about how the substance of mass communication convinces or generally influences the conduct, the demeanour, opinion, or feeling of the individuals getting the data.
- Through mass communication, data can be transmitted rapidly to numerous individuals who by and large remain far away from the wellsprings of data.
- Mass communication is being done through numerous mediums, for example, radio, TV, social networking, billboards, newspapers, magazines, film, and the Internet.
- A mass communication theory is a lot of explanations that portrays in a proper way a lot of connections between ideas, quantifiable by factors alluding to attributes or conditions of substances associated with the mass communication process (people, groups, institutions, units of content, and so on).
- Normative theories were first proposed by Fred Siebert, Theodore Peterson and Wilbur Schramm in their book called “Four Theories of the Press”.
- A Normative theory depicts a perfect path for a media framework to be controlled and worked by the government, authority, pioneer and public.
- Authoritarian theory of press is the control of media with government, elites or authorities.
- Libertarian theory came as a contrary stand to authoritarian theory. Press was given more opportunity and individuals included were taken to be conscientious and intellectual. They were accepted to have the ability to discover truth from false.
- In social responsibility theory, press is offered opportunity to publish anything, with the caution that it must be mindful in its activities. The fundamental job of press is to help preserve and develop democracy.
- Communist theory is otherwise called the Soviet Theory as it originated from the then Soviet Union after Russian Revolution of 1917. The principle job of media in communist theory is to advance communism and accomplish communist goals. The fundamental delegates of communist power control the media.

- McQuail is another theorist who added two more theories to the four normative theories. One is Democratic-Participant Media Theory and the other is Developmental Media (Development Communication) Theory.
- The sociological way to deal with mass communication theory depends on the assumption that there exists a distinct relationship between mass communication and social change (societal values, public beliefs and opinions and so on.)
- Cultivation theory, developed by George Gerbner (1967), depends on the assumption that mass media have subtle effects on audiences who, unconsciously, ingest the predominant images, symbols, and messages of media.
- The term agenda-setting theory was coined by Maxwell McCombs and Donald L.Shaw (1972) in the setting of political race crusade where government officials look to persuade the voters about the party's most significant issues.
- The Uses and Gratifications Theory emerged out of the studies which moved their focus from what the media do to the individuals, to what individuals do with the media.
- Melvin De Fleur and Sandra Ball-Rokeach have proposed an integrated dependency theory of mass communication in which they perceive different psychological and social factors that keep the media from practicing subjective authority over their crowds.

6.6 FURTHER READING

1. Denis McQuail, 1987 (Second Edition): *Mass Communication Theories: An Introduction*, Sage Publications. London.
2. John Fiske, 1982, *Introduction to Communication Studies*; Methuen, London and New York.

6.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Authoritarian theory of press is the control of media with government, elites or authorities. Media is not permitted to reprimand the influential individuals or the government. There is restriction by government on reactions and different things contrarily depicted about them. So also, permitting of media, disciplines and substance endorsement are different methods used to check full opportunity of press. Media is

taken as a way to serve the enthusiasm of authorities and state. The explanation offered about why it is done is "to accomplish social order". The theory ignores needs of individuals and just sets up agendas and propaganda. There is restricted opportunity. The press in Bhutan can be taken as an example of authoritarian theory in practice.

Ans to Q No 2: Melvin De Fleur and Sandra Ball-Rokeach have proposed an integrated dependency theory of mass communication in which they perceive different psychological and social factors that keep the media from practicing subjective authority over their crowds. De Fleur and Ball-Rokeach portray it like this: "Mass media not only lack arbitrary influence powers, yet their own absence of opportunity to take part in arbitrary communication behaviour. Both the media and their audiences are indispensable portion of their society. The encompassing socio-cultural setting gives controls and requirements on the idea of media messages as well as on the idea of their consequences for audiences".

Ans to Q No 3: Libertarian theory is seen as a contrast to authoritarian theory. Press was given more opportunity and individuals included were taken to be conscientious and intellectual. They were accepted to have the ability to discover truth from false. Public engagement was likewise begun. Individuals were given a great deal of press opportunity and there was practically zero government command over press. "Laissez-faire" approach was utilized.

6.8 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. What is the Social responsibility theory?

Q2. What is normative group of theories?

Long Questions (Answer each question within 300-500 words)

Q1. Discuss the types of normative group of theories.

Q2. Explain the sociological group of theories.

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UNIT 7 : MASS COMMUNICATION AND SOCIETY

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Mass media and its functions

7.4 Effects of media on marriage and family

7.5 The mass media and Indian family

7.6 Let us sum up

7.7 Further Reading

7.8 Answers to check your progress

7.9 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- know what is mass media
- know the functions of mass media
- know the role of mass media on the larger society

7.2 INTRODUCTION

Mass media has become a significant institution of the social system. Irrespective of the debates about the pros and cons of the institution of media, it has emerged as a strong force of influence in the society in present times. In this unit, we shall learn about the mass media, and it's role in the present society, with particular reference to the institutions of family and marriage in the context of India. .

7.3 MASS MEDIA AND ITS FUNCTIONS

Mass media is defined as the technological means of sending information, ideas, opinions, photographs, etc. through the mass communication devices to a diverse audience. Media is the medium, something that intervenes; it is the middle state. Media is the plural of the word medium. Information, entertainment, news, photographs, education or promotional messages are transmitted to a wide audience through mass media.

There are various sources of mass media, both old and new, like newspapers, magazines, television, radio, computer, internet, social media, billboards, fax, telegram,videogames,cellphones, etc. that exist in today's societies. Old and new forms of media co-exist with each other. Many of them have made inroads into Indian society as well, even in remote areas. Mass media has changed the way people communicate, especially in rural places.

There are no mass media forms that are bereft of cultural biases and objectives. Most often media texts contain prejudices of class, caste, gender, ethnicity or race. These often influence political and social thought.The print media is older than the radio and the electronic media. Social media is the newest kind of mass media. People from all spheres of life can easily share information, pictures,and thoughts through media. Social media refers to the types of media that help in interacting and content sharing through the internet. It includes web-based technologies such as Youtube, blogs, Facebook, Instagram, etc. Media's power, especially that of social media, is symbolic, in the sense that it is persuasive and has the potential to control people's minds and views, although not their direct actions.

In the two decades of the 1980s and 1990s, there was a debate on the right to communicate and right to receive and send information and ideas of all kinds in developing countries. Education has played a pivotal role in mobilizing the masses through mass media. It is a precondition for the effective use of mass media. The role of mass media is dynamic, and not static. It keeps changing according to how socio-political dynamics change in the society.

The media is also known as the fourth pillar of a democracy as it is supposed to act as a critic of the government and be objective in its judgment. However, the media has been heavily criticized for failing to be fair and being biased, in recent years. Many blame the corporatization and privatization of the media for this fall in stature from that of a protector of democracy to that of a government ally.The world is in the middle of a media revolution today and this has undoubtedly changed the nature and function of the media.

ACTIVITY ONE

1. Why is the media considered the fourth pillar of democracy? Think.

_____

_____

Some of the functions that mass media perform in society are–

Agent of change

Mass media has been used as an agent of change. In the Indian context also, there are numerous examples, which elucidate the role of mass media as an agent of change. It is often seen that Governments use mass media to convey public messages, which aim at influencing people's attitudes and beliefs. For example, radio and television have been used by the Indian government to change perceptions and stereotypes about communicable diseases like leprosy and HIV-AIDS. Polio is another disease which was very common in India. However, through special programmes on TV and radio which asked parents to vaccinate their children and take polio drops, polio has been almost eradicated from Indian society.Thus, mass media can play a decisive role in disseminating messages that transform the world and have a positive impact.

Making the world smaller

Mass media has made the world appear smaller, more compact and global. Events, sports or shows that are happening thousands of miles away, like cricket matches, football events, Oscar awards, speeches, etc. are broadcasted live so that people sitting anywhere can watch them. It makes people feel connected and part of the same global community. The speed and efficiency of media has resulted in bringing people across the world closer. The term 'global village', coined by Marshall McLuhan, is used to depict this shrinking nature and coming together of the world. The internet has brought the people closer than ever before.

Promoter of goods

Mass media is used to promote products by their sellers. Advertisement is a significant revenue source for many kinds of mass media, like TV and newspapers. Advertisers compete with each other for media space and attention to inform their potential and prospective customers about their products. The public gets to know about different goods and can make an informed decision.

Reinforcing identities

Mass media helps reinforce a national identity in the face of addressing a heterogeneous population, as the cases of India and USA illustrate. Forms of mass media like newspapers and television reach out to people from all sections with the same news and events that inculcate a similar feeling. This also includes the diaspora population, whose identity is present in a shared culture from which they may be physically distant but feel emotionally connected.

Mass media helps migrants in moving through the unfamiliar territory of a new region and at the same time keeps them updated with information from their home countries.

Medium of communication

Mass media is the fundamental means of communication amongst people today.Means like telephone, internet,and social media are used by people to send and receive messages across regions and countries. As a result, daily communication has become easier, and faster. Also, with the widespread use of the internet on the mobile phones, communication of different kinds has become easily accessible and comparatively less expensive than earlier.

Diffusion of cultures

Diffusion is the spread of cultural attributes from one region to another and mass media has played an instrumental role in doing so. For instance, almost all kinds of food are available in every part of India. South Indian food items like dosa and idli have acquired a national and even a global character. The spread of Hindi as a language, and Hindi TV serials are also a testament of mass media helping in cultural diffusion of traits from one part to another.

Alternate public sphere

Almost everyone can use mass media, especially social media. It gives ordinary people an outlet to express their opinions and concerns which the mainstream media generally does not provide. It has, therefore, been called an alternate public sphere that gives even people who have been historically marginalized and discriminated, a voice. For instance, the 'Metoo' movement was a result of women voicing their issues and cases of sexual harassment using various tools of social media.

Therefore, some of the functions of mass media are –

- Media provides news and information required by people.
- Media educates the public.
- Media entertains people.
- Media can help in diffusing cultural traits.
- Media gives voice to the marginalized and the backward.

wCHECK YOUR PROGRESS (A)

1. Name three functions that the media performs.

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2. Why is social media seen as an alternate public sphere?

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3. Why is media power considered symbolic?

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7.4 EFFECTS OF MEDIA ON MARRIAGE AND FAMILY

Media has been playing a crucial role in influencing all kinds of relationships, including marital and familial relationships. Mass media, especially print media and social media have been used to find marital partners in many societies. Matrimonial ads in newspapers are a regular feature of the Sunday editions in India. However, today, more than ads, it is matrimonial sites like Shadi.com and Jeevan Saathi.com that play a critical role in helping people in finding suitable partners. After the invention of the modern form of the computer, technology, and the social communication systems evolved at an increased pace and various kinds of chatting websites became available. Media also helps in keeping marital and familial relations connected across regions.

However, it is also argued by many studies that social media has a negative impact on the institutions of both marriage and family. Many people post and upload a lot of photographs and statuses about their married lives and relationships which puts other couples under pressure, who might feel unhappy or insecure about their married lives after looking at other couple's happy lives.Therefore, there is a gap between virtual and actual reality that couples have to face and navigate which has the opportunity to create unhappiness and distress.

Many partners also accuse their spouses of spending too much time on their phones and the internet instead of spending time with each other.There are also increasing cases of online infidelity which leads to lack of trust and commitment amongst spouses and rise in suspicious behavior. There are arguments about sharing of passwords of social networking sites amongst spouses. Some people feel that they lose their privacy because of social media and it creates troubles in their married lives. The use of social media by youths has become a part of life. Various research studies have argued that there has been an increase in divorce rate due to an increase in Social media usage.

Another negative impact of media has been that the show-off or display of wealth that happens on marital and other functions finds a prominent place in social media posts. It furthers the divide between the rich and the poor and leads to insecurity and low self-esteem amongst those who cannot spend lavishly on their wedding ceremonies. Thus, social media can lead to both finding marital partners and also creating troubles in marriage.

While this section gives an outline of the impact of media on marriage and family, the next part deals with the relationship between mass media and the Indian family.

CHECK YOUR PROGRESS (B)

Q1. How can social media create marital problems?

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7.5 THE MASS MEDIA AND INDIAN FAMILY

Many societies function in such a way that the family is the basic unit of them, and this is especially true for Indian society. The family's primary function is to preserve, protect and promote its generation over the years. They have a common culture and shared values that guide their member's behaviour. In a traditional sense of the term, they are related to each other through blood.

By structure, families can be divided into two types –nuclear and joint families. A nuclear family comprises of parents and their offspring. A joint family, on the other hand, consists of parents, their children, grandparents, or aunts, and uncles. A nuclear family is a small one whereas a joint family is extended. Traditionally, in developed societies, the nuclear family is the accepted norm, whereas, in developing countries like India, joint families were more common.

However, due to processes of urbanization, liberalization, and inroad of mass media, it is argued that even in societies that had a joint family system, like the Indian society, changes are taking place. The common argument is that there is a shift towards nuclear families. However, this does not stand true for all regions. While the nuclear family is more prevalent in metro cities and urban areas, joint family is still the standard kind of family in rural and semi-urban areas.

Be it the nuclear or the joint family, the mass media has impacted various forms of the Indian family in many ways.Mass media was first introduced in India by the British. After independence, the media mostly consisted of newspapers, television and radio. The television and radio were mainly state controlled and Doordarshan and All India Radio were the state TV and radio channels respectively. The main role of the media at that time was to inform, educate and entertain the masses. There were various programmes for farmers, students, etc. that were informational in nature. It was after the arrival of private cable TV channels that the entertainment role of the media took centre stage. The Asian games of 1986 that was hosted by New Delhi changed the TV scenario in India as colour TV was introduced in the country. Cable TV was also gradually introduced and channels like *Star Plus* became widely popular.

In the 1990s after economic liberalization had taken place, there was a shift in the role of the media from informing and educating the masses. Hindi serials like *Hum Log* and *Buniyaad* captivated the audiences in early 1990s. Mythological serials like *Ramayana* and *Mahabharata* also became very popular and brought the nation together. The role of the media has changed yet again in the last decade or so, as media has become a corporate industry today.

We have outlined a brief historical sketch of the media in India after independence. We will now look at the influence of mass media on Indian society and the family.

- **Bringing family and community together**

  The media has played a specific role in bringing together family members as well as members of the community. Reading the newspaper together in the morning was a routine that many families have, and this was especially true before the advent of the TV. Watching the TV together by families is an extension of this practice. During the 1990s when the serial versions of the *Mahabharata* and the *Ramayana* were telecasted, not just families, even members of a neighbourhood would sit together and watch them. Broadcast of cricket matches is another way in which Indians feel connected as they can even watch matches together that are played by the Indian team.

- **Connecting families**

  In recent times, it has been seen that, many families do not stay together, and members live in different places. Media helps individuals in keeping each other connected through various forms of media. The quantity of people using Facebook has seen a significant growth over the last decade. It is easier to live away from each other and be connected

than ever before. In fact, India is one of the countries that has the highest number of internet users and cellular phone users in the world.

- **Family planning and health related issues**

  Mass media has played a pivotal role in the Indian government's family planning program. India was one of the first countries in the world to follow a state sponsored policy of family planning in 1952 to regulate the country's growing population. The state used media like newspapers, television, radio and films to convey the need for having smaller families through various forms like advertisements, posters and billboards. Advertisements before films in cinema halls were used to convey messages about the necessity for family planning and ill-effects of habits like smoking and how that can cause cancer. The media was used in its traditional role of informing and educating the people.

- **Educational programmes**

  The media has also played an instrumental function in educating the masses. This is especially true about television and radio after independence when the media was mostly state regulated. There were programmes like Krishi Darshan that informed and educated farmers about good farming practices, seeds, tractors, irrigation facilities, etc.

- **Time management**

  It must be noted that mass media not only has had a positive impact. There have also been several negative impacts of mass media. For instance, data says that many children waste more television than what is recommended for their age. In a recent study of TV audiences in three Indian metros, out of 3500 children, 79% of children said that they prefer to watch cartoon network as entertainment rather than any educational programs. It is not just children,mass media occupies a high proportion of even adult's leisure time. On an average they spend 25 hours per week watching TV and they also spend time with radio, newspapers, internet, computers,and telephone. Along with the school, the family and the peer group, the media has become one of the prominent socializing agents for children.

- **Sex and violence**

  One of the most controversial topics that any discussion on mass media leads to is about the sexual and violent content that it can show, especially to children. Parents

and elders express concern from time to time about the highly sexualized and violent content that the television and internet contain. They call for media censorship to protect their children from such material. In the Indian context, for instance, some shows are not allowed to be telecast during the prime time. There is also a constant discussion on whether or not to ban pornography.

w CHECK YOUR PROGRESS (C)

Q1. How has the role of the media changed?

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Q2. Name two activities for which the media has been used by the state.

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u 7.6 LET US SUM UP

- Mass media is defined as the technological means of sending information, ideas, opinions, photographs, etc. through the mass communication devices to a varied audience.
- There are various sources of mass media, both old and new, like newspapers, magazines, television, radio, computer, internet, social media, billboards, fax, telegram, videogames, cellphones, etc. that exist in today's societies.
- There are no mass media forms that are bereft of cultural biases and objectives. Most often media texts contain prejudices of class, caste, gender, ethnicity or race. These often influence political and social thought.
- Social media is the newest kind of mass media. People from all spheres of life can easily share information, pictures, and thoughts through media. Social media refers to the types of media that help in interacting and content sharing through the internet.
- The media is also known as the fourth pillar of a democracy as it is supposed to act as a critic of the government and be objective in its judgment.
- Media has been playing a crucial role in influencing all kinds of relationships, including marital and familial relationships. Mass media, especially print media and social media have been used to find marital partners in many societies.

- In the 1990s after economic liberalization had taken place, there was a shift in the role of the media from informing and educating the masses. The role of the media has changed yet again in the last decade or so, as media has become a corporate industry today.

7.7 FURTHER READING

1). Banjo, Omotayo. 2002. The Effect of Media Consumption on the Perception of Romantic Relationships.*Penn State McNair Journal*. 9. 9-33

2). Mehraj, Hakim Khalid, Akhtar Neyaz Bhat, and Hakeem RameezMehraj. 2014. Impacts of Media on Society: A Sociological Perspective. *International Journal of Humanities and Social Science Invention*. 6(6): 56-64.www.ijhssi.org.

7.8 ANSWERS TO CHECK YOUR PROGRESS

A

Ans to Q No 1: Changemaker, inform the masses and connect people.

Ans to Q No 2: It gives voice to the marginalized and otherwise differentiated.

Ans to Q No 3: It has the power to influence people's minds even if not actions.

B

Ans to Q No 1: By creating insecurity, low confidence and privacy issues amongst couples.

C

Ans to Q No 1: The function of the media has changed from that of educating and informing the masses to that of entertaining people.

Ans to Q No 2: Family planning and educating farmers.

7.9 MODEL QUESTIONS

Short Questions (Answer each question in about 150 words)

Q1. Define 'mass media'.

Q2. What is meant by 'social media'?

Long Questions (Answer each question within 300-500 words)

Q1. Write a note on 'mass media and it's impact on the society'.

Q2. Discuss how mass media can be considered as an 'agent of change'.

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UNIT 8: COMMUNICATION APPROACH

UNIT STRUCTURE

8.1 Learning Objectives
8.2 Introduction
8.3 Mainstream Approaches to Studying Mass Communication
8.4 Communication Effects Approach
8.5 Mass Media and Modernisation
8.6 Let Us Sum up
8.7 Further Reading
8.8 Answers to Check your Progress
8.9 Model Questions

8.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- know the communication effects approach of mass communication
- know about mass media and modernisation approach.

8.2 INTRODUCTION

Since the 1940s, a huge exhibit of media innovations have developed that contact a huge audience through mass communication. This exhibit currently incorporates print, film, TV, radio, recorded music, internet, social media, and more.

Researchers have been reading mass communication for quite a long time, however, what models have they used to ponder this wonder? The approaches that researchers took at the beginning are what we currently call as mainstream approaches.

Initially, mass communication was viewed as an instrument to help bind together individuals by forming them into a group. While a few researchers considered mass media to be as positive, others dreaded it as an adverse entity. Also there were concerns about the response of people towards mass communication approaches and processes. For example, one study found that reactions to savage movies varied, yet those reactions could be anticipated depending on the matters of psychological and cultural difference. It is on these lines of thought

that the approaches to the study of mass communication have evolve. In this unit, we shall focus on some of them.

8.3 MAINSTREAM APPROACHES TO STUDYING MASS COMMUNICATION

At the point when researchers understood that not all individuals reacted to mass communications in a similar way, researchers started contemplating it by looking at it straightforwardly; these researchers were said to adopt mainstream approaches to mass communications. These assessments prompted theories, including:

- The hypodermic needle theory – This theory suggested that mass communications' impact on its audience was prompt and amazing, similar to the infusion of a medication.
- The two-step flow model of media influence –This was developed during the 1940s by Paul Lazarsfeld. This theory recommended that mass communication spreads messages in two stages:
- Messages are received by eager media consumers (regardless of whether they are magazine readers, news addicts, or Facebook trollers).
- These eager consumers become 'opinion-leaders', who scatter the message.
- The gratifications model – It stated that individuals shape the importance of media messages to address their own issues.
- The limited effects theory of mass communication – It guaranteed that mass communications accomplishment in conveying messages was constrained.

By the 1950s, mainstream researchers had arrived at three separate (and sometimes conflicting) ends:

- Mass communications could move assessments and practices. For instance, one study demonstrated that broad presentation to TV viciousness desensitized watchers to genuine savagery.
- Those with an absence of access to media have learning holes that fall legitimately along the lines of socio-economic class. Subsequently, mass communications is an apparatus that characteristically keeps influence (and wealth) in the hands of those effectively ground-breaking.

- Mass communications is not only an all inclusive message conveyed everywhere. Rather, it is focused to and characterized by its specialty crowd, their education, income, and culture, etc.

8.4 COMMUNICATION EFFECTS APPROACH

Generally, media effects would in general stress a three-or four-stage model with each stage described by either “significant” or “minimal” media effects. The limits of each stage are liquid, yet are commonly characterized by developing media technologies, the cultural milieu, and the types of methods, perspectives, and ideologies utilized by each stage’s researchers. The primary stage, a huge effects stage, starts during the 1920s and 1930s and regularly consolidates “magic bullet” or “hypodermic needle” representations, as though envoys shoot messages and effects into beneficiaries. In this initial stage, as the tremendous prominence of press, film, and radio encroached into regular day to day existence, media were credited with enormous power in forming conclusion, demeanours, and even behaviour. During this stage, natives and researchers were frightful of the wide, overall effects that rising media like film and radio could have on society.The mass purposeful publicity battles that began during World War I further energized these concerns. Harold Lasswell is frequently referred to as the fundamental figure of the principal period of media effects. Lasswell utilized the contentions of Freudian Psychology, pragmatism, and Political Science to contend that society and people could be adequately constrained by a minority through purposeful publicity. Indeed, even as these theories were building up, a second and progressively negligible stage was previously starting during the 1930s. This stage was set apart by the development of more sophisticated scientific methods in communication theory. This sophistication brought about studies and experiments that undeniably raised doubt about scholars’ prior assumptions. In this stage, the theory of “individual influence” started to characterize media effects theory, and the stage gradually diminished in work of Lazarsfeld’s student Joseph Klapper (1960), who contended that the effects of mass communication just fortified inclinations and did not straightforwardly impact them. During this stage, researchers considered there was no immediate or balanced connection between media upgrade and crowd reaction. As more media effects research was delivered, and as a scientific method turned out to be further developed, it was resolved that media effects were not as immediate as at first suspected. This approach began to be known as the limited effects model.

The next and third stage corresponded with the ascent of TV in the period after World War II. While it was never again practical to come back to the theories of Lasswell and his peers, it was again conceivable to investigate the long haul effects of media as noteworthy. The attention was on aggregate change, and media effects theory stressed direct effects models, which later developed the spiral of silence theory, was one of the stage's researchers who required an "arrival to amazing mass communications." In this stage, the appearance of TV during the 1950s and 1960s brought forward an arrival to the idea of amazing mass communications. These researchers censured the more seasoned, psychology-oriented strategies, and rather supported techniques that considered long haul media effects, likewise alluded to as total effects.

Starting during the 1990s, a potential fourth stage has developed. The new stage denotes an arrival to the negligible models of media effects and places exceptional accentuation on constructivist models. At this point an increasingly egalitarian approach to deal with media effects had developed in prominence, and this has been referred to as the social constructivist approach. This approach argues that much of what the media do includes the development of the real world, with the public choosing whether or not to receive the media's perception. Numerous contemporary theorists still allude to media effects as having only three stages, and the historical backdrop of media effects remains a challenged space, particularly as new theories and strategies call into question the findings of prior researchers.

Scholars have progressively propounded elective models of media effects theory so as to extend and raise doubt about the different cycles of the phase model. Lang and Lang (1993) contend against the phase model and rather propound a model that underlines investigations of combined effects. Perse (2001) sets alternative model based on four kinds of media effects: direct, conditional, cumulative, and cognitive transactional. Perse's model shows a more nuanced understanding of the interchange of media content factors and audience factors, paying little heed to time period. Neuman and Guggenheim (2011) examined 50 years of communications research and argued that media effects theory is characterized not by phases, but by six expansive theoretical zones: persuasion theories, active audience theories, social context theories, societal and media theories, interpretive effects theories, and new media theories. These theoretical zones cover significantly and show the differing and broken approaches utilized by media effects researchers.

8.5 MASS MEDIA AND MODERNISATION

Most communication practices in the Third World development writings were seen in relation with modernisation theory. At both the macro level and micro levels, communication was seen as a product and reinforcement of financial growth and development. At macro level, communication researchers lined up with this viewpoint that encouraged “free streams” of media and data innovation content (news, publicizing, stimulation, and information) and equipment, as they saw these products as essential for Third World development and support in the worldwide economy. At the micro level, they upheld influential advertising crusades (in regions, for example, agribusiness, populace and wellbeing) as the most proficient intends to change traditional people and social orders.

Hence, during the 1950s, while rural sociologists were occupied with considering the modernising job of communication in provincial networks, political researchers, financial analysts and social psychologists were spreading out the elements of mass media and estimating their impact in the modernisation of developing nations. In the research and compositions on modernisation, communication was something beyond exchange between the source and receiver. It filled in as a social framework satisfying certain social capacities. Along these lines, the mass media came to fill in as agents and lists of modernisation in the Third World countries. Other than this macro-level analysis of the job of mass media, researchers too drew on communication effects research and on models portraying social-psychological attributes of people that were viewed as vital for an effective change from a traditional to a modern society.

Daniel Lerner’s book, “The Passing of the Traditional Society” outlines the significant thoughts under the early mass media and modernisation approach. Lerner’s model, more or less, reiterated the improvement of Western Europe and North America from a feudal or traditional stage to modern, military-industrial societies. His social development model comprised of the accompanying segments: (i) a core of portable people whose psychological orientation made it simpler to acknowledge quick changes in their own lives and the general social framework, (ii) a supreme mass media framework that fortified and quickened societal and individual change by scattering the new thoughts and demeanours helpful for modernisation, and (iii) the relationships between the significant files of urbanization, education, media presentation, and monetary and political investment to build up a modern Western-type society.

Traditional society was considered non-participant. Individuals were conveyed by family relationship into networks, detached from each other, without an urban-rural division of labor. In this manner individuals developed very few needs. Thus, people's perspectives were constrained to their physical horizons and their choices included other known individuals in well-known circumstances. On the other hand, in the modern society, individuals experienced proper tutoring, read newspapers, were paid in money for occupations they could lawfully change, utilized money to devour products in a free and open market, and were allowed to vote in elections and express feelings on issues outer to their own lives. Researchers distinguished and clarified a psychological pattern in people that was both required and fortified by the modern society: a portable character. This individual was outfitted with a high limit with respect to recognizable proof with new parts of his/her condition and disguised the new demands made by the larger society.

At the end of the day, this individual had a high level of compassion. Empathy was basically the ability to see oneself in the other individual's circumstance. Lerner expressed that compassion satisfied two significant undertakings. To start with, it empowered the individual to work effectively in the modern society, which was always showing signs of change. Second, it was a key ability for people needing to move out of their traditional settings described by a feudal framework with respect to ownership of land, hierarchy based kinship and a trade economy. Compassion enabled the individual to disguise the procedure of modernisation by not just having the option to adapt to change, but also expecting and demanding it.

The second component in Lerner's model was the mass media. They played out a uniquework - by presenting people to new individuals, thoughts and frames of mind, they quickened the procedure of modernisation. In the West, especially in the United States, mystic versatility started with the development of physical travel. The development of physical or geological versatility implied that more individuals directed more noteworthy ability in envisioning themselves as odd people, living in odd circumstances and times than peopled in any past historical period. The advancement of mass media quickened this procedure significantly more. The prior increment of mystic experience through transportation was duplicated by the introduction to intervened understanding through the mass media. Accordingly, the mass media were significant agents of modernisation. Individuals in the Third World could extend their compassion by introduction to the mass media, which demonstrated them new places, behaviour and cultures. In short, the mass media had the capability of blowing the breezes of

modernisation into detached conventional networks and supplanting the structure of life, qualities and behaviour there with ones found in the modern Western society.

Therefore, the mass media worked as both an index and an agent of modernisation in the predominant discourse on development. The social change happened in three stages. First, also the most essential, was urbanization. In the second stage, literacy rates started to rise significantly. With expanding paces of urbanization, literacy and industrial development in the third stage, there was an incredible spurt in the development of the modern mass media. Lerner expressed that the mass media frameworks prospered distinctly in social orders. In this way, the mass media worked as a significant agent of modernisation. There was a close proportional connection among literacy and mass media exposure. The educated built up the media, which thus quickened the spread of literacy.

These developments set off an ascent in political support, (for example, casting a ballot)found in all propelled Western societies. While these speculations left the information gathered in the Middle East, Lerner recommended that the historical arrangement of these progressions was normal, as exemplified in the development of the Western societies.

w CHECK YOUR PROGRESS

Q1. What is hypodermic needle theory?

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Q2. What is gratifications model?

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Q3. What is limited effects theory of mass communication?

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u 8.6 LET US SUM UP

- Since the 1940s, a huge exhibit of media innovations have developed that contact a huge audience through mass communication.
- At the point when researchers understood that not all individuals reacted to mass communications in a similar way, researchers started contemplating it by looking at it

straightforwardly; these researchers were said to adopt mainstream approaches to mass communication.

- Initially, mass communication was viewed as an instrument to help bind together individuals by forming them into a group.
- The hypodermic needle theory suggested that mass communications' impact on its audience was prompt and amazing, similar to the infusion of a medication.
- The gratifications model argued that individuals shape the importance of media messages to address their own issues.
- The limited effects theory of mass communication guaranteed that mass communications' accomplishment in conveying messages was constrained
- Mass communications does not only imply an all inclusive message conveyed everywhere. It is focused to and characterized by it's speciality crowd, their education, income, and culture, etc.
- Lasswell utilized the contentions of Freudian Psychology, pragmatism, and Political Science to contend that society and people could be adequately constrained by a minority through purposeful publicity.
- Perse sets alternative model based on four kinds of media effects: direct, conditional, cumulative, and cognitive transactional. Perse's model shows a more nuanced understanding of the interchange of media content factors and audience factors paying little heed to time period.
- Neuman and Guggenheim examined fifty years of communications research and argued that media effects theory is characterized not by phases, but by six expansive theoretical zones: persuasion theories, active audience theories, social context theories, societal and media theories, interpretive effects theories, and new media theories.
- Daniel Lerner's book, "The Passing of the Traditional Society" outlines the significant thoughts under the early mass media and modernisation approach.
- Lerner's model, more or less, reiterated the improvement of Western Europe and North America from a feudal or traditional stage to modern, military-industrial societies.

8.7 FURTHER READING

1) Bryant, J., & Zillmann, D. (Eds.). (2009).*Media effects: Advances in theory and research*. Mahwah,NJ: Erlbaum.

2) Rogers, E. M. (1976). Communication and Development-The Passing of the Dominant Paradigm. Communication and Development: Critical Perspectives. Rogers (ed.). Beverly Hills: Sage Publications. pp. 121-148.

8.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1. The hypodermic needle theory suggested that mass communications' impact on its audience was prompt and amazing, similar to the infusion of a medication.

Ans to Q No2. The gratifications model stated that individuals shape the importance of media messages to address their own issues.

Ans to Q No3. The limited effects theory of mass communication guaranteed that mass communications' accomplishment in conveying messages was constrained.

8.9 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. Write a note on mainstream approaches to studying mass communication.

Q2. Briefly state Lerner's social development model.

Long Questions (Answer each questio within 300-500 words)

Q1. Discuss the role of modernisation in mass media.

Q2. What is communication effects approach?

xxxxxx

UNIT 9: CRITIQUE OF COMMUNICATION APPROACH

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Critical Appraisal of Communication Campaign in Strategic Social Change

9.3.1 Research Context

9.3.2 Methods: Content Analysis

9.3.3 Mass Communication Effects

9.4 New Rules for Communication in Development

9.5 Let Us Sum up

9.6 Further Reading

9.7 Answers to Check your Progress

9.8 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- know about the communication campaign in strategic social change.
- know the new rules for communication in development.

9.2 INTRODUCTION

Today, global events and phenomena can be accessed by individuals around the globe. This has prompted a global culture. Individuals around the globe can watch movies and television shows delivered by different cultures, enabling them to access and comprehend other individuals and cultures.

In this unit, we shall focus on the significance of communication campaign in social change.

9.3 CRITICAL APPRAISAL OF COMMUNICATION CAMPAIGN IN STRATEGIC SOCIAL CHANGE

The media – TV, the press and the internet, assume a focal job in conveying to the public what occurs in the world. In those cases in which audiences do not possess direct knowledge or experience of what is happening, they become especially dependent upon the

media to advise them. This should not imply that that the media essentially let us know what to think – individuals do not ingest media messages uncritically. In any case, they are critical to the setting of plans and concentrating public enthusiasm on specific subjects, which works to limit the scope of contentions and points of view that illuminate public discussion. Drawing on a multi-dimensional model of the communication procedure, this chapter analyzes the job of the media in the development of public belief and attitudes and its relationship to social change.

9.3.1 Research Context

The development of advanced media has shown that the world is characterised by a mass of flowing, information ant data. A compelling progression of data between the different groups in the public circle has truly been made conceivable by the mass media, which systematically alter and decipher the mass of data, understanding the world for audiences. As specific proficiencies have been advanced over others, they have successfully been given the favoured status of being definitive and, now and again, honest.

As far as shaping content, we contend that various advantaged groups add to the production of media accounts, including social and political foundations and other intrigue groups, for example, lobbyists and the advertising industry. These various groups converge to shape the issues open to discussion; be that as it may, the result can likewise seriously constrain the data to which audiences have access. The media can adequately remove issues from public discussion. The analysis of media content – of what we are told and not told – is accordingly a prime concern. Be that as it may, the relationship of media content to audiences is not particular nor in a single direction. Policy makers, for instance, can both feed data into the scope of media, and furthermore endeavour to envision group of audiences' reaction to the way in which approach is shaped and exhibited. Likewise, they foresee the manner by which their words will be 'intervened' and reproduced in different media outlets. While in past research every component (for example content or effects of media) has frequently been analyzed independently, however, it is important to analyse the relations between each one of these various parts in any discourse of the media's job in social change.

9.3.2 Methods: Content Analysis

Our approach depends on the presumption that in any disputable territory there will be contending methods for clarifying occasions and their history. These frequently identify with various political positions and can be viewed as ideological on the off chance that they identify with the legitimating of methods for understanding that are associated with social interests. Along these lines, belief system (which means an intrigue connected point of view) and the struggle for authenticity by groups go inseparably.

Our technique starts by setting out the scope of accessible contentions in public discourse on a particular subject. We at that point dissect the news texts to set up which of these show up and how they do as such in the progression of news programming. Some might be referenced just periodically or in passing, while others possess a significantly more predominant position, being featured in news headlines or in interview questions or editorials. On account of media inclusion of migration, a few contentions and the assumptions that they contain – for instance, that an 'enormous number' of migrants comprise a 'risk' – may support the structure of explicit news stories. The story is sorted out around along these lines of understanding migration, and the various components of the story, for example, interviewees, the data cited, the determination of images and editorial comment, all work to expand and legitimize it as a key subject.

News may show up as an occasionally disordered progression of data and discussion, yet it is additionally supported by key suppositions about social connections and how they are to be comprehended. At the core of these are convictions about inspirations, circumstances and logical results, obligation and outcome. So a newspaper report on individuals looking for asylum might make presumptions on each of these. The 'genuine' intention in individuals coming may be placed as them chasing a superior life or monetary bit of leeway.

In our content analyses, we separate the content to recognize the significant branches of knowledge which are sought after in the news, and after that, analyze the explanatory framework which support them. This qualitative approach includes detailed analysis of key explanatory themes in features and the text of news programmes and newspaper articles.

In certain studies we make a quantitative evaluation of the nearness of such subjects, by tallying the utilization of explicit expressions and significant terms. On this premise, we can give a record of the accurate language used to create explicit subjects and the way in which the predominance built up. This is then cross-identified with our audience research by a procedure of asking focus group members to compose headlines regarding the matter being referred to. We have utilized this approach in various studies and normally members are capable to repeat unexpectedly, from memory, the key topics which we have built up as present in media accounts.

9.3.3 Mass Communication Effects

Research on the effects of mass communication keeps on being a functioning and fluctuated field of study. Liebert and Schwartzberg (1977) give a survey of research on psychological effects of mass media. Extensive advisers for the research literature on television and human behaviour have been set up by Comstock and Fisher (1975) and Comstock and partners (1975, 1978). A lot of interpretive papers on the effects of television show up in the five volume work “Television and Social Behaviour” (1971). Some theoretical structures for the study of mass communication effects additionally are discussed in Schramm (1973) and Wright (1974, 1975).

Mass communication effects have for the most part been exhibited in psychologically oriented test research managing quick or short-term singular level effects following upon brief introduction to a discrete and constrained mass media boost. Studies of the effects of presentation to rough or suggestive mass media content regarding resulting forceful or sexual behaviour has regularly pursued this research worldview.

The clearly conflicting findings and conclusions that have portrayed studies of media effects can, to a huge degree, be clarified by contrasts in the conceptualization and particulars of a few aspects. They are (a) the phenomenon under study, the mass media as a whole, or a specific medium, the degree of presentation or use, the nature of the content, etc; (b) the unit or locus of effects, the individual, the group, or the society; (c) the time range (quick, short-run, or long term) (d) the “structure” of the effect changes in data level or learning, in opinions, in attitudes, in beliefs, in behaviour; (e) the procedures prompting the asserted effects socialisation, impersonation,

incitement, etc; and (f) the theory, if any, subsuming and clarifying the speculative mix of these different components.

Recent theoretical treatments of the social effects of mass communication have concentrated less on direct influence, sentiment change, and quick individual behaviour, rather have, in general, focussed on information gains, the arrangement of individuals' ideas of social reality, and on more extensive societal and cultural level effects.

9.4 NEW RULES FOR COMMUNICATION IN DEVELOPMENT

In the absence of a worldwide structure of government and control, universal communication is not dependent upon any focal or predictable arrangement of control. The powers of the free market and of national sovereignty combine to keep it along these lines. Evidently, there is a serious broad arrangement of universal controls and guidelines that do oblige nationally based media. Generally such guideline is intended to encourage worldwide media in specialized and exchange matters.

The origin of global governance is to be found in understandings intended to encourage the global postal help, by method for the Universal Postal Union in the mid nineteenth century. At about a similar time (1865) the International Telegraph Union (ITU) was established to help facilitate interconnections and set up concurrence on levies, with an ensuing expansion to duty regarding the radio range. In the two cases, for the occasion, governments and state imposing business models assumed a key job. After World War II, the United Nations gave a field to banter on mass media matters, with specific reference to freedom of expression (ensured by its Charter), the free progression of communication among nations, and issues of sovereignty. In 1978 an endeavour was made in UNESCO, at the command of various developing countries, to present a Media Declaration expressing various standards for the direct of worldwide media, particularly in connection to promulgation for war and antagonistic detailing. Resistance by western nations and free market media prompted it's disappointment, yet it placed various new and combative issues on the plan of concern and discussion and added to the acknowledgment of certain communication rights and commitments. There are as yet universal settlements, including the UN Declaration and both the European and the American Conventions on Human Rights, that offer some review to those harmed by misuse of communication.

The change in perspective that has happened towards deregulation and privatization, combined with the new 'communication revolution' in light of computers and media communications, shut off the way towards more noteworthy international normative regulation. Be that as it may, a similar move expanded the requirement for specialized, authoritative and financial collaboration on a scope of issues. The development of the internet has stimulated calls for worldwide guideline.

The fundamental bodies and their role in the rising arrangement of media governance at the global level are highlighted below:

- The International Telegraph Union (ITU): represented by a board of representatives assigned by national governments. The ITU manages media transmission specialized models, range portion, satellite circles, amongst others.
- The World Trade Organization: the WTO has huge power on financial issues and encroaches increasingly more on the media, as they become greater business and progressively popularized. Other regional trade organizations, or agreements, (for example, NAFTA [North American Free Trade Agreement.]), can encroach on media issues.
- The United Nations Educational Social and Cultural Organization (UNESCO): part of the UN, built up in 1945, UNESCO has wide skill on cultural and educational matters, however little power and no quite certain media capacities. It is, not withstanding, dynamic on inquiries of freedom of expression and the internet.
- The World Intellectual Property Organization (WIPO): Set up in 1893, WIPO has a principle point of orchestrating significant enactment and system and settling questions between owners of rights, authors and users.
- The International Corporation of Assigned Names and Numbers (ICANN): This is the most recent expansion to a variety of administration bodies. It is a private body that plans to speak to the community of internet users. It began in 1994 after privatization of the World Wide Web and it's principle capacity was to distribute addresses and domain names, in addition to some server management functions. It has little capacity to manage the rising social and other issues identifying with the internet.

- The European Commission (EC): The EC can impact certain parts of broadcasting and media communications identifying with the 25 member states of the European Union.

There are numerous bodies with changing dispatches for issues identifying with worldwide media. Many speak to different industry interests, including those of publishers, journalists, and producers. There are additionally numerous non-governmental organizations (NGOs) representing interests in 'civil society'. For the reasons given, successful guideline is still to a great extent limited to specialized and monetary issues, as opposed to social and cultural issues, with the conceivable exemption of freedom of communication. Interestingly, there are many dissipated indications of developing internationalism and, ostensibly, a requirement for a more appropriate casing of analysis than is offered essentially by a variety of national states.

The development in global media raises new issues for control of media. While media messages are never again simple to stop at the national frontier, there are as yet numerous practical obstacles to transborder flow.

w CHECK YOUR PROGRESS

Q1. What is the role of the International Telegraph Union in communication development?

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Q2. What is the role of the World Intellectual Property Organization in communication development?

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Q3. What is the role of the International Corporation of Assigned Names and Numbers in communication development?

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.....

u 9.5 LET US SUM UP

- The media – TV, the press and the internet – assume a focal job in conveying to the public what occurs in the world.

- The coming of advanced media has shown that the world is comprised of a mass of flowing, incoherent, and frequently opposing data.
- News may show up as an occasionally disordered progression of data and discussion yet it is additionally supported by key suppositions about social connections and how they are to be comprehended.
- Mass communication effects have for the most part been exhibited in psychologically oriented test research managing quick or short-term singular level effects following upon brief introduction to a discrete and constrained mass media boost.
- The development in global media raises new issues for control of media. While media messages are never again simple to stop at the national frontier, there are as yet numerous practical obstacles to transborder flow.

9.6 FURTHER READING

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2) Wright, C. R. (1975). *Mass Communication: A Sociological Perspective*. NY: Random House. 2nd ed.

9.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q1. The International Telegraph Union (ITU) is represented by a board of representatives assigned by national governments. The ITU manages media transmission specialized models, range portion, satellite circles and much other than.

Ans to Q2. The World Intellectual Property Organization (WIPO) has a principle point of orchestrating significant enactment and system and settling questions between owners of rights, authors and users.

Ans to Q3. The International Corporation of Assigned Names and Numbers (ICANN) is a private body that plans to speak to the community of internet users. Its principle capacity was to distribute addresses and domain names, in addition to some server management functions.

9.8 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. What is the research context of critical appraisal of communication campaign in strategic social change?

Q2. Mention the major bodies that have an influential role in the area of media governance.

Long Questions (Answer each question within 300-500 words)

Q1. Discuss the new rules for communication in development.

Q2. What are mass communication effects in social change?

xxxxxx

UNIT 10 : COMMUNICATION STRATEGIES FOR EMPOWERMENT

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Development and Empowerment

10.3.1. Defining Development

10.3.2. Growth and Development

10.3.3 Empowerment

10.3.4. Participatory Development

10.4 Communication for Development and Empowerment

10.4.1. Media for Development Communication

10.5 Approaches to Development Communication: Diffusion and Participatory Models

10.5.1. Community Radio

10.6 Digital Revolution and Communication for Development

10.7 Let Us Sum up

10.8 Answers to Check Your Progress

10.9. Further Readings

10.10. Model questions.

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- Understand and define the concepts of development, growth and empowerment.
- know the importance of communication in empowerment and the various tools used for it.
- Distinguish between the diffusion and participatory models of development communication.

10.2 INTRODUCTION

This unit will introduce you to the concept of development and empowerment. We shall explore the inter-linkages between development and communication, and see how communication tools and strategies can help in the execution of developmental programs. The unit tries to bring out how various communication strategies are employed by different organizations and groups in order to bring about development among different sections of people. It highlights the fact that communication strategies, in order to be effective developmental tools, have to take into account the spatial and temporal context in which it has to be employed.

10.3 DEVELOPMENT AND EMPOWERMENT

10.3.1 Defining Development

The term development is defined in the dictionary as '*a process of growth or advancement'.* In general, development refers to the improvement in the social and economic conditions of a society, or a group of people within the society. The quest for such improvements, i.e. developing more and more becomes the central problem that every society wants to solve. However, what is understood by development, and its scope, varies from context to context, and discipline to discipline. In social sciences particularly, the term is variously understood by different scholars.

The initial concept of development emerged from the point of view of the Western- Northern hemisphere nations. These countries were seen as developed and the oriental and southern hemisphere was seen as underdeveloped. The process of development meant to emulate the Western 'developed' nations. Gradually, there were other schools of thought that emerged with their own ideas of development. Important among these was the Dependency School, which emerged in Latin America. The Dependency School scholars opined that for the third world nations, development was not a gift of the First world. Rather, the development in the first world was dependent on the exploitation of resources from the underdeveloped nations. Similarly, many other theories of development emerged that called for a concept of development that was not simply westernization, but one that was contextualized, took into account

the local culture and needs, and included the participation of the local population in the formulation and execution of developmental programmes.

10.3.2. Growth and Development

The above theories spoke about who the agent of development is. What really constitutes development is another important theme in developmental studies. For a long time, the concept of development was seen as synonymous to economic growth. This understanding of development is borrowed from classical economics and its idea of the trickle-down effect. It was believed that the better the capitalist growth in a country, the more accumulation of wealth, the better the country's position on the developmental scale. Even if the fruits of economic growth do not reach all members of the society equally, ultimately they would trickle down to even the poorest of the poor. Thus, development was believed to be nothing other than economic growth.

However, gradually it was seen that simply economic growth was not enough to guarantee the development of a society. Many countries, in spite of having a high rate of economic growth, continued to have pressing developmental problems. In India, for example, though the GDP rate has been high, a large part of the population still lacks basic amenities. Thus, it was suggested that a more holistic understanding of development was needed, that included the social, cultural and political dimensions in development. Thus, concepts such as Human Development, Sustainable Development, Needs-based approach, Rights-based approach to development became important.

LET US KNOW

Human Development Index: Like the economic development of a country is measured by the GDP, the Human development of a nation is measured by its Human Development Index (HDI). It includes per capita income, Life expectancy and education. It was developed by Indian nobel laureate Amartya Sen and Pakistani economist Mahbub- ulHaq.

10.3.3. Empowerment

The concept of empowerment is closely related to the concept of development. In general, empowerment is understood as "the process of gaining freedom and power to do what you want or to control what happens to you". In a society, the lesser privileged groups do not have the access to the fruits of development, or the ability to make use of them. Empowerment means to give such access and opportunities to the marginalised groups in a society, so that development is not only limited to some privileged groups. A major goal of human development, therefore, is the empowerment of the marginalised sections of society, such as poor, oppressed castes, women, and others. The various agencies of development (the government, Non-Governmental Organisations, International Organisations such as The United Nations and its various organs, formal and informal local organisations working for development) have a major task of empowering these sections through various developmental policies and programmes.

10.3.4. Participatory development

We saw above that with the evolution of development theory, the notion of development changed from being simply synonymous to westernization, to a process that is contextualised and takes into account local needs. Now, in order for development programmes to cater to the specific requirements of a particular community, it is necessary that the local population of that community participate in the development process. Thus, scholars began to call for an alternative to the mainstream approach of development where the government (or private companies or organisations outside of the community) is seen as the agency of development, and the local population merely as the recipients. This alternative mode is called Community Participation in Development, or simply Participatory Development. This involves the participation of the local people in the formulation, execution and evaluation of these policies and programmes.

ACTIVITY 1

Find out more about various measures of development and about their components.

ACTIVITY 2

Find out about some Participatory development programmes in India. To what extent do you feel they have been effective.

wCHECK YOUR PROGRESS (A)

Q1. Define development.

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Q2. Growth includes only economic dimensions, while development also includes the social and cultural dimensions. True or false.

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Q3. Where did Dependency Theory originate?

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Q4. What is participatory development?

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10.4. COMMUNICATION FOR DEVELOPMENT AND EMPOWERMENT

An important part of the development process is communication between the agencies of development and those at whom development programmes and policies are targeted. In order to bring about social change, developmental programmes have to include a dialogue between the various stakeholders in it. Whether it is the agencies spreading information regarding the development policies or it is the people communicating their specific needs to the policymakers, communication is a key part of development and empowerment strategies.

The branch of study that studies about the various communication strategies for development is known as Development Communication. Thomas McPhail defines

Development Communication as "the process of intervening in a systematic or strategic manner with either media (print, radio, telephony, video, and the Internet), or education (training, literacy, schooling) for the purpose of positive social change. The change could be economic, personal, as in spiritual, social, cultural, or political". The United Nations FAO in 1984 declared that "Communication for development is a social process, designed to seek a common understanding among all the participants of a development initiative, creating a basis for concerted action".

Today, the link between development and communication is well recognized, and various developmental agencies are actively involved in devising various strategies to make communication between the development providers and people for whom it is intended, a smoother process.

10.4.1. Media for Development Communication

Technologies of mass-media such as newspapers, television, radio, etc. have been used by developmental agencies in different ways in order to communicate for development purposes. We are all familiar with various advertisements given out by different departments and organs of the government in order to spread awareness regarding specific programmes and policies. Besides this, there are often specific shows on the television or radio, or even entire channels dedicated to communicate regarding a particular development goal. Krishi Darshan on Doordarshan is one such programme. Besides these, another, and often more effective, strategy used is to incorporate messages regarding empowerment and development within fictional stories. These circulate the necessary information to the people, by retaining their interest in the story without simply droning our drab or dull facts.

LET US KNOW

Krishi Darshan was launched on Doordarshan on the 26th January 1957 disseminating agricultural information to rural, farming audiences. It was the longest running show on television when it was pulled off air in April 2018, to be re-launched on specific channel catering to farmers, DD Kisan.

ACTIVITY 3

Have you seen a street-play or theatre dealing with development issues? If yes, what were the themes being discussed?

ACTIVITY 4

What other tools of communication do you think can be used for development purposes? How?

w CHECK YOUR PROGRESS (B)

Q1. The discipline that studies media intervention in the development process is known as .....

Q2. Which is a more effective means of development communication in rural India where most of the population is illiterate?

a. Newspaper advertisement b. Pamphlets c. Street-Play

10.5 APPROACHES TO DEVELOPMENT COMMUNICATION: DIFFUSION AND PARTICIPATORY MODELS

Communication for empowerment can happen in two ways. Firstly, where information regarding development policies is simply circulated from a central agency to the people at whom the policies are targeted. This kind of communication strategy mainly has one primary agent of development, and the people are merely at the receiving end of all the information circulated by it. This is known as the **diffusion model.**

The diffusion model of communication is based on the belief that there is one informed source from which information has to be passed on to the unaware receivers. It is thus a unidirectional approach to communication, and mainly centres around information circulation and awareness generation through the tools of mass media, such as television and radio channels, newspapers, etc. A major problem with such an approach is that it places the responsibility of underdevelopment on the ignorance of the people regarding the developmental strategies.

The second model of communication for empowerment is the **participatory model.** As discussed above, the participatory approach sees people not as passive recipients of development, but as active agents in the process. Thus, a communication strategy, which is participatory, does not have a single centre circulating information regarding development.

Rather, it is a model of communication with multiple channels, where the local population are as much a part of the communication channel, communicating with the agencies about their local needs and knowledge. Such an approach treats the people as the nucleus of development.

10.5.1. Community radio

A good example of participatory media at the local level is the Community Radio. This is a radio service that serves a particular local community or area, and is owned, operated and influenced by the members of that community. It broadcasts content that is specific and relevant to that particular community, but is often overlooked by the public or private broadcasters.

The feedback from many projects shows that Community radio is one of the most impactful methods of development communication. It is also cost-effective, given the easy access and the low-cost in setting up the transmitters and radio units. Since the late 1990s, the UN is working on promoting Community Media Centres (CMCs) and aims to integrate Community radio and Telecentres in multipurpose communities. India still has not realised its full potential in Community radio. We have less than 200 Community Radio stations operating in the country. But the ones that are functioning have proved to be effective and the government is looking to having many more in the near future.

10.6 DIGITAL REVOLUTION AND COMMUNICATION FOR DEVELOPMENT

The advent of the internet has proven to be a huge support for development communication. The internet not only enables to communicate with several people at the same time, but provides access to a global repository of knowledge. Most importantly, the internet is a multi-channel communication network, which allows people to communicate with various development agencies, with an immediacy that is hardly there in most other media technologies. Social media and micro-blogging websites make it easy to interact with various stakeholders of a development goal in an easy and cost-effective manner.

Today, most organizations use some form of communication tools on the internet through websites, blogs, advertisements, interaction with stakeholders and customers on social media sites, etc. The internet makes it easy for developmental agencies to reach people

and take feedback, and empowers the local people to directly interact with development providers. Further, it also enables people to mobilize with others in similar situations and effectively demand for their rights.

However, while the internet is a very effective tool in communication for empowerment, unfortunately it remains inaccessible to many. Poverty, lack of connectivity and basic infrastructure, and absence of digital-literacy in many parts of the country, make the internet still a less used media tool in India. There is a huge gap between people who have access to internet and facilities it provides, and between those who don't. This is known as the **digital divide.** The government of India has various programmes trying to address this problem.While the rapid growing telecom network, and the availability of low-cost smart phones has bridged this gap to some extent, it remains substantial. Therefore, the other media techniques that we discussed above, such as radio, television, newspapers, street-plays, wall paintings, and other still remain important tools in communication for empowerment in India.

ACTIVITY 5

Do you have a community radio in your university or neighbourhood? Find out about a community radio channel near you.

ACTIVITY 6

What are the various programmes of the government in order to bridge the digital divide in India? To what extent do you feel they have been effective?

w CHECK YOUR PROGRESS (C)

Q1. Which are the two approaches to development communication? Which is more effective?

.....

.....

Q2. What is community radio?

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.....

Q3. Because of presence of the internet, communication through other traditional media is no longer relevant in India. True or false.

.....

.....

U 10.7 LET US SUM UP

- In general, development refers to the improvement in the social and economic conditions of a society, or a group of people within the society.
- The initial concept of development emerged from the point of view of the Western-Northern hemisphere nations. These countries were seen as developed and the oriental and southern hemisphere was seen as underdeveloped.
- Gradually, there were other schools of thought that emerged with their own ideas of development. Important among these was the Dependency School, which emerged in Latin America.
- In general, empowerment is understood as "the process of gaining freedom and power to do what you want or to control what happens to you".
- Participatory Development. This involves the participation of the local people in the formulation, execution and evaluation of policies and programmes.
- The branch of study that studies about the various communication strategies for development is known as Development Communication.
- The diffusion model of communication is based on the belief that there is one informed source from which information has to be passed on to the unaware receivers.
- The participatory approach sees people not as passive recipients of development, but as active agents in the process.

O 10.8 FURTHER READING

1) McPhail, T. L. (2009). *Development communication: Reframing the role of media*. UK: Wiley Blackwell.

2) Servaes, J., Jacobson, T. & White, S.A. (Eds.), (2006) *Participatory communication for social change*. Thousand Oaks: Sage.

K 10.9. ANSWERS TO CHECK YOUR PROGRESS

A.

Ans to Q No1: Different scholars define development differently. But, in general, development refers to the improvement in the social and economic conditions of a society, or a group of people within the society.

Ans to Q No2: True **Ans to Q No3:** Latin America

Ans to Q No4: Participatory Development refers to an approach to development in which the local community is involved in the formulation, execution and evaluation of developmental policies and programmes.

B. 1. Development Communication 2. c. Street-plays.

C.

Ans to Q No1: Diffusion Approach and Participatory Approach. Participatory Approach is more effective.

Ans to Q No2: Community radio is a Radio service which is owned, operated and influenced by members of a community and which caters to the specific issues of the community.

M 10.10 MODEL QUESTIONS

Sort Questions (Answer each question in around 150 words)

Q1. Highlight the various approaches to development.

Q2. Explain the importance of communication in empowering the marginalised sections.

Long Questions (Answer each question within 300-500 words)

Q1. Describe some methods of development communication.

Q2. Discuss participatory mode of development communication with an example.

Q3. Discuss the importance of internet technology in contemporary development communication.

xxxxxx

UNIT 11: CULTURE AND COMMUNICATION

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Communication

11.4 Culture

11.5 Cross-culture communication and intercultural communication

11.6 Structure-based cultural characteristics

11.7 Let us sum up

11.8 Further Reading

11.9 Answers to check your progress

11.10 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- Understand the meaning of communication
- Know what culture is
- Comprehend the meaning of cross-cultural and intercultural communication
- Learn what structure based cultural characteristics are

11.2 INTRODUCTION

The concepts of culture and communication have been defined and re-defined repeatedly as these are concepts that are associated intrinsically with human beings. Although distinct, these concepts can be well understood in relation to each other. In this unit, we will not only learn the meanings of these concepts, but also have an in-depth understanding of them.

11.3 COMMUNICATION

The term communication has its origins in the Latin word "*communis*" which means common. Communication means mutual sharing of feelings and ideas. The connection between communication and families is created through social interaction of family members. By communication with each other, members of society learn what they should expect and

what they should not expect from each other. They learn how relationships function and how to behave within them. It is through communication that people learn how to interact socially and build social relations. Thus, communication is the way in which verbal and non-verbal messages are exchanged between the members of society.

Communication rose and advanced along with the development process of society. It is a process in which people have communicative potential. It is interactive, so a crucial impact on its effectiveness is in one's relationship with people. Communication is diverse – it may be verbal or non-verbal. It can also be direct or indirect, face-to-face or via mediums like telephone, email, SMS, social media, etc. Direct communication takes place when people say what they mean; indirect communication is when the meaning is not just in words, but also in the surrounding background of a conversation.

Communication is culturally rooted and can vary from culture to culture. Language and gestures are integral components of communication and are also culturally defined. But there are also certain symbols and signs of communication that are universal, for instance, traffic signals. Once a person starts interacting outside his/her community, he/she begins to understand that there can be different ways of communicating.

In this unit, we will talk about cross-cultural and inter-cultural communication. But to do that, we first need to understand what is culture. Culture is fundamental to communication. It not only dictates who talks to whom, but also, when, why and how.

11.4 CULTURE

While nature is seen as biological, culture is considered social. It is human-made and shapes their thoughts and actions. It has its origins in the Latin word '*colere*' which means to build, to cultivate and to foster. Culture is constructed whereas nature is innate. It is present in the minds and habits of people. Culture is a systematic way of constructing a reality that people acquire by living in a group. It is seen as a product of a group and as a shared reality.

Culture is considered as a way of life that includes each and everything from food, music, dance, art, architecture, heritage, dress, literature, etc. to daily activities. Culture distinguishes members of one community from another. It is transferred from one generation to another generation. A fundamental characteristic of culture is a similarity in the way in which it's members interpret information. Individuals who share a common culture have similar mental models of the worlds that facilitate communication. For peaceful survival of human

beings, culture is a pre-requisite. It is impossible to understand human society without understanding human culture. It is culture which separates human beings from other living beings.

Cultural differences show themselves in many different ways including in symbols, heroes, rituals, and values. It is used to refer to all the activities of life whether these are social, physical, external or internal. It is made up of both tangible and intangible things. The tangible things refer to material components like clothes, food, buildings, etc. whereas the intangible part comprises values, customs, traditions, etc., Cultural evolution or advancement is known as civilization, that is, the development of knowledge, skills, standards, values and norms which are utilized in creation of tools, institutions and human social behaviour. The development of culture happens through a series of inventions. Inventions spread from one culture to another through inter-communication.

Thus, we can conclude that culture is –

- A result of social interaction
- It is historical
- Transferred from generation to generation
- Different from nature
- A group product
- Both materialistic and non-materialistic

Primary cultural dimensions are –

- Patterns of thought
- Patterns of behaviour
- Patterns of artifacts
- Imprints in nature

11.5 CROSS-CULTURE COMMUNICATION AND INTER-CULTURAL COMMUNICATION

The terms cross-cultural communication and inter-cultural communication can be used synonymously. They refer to the ability to communicate between people of different cultural contexts. It is interpersonal communication and interaction across cultures. To do so, language skills, understanding cultural influences on identity and adapting to unknown cultures is required. Effective cross-cultural communication is concerned with overcoming cultural differences across nationality,

religion, ethnicity, borders, culture, and behavior. When culture became established, and communities began having interpersonal relationships, this allows for intercultural communication. It looks at how people from different cultural contexts try to communicate.

Cross-cultural communication is a subject of study of Sociology, Anthropology, Cultural Studies, Media Studies, Psychology, and Linguistics, as these disciplines deal with the human being as their subject matter. The urge for communication is natural and has become a necessity in today's society. Effective cross-cultural communication is concerned with overcoming cultural differences across nationality, region, borders, culture, and behaviour. The term 'cross-cultural' is used to describe the comparative study of cultures.

w CHECK YOUR PROGRESS (A)

Q1. Is cross-cultural communication an inter-disciplinary subject?

.....

.....

Q2. How does invention spread from one culture to another?

.....

.....

Some of the skills that are required for cross-cultural communication are –

- Speech and language skills – positive speech like encouragement, confirmation, affirmation,and recognition
- Etiquette and manners
- An understanding of norms, values,and customs
- Body language
- Verbal and non-verbal gestures
- Concepts of time and space
- An idea about privacy
- Listening skills – attentive listening is critical to be able to understand meanings, read between the lines and able to empathize with the speaker from a different culture
- Observation – of people's dress, body language, interaction,andbehaviour can give a lot of information about another culture

- Patience – sometimes cross-cultural differences are annoying and frustrating,and therefore, patience is a pre-requisite
- Flexibility, adaptability,and open-mindedness
- Cultural competence helps us to understand how and why people from other cultures think, act and do in the way they behave
- Communicative competence
- Translation and interpretation

Learning as much as possible about another culture, for example, about its history, social structure, values, and customs can enhance one's cross-cultural communication skills. Miscommunication can occur if people do not understand another culture correctly.

How to cope with cultural differences?

Some measures that can help appreciate cultural differences are:

- Awareness of cultural diversity
- Knowledge of one's own culture
- Understanding other cultures

Intercultural communication depends on many variables, They are-

- Cultural knowledge or awareness when establishing contact with people from a different community.
- Socio-cultural information about the interlocutor.
- Psycho-cultural information related to individual characteristics of each subject.

There are different aspects of cross-cultural communication, They are-

- Oral communication is communicating one's thoughts through speech which can be ideas, opinions, directions, instructions, etc.
- Written communication is communicating through writing, which can be messages, emails, telegrams, etc.

In this section, we have discussed at length about cross-cultural communication. We have outlined the importance, aspects, and variables of inter-cultural communication and the skills necessary for doing it. Intercultural communication becomes a vital skill in today's workplace culture as people from diverse cultural backgrounds work together in organizational structures. In the next section, we will be looking at the cultural characteristics of specific structure based institutions.

w CHECK YOUR PROGRESS (B)

1. Identify two forms of communication.

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11.6 STRUCTURE BASED CULTURAL CHARACTERISTICS

When we talk about structure based cultural features, many structures come to the mind. The society itself is the most massive structure that surrounds human beings. The community, the family, religion, kinship relations, and organizations are other structures that govern our lives. Culture is tool making, institution making and value making. In this section, we will be outlining some of the cultural attributes of these structures.

- **Society and culture**

A society is defined as a group of people with mutual territory whereas culture is a way of life. One society can have multiple cultures. For instance, Indian society has various cultures residing within its geographical territory. One cannot understand society without understanding the culture.

In most cases, the behavior of human beings is guided by their cultural upbringing. It is through language that people from different cultural backgrounds communicate with each other. Language is one of the culturally based characteristics of society and is culturally dependant.

Apart from language, gestures, signs, and symbols are also cultural characteristics that govern society. While some symbols are universal, others are relative. For instance, waving at someone is universally understood to mean saying hello. However, folding and joining hands together to say *'namaste'* is specific to Hindu culture of Indian society. Language and gestures are thus, cultural traits that define the societal structure. While animals can be taught certain gestures, language cannot be taught to them. Therefore, verbal language is the base of culture. Intercultural communication has therefore developed into inter-verbal and inter-language communication.

- **Community and culture**

A community is a smaller group of people than society, but it is also a group of people that share a common territory. In one society, many communities can co-habit that have

different kinds of cultures. It is language and symbols, signs and gestures that enable different communities with varied cultures to interact with each other within a society. Culture is patterns of behaviour socially acquired and transmitted through symbols.

- **Family and culture**

The family is considered to be the institution that binds the community and the society together. It is one of the major socializing agents and transmitter of culture from one age cohort to another. The family has several cultural characteristics. For instance, mostly in developed countries, the nuclear family is the accepted norm whereas in developing countries, the joint or the extended family is the most common form. It is the family which transfers language, religion and culture from parents to their off springs.

- **Religion and culture**

Religion is a component of social structure that is considered both a unitary and a divisive force. Although it was argued that with modernity, the importance of religion would gradually decline, it has not been the case. Religion is still relevant even in modern societies like that of Saudi Arabia, Pakistan, India, etc. However. Religion is not universal but is culturally relative. For instance, Muslims living in India have more in common with other religions living in the country rather than with Muslims living in other parts of the world. Religion, therefore, is also culturally determined.

- **Kinship and culture**

Like family, kinship relations, too, are dependent on one's cultural background. Kinship is an analytical category which involves relationships that are based on the biological connections created through sex and birth. Marriage is the central institution of kinship and it is culturally determined. For example, while arranged marriage is an accepted way of getting couples married in Indian and Pakistani societies, it is very uncommon in Western societies. Therefore, although kinship is biological but at the same time it is culturally bounded.

- **Organizations and culture**

Organizations are an important part of society and organizational culture is seen as an important influence on human beings in today's society. Organizations can be of various types like schools, colleges, offices, etc. Organizational culture is a complex combination of formal and informal systems, processes and interactions. It is comprised of leadership, structure, policies, reward systems, rituals, norms, etc. It creates a shared pattern of behaviour which guide one's action in the organization. Organizational culture is the underlying beliefs,

assumptions, values and ways of interacting that contribute to the social and mental environment of an organization.

Different kinds of cultures influence and impact organizations differently. For instance, governmental, corporate and non-governmental organizations have different work cultures and ethics, especially in India. Having a deeply embedded organizational culture is linked to its performance. The organizational culture also decides the way employees interact in their workplace. It is the culture of the organization which brings the best out of each employee by bringing everyone together at a common level.

Having looked at the relationship between structure and culture, we will now look at how this relationship is created. It is communication that bridges the divide between structure and culture. This communication happens primarily at the levels of leadership and individual.

To sum up findings from this section, some of the structure based cultural characteristics that are common to most structures are –

- Language
- Symbols, signs, gestures
- Cultural relativity
- Bringing every member to a common platform

11.7 LET US SUM UP

- Communication means mutual sharing of feelings and ideas. Communication is culturally rooted and can vary from culture to culture. Language and gestures are integral components of communication and are also culturally defined.
- There are certain symbols and signs of communication that are universal, for instance, traffic signals. Once a person starts interacting outside his/her community, he/she begins to understand that there can be different ways of communicating.
- Culture is considered a way of life, that includes each and everything from food, music, dance, art, architecture, heritage, dress, literature, etc. to daily activities. Culture distinguishes members of one community from another.
- The terms cross-cultural communication and inter-cultural communication can be used synonymously. They refer to the ability to communicate between people of different cultural contexts.

- In cross-cultural communication, there is sending and receiving of communication between two or more than two cultures. Cross-cultuarl communication requires specific skills and is dependant on particular variables.

O 11.8 FURTHER READING

1. Ardichvili, Alexandre, James A. Mitchell and Douglas Jondle. 2009. Characteristics of Ethical Business Cultures. *Journal of Business Ethics*. 85(4): 445-451. Springer.
2. Ellwood, Charles. 1944. Culture and Human Society. *Social Forces.* 23(1): 6-15. Oxford University Press.
3. García-Carbonell, A. & Rising, B. 2006. Culture and communication. Georgia: College of Management, GeorgiaInstitute of Technology Atlanta, Georgia.

K 11.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No A.1. Yes, it is multi-disciplinary.

Ans to Q No A.2. Through inter-communication.

Ans to Q No B.1. Oral and written communication.

M 11.10 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. What is meant by communication?

Q2. Define ‘culture’.

Long Questions (Answer each question within 300-500 words)

Q1. Write a note on ‘cross-culture communication’.

Q2. What is meant by ‘structure-based cultural characteristic’? Explain. Give suitable examples.

xxxxxx

UNIT 12 : PUBLIC RELATIONS & SOCIETY

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Concept of Public Relations
12.4 A Brief History of Public Relations
12.5 Concepts and Process in Public Relations
12.6 Public Relations and Society
12.7 Journalism, Public Relations, and Public Opinion
12.8 Public Relations and Sociology
12.9 Let Us Sum Up
12.10 Further Reading
12.11 Answers to check your progress
12.12 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- understand the need underlying Public Relations as a social practice and its emergence
- describe the concepts employed in the realm of Public Relations
- know Public Relations is related to the Public Opinion, Journalism, Economy, Media, and ultimately, Society
- explain the methods underpinning Public Relations, and it's relation to other disciplines such as Sociology and Psychology

12.2 INTRODUCTION

This unit will introduce you to the concept, history, practice, and relevance of Public Relations (PR) in society. Special attention will be given to the relationship between PR and other key facets of society such as public opinion, truth in media, the creation of consensus, and factors that underlie the collective behavior of individuals which PR seeks to control.

A large part of PR, it would seem, is formed by narrative building. Or in other words, the telling of a story. The story in question is crafted in such a way that it has a certain posture to it, whereby it appeals to certain individuals, a group of people, or both, for whom the story is meant to influence. We will see how this form of narrative building with a certain aim in mind actually goes into the creation (and maintainance) of social relationships which is the ultimate goal of PR.

12.3 CONCEPT OF PUBLIC RELATIONS

The common sense notion that is invoked when one hears the words '*Public'* and '*Relations*' together, may be of a person that serves people in the manner that a waiter, a receptionist, or a public speaker would. A person who provides a certain kind of service to foster relations whereby the said service can be forwarded. That is one way to think about it, in terms of relating to people and providing a service. But, as has been hinted earlier, PR generally involves another element, apart from the *building of relations* and *providing a service* (material or immaterial), and that is *publicity*.

We may look into each of those key words (for eg. Publicity) to have an understanding of what PR generally deals with. Another way to understand what it is, is by looking at how it works. But before we go into looking at these aspects, it would be more lucid if we have a general working definition of PR.

According to the Institute of Public Relations, United Kingdom (2003), PR is " *[…] the planned and sustained effort to establish and maintain goodwill and understanding between an organisation and its publics."*

So from this definition, we can infer as to the type of endeavor that PR is supposed to be. Some of those key characteristics of this endeavor are –

- That it is dynamic, that is it serves to have a continual effort being made
- The effort is directed and deliberated with certain aims in mind
- It is in most cases a bilateral engagement, between an organization and a part of the public

12.4 A BRIEF HISTORY OF PUBLIC RELATIONS

PR is not a phenomenon of the modern era. Efforts to influence the perception of the larger crowd have been observed throughout history, especially those relating to propaganda,

politics and state. But the discipline as such became more crystallized with the work of Edward L. Bernay, sometimes also called the Father of Public Relations.

Sigmund Freud, who pioneered the study and understanding, of the subconscious and unconscious forces of the mind, stated that there were primitive and aggressive sexual forces deep in the psyche of human beings. These were seen by him as a means to control the human subject, which otherwise, when left unchecked, could lead to chaos and the destabilization of society in general.

Edward L. Bernay, Freud's nephew, is the first person to take his uncle's theories and knowledge to manipulate the masses towards achieving a certain end. By satisfying people's inner desires, one becomes happy and docile, and hence control becomes a possibility. This realization has led to the successful campaign to sell cigarettes to a female demographic in the post-World War Two era in the United States of America. Up until then, cigarettes had been a product which is usually targeted to males. Bernay achieved this by subconsciously linking the cigarette smoking with the notion of liberty for women, which at the time was an emerging social phenomenon.

Thus, we see that the history of PR is largely linked to the rise of *consumerism* and *advertising* in the early 20th century, although PR in a more amorphous form had been utilized in the pre-World War Two era especially in the efforts of Nation States to foster domestic support for War efforts through the use of Propaganda.

12.5 CONCEPTS AND PROCESS IN PUBLIC RELATIONS

I t has been seen that there aren't any hard and fast concepts that work like an exact mechanism for PR. But, certain few concepts are utilized in the process of carrying it out. In a very general sense, the process entails the following –

- A survey of the context that is the internal and external environment. We mean by this the situation inside of the PR organization, and that of the Audience, Public that it is trying to reach out to. The perception of the PR organization of itself and how the public may perceive it is of vital importance for any degree of success in carrying out the work. In a similar fashion, the organization's understanding of the target demographic is of course vital and obvious.
- Setting clear objectives – that is, managing within the bounds of a limited budget, gauging and forecasting on the desired response from the target demographic,

choosing the appropriate media for the work, and having the right story or message to carry the PR campaign out.

Besides these process, there are a few concepts that may apply to any general PR campaign-

- News Worthy Factor – looking for elements in the PR campaign that is appealing to the public, hence news worthy.
- Commercial Messaging – by stating the message, regarding a particular product/ idea that the PR organization wants to sell, in a roundabout way (rather than directly) demonstrating the efficacy of the product, thereby improving the chances of it being sold.
- Media Targeting – choosing the right media that suits your PR campaign for maximum and effective exposure.
- Audience Targeting – tailoring the PR campaign in such a way as to increase its appeal to the target demographic. This will work hand in hand with media targeting.

12.6 PUBLIC RELATIONS AND SOCIETY

There is another activity which most people confuse with PR, and that is advertising. While it is not true, one can see the similarities between the two. But it would serve us well in understanding that advertising may be seen as a subset of PR, the difference being that advertising is geared more towards an economic bent, that is the selling of a particular product or idea.

By extension, we can see that PR is related to Publicity as well. The deliberate and periodic propagation of a certain image to the public so as to create an impression in the minds of people is very much an exercise in PR, without the necessity or goal of ultimately buying or selling. It would seem that a big part of PR is ultimately geared towards the selling of a certain kind of idea/product to a certain target demographic. That idea/product may be of the organization that is carrying out the PR, or it may be of a person or groups that the PR in question is working for. Thus, we see these characteristics that cross distinct disciplines, practices, and approaches –

- Being different (i.e. a sense of competitiveness is assumed to be a requirement for the success of the said campaign)

- Fostering social relationships (between the PR organization and the Public) for the sake of pushing an idea/product via those relations.
- Economic activity and political posturing (as seen in scenarios where a PR firm is hired to optimize the public image of a company that is lacking in funds for advertising and that has a poor image in the public.)

One may ask, why the need for PR? Basically PR as an agent in social action comes into being when **a**) a demand or potential in the target demographic exists, **b**) the need of an individual, group or organization to put forward a certain idea or product, **c**) the problem of connecting the first two together in a way that the demand or potential (as stated in **a**) is met or satisfied by the idea/product (as stated in **b**) by the creation of favorable relationships between them.

The bigger point however is to create a favorable image and tenable relationships between the PR agency and the target population. This is one of the main drives behind a social phenomenon which we know as Consumerism, which is the consumption of goods and services which need not necessarily be life necessities but rather luxuries, and to do so in ways that allude and affirm to one's status and socioeconomic standing. Consumerism relies largely on this invisible relationship that people have with corporates, whereby certain brands compete for the market share.

ACTIVITY 1.

What would cost more: Advertising for a Product, or having a PR team create buzz for it?

_____

_____

_____

_____

ACTIVITY 2.

Think about this statement: No Publicity is bad publicity!

_____

_____

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12.7 JOURNALISM, PUBLIC RELATIONS, AND PUBLIC OPINION

When one is confronted with the question of what journalism is and ought to be, it becomes notably clear that the engagement with truth is one important aspect to it. There are other aspects as well, such as the need to have a certain immunity and isolation from outside influence on the process of attaining this perceived truth. In brief, we may say that journalism is the pursuit of truth and its eventual presentation, without any outside influences that may subvert or modify that truth.

This statement, "News is something somebody, somewhere doesn't want printed. All the rest is advertising.", by The Northcliffe Doctrine, point to one crucial ground reality about the nature of journalism and news-making, that is the information that we receive from various channels of the media are by and large shaped and sized to the visions of particular interests. Do journalists really present their stories as they are, or do they compromise with the needs and requirements of the news organizations for whom they work? This is where the question of PR in the shaping of *public opinion* comes into the picture

Journalism, in its essence, is today largely supplanted by the work of PR. Stories or information are usually influenced by individual or corporate interests to the point that public opinion is more or less in line with the narrative of the organization that those interests represent. One of the reason why this occurs can be attributed to the nature of the market in particular, and capitalism at large. PR organizations handling such information get paid more and produce more output that is readily churned out through privileged channels, in contrast to the more traditional approach to journalistic practice.

However, it would be naïve to assume that true journalism does not utilize PR. In the pursuit of information that is more difficult to receive, such as those for high ranking individuals, or institutions, journalists may refer to the respective intermediaries of such individuals or organizations to get desired information. Many a times, those intermediaries happen to be PR organizations managing the public image of the said personalities. Also, it would be worthy to note that in the modern era, journalism has largely been replaced by information that is provided by PR organizations.

ACTIVITY 3

Look at any newspaper, and try to see the ratio of advertisements to that of news.

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12.8 PUBLIC RELATIONS AND SOCIOLOGY

An interesting question one may ask is, what is the relationship between PR, and the discipline of Sociology. We can gauge this question only after we have a general understanding about what Sociology is or what it aims to do. Bearing that in mind, for our present purpose, let us have at least one general understanding of what Sociology is. According to Sociologist Michael Burawoy (b. 1947) Sociology is like a mirror set before the social context, where we can look at ourselves in relation to our society.

With that understanding in mind, do we see the role of public relations in the context of our immediate society? Public Relations then would seem like a form of Weberian social action, *Instrumental Rational Action* to be precise. We can also look at it from the Durkheimian perspective, whereby PR serves the *functionalist* role of bringing about social integration and consensus, albeit that the nature of the consensus is based on the ruling class' vision for society, which may not be very egalitarian or necessarily the views of the public as it is. The opposite case may also be true, whereby the *conflict perspective* of a Marxist persuasion shows that narratives provided by competing PR agencies with definite ideological stances could be in opposition to other groups in society.

In any case, we can see the sociological relevance of PR and how it's understanding can lead to a more informed utilization of this form of institution or social action. PR as an approach to addressing the problems, which sociology tries to understand and deal with, could also borrow from the latter's knowledge and methodology for a more effective engagement with the public. This understanding of PR in relation to society could also be understood when one considers the questions that are ethical in nature.

w CHECK YOUR PROGRESS

Q1. Who is known as the 'Father of Public Relations'?

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Q2. What is meant by 'audience targeting'?

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Q3. What are the elements that constitute PR?

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u 12.9 LET US SUM UP

- Public Relations as a discipline has emerged as a phenomenon that is characteristic of a post WW2 society, although it has existed in some form or the other previously.
- It has been influenced deeply by Freud's theories about the unconscious mind and has been expounded upon practically by Edward L. Bernay who crystallized the discipline.
- The processes and concepts employed in PR largely involve an understanding of the organization that heads the PR endeavor and that of the target demographic that it is working to influence. Ultimately, it is about the creation of favorable relationships between a client and the target demographic.
- PR has many implications on society. It has been shown to have economic, social, and political implications as seen in the example of *consumerism, journalism,* and *public opinion.*

- PR has also been understood as a form of social action that serves a functional role. That role may be seen from the perspective of a competing society as well.
- All in all, when utilized in an ethical way, it could prove to be an effective way towards a better society.

12.10 FURTHER READING

1. A damas, B.N. & R.A. Sydue; (2001); Sociological Theory ; Pine Ferze Press.
2. Journalism – A Very Short Introduction (Oxford); (2005); Oxford University Press.
3. Theaker, Alison. (2004), The Public Relations Handbook; Routledge by Alison Theaker (available on Library Genesis)
4. Yaverbaum, E & Benun, I, (2007); Public Relations for Dummies; for centuries.

12.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Edward L. Bernay

Ans to Q No2: Audience Targeting refers to the process of tailoring the PR campaign in a way so as to increase its appeal to the target consumers

Ans to Q No 3: Building of relations, Providing a service, Publicity.

12.12 MODEL QUESTIONS

Short Questions (Answer each question in about 150 words)

Q1. What is meant by public relations?

Q2. Define consumerism.

Long Questions (Answer each question within 300-500 words)

Q1. Briefly highlight the Northcliffe Doctrine.

Q2. Briefly discuss the relationship between PR and Sociology.

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UNIT-13: ADVERTISING

UNIT STRUCTURE

13.1 Learning Objectives
13.2 Introduction
13.3 Functions of Advertising agencies
13.4 Advertising in India
13.5 Let Us Sum Up
13.6 Further Reading
13.7 Answer to Check Your Progress
13.8 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to -

- know the concept of advertising
- Have an overview of the structure and function of advertising agencies
- Trace out the origin and growth of advertising in India.

13.2 INTRODUCTION

Advertising is a century-old practise that arose from a need to tell people about goods, services or events. The word “Advertising” is derived from the Latin word “Advertere”, which means to turn the mind something towards. It is a form of communication paid for by individuals or companies to influence people to think or act in a particular way or provide information. The main aim of most advertisements is to persuade to buy goods or services offered by the advertiser. This advertising industry now is a million-dollar industry where companies invest a huge amount of money for launching their product. Advertising is one of the marketing communication tools that companies use to achieve their defined objectives. The main purpose of advertising is to promote ideas about products and services. It is a major way of establishing communication between the manufacturer and the customer. It acts as a reminder to the existing consumers and attracts new customers. Thus advertisements act as an effective communication vehicle with the target audiences. This chapter would highlight the history of

advertising and its various functions. It would discuss the origin and growth of advertising in India.

13.3 FUNCTIONS OF ADVERTISING AGENCIES

Advertising agencies are deemed as the backbone of the Advertising Industry. The role of advertising agencies starts from the identification of the advertising needs of the product to the actual execution of the advertising project in various available media options relevant to the characteristics of the product. For instance, it may not be very useful to advertise for children books and comics in a business magazine or financial journal. Similarly, it won't be useful to advertise for Office products in Children comics or even lifestyle magazines. Thus advertising is an essential tool of communication.

The advertising agency is defined as "a service organization that specializes in planning and executing advertising programs for its clients" (Belch and Michael, 1995). Advertising agencies may be purely local, or part of an extensive global company (holding company) such as Omnicom Group, WPP Group and Interpublic Group of Companies.

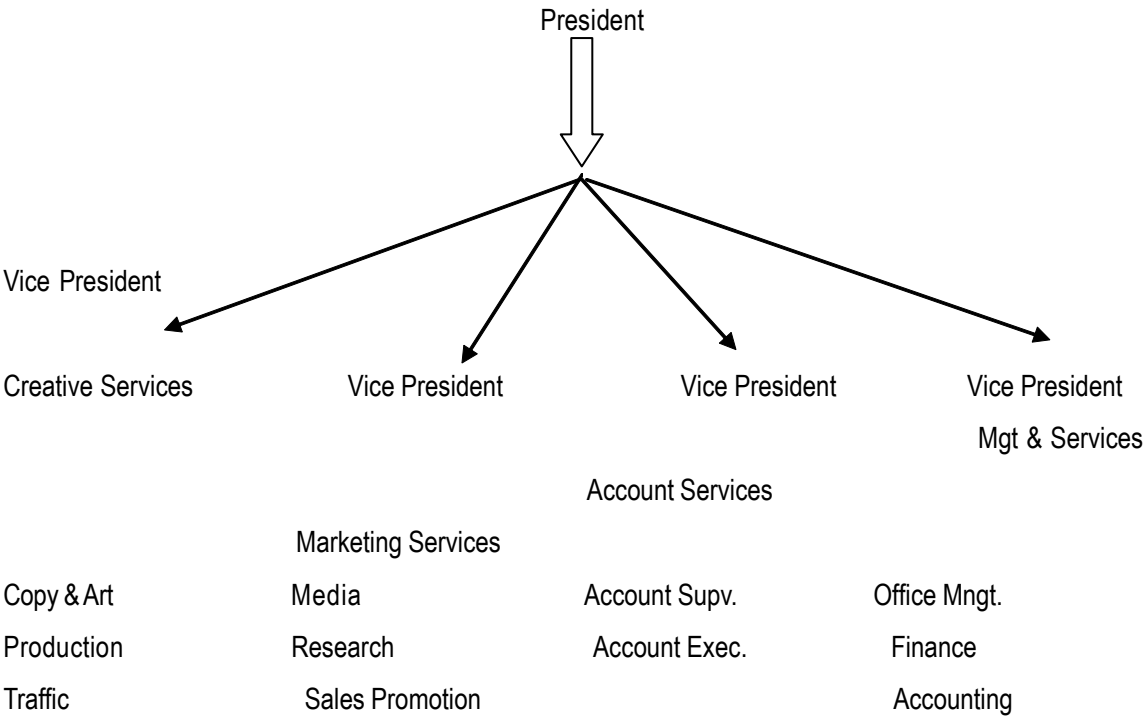
The origin and growth of advertising can be divided into five stages:

- Period of space agents,
- Period of space wholesalers,
- Period of creative services,
- Period of a complete package of services,
- Period of mega agencies.

Selecting the right type of advertising agency is a very difficult choice. The advertiser should make a list of all possible agencies that can serve his'her purpose and the agency best qualified to provide the required and effective services should be selected. Some advertisers may select more than one agency to handle separately its various product lines. Following are the factors that should be considered while selecting an advertising agency: Services Offered, Location, Advertising Compensation, Personnel, Size of the Agency Records and Reputation, Media Connections.

In order to understand the advertising agencies, it is important to know about their structure and functions.

Structure and Function of Advertising Agencies: The organization structure differs from agency to agency depending upon their specialized departments. Further, the structure may also differ depending on the size of the advertising agency. The following chart shows the organizational structure of a typical advertising agency which is diversified and handles most of the components of the advertising industry.



The functions of an advertising agency depend upon its organization structure. The functions of a typical advertising agency can be broadly classified into five areas:

- Creative Services,
- Account Services,
- Marketing Services,
- Management & Finance.
- **Creative Services:**

These services include copywriting, artwork and production of the finished advertisement. These components have been explained below.

➢ Copy: Most advertising people believe that copywriting is the most important aspect of advertising. In most agencies, the copy department is one of the largest departments. It usually plans and prepares advertising copy for all media, although some agencies

maintain separate sections or departments for preparing TV, radio, outdoor and press ads.

- Art: The art department arranges for finished artwork, although in many cases, most of it is prepared by outside independent units. The main art function is to layout or arrange various elements so that the advertisement will attract the attention of the right audience. The copywriters and art directors work in close co-ordination and are responsible to Vice President - Creative Services.
- Production: After the copy has been written and the layout and illustration approved, the advertisement is turned over to the production department. The production department orders engraving of the illustration arranges to have the copy set in type and assembles them in the final ads. Before the advertisement is submitted to the print media, the department may offer proofs for approval of the client. In case of TV and Radio Commercials, the agency may on its own write the script and produce the entire commercial. In recent times, most agencies take the help of outside independent units to produce such commercials.
- Traffic: Traffic is a matter of scheduling. To keep the work flowing on schedule, there is a traffic officer. His/her major duty is to monitor the production of the finished advertisements so that it gets completed as per schedule.

- **Account Services:**

The account services section is headed by Vice President - Account Services. He/she is responsible for the overall agency-client relationship. To assist the Vice President, there are account supervisors. As the business grows, and more and more clients sign up, account executives are appointed to look after the account of one or more clients. The account executives perform the following work:

- Advertising Plan: The account executive studies the client's product and problems and formulates advertising plan and after the client's approval of the plan, he looks after the execution of the same. He/she should see to it that the plan is executed effectively and efficiently. The account supervisor coordinates the work of account executives and reports to the Vice President of Account Services.
- Budget preparation: The account executive may assist the media planning department in preparation for the advertising budget of the client.

- **Marketing Services:**

The Vice President in charge of marketing services is responsible for media planning, buying time and space, for research and sales promotion:

- Media Planning: The media in-charge is responsible for the planning and selection of the right media and also for buying time and space. He/she works in close coordination with account executives. The media person prepares media schedule, showing the various media and the dates and time/space of broadcasting or publishing the ads. He/she often contracts the media and finally pays the media bills.
- Research: The Research section will help to collect new facts from the field so that the ads can be presented according to the changing needs of the market.
- Sales Promotion: The sales promotion section prepares promotional material such as POP material, dealer aids, etc. and work with the sales manager of the client to get it to the salespeople and dealers.

- **Management & Finance**

- Office Management: The Vice President of this department is responsible for office management and looks after the problems of the personnel - recruitment training, promotion, transfer, etc. This department provides all clerical services such as typing, filing, and keeping records.
- Accounting: The accounting section looks after receipts and payments. It is responsible for collecting fees from the clients and making payments of media bills through the media section.
- Finance: The finance section deals with internal budget, cash flow, develop investments plans and analyse profit and loss statements.

CHECK YOUR PROGRESS

Q1. What is meant by Advertising?

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Q2. What are the stages in the growth of Advertising?

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Q3. What are the factors behind selecting Advertising agency?

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Q4. Mention the important parts of the advertising agency.

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Q5. What does the account executive perform?

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13.4 ADVERTISING IN INDIA

Today the advertising industry in India is comparable to that of any developing or developed world in terms of tools and techniques it uses, technology and understanding of consumers. However, it has seen an evolution. This evolution is being described in the following sections:

Evolution and growth of Indian advertising industry:

The history of advertising in India is almost as old as the history of modern print media in the country. James Augustus Hickey, a Britisher, published the first newspaper of India on January 29 1780, by the name Bengal Gazette or Calcutta General Advertiser. However, the title of the newspaper did not refer to advertising in its modem sense, though it carried a few advertisements in its first issue. It was only in the earlier part of the twentieth century, that the advertising agencies began to emerge. In 1905, B. Dattaram & Company was founded as the first advertising agency in India. This was followed by the establishment of Indian Advertising Agency, at Bombay in 1907, and Calcutta Advertising Agency, at Calcutta in 1909.

1920's: This decade saw the first foreign-owned advertisement agencies being set up. After World War I, some former British Army officers had set up an agency called Alliance Advertising, and the other one was set up in association with Tata's, Tata Publicity. This decade also witnessed the coming up of the first of the proper multinational agencies, J. Walter Thompson (JWT), opened an office in 1926 to service the General Motors (GM) business.

1930's: Lintas India Limited was founded in 1939. Lintas was initially the in-house advertising agency of Lever Brothers, now known as Unilever. Lintas is the abbreviation for

'Lever International Advertising Service'. Later, Lever Brothers spun it off as a separate company. This was the decade when the Indian advertising industry began to take a structure.

The 1940's: By the beginning of this decade, advertisers realized that Indian populace had to be tackled differently and they needed to Indianise their advertising. In 1941, Lux signed on Leela Chitnis as the first Indian film actress to endorse the product. If there was, however, to be one landmark campaign of the era, it would have to be Dalda – the famous vegetable ghee from Unilever (Hindustan Levers Limited). Launched in 1939, Dalda was the first major example of a brand and a marketing campaign specifically developed for India. The brand got established in the decade of forties. The decade was marred with wars and independence movements. Advertising went into a downturn, a combination of a mild economic recession and the difficulties of supply of imported products occured. Despite the moves towards Indianization in the 1940s, the advertising culture was still strong, with agencies waiting for the ads, which were dispatched along with the products. Radio advertising started picking up, but not through All India Radio as this was a non-commercial medium. Radio Ceylone and Radio Goa were the main broadcasters of popular programmes among Indian audience and hence were used by advertisers and advertising agencies.

The 1950's: The real impact of independence came only in 1956-57 when the government started regulating commerce and industries. There were some positive developments too in the decade of fifties. A few smaller multinational agencies also opened their offices in India. This decade was heydays of illustration, and line drawings in the art field of advertising. The technology to reproduce photographs in print was too primitive to be used for commercial purposes.

The 1960's: Early part of this decade resembled late fifties. However, things got changed after the World Bank forced the Indian currency to be devalued. This transferred the reigns of control of businesses to Indian professionals who joined businesses in the fifties. This was the decade when Indian advertising saw the real brand-building campaigns, like that for Lux, Pears etc. The sixties also highlighted the uneasy relationship between the advertising industry and the government. Nehruvian socialism did not approve of advertising. The guiding principle of this thinking was the belief in the classic theory that the media is a manipulator.

The 1970's: Advertising business entered the decade of seventies with a happy ending of sixties. Business boomed in the early seventies. But, overall economic conditions deteriorated in the country in the seventies due to the Bangladesh war, international oil crisis,

emergency, and the socialist policies of the Janata Government. This generated a lack of confidence in the industry and hence affected the advertising business. Advertising in the seventies was also spurred by the opening of new media. AIR (All India Radio) finally started accepting advertisements and sponsored programme (like Bourn vita Quiz) in its Vivdh Bharati channel. Doordarshan opened up another option.

The 1980's: Changes in government policies in 1980s, to invite overseas investments in the economy had a direct impact on the advertising industry. Under new policies, the government eased restrictions on foreign investments in various industries, including consumer products, and permitted multinational companies to operate under their names. With this liberalization in the economy, several homegrown agencies formed partnerships with transnational agencies.

The 1990's: The liberalization of the Indian economy in the mid-1980s and early 1990s had major repercussions for advertising agency affiliations. On one hand the number of affiliations increased and on the other hand multinational agencies sought to strengthen their financial control over their Indian associates through the acquisition of stock. The decade of the nineties is clearly remembered for the media boom. The Gulf War gave a boost to the satellite and cable TV in India. The growth of cable and satellite TV has resulted in Zee TV and to a lesser extent Star TV and Sony.

2000's: The Advertising industry in the 2000s has seen several changes. The advertising agencies have shifted their publishing sites from T.V, radio, newspaper to the internet. Today we often watch advertisements on YouTube too.

The Indian advertising industry has grown strongly over the decade of the nineties on the back of strong economic growth and deregulation. Advertising expenditure has grown to approximately 3.6% of the GDP growth rate.

CHECK YOUR PROGRESS

Q6. Who published the first newspaper and when?

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Q7. Name the first Advertising agencies.

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Q8. Who was Unilever?

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Q9. Who were the main broadcasters of popular programmes among Indian audience, who were hence used by advertisers and advertising agencies?

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13.5 LET US SUM UP

- Advertising is a century-old practise that arose from a need to tell people about goods, services or events. The word “Advertising” is derived from the Latin word “Advertere”, which means to turn the mind to or towards. It is a form of communication paid for by individuals or companies to influence people to think or act in a particular way or provide information.
- The main aim of most advertisements is to persuade to buy goods or services offered by the advertiser. The role of advertising agencies starts from the identification of the advertising needs of the product to the actual execution of the advertising project in various available media options relevant to the characteristics of the product.
- The origin and growth of advertising can be divided into five stages: Period of space agents, Period of space wholesalers, Period of creative services, Period of a complete package of services, Period of mega agencies.
- Selecting the right type of advertising agency is a very difficult choice. The advertiser should make a list of all possible agencies that can serve his/her purpose and the agency best qualified to provide the required and effective services is selected. Some advertisers may select more than one agency to handle separately its various product lines.
- Following are the factors that should be considered while selecting an advertising agency: Services Offered, Location, Advertising Compensation, Personnel, Size of the Agency Records and Reputation, Media Connections. The functions of an advertising agency depend upon its organization structure.
- The functions of a typical advertising agency can be broadly classified into these areas: Creative Services, Account Services, Marketing Services, Management & Finance.

- Communication today is considered as a space-age business from the mist of time. Technological advancements and enhancements in visual and print media both indoor and outdoor (Advertising) have grown out of social, economic and commercial developments since man has started his life as a social being.
- It was believed that there were three active participants in advertising — the Advertiser, the Advertising agency and the media. But today in the world of modern advertising many services have been added like Creative, Digital Studio, Photography, Animation, Film/Video, Printing and Production. These have given birth to freelancers such as creative directors, photographers, ad filmmakers, copywriters, digital artists, visualizes etc.
- Indian Advertising over the years has seen many changes, from style to form and content. Initially, the agencies were space buyers. In Pre-Independence period, the advertisements were mostly of ladies goods, gents clothing, travelling, eating places and entertainment for Britishers in India And majority of the consumer durables and non-durables were a luxury in those days.
- It was only after independence and abolition of the princely order that the new boom middle class received the attention of the advertisers. Technology in graphic design helped the advertiser to create better layouts to entice the middle class. Hence readymade garments, items for indoor amusement, convenience goods, and new fashion products were able to create their place in the market.

13.6 FURTHER READING

1. Murthy, S.N and U.Bhojanna. 2007. Advertising an IMC Perspective. Excel Books Publication.
2. Green, Jen.2012. Ethical Debates Advertising. The Rosen Publishing Group INC.

13.7 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No 1: The word “Advertising” is derived from the Latin word “Advertere”, which means to turn the mind to or towards. It is a form of communication paid for or by individuals or companies to influence people to think or act in a particular way or provide information.

Answer 2: The origin and growth of advertising can be divided into five stages:

- Period of space agents,
- Period of space wholesalers,
- Period of creative services,
- Period of a complete package of services,
- Period of mega agencies.

Ans to Q No 3: Following are the factors that should be considered while selecting an advertising agency: Services Offered: Location: 3. Advertising Compensation: 4. Personnel 5. Size of the Agency Records and Reputation: 8. Media Connections.

Answer to Q No 4: The important parts of advertising agencies are: President, Vice President in Creative service, Vice president in Marketing Services, Vice President in Account Services, and Vice President in Management and services.

Answer to Q No 5: The account executives perform the following work:

a) Advertising Plan b) Budget preparation

Answer to Q No 6: James Augustus Hickey, a Britisher, published the first newspaper of India on January 29th 1780, by the name Bengal Gazette or Calcutta General Advertiser.

Answer to Q No 7: In 1905, B. Dattaram & Company was founded as the first advertising agency in India.

Answer to Q No 8: Lintas India Limited was founded in 1939. Lintas was initially the in-house advertising agency of Lever Brothers, now known as Unilever.

Answer to Q No 9: Radio Cyclone and Radio Goa were the main broadcasters of popular programmes among Indian audience, and hence were used by advertisers and advertising agencies.

13.8 MODEL QUESTIONS

Short Questions (Answer the following questions in 150 words)

Q1. Define Advertising. Highlight the Structure and Function of Advertising Agencies.

Q2. What is the reason behind the growth of cable TV network?

Long Questions (Answer each question within 300-500 words)

Q 1. Trace out the growth of Advertising in India.

Q 2. Discuss the functions of advertising agencies.

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UNIT 14: MASS MEDIA AND DEVELOPMENT

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Role of media in development

14.4 The Cultural Context of Development

14.5 Traditional Media and Development

14.6 Let Us Sum up

14.7 Further Reading

14.8 Answers to Check your Progress

14.9 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- know the concepts of mass media and development
- know the cultural context of development
- know about the role of traditional media in development.

14.2 INTRODUCTION

The significance of communication for human life needs no explanation. This is genuine in light of the fact that past the physical necessities of food and shelter human beings needs to speak with their fellow people. This inclination for communication is a basic one and in our contemporary civilisation, is a need for endurance. In other words, without communication no society can exist. For the survival and the organisation of each society communication is a crucial and essential procedure.

Mass media is at the core of fair advancement. The media can uncover debasement. They can keep a check on public policy by putting a focus on government activity. They let individuals voice differing assessments on governance and change, and help assemble public accord to achieve change. Such media assist markets to work better. They can encourage trade, transmitting thoughts and development crosswise over limits.

14.3 ROLE OF MASS MEDIA IN DEVELOPMENT

In this unit, we shall know about the significance of mass media in development.

Radio, newspapers, TV, Internet, social media and so on, are types of mass media. Each one of these outlets has the capacity of carrying data to a huge number of individuals with one gadget. While in certain communities it is anything but difficult to exploit these communication outlets, for example, TV and Internet, but not every person and society has access to such outlets.

Radio is one of the most widely recognized types of mass media in developing nations. Yet just around 75 percent of individuals in developing nations have access to a radio, and about 77 percent of individuals in rural areas have access to electricity.

For developing nations that have actualized types of mass media in their communities, there have been various positive results.

The following account highlights some of the positive impacts of mass media in developing countries:

- **Unites individuals**- The role of mass media in societies in Tunisia and Egypt is known to all. Natives had the option to contact each other through social media platforms, for example, Facebook and Twitter, and make, compose and start street protests and campaigns. Besides, by having access to social media individuals can associate with those that they more often than not would not get the opportunity to converse with.
- **Gives educational opportunities-** In numerous countries, the division among local and national languages, in addition to the worrisome status of literacy rate can make communication difficult. With the utilization of mass media, an extension can be worked between these gaps.
- **Watch dog for the public interest-** Media is the watch dog for public interest in many ways. One of the primary ways is to make open consciousness of what is new with organizations and government authorities. The media plays a significant role in providing individuals the chance to act against injustice, abuse and offenses, by making aware about various provisions and rights.
- **Information on accessible healthcare-** In Burkina Faso, a mass radio broadcast was conveyed urging parents to look for treatment at local healthcare facilities for their sick children. With this mass effort on healthcare, the consolation of individuals to take

their children to healthcare facilities saved thousands of lives. This simple method for empowering others and achieving mindfulness about certain diseases, was made conceivable through a simple radio broadcast.

- **Brings social issues to life-** Similar to "watchdog", media breathes life into numerous social issues that generally would stay obscure to numerous individuals. In developing countries and communities like Burkina Faso, when the radio broadcast was released about malaria, diarrhoea and pneumonia, individuals were taught and urged to move to action.

As it is observed, approaching various media sources is imperative for those in developing nations. Highlighted below are three different ways in which developing countries can implement mass media to support their people and communities.

- **Provide radios or newspapers in public places-** By providing radios and newspapers in public places enables communities and individuals to get to news, data and crisis alerts. Despite the fact that radios can be on the less expensive side, there are as yet numerous individuals that cannot afford to have a radio in their home.
- **Have the community associated with sharing the news-**When making singular communities liable for giving their own news, it not just makes them free and proud for the work that they are putting out, it also, additionally, positively affects the local economies. The media can give numerous employments that generally would not have been there.
- **Make media sources a two-way stage-** Creating a two-way stage between the community and the individuals who are behind the radio stations, newspapers or broadcasts makes the community feel included and assured that their voices are being heard. An organisation called Soul City in sub-Saharan Africa is indicating how well two-way stages work by drawing in their audiences and having them contribute thoughts and ideas regarding complex issues.

Regardless of whether through radio or mobile phones, types of mass media are continually being utilized to inform, teach and fortify individuals everywhere throughout the world, whether they be in urban or rural communities.

14.4 THE CULTURAL CONTEXT OF DEVELOPMENT

It is known and accepted that acquiring cultural experience in modern societies has been significantly influenced by the development of mass communication. Books, magazines and newspapers, radio, TV and film, records, tapes and videos: these, amongst others, are different types of mass communication modes that possess a focal job in our lives, giving us a ceaseless progression of data and information. Newspapers, radio and TV are significant wellsprings of data, thoughts and pictures concerning occasions which occur past our quick social milieu. Cinema, and other such entities structure a tissue of shared understanding and aggregate memory. Indeed, even those types of stimulation which have existed for a long time, for example, well known music and sports, are today indistinguishable from the media of mass communication. Pop music, competitive sports and different exercises are today supported by the media enterprises, which are included not only simply in the transmission of cultural frames, but also in their creation and reproduction.

Regardless of the centrality of mass communication in modern culture, it's study has regularly been viewed as peripheral to the core concerns of sociology and social theory. Within sociology it has generally been expected that the study of mass communication can be consigned to specialists in media studies and communication research, or that it might be all the more suitably sought after by literacy critics and cultural observers.

The subjects of class and stratification, power, benefit and disparity, remain the chief concerns of sociological inquiry, it is understood. The difficulty with this assumption is not just that it suggests a scholarly division of labour which is hard to support by and by, however more critically that it occupies the consideration of sociologists from a wide scope of social phenomena which are vital to life in modern societies. Along these lines, mass communication is now and again treated by social scholars as an agency of social cohesion, as an organized system for the dispersion of aggregate qualities and convictions.

Cultural structures in modern societies are progressively intervened by the mechanisms and institutions of mass communication. They have risen in a generally brief timeframe, and are as of now experiencing further noteworthy changes because of the deployment of new technologies, for example, those including cable and satellite transmission. In a time of less than 200 years the conditions under which people secure data about the world, determine stimulation and participating in public life have changed significantly. For some individuals in

industrial societies today, the products and institutions of the mass media - newspapers, books, magazines, radio, film, TV - are a chief source of data and entertainment. Therefore, much of the data and entertainment which we receive and consume is a product of specific institutions, a product which is the result of the mechanisms and criteria characteristics of these institutions. These mechanisms and criteria work as channels for the selection, production and diffusion of data and entertainment; they help to build up what might be depicted as the specific reproduction of cultural forms. In making media products, the personnel of media institutions draw upon everyday forms of culture and communication, fusing these structures into media products and in this manner repeating, in a particular and imaginative way, the cultural forms of regular day to day existence. The activity of media institutions includes both a specific extraction from the contents of everyday forms of culture and communication and a creative extension of these structures. It includes both production and reproduction, both repetition and creativity. In these regards, the cultural form of modern society are interceded by the mechanisms and institutions of mass communication.

14.5 TRADITIONAL MEDIA AND DEVELOPMENT

Here, traditional media refers to media that have been part of our culture, and have been features of our energy common lines.

Traditional media are a viable and significant piece of the communication framework. These are unique in nature, as they look like the everyday life example of the rural masses. These media are a wellspring of prominent diversion for rural audience, in expansion to giving guidance and information. Our country has a rich legacy of folk arts, folk dance, folk tales, epics, ballads and plays that can be utilized for development work.

The traditional media have had the option to help in national development since quite a while. During the freedom struggle, when the mass media were under the British control, the folk media like tamasha, Bhavai and Nautanki were utilized by the freedom fighters to deride the oppressors. Again, governments have utilized the Nationalist Harikatha to educate the majority on family planning, developmental activities, democratic values and national integration. The institute of rural communication have effectively utilized the folk arts for their campaign on “environmental building for literacy” in Udaipur. The folk arts like “Dholki Baris”, “Loknatya”, “Jatra”, “Keertana”, “Puppetry”, and so forth, have been utilized by various social workers, reformists, and political leaders, developmental agencies to educate the rural masses

and to scatter new information. These media have made a huge impact in influencing the mentalities of the individuals in the past.

However, it has been seen that off late, the developmental authorities have moved their attention for the quick rising electronic media. These new electronic communication devices hold an exceptional fascination for the individuals engaged with development work, as they feel that in a brief timeframe and less cost they can reach to each niche and corner of the country and spread their message. A critical look at the qualities of these advanced media uncovers that nearly every one of them require a great deal of framework facilities like the electricity, the computer facility, Internet connection, telephone connection and so forth, and ours is a country wherein till today there are around thousand of villages that do not have availability to electricity or telephone connection, Internet, etc. Further, the soft infrastructure for the new media i.e., "literacy" is likewise, extremely low in our country.

In such a circumstance the advantages of information revolution are been accumulated by the urban populace, rural elites, progressive framers and residents having a place with high socio-economic status who have availability to hard and soft infrastructure. The farmers in the remote rural areas are confronting a communication gap or a vacuum of information as the new media have not had the option to permeate into these areas and the traditional media have been disregarded or disposed of by the developmental agencies.

In the event that we critically analyse the characteristics of probably the most well known traditional and modern media on their awareness, knowledge, attitude and mental assessment function in the technology adoption process, then we locate that the greater part of the traditional media have a high effect in making awareness and influencing the attitude of the audience. Whereas, most of the modern media have a high effect in making awareness and upgrading the knowledge of the audience.

Along these lines, both the traditional and the modern media complement one another. The modern media are increasingly compelling in changing the knowledge, while the traditional media are increasingly viable in changing the attitude. The traditional media have some additional advantage over the modern media like their indigenous nature, local appeal, direct individual contact, local dialect, greater validity and increasingly cultural similarity which make them so unique and helpful.

Therefore, we have to keep our traditional media alive by consistently and mindfully utilizing them as and when conceivable alongside the modern media. These traditional media

will not just help in developmental activities, but will also help in safeguarding and transmitting our culture, custom and values to the next generation.

The important characteristics of traditional media are mentioned below :

- The availability of traditional media is exceptionally wide.
- It includes more than one sense.
- The potential for cognitive gain retention is conceivable however limited
- Potential for successful change in the attitude of the people is high
- There is no change in the expertise of the individuals
- The support of specific message is not possible
- Interest arousal limit is extremely high
- Less operational capacities and skill

w CHECK YOUR PROGRESS

Q1. How does mass media give educational opportunities in developing countries? Give an example.

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Q2. Mass media provides information on accessible healthcare – Exemplify.

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Q3. Write a note on “media brings social issues to life”.

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u 14.6 LET US SUM UP

- Without communication no society can exist, develop and endure.
- Media can keep a check on public policy by putting a focus on government activity.
- Media assist markets to work better. It can encourage trade, transmit thoughts.
- Radio, newspapers, TV, Interne, etc. are types of mass media.
- Radio is one of the most widely recognized types of mass media in developing nations. Yet just around 75 percent of individuals in developing nations have access to a radio, and about 77 percent of individuals in rural areas have access to electricity.

- In numerous countries, the division among local and national languages is a serious concern, just as the worrisome literacy rate, which can make communication difficult. With the utilization of mass media, an extension can be worked between the gaps.
- Different types of mass media are continually being utilized to inform, teach and fortify individuals everywhere throughout the world, whether they be in urban or rural communities.
- Cultural structures in modern societies are progressively intervened by the mechanisms and institutions of mass communication.
- We have to keep our traditional media alive by consistently and mindfully utilizing them as and when conceivable, alongside the modern media. These traditional media will not just help in developmental activities, but will also help in safeguarding and transmitting our culture, custom and values to the next generation.

14.7 FURTHER READING

1. Thompson, J. B. (1988). Mass Communication and Modern Culture: Contribution to a Critical Theory of Ideology. Sage Publication. Vol. 22, No. 3. pp. 359-383.
2. Tiwari, R. & Singh, B.P. (2003). Traditional Communication Media in the Development Process – Status, Role and Relevance in New Era. International Conference on Communication for Development in the Information Age: Extending the Benefits of Technology for All. Centre for International Communication, Macquarie University, Sydney, Australia.

14.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1. In numerous countries, the division among local and national languages and the low level of literacy rate are issues of serious concern, that can make communication difficult. With the utilization of mass media, an extension can be worked between these two gaps.

Ans to Q No2. In Burkina Faso, a mass radio broadcast was conveyed urging parents to look for treatment at local healthcare facilities for their sick children. With this mass effort on healthcare, the consolation of individuals to take their children to healthcare facilities saved thousands of lives. This simple method for empowering others and achieving mindfulness about certain diseases, were made conceivable through a simple radio broadcast.

Ans to Q No3. Media breathes life into numerous social issues that generally would stay obscure to numerous individuals. In developing countries and communities like Burkina Faso, when the radio broadcast was released about malaria, diarrhoea and pneumonia, individuals were taught and moved to action and knew to make their children to healthcare facilities for precaution care.

14.9 MODEL QUESTIONS

Short Questions (Answer each question within 150 words)

Q1. Explain the cultural context of development.

Q2. What are the characteristics of traditional media?

Long Questions (Answer each question within 300-500 words)

Q1. Discuss the role of traditional media in development.

Q2. Write a note on the positive impacts of mass media.

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