



ALAGAPPA UNIVERSITY

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle
and Graded as Category-I University by MHRD-UGC]

(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003



Directorate of Distance Education

M.A. (Journalism and Mass Communication)

II - Semester

309 21

THEORIES OF COMMUNICATION

Authors:

Dr Hemant Joshi, Associate Professor, Hindi Journalism, Indian Institute of Mass Communication, Delhi

Manjari Joshi, News Reader, Delhi Doordarshan and Freelance Journalist

Units (1.0, 1.2-1.3, 4, 5.2, 6.2, 6.3, 10, 12.2)

Shilpy Malhotra, Assistant Professor, Department of English, Miranda House, Delhi University

Units (2.2, 8.4, 11.3)

Dr. Manisha Rathaur, Associate Professor, Dept. of Journalism and Mass Comm. Faculty of Media Studies and Humanities (FMeH), Manav Rachna International Institute of Research and Studies (Deemed to be University), Faridabad

Units (2.3, 3, 5.3, 6.2.1, 6.4, 7, 8.2-8.3, 8.4.1, 9, 11.4, 12.3-12.4, 13, 14.2, 14.3, 14.4.1)

Vikas® Publishing House: Units (1.1, 1.4, 1.5-1.9, 2.0-2.1, 2.4-2.8, 5.0-5.1, 5.4-5.8, 6.0-6.1, 6.5-6.9, 8.0-8.1, 8.5-8.9, 11.0-11.2, 11.5-11.9, 12.0-12.1, 12.5-12.9, 14.0-14.1, 14.2.1, 14.4, 14.5-14.9)

"The copyright shall be vested with Alagappa University"

All rights reserved. No part of this publication which is material protected by this copyright notice may be reproduced or transmitted or utilized or stored in any form or by any means now known or hereinafter invented, electronic, digital or mechanical, including photocopying, scanning, recording or by any information storage or retrieval system, without prior written permission from the Alagappa University, Karaikudi, Tamil Nadu.

Information contained in this book has been published by VIKAS® Publishing House Pvt. Ltd. and has been obtained by its Authors from sources believed to be reliable and are correct to the best of their knowledge. However, the Alagappa University, Publisher and its Authors shall in no event be liable for any errors, omissions or damages arising out of use of this information and specifically disclaim any implied warranties or merchantability or fitness for any particular use.



VIKAS® is the registered trademark of Vikas® Publishing House Pvt. Ltd.

VIKAS® PUBLISHING HOUSE PVT. LTD.

E-28, Sector-8, Noida - 201301 (UP)

Phone: 0120-4078900 • Fax: 0120-4078999

Regd. Office: 7361, Ravindra Mansion, Ram Nagar, New Delhi 110 055

• Website: www.vikaspublishing.com • Email: helpline@vikaspublishing.com

Work Order No. AU/DDE/DE1-291/Preparation and Printing of Course Materials/2018 Dated 19.11.2018 Copies - 500

SYLLABI-BOOK MAPPING TABLE

Theories of Communication

Syllabi	Mapping in Book
BLOCK I: COMMUNICATION AND COMMUNICATION MODELS	
Unit 1: Introduction to Communication, Meaning of Communication, Importance of Communication, Features of Communication, Scope of Communication	Unit 1: Introduction to Communication (Pages 1-19);
Unit 2: Functionalist Marxist, Critical Political Economy, Feministic perspectives	Unit 2: Perspectives on Communication (Pages 20-30);
Unit 3: White's Gate – Keeping model, Socialist, Culturalist, Psychoanalytical, Behavioral Theories.	Unit 3: Theories of Media Organization and Media Work (Pages 31-41);
Unit 4: Normative Theories: Authoritarian Media Theory, Libertarian or free press Media theory	Unit 4: Overview of Normative Theories (Pages 42-47)
BLOCK II: DIFFERENT TYPES OF COMMUNICATION THEORIES	
Unit 5: Psychological and Sociological Communication theories: Cultivation theory, Uses and Gratification theory, Gestalt theory of motivation	Unit 5: Overview of Normative Theories (Pages 48-57);
Unit 6: Cultural dimensions, mass media as cultural industry, cultural norms theory, effects theory, Source Theories, Connectional background, Agenda setting (Mc Comband Shaw) Merits and demerits.	Unit 6: Agenda Setting and Other Theories (Pages 58-65);
Unit 7: Message theories, Diffusion of Innovation, Propaganda theory	Unit 7: Message and Propaganda Theories (Pages 66-76);
Unit 8: Channel theories: Gate keeping, Technological determinism, Social shaping of technology	Unit 8: Overview of Channel Theories (Pages 77-86)
BLOCK III: FUNCTIONS OF COMMUNICATION AND CONCEPT	
Unit 9: Audience Theories, Social Categories theory, Social Learning theory	Unit 9: Introduction to Communication (Pages 87-93);
Unit 10: Scope and functions of communication in the society-social aspects in shaping communication behavior.	Unit 10: Scope and Functions of Communication in the Society (Pages 94-100);
Unit 11: Media audiences, Public and public opinion, Mass media and public opinion, Media in society	Unit 11: Media Audiences and Media in Society (Pages 101-116)

BLOCK IV: DIFFERENT TYPES OF COMMUNICATION	
Unit 12: Introduction, Political Communication, Political Socialization, Communication Politics.	Unit 12: Media Audiences and Media in Society (Pages 117-124);
Unit 13: Introduction, Western and Eastern Perspectives, Differences, Western Theories in the Indian Context	Unit 13: Eastern and Western Perspectives on Media (Pages 125-134);
Unit 14: Evolution of Communication, Theories in developing countries, Alternative communication, Indian experience, Participatory	Unit 14: Evolution of Communication Theories and Alternative Communication in Developing Countries (Pages 135-154)

CONTENTS

INTRODUCTION

BLOCK I: COMMUNICATION AND COMMUNICATION MODELS

UNIT 1 INTRODUCTION TO COMMUNICATION 1-19

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning of Communication
- 1.3 Features and Scope of Communication
- 1.4 Importance of Communication
- 1.5 Answers to Check Your Progress Questions
- 1.6 Summary
- 1.7 Key Words
- 1.8 Self Assessment Questions and Exercises
- 1.9 Further Readings

UNIT 2 PERSPECTIVES ON COMMUNICATION 20-30

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Functionalist, Marxist and Critical Political Economy Theory
- 2.3 Feministic Perspectives in Mass Communication Models
- 2.4 Answers to Check Your Progress Questions
- 2.5 Summary
- 2.6 Key Words
- 2.7 Self Assessment Questions and Exercises
- 2.8 Further Readings

UNIT 3 THEORIES OF MEDIA ORGANIZATION AND MEDIA WORK 31-41

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Social and Culturalist Theory
- 3.3 Psychoanalytic Theory of Communication
 - 3.3.1 Behaviourism Theory
- 3.4 White's Gatekeeping Model
- 3.5 Answers to Check Your Progress Questions
- 3.6 Summary
- 3.7 Key Words
- 3.8 Self Assessment Questions and Exercises
- 3.9 Further Readings

UNIT 4 OVERVIEW OF NORMATIVE THEORIES 42-47

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Normative Theories

- 4.2.1 Authoritarian Media Theory
- 4.2.2 Free Press or Libertarian Media Theory
- 4.3 Answers to Check Your Progress Questions
- 4.4 Summary
- 4.5 Key Words
- 4.6 Self Assessment Questions and Exercises
- 4.7 Further Readings

BLOCK I: DIFFERENT TYPES OF COMMUNICATION THEORIES

UNIT 5 OVERVIEW OF NORMATIVE THEORIES

48-57

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Cultivation Theory
 - 5.2.1 Uses and Gratification Theory
- 5.3 Gestalt Theory of Motivation
- 5.4 Answers to Check Your Progress Questions
- 5.5 Summary
- 5.6 Key Words
- 5.7 Self Assessment Questions and Exercises
- 5.8 Further Readings

UNIT 6 AGENDA SETTING AND OTHER THEORIES

58-65

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Mass Media as Cultural Industry
 - 6.2.1 Cultural Dimensions
- 6.3 Agenda Setting (Mc Comband Shaw) Theory: Merits and Demerits
- 6.4 Cultural Norms Theory and Effects Theory
- 6.5 Answers to Check Your Progress Questions
- 6.6 Summary
- 6.7 Key Words
- 6.8 Self Assessment Questions and Exercises
- 6.9 Further Readings

UNIT 7 MESSAGE AND PROPAGANDA THEORIES

66-76

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Message Theories
- 7.3 Diffusion of Innovations
- 7.4 Propaganda Model
- 7.5 Answers to Check Your Progress Questions
- 7.6 Summary
- 7.7 Key Words
- 7.8 Self Assessment Questions and Exercises
- 7.9 Further Readings

UNIT 8 OVERVIEW OF CHANNEL THEORIES

77-86

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Channel Theories
- 8.3 Gate Keeping
- 8.4 Technological Determinism
 - 8.4.1 Social Shaping of Technology
- 8.5 Answers to Check Your Progress Questions
- 8.6 Summary
- 8.7 Key Words
- 8.8 Self Assessment Questions and Exercises
- 8.9 Further Readings

BLOCK III: FUNCTIONS OF COMMUNICATION AND CONCEPT

UNIT 9 INTRODUCTION TO COMMUNICATION

87-93

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Social Categories Theory
 - 9.2.1 Social Learning Theory
- 9.3 Audience Theories
- 9.4 Answers to Check Your Progress Questions
- 9.5 Summary
- 9.6 Key Words
- 9.7 Self Assessment Questions and Exercises
- 9.8 Further Readings

UNIT 10 SCOPE AND FUNCTIONS OF COMMUNICATION IN THE SOCIETY 94-100

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Social Aspects in Shaping Communication Behaviour
 - 10.2.1 Individual and Social Need
 - 10.2.2 Development Communication
 - 10.2.3 Culture and Communication
- 10.3 Answers to Check Your Progress Questions
- 10.4 Summary
- 10.5 Key Words
- 10.6 Self Assessment Questions and Exercises
- 10.7 Further Readings

UNIT 11 MEDIA AUDIENCES AND MEDIA IN SOCIETY

101-116

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Media Audiences
 - 11.2.1 Magazine Audience

- 11.2.2 Book Audience
- 11.2.3 Radio Audiences
- 11.2.4 Motion-Picture Audiences
- 11.3 Media in Society
 - 11.3.1 The Concept of Mediation
 - 11.3.2 Mediation Metaphors
- 11.4 Public and Public Opinion
 - 11.4.1 Mass Media and Public Opinion
- 11.5 Answers to Check Your Progress Questions
- 11.6 Summary
- 11.7 Key Words
- 11.8 Self Assessment Questions and Exercises
- 11.9 Further Readings

BLOCK IV: DIFFERENT TYPES OF COMMUNICATION

UNIT 12 MEDIA AUDIENCES AND MEDIA IN SOCIETY 117-124

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Political Communication
- 12.3 Political Socialization
- 12.4 Communication Politics
- 12.5 Answers to Check Your Progress Questions
- 12.6 Summary
- 12.7 Key Words
- 12.8 Self Assessment Questions and Exercises
- 12.9 Further Readings

UNIT 13 EASTERN AND WESTERN PERSPECTIVES ON MEDIA 125-134

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Living in the Global Village: New Media Theory
 - 13.2.1 Global Media
 - 13.2.2 Modernization Theory
- 13.3 Western Theories in the Indian Context
- 13.5 Answers to Check Your Progress Questions
- 13.6 Summary
- 13.7 Key Words
- 13.8 Self Assessment Questions and Exercises
- 13.9 Further Readings

UNIT 14 EVOLUTION OF COMMUNICATION THEORIES AND ALTERNATIVE COMMUNICATION IN DEVELOPING COUNTRIES 135-154

- 14.0 Introduction
- 14.1 Unit Objectives
- 14.2 Approaches to Development Communication
 - 14.2.1 Communication as a Tool of Social Change: Indian Experience

- 14.3 Participatory Model for Development Communication
 - 14.3.1 Approaches Towards Participatory Model
 - 14.3.2 The Emerging Paradigm: Participation
- 14.4 New Media, Alternative Communication and ICT
 - 14.4.1 Information and Communication Technologies for Development
- 14.5 Answers to Check Your Progress Questions
- 14.6 Summary
- 14.7 Key Words
- 14.8 Self Assessment Questions and Exercises
- 14.9 Further Readings

INTRODUCTION

NOTES

This book, *Theories of Communication*, will make you understand the basic models and theories of communication. Communication involves the receiving and exchanging of information, ideas and opinions within the society. Communication is a broad term. It encompasses all kinds of communication that take place every day. Mass communication is a branch within communication studies. Mass communication as a discipline is not very old; it grew between the two world wars. The first model of communication was developed by Claude Elwood Shannon when he published a paper *A Mathematical Theory of Communication* in 1948. This model was then extended to understand the functioning of mass communication when Warren Weaver

made his theory available to people in a simpler version. It was subsequently used by scholars widely in social sciences.

This book would explore various models and theories of communication. We would also discuss the mass communication theory from the perspectives of various disciplines. It will help you know how insights from other social sciences have helped communication scholars to improve their understanding of the communication process.

This book, *Theories of Communication*, is written with the distance learning student in mind. It is presented in a user-friendly format using a clear, lucid language. Each unit contains an Introduction and a list of Objectives to prepare the student for what to expect in the text. At the end of each unit are a Summary and a list of Key Words, to aid in recollection of concepts learnt. All units contain Self-Assessment Questions and Exercises, and strategically placed Check Your Progress questions so the student can keep track of what has been discussed.

BLOCK - I

COMMUNICATION AND COMMUNICATION MODELS

NOTES

UNIT 1 INTRODUCTION TO COMMUNICATION

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Meaning of Communication
- 1.3 Features and Scope of Communication
- 1.4 Importance of Communication
- 1.5 Answers to Check Your Progress Questions
- 1.6 Summary
- 1.7 Key Words
- 1.8 Self Assessment Questions and Exercises
- 1.9 Further Readings

1.0 INTRODUCTION

Communication is the modus operandi of social and commercial intercourse. It is communication which gets the world going. It is the lifeblood of any group or organization. The communication process encompasses men, women and children as individuals and also members of a group, society, community or organization.

One cannot visualize a world where men and women do not communicate. Communication keeps the world going. Communication is relevant not only to human beings, but also to other living beings. It is the most important link that connects all living organisms. Communication takes place not only among people, but also between people and animals and among animals. The dog owner, the horse rider, the ringmaster in the circus and the fortune-teller communicate with their animals and birds.

It is the ability of mankind to communicate across barriers and beyond boundaries that has ushered the progress of mankind. It is the ability of fostering speedy and effective communication around the world that has shrunk the world and made 'globalization' a reality. Communication has had a vital role to play in ensuring that people belonging to a particular country or a cultural or linguistic group interact with and relate to people belonging to other countries or cultural and linguistic groups.

NOTES

Communication is at once the cause and consequence of a powerful world order. Development of varied and sophisticated means of communication over a period of time has brought human beings across the globe closer and has facilitated speedy and effective transmission of thoughts and ideas. The expanse or reach of communication, therefore, is worldwide and truly encompasses human life in all its facets and endeavours. It galvanizes action among individuals, organizations, societies and the world community at large.

Communication adds meaning to human life. It helps build relationships and fosters love and understanding. It enriches our knowledge of the universe and makes living worthwhile. Imagine life without various tools of communication—newspapers, books, letters, television and mobile telephone—and the expanse and significance of communication becomes crystal clear. Understanding the power of communication is imperative for the success of any human endeavour.

1.1 OBJECTIVES

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

- Discuss the meaning and importance of communication
- Examine the functions of communication
- Explain the features of communication

1.2 MEANING OF COMMUNICATION

The process of communication has played a vital role in the evolution of life on earth. Communication made its presence felt right from the time when the first pulsating amoeba came to life. Communication should not be seen as something which involves language and other signs; rather it should be viewed as the transmission of any signal from a source to the destination for the purpose of affecting the state of the destination in some way. In this sense, all physiological processes may also be considered as a type of ‘communication’.

Communication is both an art and a science. It may be an inborn quality or a talent as it is when we say ‘the gift of the gab’. On the other hand, it is a discipline amenable to systematic study and mastery. It has an element of creativity, as well as an element of precision. It calls for mastering of skills as well as techniques.

The world of communication is a complex, expansive and an evolving world. It assumes a very dynamic character as the methods, channels, instruments and approaches relating to the process of communication respond to new situations and challenges. The spectrum of communication assumes a pervasive quality in the contemporary world and defies description as it constantly reaches out and assumes new meanings. Communication is to be understood in terms of what it does. More than a discipline, it is a way of life. Communication is both an art and

a science. It may be an inborn quality or a talent as it is when we say ‘the gift of the gab’. On the other hand, it is a discipline amenable to systematic study and mastery. It has an element of creativity, as well as an element of precision. It calls for mastering of skills as well as techniques.

Communication is also an interdisciplinary subject. It encompasses literature, sociology, psychology and statistics. For example, when we talk to our friends, we talk about a variety of subjects of interest. With electronic communication gaining popularity, an understanding of technology and the way the gadgets work would also be helpful. All the same, while knowledge of various disciplines comes in handy in improving communication skills, there have been effective communicators even without much formal education.

We have many other types of communications where the signals or the object transferred from source to destination may not be a message prepared in signs and symbols. The terms like telecommunication or transportation have been differentiated from the communication described here in this unit.

Harold Benjamin, a learned Professor of education has described communication as ‘a necessary tool of learning and mass communication is prerequisite to mass education’. He further says: ‘A public-spirited press is therefore a chief instrument whereby contemporary society orders and changes its ways in the direction of clearly envisioned goals of increased human welfare.’ For example, we have news channels that provide news and information twenty-four seven. It is through these channels that a person sitting in the eastern or any other part of the world is able to know what is happening in the western or any other part of the world.

For an easier understanding of the term, communication may be defined in the following manner.

Communication is the process of sharing or exchange of ideas, information, knowledge, attitude and feeling among two persons or a group of people through certain signs and symbols or passing of information from source to destination.

Communication has become as essential for the survival as the food or air. People want to learn about each other, they want to know what is happening around them, they want to sit together to discuss and plan their destinies, and they resolve problems and crisis by communicating to each other. The governments and the businesses around the world feel the need to communicate with the citizens or consumers on a day-to-day basis. This significance has made communication a very important area of studies.

The word ‘communication’ is derived from the Latin word ‘communicatio’ or ‘communicare’ that means communicate, discuss, impart or share. It was used prominently in French in late 14th century and later in English. The meaning has not changed but with the growth of knowledge about societies there have been various specific meanings attached to this word.

NOTES

NOTES

Different dictionaries and encyclopaedia define communication in their own way. Random House dictionary, for example, gives the following meanings of the word communication:

1. The act or process of communicating; fact of being communicated.
2. The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.
3. Something imparted, interchanged, or transmitted.
4. A document or message imparting news, views, information, etc.
5. Passage or opportunity or means of passage between places
6. Communications, *b.* a means of sending messages, orders, etc., including telephone, telegraph, radio, and television. *b.* routes and transportation for moving troops and supplies from a base to an area of operations.
7. Biology. *a.* activity by one organism that changes or has the potential to change the behaviour of other organisms. *b.* transfer of information from one cell or molecule to another, as by chemical or electrical signals.

Business dictionary defines it as: ‘Two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information but also create and share meaning.’

However, after the emergence of communication studies, the need to define communication differently and distinctively was felt. Hence, one needs to go through long descriptions and explanations before reaching anywhere near a satisfying definition of communication. Dance and Larson (1973) did a survey of the literature on communication and found that there were 126 definitions, and since then even more definitions have been formulated. One of the reasons for the proliferation of definitions is that there is no single approach to the study of communication. In fact, this and other units in the book are meant to provide a larger and broader perspective of communication and journalism to the students.

Generally, communication is seen as a linear one-way or two-way sequence of events from Person X to Person Y or vice versa. This type of technical view defines communication simply as ‘sending and receiving messages’ or ‘the transmission of messages’. Nevertheless, the efforts to solve the engineering or technical problems do not throw sufficient light upon the complexity of communication or the human aspects of communication.

Another more sophisticated view of communication is that, apart from the transmission of messages, it comprises their meanings and interpretation. According to this view, communication is a human phenomenon and the fundamental aspect of our existence. Our highly evolved communication abilities distinguish us from other life forms. Meaning-centred academicians focus on issues like:

- what inspires and motivates individuals to communicate
- how do they provide meaning to each other’s messages,

- what occurs between/among them during communication, and
- how do they use language to produce and exchange meaningful messages.

The stress is on the interaction between/among the participants in the process of communication. From this viewpoint, communication may be defined as ‘a dynamic process of exchanging meaningful messages’.

NOTES

1.3 FEATURES AND SCOPE OF COMMUNICATION

Communication is one of the basic need and pre-requisite for human existence. Communication is used in the human societies mainly to share information and knowledge and to entertain the people to make their lives better. In this sense, communication is an all pervasive and a very important process in the society. The features and scope of communication can be understood from its function which is discussed in this section.

Information

Information is an integral part of human existence. Human beings have a brain and five sensory perceptions that they use to collect and process information. The life in societies became easier as people started sharing more and more information with each other. If in a city somebody wants to buy something or eat something in hotels, it is necessary to know the location and types of stores or restaurants that he/she wants to go. There are many ways of getting such information—one could ask somebody about it or one could look for such information in the city guide. Similarly, in order to save oneself from various diseases it becomes vital to get information about the diseases and the precautions one must take. Young people interested in making a career in any field need to collect information about various opportunities available to them.

The difference between information and news lies in their particularity and generality. News is a piece of information which relates to more people because it is general in nature, whereas information is what different people need for different purposes. What one is looking at a given time may be in the form of news or information depending upon what kind of information it is. It can also be said that news is information that does not remain relevant for long time but information in its pure form has a considerably long life. It should also be noted that while information has only relative importance, news is important to a majority of the people. For example, a tip-off for a robbery or crime may be important to a police officer, but the same piece of information may not have the same relevance to a common man. Similarly, an information about stocks is important to a person dealing in stocks, but it may not seem important to a child.

NOTES

Entertainment

There is a proverb that says, 'All work and no play make Jack a dull boy.' The wisdom behind this proverb is that relaxation and entertainment in everyone's life is as important as work. If we look at the activities we do to entertain ourselves, we would find that in almost all activities there is some kind of communication involved.

In the earlier days if the communities depended on dance and songs, the present day societies have many more ways of relaxing and entertainment. There is a wide range of books on spirituality, travel, geography, history and many more subjects that are read by people not as a serious discipline but as books that tell you about your surroundings in an interesting manner. There are magazines and newspapers having lots of interesting topics. There are museum and exhibitions of painting, sculpture and photography. Cinema starting from the era of silent movies has become a very good source of distraction. Musical concerts and dance and drama performances to are good source of relaxation.

Various games and sports are available to people where they can entertain themselves as active participant or mere spectators. Some people think that games are physical activities and apart from talking to each other there is no communication. However, the famous theorist of semiotics, Roland Barthes has tried to show in his *Mythologies* that people go to see bull fight, wrestling and other games as these activities behave like text, which communicates with us in the form of catharsis. Research has proved that in the ancient times, when language had not been developed, the early man entertained his counterparts by indulging in mime-silent acting. This is a form of non-verbal communication.

Persuasion

Communication is seen as an activity that takes place between two or more persons. People communicate with each other for information, negotiations and persuasion. Every individual has different types of needs and in most of the situations people need to persuade the other person in some way so that he/she does what is asked for. If children use non-verbal communication to persuade, then the matured individuals use speech or text to persuade one or many individuals to listen to and accept what has been addressed to them.

Communication as persuasion is used in the families, groups and in public life in different ways for various purposes. Our social system is such that the family runs according to the persuasive instructions of the senior members. In family, apart from many other instances of persuasion, the parents or children persuade each other to agree with their decisions. The deadlocks in industrial disputes are resolved with the help of negotiations between the owners and the workers. The strike by the workers itself is an act of communication to persuade the owners to meet their demands. The whole of educational system itself could be seen as a long process of persuasion where the societies with the help of the knowledge

available in many areas persuade its younger generations to adapt to the particular behaviour.

Advertising as a form of mass communication is one of the best examples of the art of persuasion. The market depends on advertising to persuade its consumers to sell the products even if there is no requirement felt of such products in the society. Political parties too indulge in the act of persuasion for reaping the benefits in elections. The political persuasion is normally known as propaganda.

Democracy and Persuasion: The importance of communication in a democratic state is even more important. This is primarily because in a democracy, decisions cannot be taken without them being discussed in the Parliament by the elected representatives of the people. Those who wish to be elected have to make speeches to communicate their plans for the country. They have to persuade people to vote for them. Even the shouting of slogans and catchy phrases that undermine their opponents are a form of communication. In countries such as the United States of America, presidential debates have been known to tilt opinions in a candidate's favour. The communication via newspapers, TV channels, etc., is also used to communicate the electoral results, election campaigning, scams, etc. that take place in the country.

Cultural Promotion

Communication in a society has always been used for the preservation and continuation of culture. In fact if we look at the language, it is primary and the most important of all media. The oldest thoughts and documentations of social livings have been conserved through the means of language. We realise that it has been so closely related to the culture that it literally becomes the mark of identity for individuals in society. Apart from the human expression in the form of visuals like painting and sculpture and the other non-verbal forms, language is the most potent form of cultural expression and preservation. The affinity of language with culture is so strong that after independence the Indian state reorganized its provinces on the basis of linguistic identities. However, it does not mean that languages are the sole representatives of culture. As we have said earlier there are many other forms of expression that help in communicating cultures.

The sociologist and anthropologists generally refer to the definition of culture given by the British anthropologist Edward Burnett Tylor who defines culture as 'the universal human capacity to classify and encode their experiences symbolically, and communicate symbolically encoded experiences socially'. In the anthropological sense, culture also comprises political and economic organization, the law machinery, conflict resolution, consumption patterns, material culture, infrastructure, technology, ethnicity, gender relations, socialization, childrearing, myth, symbols, etiquette, worldview, religion, music, games, food, nutrition, values, sports, recreation and festivals.

NOTES

NOTES

Transmission of Knowledge

The human societies would not have developed as they have today if the communication skills of human beings would not have been supported initially by language in the form of speech and later in the form of writing. In the oral societies, the knowledge of the world around us was transferred through speech and various methods were innovated for the same. The use of verse and that of formulae came handy as there were possibilities of losing or misinterpreting the content. Writing was the next innovation that allowed us to transfer knowledge from one generation to other and from one place to other without any loss of meaning. The books in the form of manuscripts were preserved in the churches and ashrams for the benefit of mankind.

The invention of printing press allowed the spread of knowledge and allowed many more individuals to contribute in the process of acquiring and disseminating knowledge. We have reached a stage today where we do not need the written word to record the knowledge. We have also found that various aspects of knowledge cannot be very aptly recorded by the written words. Hence, the technologies of audio and video recordings have also been used to conserve and propagate knowledge. The role of National Geographic, Discovery Channel and History Channel in the dissemination of knowledge is well known.

Integration

Communication, verbal or non-verbal, in human beings and animal kingdom is primarily for integration. The term itself suggests that as it is made up of two units a Greek verb 'unicare' meaning 'to unite' and a prefix 'con' meaning 'with'. So with various means of communication human beings and animals try to unite with each other or relate to each other.

The history of human society is the history of human efforts to learn about the external world and share it with their fellow beings. In this process, they have learnt to develop their society from a smaller level of organization to a bigger one. The debate about whether we are one with nature or we are different has been there in all societies. In India, the philosophies of 'adwait' (monism) and 'dwait' (dualism) are similar to those in West about dualism and monism. The human beings have always desired to be in unison with the external world and that desire itself has been defined as Yoga by Swami Vivekananda.

Societies all over the world have moved away from inter-personal to mass communication not for any other purpose but for integrating individuals in a cohesive manner with the social order they have created. Communication plays a major role in modern societies for this purpose. Institutions like education and media are heavily dependent upon communication whereas parliament, judiciary and various other institutions designed to keep the society united also need to communicate in order to function properly.

Instruction

As has been discussed earlier, communication is the most important part of the whole educational process. The knowledge and training in the schools, colleges and institutes cannot be imparted without communication. Communication is required even in training people in our day-to-day life. Learning how to drive a car or how to make a particular type of food like chicken curry, bread, etc., cannot be done without communication.

Debate and Discussion

Communication also allows people and communities to enter into discussions and debates that are so necessary for development, integration and harmony. It all started with oral interpersonal communication and has extended to written communication. Debate and discussion are really very important for a lively and informed democracy. The transmission of messages is the necessary tool or means of such communication to fulfil the above-mentioned objectives.

Debates and discussion are not new to human societies. In fact, all the present treasure of knowledge is a result of long debate and dialogue between various ancient scholars in India, Europe and elsewhere.

Check Your Progress

1. How is communication both an art and a science?
2. Differentiate between information and news.

1.4 IMPORTANCE OF COMMUNICATION

Sociologists describe human beings as social animals. As members of society, they have to constantly interact with their fellow beings. They have feelings, emotions, likes and dislikes—all of which they have to convey. In other words, whatever the environment in which they are placed, they have to build links and establish relationships. The need for communication arises from their desire to express themselves in a Communication stems from the desire to express oneself meaningful manner. As stated earlier, communication is the *modus operandi* of social intercourse. As a member of the family, a social group and as part of a work-team, they need to communicate with others.

Just as they are social beings, human beings are also emotional beings. Human beings have the urge to convey feelings, ideas and thoughts. They have certain thoughts and emotions. Human heart generates feelings. Further, just as human beings are social beings, and emotional beings, they are equally importantly, rational beings. They are endowed with the faculty of thinking. They have intelligence and brainpower. The human mind is a very potent force. There is always a constant urge to give expression to what the mind generates. In order to give a meaningful

NOTES

NOTES

expression to thoughts, ideas, reasoning, creativity and intelligence, human beings resort to communication.

The need for communication arises from the need to emote, to interact, and to express one's ideas and thoughts and the need to relate and connect. The need or the desire to communicate, however, varies from person to person, depending on time and context. There are times and occasions when a person is extremely communicative. There are also times and occasions when he or she prefers to remain silent. Be that as it may, most of our waking hours are spent in communication. Such communication may take place in several ways—listening, speaking, reading and writing.

It is a well-known fact that we spend a major part of our waking hours in communicating. In the past, researchers have noted that we spend about 45 per cent of the time in listening, about 30 per cent in speaking, about 15 per cent in reading and about 10 per cent in writing. This was in the past when the communication technology was in its nascent stage. But the subsequent developments in communication technology leading to the emergence of Internet, email, SMS, Instant Messaging, video-conferencing, e-books, etc. have added a new dimension to the simple acts of reading, writing, speaking and listening. All the same, communication in its myriad forms continues to be the major pre-occupation of men, women and children.

Evolution of Communication

The art of communication is as old as mankind itself. It is, in fact, older than the written word or even the spoken word. Human beings learnt to communicate much before they learnt to speak, read or write. That is why communication is not unique to human beings. Communication encompasses Expanse and Scope of Communication all living beings and pervades the animal world as well. Birds and animals also communicate. The sounds they make carry meaning. The chirping of the birds, the roaring of the lions, the hissing of the snakes and the whining of the dogs are often meant to be expressive.

Much before they learnt to speak, human beings had learnt to express themselves through sounds, gestures and actions. If we observe closely, we can notice that we continue to use these methods to communicate even to this day. It is not that those who cannot speak, read or write cannot communicate. A visually challenged person or an illiterate person, resorts to oral and non-verbal communication; while a person with a speech or hearing disability resorts to gesticulations and lip reading.

The art of communication has evolved over the years. It goes back in time to the biblical era, mythological times and even to the prehistoric period. People learnt to express themselves even before they evolved fully into their present form. From sounds, grunts, actions, signs, gestures and gesticulations to the spoken word and thereafter to the world of reading, writing and modern and sophisticated

methods of communication, it has been a long yet fascinating and rewarding journey through time. As they progressed on this fascinating journey, human beings learnt to interpret sounds, understand actions and use signs and gesticulations. Messages were conveyed through sounds, cries and drumbeats. The spoken word added a new dimension to the world of learning. Sages and saints of yore learnt to pass on sacred verses and holy texts through word of mouth. Thereafter, human beings learnt to use symbols and pictures to convey messages. Early writings were on stones and leaves. As human beings progressed, communication evolved further. The invention of printing, as we all know, revolutionized the process of communication. In terms of its reach, the written word signified a quantum leap. Side by side, various inventions made possible the recording of the spoken word and its transmission, irrespective of time and distance. Gradually, the emergence of new media added new dimensions to the world of communication. Advancements in technology further enabled storage and retrieval of oral and written records in an effective, time-saving and cost-efficient manner.

The objectives and functions of communication are inter-related. Communication could have many objectives depending upon the group and context. Communication within the family, in a classroom, in a theatre, in a church, in a war field, in a seminar and in the boardroom has different objectives. The objectives are defined depending upon the group and the purpose to be achieved. Each of these groups has a different set of goals and objectives.

Communication aims at sub-serving those goals. In each of these groups, the dominant objectives of communication would be to inform, connect, educate, entertain, motivate, provoke, integrate, reassure and persuade, as the case may be. Communication is thus the means to an end. Communication is largely goal-oriented and the objective of any personal communication would depend upon the person or the group one is addressing and the purpose or object one has in mind.

Key Point

Communication Skills Are Critical in Business The world around us is dynamic and fast changing. Business organizations, therefore, have to deal with new situations every day. The issues, problems, competitive demands, as well as the pressures and challenges that confront people in business are ever-changing. The operating environments in the workplaces are dynamic and evolving. People need to constantly reach out to others and get across their messages clearly and precisely in order to get results. This means the role of and need for communication skills in today's workplaces have to be viewed in a dynamic and fast-changing context. The skills and practices of yesterday may not necessarily work well today. Old methods become obsolete and new skills become relevant. While the basic time-tested skills and practices would continue to be broadly relevant, new approaches, refinements and skill sets have to be developed and adapted in order to cope with the emerging situations. This means effectiveness in communication cannot be taken for granted. Effective communication demands conscious efforts and a variety of skill sets. Learning and implementation should progress side by side on an on-going basis. Theoretical knowledge and basic

NOTES

NOTES

time-tested practices have to be supplemented with new and modern tools and skills. Old methods of communication have to be supplemented by the modern technology-enabled methods and systems of communication. Communication affects every type of business and all levels of people. Communication failures result in ineffective messages, lack of results, and may even damage business relationships. This makes the role of communication skills critical or one of decisive importance. And, that is why, today's organizations and workplaces need, more than ever before, effective communicators.

Communication Clue

Business organizations value good communicators. Communication brings people together and keeps them at work. Moreover, purposeful communication helps achieve organizational goals. Effective communication skills are, therefore, the need of the hour.

For instance, let us now look at the objectives of communication in business organizations. It is a process common to every business, whatever be its primary function. Business organizations exist for the purpose of meeting specific needs of the community in which they operate. Every business organization sets its goals and objectives in relation to the specific need it aims to fulfil. Every organization uses resources, including human resources to function effectively, and also targets specific clients and markets. Businesses are often associations of people coming together for specific purposes. It has people within and it also addresses people outside the organization. The activities of any organization require both people within and people outside to act, interact, reach, share, exchange and get across to each other so that specific objectives are accomplished in an effective manner. The word 'business' connotes a commercial motive. As distinct from a charitable or religious organization, any business organization is driven by a profit motive. This implies that the organization would like to ensure that its objectives are achieved with the optimum utilization of resources like time, money and effort. The communication system that is put in place within the organization should, therefore, address and meet these objectives.

Since business organizations are multi-disciplinary in nature, communication encompasses wide areas and is inter-disciplinary in approach. Large organizations are described as networks of interdependent relationships. The objectives, activities and inter-relationships of a business organization necessitate communication to subserve its many diverse objectives. In this section, you will learn some of the objectives communication fulfills in business organizations.

Let us discuss the objectives of communication. Refer to Table 1.1.

Table 1.1 Objectives of Communication

- | | |
|-------------|------------------------------|
| • Inform | • Relate and Connect |
| • Educate | • Promote |
| • Train | • Entertain |
| • Motivate | • Facilitate Decision Making |
| • Integrate | • Help Networking |
| • Inform | |

Inform

The first and foremost objective of any communication is to inform. In today's world, information is power. Communication brings power through information. The dissemination of information covers a wide range of areas, both internal and external. In the context of organizations, people within the organization have to be kept informed about the organizational goals, objectives, procedures, processes, systems, plans, priorities and strategies. Equally important is the objective of ensuring effective external communication—with customers, prospects, competitors, suppliers and the public, about products, services, plans, happenings, events and achievements. The information needs within the organization take on different nomenclatures—market-related information, product-related information, client-related information, employee information, executive information and management information.

Educate

Another objective of communication in an organization is to educate, i.e., to disseminate knowledge and develop skills and attitudes among the people. This may be done through literature, publicity, presentations and demonstrations.

Train

Communication is an integral component of any training program. Organizations need to train people to achieve proficiency in specific skills. They have to provide working knowledge and attitudinal inputs through training programs to employees at various hierarchical levels. Training sessions involve teaching, instruction, demonstration, practice and discussion. The process of communication is integral to each of these.

Motivate

Communication provides the means to keep the motivation levels high. Talks, lectures, films, meetings, workshops and non-verbal messages are among the means used to motivate people.

Integrate

Take for instance, large business organizations have different business units, departments and territorial divisions. Each of them pursues different goals, sub-goals and target sections. Communication provides the means for an integrated approach in pursuing organizational goals. Effective communication is a must to ensure that people working in different functional and geographical areas are integrated into well-knit teams that eschew working at cross purposes and continue to achieve organizational goals as envisaged. Communication binds together people working for a common objective and helps team building. Communication is of particular relevance in conflict resolution.

NOTES

NOTES

Relate and connect

It is communication that provides the means for building and nurturing mutually beneficial relationships. These relationships are both internal and external. In the context of organizations, they may be among and/or between employees, supervisory staff, top management, customers, suppliers, other players, press and other media. As part of the larger community, progressive organizations make it a point to relate themselves with the community at large. It demonstrates that they are a sharing and caring organization. All this is achieved through well-organized communication strategies.

Promote

For business organizations, promotional efforts are a must for any organization to fully achieve its objectives. One of the Ps of marketing (the others being Product, Price and Placement), promotion relates to various activities such as advertising, publicity, public relations and communication, which aim at customer information, customer education, customer communication and customer retention. In the marketing concept, the customer is said to move from stage to stage till the transaction is completed. They move progressively from the state of awareness of the need for a product to the knowledge of the product and thereafter to a state of product preference. The needs of the customers develop into effective demand for products, resulting in the purchase of the product or availing of the service. Promotional aspects of the service are particularly relevant in a service industry like banking or insurance, where the product, i.e., the service, cannot be readily 'seen'. Financial service providers essentially sell benefits. For this, they have to organize effective promotional measures, which seek to inform, educate, persuade and actualize the clients/markets. Communication constitutes the basic plank on which promotional strategies are built. Apart from business related factors, it also helps in spreading and promoting social messages.

Entertain

Communication facilitates entertainment. It facilitates social bonding and brings in lighter moments that help in releasing tension, fostering camaraderie and getting rid of negative feelings. Humour, when used effectively, can play a vital role in fostering positive behaviour in business organizations. In the entertainment industry, communication has a much bigger role to play. Communication can serve to achieve the objective of purposeful entertainment.

Facilitates decision making

Decision making constitutes an important function for any organization. Well thought out decisions, quickly taken, lead to better results. Such decision making is spread across all the functional areas—personnel, marketing, accounts, production and maintenance. Day in and day out, people in organizations keep taking decisions at

various hierarchical levels. People at higher levels in the organization command respect depending upon their decision-making abilities. Any such decision making, however, depends on the availability of adequate and timely inputs. It calls for facts, figures, analysis, deliberation, clarification, confirmation and evaluation. Communication—both oral and written—facilitates decision making in any organization.

Helps networking

Networking means a closely connected group of people. People need to connect with each other, not only within their organizations, but among themselves as well. Progressive organizations are inter-connected organizations and lay much stress on networking. They invest in networking systems where a number of computers and other devices are connected together so that the equipment and information can be shared. Networking facilitates easy flow of ideas, thoughts, policies and decisions. At their individual level too, people need to network themselves so as to exchange ideas and information. Networking at the individual level means connecting with and being in touch with other people who may be useful, both personally and professionally. Any such networking takes place through the medium of communication.

Communication for Business Organizations

The objectives of communication, it must be emphasized, are dynamic and ever-changing. Depending upon the nature and functions of the organization, the range of people it deals with, and the sensitivities involved, the process of communication assumes new dimensions. In order to caution, counsel, persuade, clarify, elicit support, reprimand, organize, apprise, evaluate and achieve numerous other objectives, people in organizations resort to communication. Business organizations today function in an extremely dynamic context. Nothing ever remains the same for long. There are mergers and acquisitions, joint ventures, high employee turnover, low customer loyalty, move towards corporate governance, outsourcing, paperless offices and flexible work hours. All these developments have had their impact on the conventional methods of organizational communication.

As much as organizations themselves are adapting to changes in their operating environment and are facing new challenges, the contours of business communication will have to undergo a change. Communication systems, concepts and approaches will have to cope with new demands on business and there is a constant need to review the adequacy of existing methods and practices. Communication is essentially a support system for any business. With every change in the profile of business, the process of communication has to see refinements. Let us take an illustration. Till recently, a supervisor in an organization would consider having a ‘long chat’ with an employee whose productivity had declined or had started showing indifference to work. The typical scene has undergone a noteworthy

NOTES

NOTES

change. Today, there may not be much of an opportunity to have a long, focused person-to-person 'chat.' With flexible working, outsourcing and limitations of time, new approaches will have to be found. Although internet 'chatting' facility may be available in some places, the advantages of person-to-person verbal communication are certainly not there. Every new situation translates into a need for new approach to communication. To cope with new situations and emerging challenges in business, people associated with the process of communication will have to be necessarily creative and innovative.

The objectives of communication, both internal and external, thus cover multifarious facets of organizational functioning. Within the organization, it covers varied functions such as planning, directing, controlling, coordinating, reviewing, monitoring and staffing. It facilitates appropriate feedback so vital for decision making and relationship building. Marketing, selling, goal-setting, employee counselling, team-building, performance highlighting, image-building, morale-building and community orientation are all valid objectives which communication seeks to achieve in an organizational context. Communication supports every business function.

Check Your Progress

3. From what does the need for communication arise?
4. What is the first and foremost objective of any communication?

1.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Communication is both an art and a science. It may be an inborn quality or a talent as it is when we say 'the gift of the gab'. On the other hand, it is a discipline amenable to systematic study and mastery. It has an element of creativity, as well as an element of precision. It calls for mastering of skills as well as techniques.
2. The difference between information and news lies in their particularity and generality. News is a piece of information which relates to more people because it is general in nature, whereas information is what different people need for different purposes.
3. The need for communication arises from the need to emote, to interact, and to express one's ideas and thoughts and the need to relate and connect. The need or the desire to communicate, however, varies from person to person, depending on time and context.
4. The first and foremost objective of any communication is to inform.

1.6 SUMMARY

- The process of communication has played a vital role in the evolution of life on earth.
- Communication is also an interdisciplinary subject. It encompasses literature, sociology, psychology and statistics.
- Harold Benjamin, a learned Professor of education has described communication as ‘a necessary tool of learning and mass communication is prerequisite to mass education’.
- Communication is used in the human societies mainly to share information and knowledge and to entertain the people to make their lives better. In this sense, communication is an all pervasive and a very important process in the society.
- Communication is seen as an activity that takes place between two or more persons. People communicate with each other for information, negotiations and persuasion.
- Communication in a society has always been used for the preservation and continuation of culture. In fact if we look at the language, it is primary and the most important of all media.
- The invention of printing press allowed the spread of knowledge and allowed many more individuals to contribute in the process of acquiring and disseminating knowledge.
- The need for communication arises from the need to emote, to interact, and to express one’s ideas and thoughts and the need to relate and connect. The need or the desire to communicate, however, varies from person to person, depending on time and context.
- The art of communication has evolved over the years. It goes back in time to the biblical era, mythological times and even to the prehistoric period.
- The objectives and functions of communication are inter-related. Communication could have many objectives depending upon the group and context.
- The objectives are defined depending upon the group and the purpose to be achieved. Each of these groups has a different set of goals and objectives.
- The objectives, activities and inter-relationships of a business organization necessitate communication to subserve its many diverse objectives.
- One objective of communication in an organization is to educate, i.e., to disseminate knowledge and develop skills and attitudes among the people working in the organization.

NOTES

NOTES

- The objectives of communication, it must be emphasized, are dynamic and ever-changing. Depending upon the nature and functions of the organization, the range of people it deals with, and the sensitivities involved, the process of communication assumes new dimensions.
- The objectives of communication, both internal and external, thus cover multifarious facets of organizational functioning. Within the organization, it covers varied functions such as planning, directing, controlling, coordinating, reviewing, monitoring and staffing. It supports every business function.

1.7 KEY WORDS

- **Globalization:** Globalization is the process of interaction and integration among people, companies, and governments worldwide.
- **Networking:** It means the action or process of interacting with others to exchange information and develop professional or social contacts.
- **Information:** It usually refers to verifiable and thus reliable factual data about the 'real world' and includes opinions as well as reports about the facts of the world.
- **News:** It is a form information in which current information about public events is carried by media of all kinds.

1.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Define communication.
2. How does communication help in the promotion of culture?
3. Write a short-note on how communication has evolved.

Long Answer Questions

1. Examine the various functions of communication.
2. Describe the various objectives of communication.
3. 'The objectives of communication are dynamic and ever-changing'. Discuss.

1.9 FURTHER READINGS

Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.

Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.

Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.

Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

*Introduction to
Communication*

NOTES

NOTES

UNIT 2 PERSPECTIVES ON COMMUNICATION

Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Functionalist, Marxist and Critical Political Economy Theory
- 2.3 Feministic Perspectives in Mass Communication Models
- 2.4 Answers to Check Your Progress Questions
- 2.5 Summary
- 2.6 Key Words
- 2.7 Self Assessment Questions and Exercises
- 2.8 Further Readings

2.0 INTRODUCTION

In the previous unit, you were introduced to the importance, scope and features of communication. In this unit, the discussion will move towards different perspectives on communication. The various communication perspectives not only assess the way that messages convey information and influence individual and collective behaviour; they also analyse the way that messages create, sustain, and change cultures and communities. This unit will examine the functionalist, Marxist, and feminist perspective of communication.

2.1 OBJECTIVES

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

- Discuss the Functionalist, Marxist and Critical Political Economy Theory of the media
- Examine the feminist theory of communication

2.2 FUNCTIONALIST, MARXIST AND CRITICAL POLITICAL ECONOMY THEORY

Let us begin by examining the Marxist perspective of communication.

Marxist

Although it is largely debated that Marxism has failed as a guide to social change, the analysis of media from a Marxist perspective is of relevance particularly in the capitalist society. Central to the Marxist perspective of media is the issue of power

and class struggle. Marxism interprets media as an instrument of control by and for a ruling class. It sees a direct association between economic ownership and the dissemination of messages. The message which media disseminates legitimizes the values of the class which owns and controls media.

There are many countries especially in Latin America and super powers like China and Russia who follow a Marxist approach. Marxism essentially views media as a means, and not as an end to bring about revolution and form a society ruled by the proletariats. Media in a Marxist approach must speak to strengthen the movements of the working class and voice its opposition against landlords and capitalism. However, it may also be said that in countries ruled by communists, the media has been converted into a spokesperson of the government and communist party, and works under their strict diktats. These societies do not enjoy the freedom of speech and expression since any opposing voice is subsided by a vindictive state machinery.

Modern approaches to Marxist media theory focus less on material structures and more on ideas. These versions highlight the tendency of media to reproduce and thus legitimize certain exploitative relationships as the subordination of the working class and the dominance of capitalism. Thus according to revisionist versions of Marxism, media has ideological effects which favour the ruling class. Those critics of media, who belong to the Marxist tradition, aim to expose how media is used for propaganda and how media is manipulated by the powerful class. These theorists see the collective ownership of media or alternative media as the effective resistance or counter to the media power exerted by the ruling class.

Functionalism

The theory of functionalism explains institutions and social practices in terms of the needs or requirements of individuals and the society. It sees society as an ongoing system comprising of many subsystems each of which makes a definitive contribution to order and certainty. The theory of functionalism sees media as one such subsystem. According to this theory media presents a supportive and consistent picture of the working of society. It presents media as self-correcting and self-directing. The problem is that this theory sees media as a means of maintaining status quo, that is, maintaining the society's practices and structures rather than as a source of social change. In that, this theory has a conservative bias.

Critical Political Economy

The political economic theory focuses on the relation between the dynamics and economic structures of media organizations and the ideological content of media. It analyses empirically, the control and the structure of ownership of media and studies the manner in which market forces operate. This perspective sees media as part of the economic system with close links to the political system. In the last decade, media has been reluctant to take risks, there has been a reduction in the

NOTES

NOTES

sources of revenue directed for independent media; and such 'unprofitable' media tasks as documentary film-making and investigative journalism see a reduction in investment. Further, the marginalized sections of society are neglected as potential audiences such that often the range of news presented is politically unbalanced. All these are a case in point as well as consequences of the nexus between media organizations, economic structures and political power.

The political economic theory sees media activity as an economic process which produces a commodity (in this case such media content as news, soaps, sitcoms, advertisements, etc). One variant of this theory sees audience as the primary product of media. Potential customers of media content are profiled and media product is created accordingly. With the growth in media concentration worldwide, mergers between electronic software and hardware companies; growth in global information economy; and decline in the public sector of mass media this theory has gained more and more relevance.

Media ownership can be private ownership, publicly traded ownership, charitable ownership and employee ownership. Private ownership exists when the rights of a firm are held with individuals, partners, families or privately held corporations. The owners have control over the enterprise; they are either managers or make sure they closely monitor and direct the actions and behaviours of the managers they recruit. Most newspapers were founded by entrepreneurs; and their descendants continue to own or manage them.

Family-owned newspapers are another form of private ownership. Any family-owned media would be a lot more conservative in the investment and development of their firms. In India, *the Times of India* and the *Hindu* are examples of family-owned newspapers.

Publicly traded firms get their capital through sale of ownership shares on the stock market. The dispersal of ownership via share trading results in reduction of the direct influence of owners. This occurs because control is separated from ownership and new control mechanisms are created. Individual and family owners of local newspapers often face community pressure to produce content that addresses community issues. In trying to achieve greater profits in the short term, corporate owners may be forced to compromise on quality, coverage and number of journalists.

Charitable ownership of media by trusts is often advocated by those who do not approve of the profit motivation of corporate and private owners. However, not all such papers ignore short-term profit and promote values. Depending on the will of their managers and the availability of resources, these papers may or not may pursue quality. It is true that not-for-profit ownership does not really guarantee journalistic quality or excellence.

Employee ownership is often seen as an alternative to private and corporate ownership. This form is particularly supported by labour activists and those who oppose the excesses of capitalism. In such a system, all the shares in the firm are

owned by employees. Stock ownership plans allow employees to participate. Employee ownership helps to provide employees with power and editorial independence.

During the past three decades, the Indian newspapers have diluted the proven British systems in the editorial management. Earlier newspaper journalists were important people widely respected and acknowledged for their strong content writing skills and fiery and fearless articles. That was the time when newspapers did not back on monetary sponsorships from advertisers or political parties. However, with the fierce competition among the newspaper and periodicals, the ideal role of journalists has been considerably reduced. The journalists are no more insulated from the day to day interference of management. The editors have lost their pre-eminent role as the leader of the team. Their position has now been reduced just like a departmental head manning the circulation department. Mostly, they function under the overall supervision of the marketing or advertisement department.

With the advent of massive urbanization in India, the daily press garnered a vast readership. This led significantly to a new kind of reader, with changing demographics and psychographics. The emergence of supplements with the daily copy of the main newspaper catered very well to this new reader. For example, most mainstream newspapers carry at least one supplement with the main newspaper on almost every day of the week. These supplements cover different popular areas like – guidance for higher education, career counselling, job opportunities, emerging businesses, lifestyle and health. Contemporary newspapers, therefore, are reflective of the popular culture trends of their readers.

The rise of television news channels has influenced the images of cultural representations. The 24x7 nature of television news channels has increased the demand for content manifold. Subsequently, news is no longer restricted to the domain of hard and serious news. TV news channels cover and showcase everything under the sun from politics to economics, from crime to gossip, and from human interest to lifestyle. The images they represent in this process are driven by both the need to appeal to their audiences as well as the advertisers. Hence, the content on television news channels is reflective of popular social and cultural trends. For example, looking at the cultural signs that are being circulated by the news may be a useful tool in charting the social construction of cultural understanding within a society. Infotainment in the form of celebrity gossip and many lifestyle news stories is the cultural reflector of what is more popular among the present urban audiences.

However, the deteriorating standards of journalism also need to be considered. The media has tremendous impact on the minds of the younger generation and therefore anything that is not truthful and positive would strike at the very root of the future of the younger generation, and consequently the country. The journalists should shun from sensationalism.

NOTES

NOTES

After all, news is a sacrosanct entity. It informs the masses and shapes their perspective. It triggers reactions and initiates actions. Hence, it is imperative that the news channels realize that they behave responsibly for the sake of the larger purpose for which they stand and not be a pawn in this petty game of TRPs.

Check Your Progress

1. How does Marxism view the media?
2. List the various types of media ownership.

2.3 FEMINISTIC PERSPECTIVES IN MASS COMMUNICATION MODELS

Feminist theory, or feminism, refers to the support of equality for women and men. Although all feminists strive for gender equality, there are various ways to approach this theory, including liberal feminism, socialist feminism and radical feminism. Let us take a look at the basic feminist ideas and various approaches to achieving gender equality.

Basic Feminist Ideas

Both females and males who identify themselves as feminists disagree on many things. That being said, most feminists agree on five basic principles:

- **Working to increase equality:** Feminist thought links ideas to action, insisting we should push for change toward gender equality and not just talk about it.
- **Expanding human choice:** Feminists believe that both men and women should have the freedom to develop their human interests and talents, even if those interests and talents conflict with the status quo. For example, if a woman wants to be a mechanic, she should have the right and opportunity to do so.
- **Eliminating gender stratification:** Feminists oppose laws and cultural norms that limit income, educational and job opportunities for women.
- **Ending sexual violence & promoting sexual freedom:** Feminists feel that women should have control over their sexuality and reproduction.

Definition

- Feminism is the belief that women should have equal rights to men. In consequence, the feminist movement fights for equal rights and opportunities for women.
- There are many different kinds of feminism and feminists themselves tend to disagree about the ways in which women are disadvantaged and what exactly

should be done to get equal rights. For example, 'social feminists' believe that women are exploited by the capitalist system both at work and in the home.

Improvements

It can be argued that there have been real improvements in the way that women are now represented in the media possibly because of the increase in women working in the media, sometimes in positions of power. However, many would argue that women are still represented in a negative and stereotypical way and are still a long way from enjoying equal power in media institutions. Feminists would argue that this reflects and reinforces the unequal social, economic and political position of women.

The feminist movement has been classified according to various waves. These waves had different ideas on what feminism stood for.

The First Wave

- 19th century and early 20th century UK & US
- It won improved rights for women in marriage and property. Its biggest achievement was winning some political power. In the UK the Suffragettes and Suffragists campaigned for the women's vote.
- In 1918, women over thirty who owned property won the vote and in 1928 it was extended to all women over twenty-one.

The Second Wave

- 1960s & 1970s
- It extended the fight beyond political rights to education, work and the home.
- In '*The Feminine Mystique*' (1963) Betty Freidan argues women were unhappy because of the feminine mystique. She said this was a damaging ideal of femininity which she called, 'The Happy Housewife' and it restricted women to the role of housewife and mother, giving up on work and education.
- *The Female Eunuch* – Germaine Greer (1970) Greer argued women are 'castrated', the eunuch of the title, by society. In particular she attacked the nuclear family, romantic role and the limits on women's sexuality. She also argued that gender roles were not natural but learned. They conditioned girls to conform to a very restrictive femininity. The book has been criticised for not offering any realistic solutions to women's oppression, because it proposed action by individual women rather than organised political action.

NOTES

NOTES

The Third Wave

- 1990s – present
- Widened the feminist movement and its ideas beyond middle class, white women, addressing the different disadvantages women experience because of, for example their race, ethnicity and class.
- Some argue that seeing the history of feminism in just these three waves can ignore the fight for equal rights and the end to discrimination by women outside the large feminist movements in the UK and US, including working class women and black and ethnic minority women.

Post-feminism

- 1980s – present
- Includes a wide range of reactions to the feminist movement and is often critical of the feminist ideas. The word ‘post’ suggests that feminism is not relevant anymore because women have won equal rights. Other post feminists’ ideas argue that younger women do not see feminism as relevant to them now. They may still believe in equal rights for women, but either see themselves as individuals, not part of a feminist movement or don’t want to use the word ‘feminist’. This has been criticised by feminists as a way of ‘manufacturing consent’ for the fact that women are still unequal, by getting women to accept their unequal position in society.
- Feminists argue that sexualised images of girls and young women now saturate the media and are widely available in mainstream media, such as advertising, magazines and television. This damages women’s self-image and it also distorts men’s view of women. The Internet has led to increased and easier access to pornography, whose message is that women are sexually available and their bodies are for sale.

Perspective on Communication

Feminist communication theory has evolved over time and branches out in many directions. Early theories focused on the way that gender influenced communication and many argued that language was manmade. This view of communication promoted a ‘deficiency model’ asserting that characteristics of speech associated with women were negative and that men ‘set the standard for competent interpersonal communication’, which influences the type of language used by men and women. These early theories also suggested that ethnicity, cultural and economic backgrounds also needed to be addressed. They looked at how gender intersected with other identity constructs, such as class, race, and sexuality.

Feminist theorists, especially those considered to be liberal feminists, began looking at issues of equality in education and employment. Other theorists addressed political oratory and public discourse. The recovery project brought to

light many women orators who had been ‘erased or ignored as significant contributors’. Feminist communication theorists also addressed how women were represented in the media and how the media ‘communicated ideology about women, gender, and feminism’.

Feminist communication theory also encompasses access to the public sphere, whose voices are heard in that sphere, and the ways in which the field of communication studies has limited what is regarded as essential to public discourse. The recognition of a full history of women orators overlooked and disregarded by the field has effectively become an undertaking of recovery, as it establishes and honours the existence of women in history and lauds the communication by these historically significant contributors. This recovery effort, begun by Andrea Lunsford, Professor of English and Director of the Program in Writing and Rhetoric at Stanford University and followed by other feminist communication theorists also names women such as Aspasia, Diotima, and Christine de Pisan, who were likely influential in rhetorical and communication traditions in classical and medieval times, but who have been negated as serious contributors to the traditions.

Feminist communication theorists are also concerned with a recovery effort in attempting to explain the methods used by those with power to prohibit women like Maria W. Stewart, Sarah Moore Grimké, and Angelina Grimké, and more recently, Ella Baker and Anita Hill, from achieving a voice in political discourse and consequently being driven from the public sphere. Theorists in this vein are also interested in the unique and significant techniques of communication employed by these women and others like them to surmount some of the oppression they experienced.

Feminist theorist also evaluate communication expectations for students and women in the work place, in particular how the performance of feminine versus masculine styles of communication are constructed. Judith Butler, who coined the term ‘gender performativity’ further suggests that, ‘theories of communication must explain the ways individuals negotiate, resist, and transcend their identities in a highly gendered society’. This focus also includes the ways women are constrained or ‘disciplined’ in the discipline of communication in itself, in terms of biases in research styles and the ‘silencing’ of feminist scholarship and theory.

Who is responsible for deciding what is considered important public discourse is also put into question by feminist theorists in communication scholarship. This lens of feminist communication theory is labelled as revalorist theory which honours the historical perspective of women in communication in an attempt to recover voices that have been historically neglected.

Check Your Progress

3. What did Germaine Greer argue in *The Female Eunuch*?
4. What did early feminist communication theory focus on?

NOTES

NOTES

2.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Marxism essentially views media as a means, and not as an end to bring about revolution and form a society ruled by the proletariats.
2. Media ownership can be private ownership, publicly traded ownership, charitable ownership and employee ownership.
3. In *The Female Eunuch*, Germaine Greer argued women are 'castrated', the eunuch of the title, by society. In particular she attacked the nuclear family, romantic role and the limits on women's sexuality. She also argued that gender roles were not natural but learned. They conditioned girls to conform to a very restrictive femininity.
4. Early feminist communication theories focused on the way that gender influenced communication and many argued that language was manmade. This view of communication promoted a 'deficiency model' asserting that characteristics of speech associated with women were negative and that men 'set the standard for competent interpersonal communication', which influences the type of language used by men and women.

2.5 SUMMARY

- Although it is largely debated that Marxism has failed as a guide to social change, the analysis of media from a Marxist perspective is of relevance particularly in the capitalist society.
- Central to the Marxist perspective of media is the issue of power and class struggle. Marxism interprets media as an instrument of control by and for a ruling class. It sees a direct association between economic ownership and the dissemination of messages.
- The message which media disseminates legitimizes the values of the class which owns and controls media.
- Modern approaches to Marxist media theory focus less on material structures and more on ideas. These versions highlight the tendency of media to reproduce and thus legitimize certain exploitative relationships as the subordination of the working class and the dominance of capitalism.
- The theory of functionalism explains institutions and social practices in terms of the needs or requirements of individuals and the society.
- The functionalist perspective sees society as an ongoing system comprising of many subsystems each of which makes a definitive contribution to order and certainty.

- The political economic theory focuses on the relation between the dynamics and economic structures of media organizations and the ideological content of media. It analyses empirically, the control and the structure of ownership of media and studies the manner in which market forces operate.
- The political economic theory sees media activity as an economic process which produces a commodity (in this case such media content as news, soaps, sitcoms, advertisements, etc).
- Feminist theory, or feminism, refers to the support of equality for women and men. Although all feminists strive for gender equality, there are various ways to approach this theory, including liberal feminism, socialist feminism and radical feminism.
- Feminism is the belief that women should have equal rights to men. In consequence, the feminist movement fights for equal rights and opportunities for women.
- It can be argued that there have been real improvements in the way that women are now represented in the media possibly because of the increase in women working in the media, sometimes in positions of power.
- Feminist communication theory has evolved over time and branches out in many directions. Early theories focused on the way that gender influenced communication and many argued that language was manmade.
- Feminist communication theory also encompasses access to the public sphere, whose voices are heard in that sphere, and the ways in which the field of communication studies has limited what is regarded as essential to public discourse.
- Feminist communication theorists are also concerned with a recovery effort in attempting to explain the methods used by those with power to prohibit women like Maria W. Stewart, Sarah Moore Grimké, and Angelina Grimké, and more recently, Ella Baker and Anita Hill, from achieving a voice in political discourse and consequently being driven from the public sphere.
- Feminist theorist also evaluate communication expectations for students and women in the work place, in particular how the performance of feminine versus masculine styles of communication are constructed.

NOTES

2.6 KEY WORDS

- **Feminism:** It is a range of social movements, political movements, and ideologies that share a common goal: to define, establish, and achieve the political, economic, personal, and social equality of the sexes.
- **Proletariats:** It means working-class people regarded collectively (often used with reference to Marxism).

NOTES

- **Demographics:** It refers to statistical data relating to the population and particular groups within it.
- **Functionalism:** It is the theory that the design of an object should be determined by its function rather than by aesthetic considerations, and that anything practically designed will be inherently beautiful.

2.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is central to the Marxist perspective of the media?
2. Write a short-note on the theory of functionalism.
3. What are some of the basic ideas of feminism?
4. What are the various waves of the feminist movement?

Long Answer Questions

1. Discuss the Marxist media theory.
2. Examine the political economy theory of the media.
3. Describe feminist communication theory.

2.8 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

UNIT 3 THEORIES OF MEDIA ORGANIZATION AND MEDIA WORK

*Theories of Media
Organization and
Media Work*

NOTES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Social and Culturalist Theory
- 3.3 Psychoanalytic Theory of Communication
 - 3.3.1 Behaviourism Theory
- 3.4 White's Gatekeeping Model
- 3.5 Answers to Check Your Progress Questions
- 3.6 Summary
- 3.7 Key Words
- 3.8 Self Assessment Questions and Exercises
- 3.9 Further Readings

3.0 INTRODUCTION

In the previous unit, you were introduced to some of the major theories of media. In this unit, theories of mass media will continue. The unit will discuss Socialist, Culturalist, psychoanalytical, behavioural theories of media. The unit will also examine the gatekeeping model in detail.

3.1 OBJECTIVES

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

- Discuss the culturalist and behaviourist theory of communication
- Examine the psychoanalytic theory of communication
- Explain the gatekeeping model of the media

3.2 SOCIAL AND CULTURALIST THEORY

The culturalist theory, developed in the 1980s and 1990s, claims that people interact with media to create their own meanings out of the images and messages they receive. This theory sees audiences as playing an active rather than passive role in relation to mass media. One strand of research focuses on the audiences and how they interact with media; the other strand of research focuses on those who produce the media, particularly the news.

NOTES

The relationship between media organizations and the external world has been conceptualized in a number of ways. Central to this is the question of media power. On the one hand, media workers and organizations have the power to shape media content, whereas on the other external forces, in particular other powerful social institutions and the audience, determine what is reported and represented in the media. Organizational approach has tended to adhere to the former. By focusing on individuals and their organizational environment, a picture is painted of the media in control of what emerges from the production process.

Approaches that see the media from without tend to see the control lying outside the media, giving 'the impression that the media are little more than panes of glass through which it is possible to discern the structure of society, its values and innermost tensions, in ways that are wholly unaffected by institutional mechanism' (Curran, 2001: 10-11). This debate is most clearly laid out in analysis of the relationship between the news reporter and his or her sources of information.

Sources are central to news production as most events are never witnessed by reporters. They depend on others telling them what has happened. Reporters must 'cultivate sources' to obtain their information (Ward, 1995: 114-15). Sources most successful at gaining access to the mainstream news media are those who are well organised, well-resourced and able to supply a regular and reliable flow of newsworthy information.

These tend to be powerful groups and organizations in society, usually official bodies and, in particular, government. It is only recently that studies have focused on the role of sources in the construction of the news. The relationship has been under-conceptualised as organizational approaches 'largely, although not exclusively, focused on how media organizations, especially those producing news, have made use of sources of information' (Schlesinger, 1990: 62).

The growth of 'promotional culture' has made the study of sources and their influence more central to analysis of media production. Central to the study of sources is 'the exercise of political and ideological power, especially, but not exclusively, by central social institutions which seek to define and manage the flow of information in a contested field of discourse' (Schlesinger, 1990). The focus has moved away from the individual media worker's autonomy inside the media organization toward the autonomy media organizations have from other powerful groups and interests in society.

Pluralists and Marxists have both come to see official sources as dominating the news agenda. Preference is given to the opinions of those in authority as 'news privileges the privileged' (Ward, 1995: 114). If pluralists see this dominance as a breakdown of the normal operations of media organizations, Marxists argue it is a natural outcome of the 'structured relationship' between the media and the powerful, the ruling or dominant class.

Individual Media Workers

Arguing media content is determined by the decisions of the individual media worker deals with their common-sense assumption of media audiences and the self-image of many of those working in the media. Journalists, for example, often see themselves as harsh, independent individualists, an image promoted in popular culture. Hollywood films seldom portray journalists in routine, desk-bound, dead-end jobs (Zynda, 1981: 10). Films are usually discussed in terms of the talent of their stars, the reputation of their directors and the acumen of their producers. An assumption made for all media is that the personality, work and talent of the individual is primarily responsible for shaping what they produce. This is familiar to those working in the industry as it reinforces their notion of the freedom and autonomy of individual communicators as well as their audiences, who are encouraged to see media content as reflecting the diversity of voices in society. One of the first ways of understanding how the work of the individual is transformed into media products was to conceptualize the manufacturing process as a series of 'gates' through which ideas had to pass.

Social Attitudes and Values

Studies of the social background of media occupations show, in one way or another, the industry is unrepresentative of broader society. Media professionals, for example, have been characterised in some research as liberal or left wing. Lichter *et al.* (1986) found in their study of 'elite' reporters in American television and the press that journalists are more likely to see themselves as political liberals compared to the public in general. Gans (1979) suggests American journalists share a set of 'enduring values' that shape the nature of news. He argues these values cannot be classified as either conservative or liberal but represent a kind of progressivism. He identifies ethnocentrism, altruistic democracy, responsible capitalism, small town pastoralism, individualism, moderation, social order and national leadership as the values guiding the American news journalist in his or her work.

The BBC's role in 'holding the middle ground' when there are threats to these values can in part be seen as a reflection of the background and attitudes of those who work in the Corporation (see Kumar, 1977; Burns, 1977). The BBC is seen as one example of a wider phenomenon. Tunstall (1971) found most of the prestigious positions in British journalism were filled by graduates from Britain's two leading universities - Oxford and Cambridge - while Curran (2000) emphasises the narrow class and education background, occupational values and social networking of literary editors, which in part accounts for the limited book reviewing agenda in the British press. Johnstone *et al.* (1976:28) found American Journalists were urban, young, white, male and from solid middle- or upper middle-class social backgrounds. Hence, it is no accident the news in large measure reflects male perspectives, is disproportionately centred on urban places and events, and pays little attention to minority or disadvantaged groups.

NOTES

NOTES

Therefore, culturalist theorists claim that, while a few elite in large corporations may exert significant control over what information media produces and distributes, personal perspective plays a more powerful role in how the audience members interpret those messages.

Check Your Progress

1. What sources are most successful at gaining access to the mainstream news media?
2. What do studies of social background of media occupations show?

3.3 PSYCHOANALYTIC THEORY OF COMMUNICATION

Sigmund Freud, a trained neurologist popularly known as the father of psychoanalysis. Born into a poor family, his parent's priorities were his education and were qualified as a doctor from the University of Vienna. He developed several theories on unconscious mind and found psychoanalysis a treatment for psychopathology. The psychoanalyst will communicate with the unconscious mind of the patient which was later developed into many areas of psychotherapy. Through this analysis a person's behaviour can be evaluated relating to the previous life experiences or traumas. These experiences characterise one's behaviour. And also one of the other prominent discoveries of Freud was the dream psychology, where the dreams generate sensory stimuli which is been appeared as his fulfilled wishes in order to sustain his sleep. These theories are considered to be the biggest contributions to the century and have inspired the development of many communication theories and models.

Introduction

A crucial factor for every human being is achieved through proper communication or through social interaction. Apart from the basic essentials, a person's needs lies in their desires. In other words wish fulfilment which can be categorized as the basic need to be loved or to be understood. These desires can be generated consciously or unconsciously and people often tend to confuse it and rather reach to a stage where they fail to identify their needs and wants. Psychoanalytic theories are a complex set of theories and principles to understand and to study the human behaviour, personality, logic and thoughts of a person. Sigmund Freud is the pioneer in developing these theories followed by many psychologists like Erik Erikson. The theories are vast and are unpredictable at times as the behaviour of a human mind.

Psychoanalytic Theory

Human behaviour is not something inborn but is shaped by the experiences that a human being encounters throughout his life. We tend to deal with a situation

consciously but will be driven by our unconscious intuitions. For example we always feel weird or awkward after doing or telling something to another person. We might not think about it during the situation, but afterwards only our mind comes in conscious of what we had done.

Basic concepts of mind is divided into three sections:

- **Conscious** mind is the feelings and desires that you feel at present
- **Preconscious** is the memory or any event that you find it easy to recollect and also the humanitarian part
- **Unconscious** which is the vast area which will be difficult to recollect but these will be memories caused by the experiences of our conscious behaviour

Freud divided the mind into three stages is called 'Personality Structure'.

1. ID ("eedh")
2. Ego
3. Super Ego

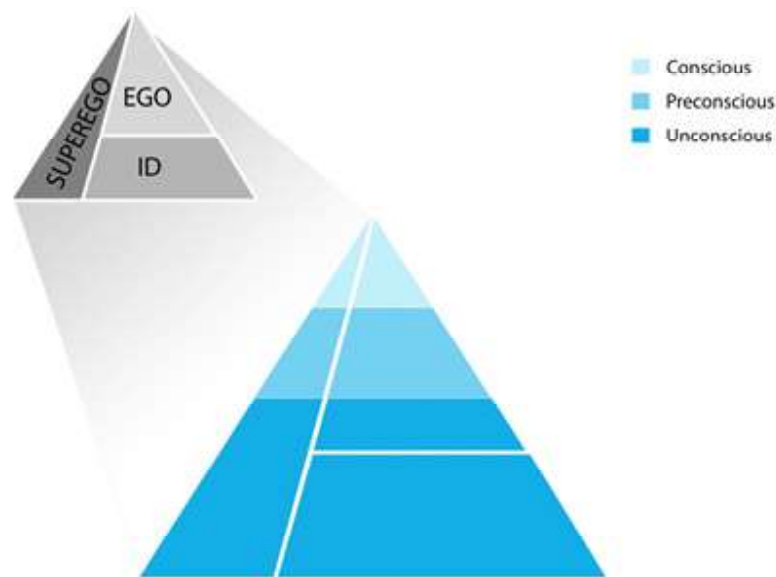


Fig 3.1 Freud's Personality Structure

1. **Id** is the first stage, the human wants to fulfil their desire (demand) whether it is right or wrong. Individual seeks for pleasure and to avoid the pain. There is no moral values or standards in this stage. It is the unconscious mind. Example: The child never stops crying until the mother fulfils the desire of the kid. (Kid fighting for Ice cream)
2. **Ego** is the second stage which is the balance between both id and superego on one hand and reality on another hand. In this stage individual demands as well as obey for the reality principle (real life). It stands in between both

NOTES

NOTES

conscious and preconscious. Example: In the University campus, Students are protesting or demanding for their scholarship in a democratic way.

3. **Super Ego** is the third stage which is entirely opposite to the Id. In the stage the individual concerned with moral values, emotions, expectation, standards and ideals. It is mostly unconscious and some part is preconscious. Example: A good politician has several ways to involve in scam. Even though, he will not do that because of his ethical and moral values won't allow

Scope

The psychoanalytical theory was greatly influenced in the interpersonal communication and provided a technique for understanding and interpreting human thoughts and behaviours and also the past events reshaping our personality. This approach provides a vast possibility in the field of communication as it explains how human beings contrary reaction towards similar situations.

Example

When two people are conversing, their attitude towards the situation comes out of not just consciously, but a clash of our preconscious and unconscious minds. If the person whom we are talking to is agonizing, a small thought inside will sometimes cause you to yell or scream at him. But our preconscious part influences our mind and thus we tend to listen to him uncomplainingly. The events that are stored in our unconscious minds mostly reshape our behaviour naively. Examples of such events can be any trauma's happened in childhood or some events which have caused an effect like any sexual abuse or sudden death.

3.3.1 Behaviourism Theory

John B. Watson, an animal experimentalist who argued that all human action is merely a conditioned response to external environmental stimuli, first popularized stimulus-response psychology. Watson's theory became known as behaviourism in recognition of its narrow focus on isolated human behaviours. Behaviourists rejected psychology's widely held assumption that higher mental processes (that is, conscious thought or reflection) ordinarily control human action. In contrast to such 'mentalist' views, behaviourists argued that the only purpose served by consciousness was to rationalize behaviours after they are triggered by external stimuli. Behaviourists attempted to purge all mentalist terms from their theories and to deal strictly with observable variables—environmental stimuli on the one hand and behaviours on the other.

By studying the associations that existed between specific stimuli and specific behaviours, behaviourists hoped to discover previously unknown causes for action. One of the central notions in behaviourism was the idea of conditioning. Behaviourists argued that most human behaviour is the result of conditioning by the external environment. We are conditioned to act in certain ways by positive and negative stimuli—we act to gain rewards or avoid punishments.

Early mass communication theorists, who saw the media as providing external stimuli that triggered immediate responses, frequently used behaviourist notions. For example, these ideas could be applied to the analysis of the Nazi propaganda films described earlier. The powerful, ugly images presented of Jews or the mentally ill were expected to trigger negative responses in their German audiences. Repeated exposure to these images would condition them to have a negative response whenever they see or think about Jews. These behaviourist notions were used by some theorists to develop what has come to be known as magic bullet theory, the idea that propaganda can be powerful enough to penetrate most people's defences and condition them to act in ways useful to the propagandist. Most propaganda theorists rejected such ideas as too simplistic. There was more to propaganda than conditioning.

NOTES

3.4 WHITE'S GATEKEEPING MODEL

What we see, read and hear in the media is the end product of a complex process. Films, television programs, pop music, advertising copy and newspaper stories are made within media organizations according to a particular set of activities and practices, and by a number of different kinds of people. While the consumer is encouraged to see the output of the media as simple, straightforward and natural, the makers of media products are engaged in a highly organised and multi-layered system of production. Economic pressures are a key determinant in shaping this production process but other factors are also important. The organizational structure and occupational culture of the media also shape the process of mass communication.

Mass media plays a significant role in strengthening the society, promoting knowledge, globalizing the world and disseminating the information. Media is the power house of information from all over the world, which cannot be publish, broadcast or telecast as it is because there is very little time and space, so every form of media has to define its content. The process by which this practice is done, called gate keeping. Through this process information is filtered for dissemination.

Gate keeping is a selection process in which all the information is organized by level of importance and interest. The gatekeeper or gatekeepers fix on which information is relevant after sorting it out in a hierarchy that determines what they need. Information from important topics, controversial issues, and contemporary news stories has a higher tendency of being selected. Moreover, the gatekeeper alone can't decide how the information is sorted, for this purpose there are many gate keepers who determine which information will be pass out to people, a gatekeeper is always having its own influences like social, cultural, ethical and political.

NOTES

Kurt Lewin (1947) first coined the term ‘gatekeeping,’ which he used to describe a wife or mother as the person who decides which foods end up on the family’s dinner table. The gatekeeper is the person who takes a decision on what shall pass through each gate in a given set of several gates. Though he applied it initially to the food chain, he then added that the gating process can include a news item winding through communication channels in a group. From here on most gatekeeping studies in communication field were launched. White (1961) was the person who seized upon Lewin’s comments and turned it firmly towards journalism in 1950. In the 1970s, McCombs and Shaw gave a different angle when they looked at the effects of gatekeepers’ assessment. They revealed that audience feedback is significant if added in a news item as media places quite a lot of importance on it. McCombs and Shaw opined that the gate keeping thought is linked with the agenda-setting.

The gatekeeper decides which information will go forward, and which will not. In other words, a gatekeeper in a social system decides which of a certain commodity – materials, goods, and information – may go into the system. They can control the public’s knowledge of the actual events by passing some stories through the system but keeping others out. Gatekeepers can also be seen as institutions or organizations. In a political system there are gatekeepers, individuals or institutions which control access to positions of power and regulate the flow of information and political influence. Media gatekeeping showed that decision making is based on principles of news values, organizational routines, input structure and common sense. It is very important in communication planning and almost all communication planning roles include some aspect of gatekeeping.

The gatekeeper’s choices are a complex web of influences, preferences, motives and common values. Gatekeeping is expected and in some situations it can be useful too. It can also be dangerous, since it can lead to an abuse of power by deciding what information to discard and what to let pass. Nevertheless, gatekeeping is often a routine, guided by some set of standard questions.

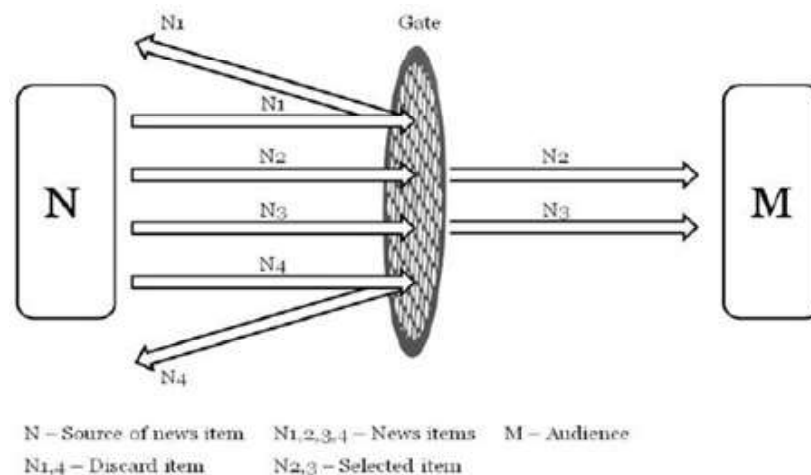


Fig. 3.2 Gatekeeping Model

Check Your Progress

3. Who is the father of psychoanalysis?
4. Who popularized stimulus-response psychology?
5. What is the role of a gatekeeper in a social system?

NOTES

3.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Sources most successful at gaining access to the mainstream news media are those who are well organised, well-resourced and able to supply a regular and reliable flow of newsworthy information.
2. Studies of the social background of media occupations show, in one way or another, the industry is unrepresentative of broader society.
3. Sigmund Freud, is popularly known as the father of psychoanalysis.
4. John B. Watson, an animal experimentalist who argued that all human action is merely a conditioned response to external environmental stimuli, first popularized stimulus-response psychology.
5. A gatekeeper in a social system decides which of a certain commodity – materials, goods, and information – may go into the system.

3.6 SUMMARY

- The culturalist theory, developed in the 1980s and 1990s, claims that people interact with media to create their own meanings out of the images and messages they receive.
- Culturalist theory sees audiences as playing an active rather than passive role in relation to mass media. One strand of research focuses on the audiences and how they interact with media; the other strand of research focuses on those who produce the media, particularly the news.
- Sources are central to news production as most events are never witnessed by reporters. They depend on others telling them what has happened. Reporters must ‘cultivate sources’ to obtain their information.
- The growth of ‘promotional culture’ has made the study of sources and their influence more central to analysis of media production.
- Culturalist theorists claim that, while a few elite in large corporations may exert significant control over what information media produces and distributes, personal perspective plays a more powerful role in how the audience members interpret those messages.

NOTES

- Sigmund Freud, a trained neurologist popularly known as the father of psychoanalysis. He developed several theories on unconscious mind and found psychoanalysis a treatment for psychopathology.
- A crucial factor for every human being is achieved through proper communication or through social interaction. Apart from the basic essentials, a person's needs lies in their desires. In other words wish fulfilment which can be categorized as the basic need to be loved or to be understood.
- Preconscious is the memory or any event that you find it easy to recollect and also the humanitarian part.
- Freud divided the mind into three stages is called 'Personality Structure'.
 1. ID ("eedh")
 2. Ego
 3. Super Ego
- Id is the first stage, the human wants to fulfil their desire (demand) whether it is right or wrong. Individual seeks for pleasure and to avoid the pain.
- The psychoanalytical theory was greatly influenced in the interpersonal communication and provided a technique for understanding and interpreting human thoughts and behaviours and also the past events reshaping our personality.
- Watson's theory became known as behaviourism in recognition of its narrow focus on isolated human behaviours. Behaviourists rejected psychology's widely held assumption that higher mental processes (that is, conscious thought or reflection) ordinarily control human action.
- Early mass communication theorists, who saw the media as providing external stimuli that triggered immediate responses, frequently used behaviourist notions.
- Gate keeping is a selection process in which all the information is organized by level of importance and interest.
- The gatekeeper or gatekeepers fix on which information is relevant after sorting it out in a hierarchy that determines what they need.
- White (1961) was the person who seized upon Lewin's comments and turned it firmly towards journalism in 1950. In the 1970s, McCombs and Shaw gave a different angle when they looked at the effects of gatekeepers' assessment.
- The gatekeeper's choices are a complex web of influences, preferences, motives and common values. Gatekeeping is expected and in some situations it can be useful too. It can also be dangerous, since it can lead to an abuse of power by deciding what information to discard and what to let pass.

3.7 KEY WORDS

- **Super Ego:** It is the part of a person's mind that acts as a self-critical conscience, reflecting social standards learned from parents and teachers.
- **Id:** It is the part of the mind in which innate instinctive impulses and primary processes are manifest.
- **Gatekeeper:** It refers to the individual through which information is filtered for dissemination, whether for publication, broadcasting, the Internet, or some other mode of communication.
- **Unconscious:** It is the part of the mind which is inaccessible to the conscious mind but which affects behaviour and emotions.

NOTES

3.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the three sections of the mind?
2. What is the Id?
3. What is behaviourism?

Long Answer Questions

1. Explain the culturalist theory of the media.
2. Discuss the Psychoanalytic Theory of Communication.
3. Examine the gatekeeping model of the media.

3.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

NOTES

UNIT 4 OVERVIEW OF NORMATIVE THEORIES

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Normative Theories
 - 4.2.1 Authoritarian Media Theory
 - 4.2.2 Free Press or Libertarian Media Theory
- 4.3 Answers to Check Your Progress Questions
- 4.4 Summary
- 4.5 Key Words
- 4.6 Self Assessment Questions and Exercises
- 4.7 Further Readings

4.0 INTRODUCTION

In the previous unit, you learnt about behavioural and psychoanalytical theories of communication. In this unit, we will discuss normative theories of communication.

A normative theory describes an ideal way for a media system to be controlled and operated by the government, authority, leader and public. These theories are basically different from other communication theories since they do not provide any scientific explanations or prediction. There are essentially four normative theories of the press. They were first proposed by Fred Siebert, Theodore Peterson and Wilbur Schramm in their book called *Four Theories of the Press*. In this unit, we will study the Authoritarian Media Theory and the Libertarian or Free Press Media Theory.

4.1 OBJECTIVES

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

- Discuss the authoritarian media theory
- Examine the free press media theory

4.2 NORMATIVE THEORIES

Apart from various theories propounded in the last seventy or eighty years, there are four major theories of press also known as the normative theories. They explain how media 'ought to' operate under the prevailing political and economical setup. It is a well-known fact that every society controls the mass media according to its

needs and policies and for doing so it formulates certain guidelines of media or press. The following theories precisely explain the various philosophies guiding societies and its press.

4.2.1 Authoritarian Media Theory

Mass media, although free in general sense, has to function under state controls. Freedom of thought, according to authoritarian approach, was guarded jealously, by the few individuals in the ruling classes, who are worried about the emergence of a new middle class and the impact of media on the middle class thought process. The ruling class always tried to control the freedom of expression. The authoritarian approach promoted blind obedience to the superiors on the ladder, and used threats and punishments to control those who bypassed the censorship or the regulation of the authorities. Press censorship was justified and defended on the grounds that the state, as the caretaker of the people, should always take precedence over the freedom of expression of the people. This approach justified itself on the basis of Plato's (407–327 BC) authoritarian philosophy, who believed only a few wise men at the top can keep the state safe.

A British academician, Thomas Hobbes (1588–1679), argued that maintaining order is the sovereign duty and individual objections have to be ignored. Friedrich Engels, a German thinker posited that only authoritarianism can ensure and protect the right to freedom. We have witnessed during last century how authoritarian and democratic governments controlled the media.

4.2.2 Free Press or Libertarian Media Theory

This theory advocates removal of all restraints on media. The theory has its origins in the seventeenth century England where the invention and spread printing press took place. Printing press for the first time could generate thousands of copies of books or pamphlets at affordable prices. The state was believed to be a source of interference on the individual's rights and his property. Libertarians treated taxation as a theft by the authorities. This theory purported that popular will (*vox populi*) should precede the power of state.

Advocates of this theory were, an early sixteenth century philosopher, Lao Tzu; a seventeenth century British philosopher, John Locke; the epic poet (*Aeropagitica*), John Milton; and an essayist (who has written *On Liberty*), John Stuart Mill. In his *Aeropagitica* of 1644, Milton stated that there should be freedom expression and 'let truth and falsehood grapple.' After the French revolution, the new republican government in its Declaration of the Rights of Man, stated that 'Every citizen may speak, write and publish freely.' Out of such doctrines emerged the concept of the 'free market of ideas.' George Orwell, a British writer, defined libertarianism as 'allowing people to say things you do not want to hear'. According to libertarians, the press must play the role of *Fourth Estate* where it should reflect the public opinion.

NOTES

NOTES

Social Responsibility Theory

In their book *Four Theories of Press*, Wilbur Schramm, Siebert and Theodore Paterson, criticized the 'free press theory' stating 'pure libertarianism is antiquated, outdated and obsolete.' They advocated that the 'social responsibility theory' is more relevant and practical than the 'free press theory'. The social responsibility theory was evoked by the Commission of The Freedom of Press in US, in 1949. The free market approach to press freedom according to the commission had only increased the power of ruling and wealthy classes. And it had not served the interests of the underprivileged and the poor. The emergence and spread of movies, radio and TV necessitated some sort of accountability on the part of media. A judicious mix of state regulation, self-regulation, professional standards and ethics were imperative.

Social responsibility theory thus advocates a conscientious practice of media ethics should precede the right of free expression. The social responsibility theory is one among other press theories. It is considered as a theory that should serve to the achievement of valid societal goals. Accordingly, the media have responsibilities toward society; the media should be available to more than a marginal group of people. It should be more representative and should present more than the opinions of influential politicians.

It was the American commission of 1947 that provided the philosophical basis to the social responsibility tradition, but it was actually put into practice with much more determination and effects in other countries, especially in Western Europe in the two or three decades following the World War II.

According to the social responsibility model, the state could play an important role in ensuring that media fulfils their social obligations whilst retaining their independence and the freedom of the speech. Mass media should provide citizens with information, identify the problems in the society, and expose the unlawful activities of those who have power. Media also should have mobilization function, campaigning for societal purposes in the areas of politics and economic development. So, everywhere, social tasks come prior to media rights and freedoms.

Communist Media Theory

Marx and Engels posited the communist media theory according to which 'the ideas of the ruling classes are the ruling ideas'. They believed the bourgeois ideology pervaded throughout the mass media. Lenin strongly believed that the existence of private ownership is incompatible with the freedom of press. He thought that information generated with the help of modern technology must be controlled to ensure the freedom of press.

The communist media theory advocated that the responsibility of mass media was educating the masses of workers and peasants rather than simply giving out information. The public must be encouraged to give feedback which helps the

media to cater to the public interests. The theory justifies the state control on the basis of the communist theory that the socialist revolution would be led by the proletariat comprising of peasants and workers. The socialist state would be ruled by the communist party, which is the vanguard of peasants and workers. According to Marx, Engels and Lenin a socialist framework ensures a real democracy compared to bourgeois democracies which are the democracies for the rich and elite. Hence, the state would control the press so that nothing is allowed to be published which is against the interests of the peasantry and working class.

NOTES

Check Your Progress

1. What was Hobbes' argument relating to sovereign duty?
2. What did communist media theory advocate?

4.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The British academician, Thomas Hobbes, argued that maintaining order is the sovereign duty and individual objections have to be ignored.
2. The communist media theory advocated that the responsibility of mass media was educating the masses of workers and peasants rather than simply giving out information.

4.4 SUMMARY

- Apart from various theories propounded in the last seventy or eighty years, there are four major theories of press also known as the normative theories.
- Mass media, although free in general sense, has to function under state controls. Freedom of thought, according to authoritarian approach, was guarded jealously, by the few individuals in the ruling classes, who are worried about the emergence of a new middle class and the impact of media on the middle class thought process.
- In the authoritarian media theory, press censorship was justified and defended on the grounds that the state, as the caretaker of the people, should always take precedence over the freedom of expression of the people.
- Friedrich Engels, a German thinker posited that only authoritarianism can ensure and protect the right to freedom.
- The free press theory advocates removal of all restraints on media. The theory has its origins in the seventeenth century England where the invention and spread printing press took place.

NOTES

- Advocates of the free press theory were, an early sixteenth century philosopher, Lao Tzu; a seventeenth century British philosopher, John Locke; the epic poet (*Aeropagitica*), John Milton; and an essayist (who has written *On Liberty*), John Stuart Mill.
- In their book *Four Theories of Press*, Wilbur Schramm, Siebert and Theodore Paterson, criticized the 'free press theory' stating 'pure libertarianism is antiquated, outdated and obsolete.' They advocated that the 'social responsibility theory' is more relevant and practical than the 'free press theory'.
- Social responsibility theory thus advocates a conscientious practice of media ethics should precede the right of free expression.
- Marx and Engels posited the communist media theory according to which 'the ideas of the ruling classes are the ruling ideas'. They believed the bourgeois ideology pervaded throughout the mass media.
- The communist media theory advocated that the responsibility of mass media was educating the masses of workers and peasants rather than simply giving out information. The public must be encouraged to give feedback which helps the media to cater to the public interests.
- The communist media theory justifies the state control on the basis of the communist theory that the socialist revolution would be led by the proletariat comprising of peasants and workers.

4.5 KEY WORDS

- **Authoritarian:** It means someone favouring or enforcing strict obedience to authority at the expense of personal freedom.
- **Libertarian:** It refers to a person who believes that people should be free to think and behave as they want and should not have limits put on them by governments.
- **Ruling Class:** It refers to the social class of a given society that decides upon and sets that society's political agenda.

4.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are normative theories?
2. What is communist media theory?

Long Answer Questions

1. Discuss the authoritarian media theory.
2. Examine the free press media theory.

Overview of
Normative Theories

NOTES

4.7 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

NOTES

BLOCK - II DIFFERENT TYPES OF COMMUNICATION THEORIES

UNIT 5 PSYCHOLOGICAL AND SOCIOLOGICAL COMMUNICATION THEORIES

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Cultivation Theory
 - 5.2.1 Uses and Gratification Theory
- 5.3 Gestalt Theory of Motivation
- 5.4 Answers to Check Your Progress Questions
- 5.5 Summary
- 5.6 Key Words
- 5.7 Self Assessment Questions and Exercises
- 5.8 Further Readings

5.0 INTRODUCTION

In the previous unit, you learnt about normative theories of the media. In this unit, the discussion will turn towards psychological and sociological theories of the media and mass communication.

The second phase of formulation of mass communication theories was influenced by new insights of the emerging approaches in sociology. As a result, a number of theories with sociological orientation and perspective came up in this phase, though the psychological insights were not forgotten. Cultivation theory, use and gratification theory and the agenda setting theory have really made their place in the history of mass communication theory. We will study cultivation and use and gratification theory in the unit. We will also discuss Gestalt theory of motivation.

5.1 OBJECTIVES

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

- Examine cultivation theory and its criticisms

- Discuss the uses and gratification theory
- Describe the various laws of perceptual organization in Gestalt psychology

5.2 CULTIVATION THEORY

NOTES

The cultivation theory, developed by George Gerbner, is a scientific theory. Cultivation theory in its most basic form, suggests that exposure to television, over time, subtly cultivates viewers' perceptions of reality. This cultivation can have an impact even on occasional viewers of TV, because the impact on heavy viewers has an impact on our entire culture. It looks at media as having a long-term passive effect on audiences and has a compound effect over an extended period. Gerbner, giving an example, stating that there are so many images transmitted to the viewers that it looks like a bombardment of images. He talks about dominant symbols, images and messages of media that are unknowingly absorbed by the audience and they have a subtle effect on them. If the television audiences are shown glamorous places, big houses, nice clothes, various types of toys, chocolates, fast food, electric and electronic gadgets repeatedly then the viewers start believing that they too can expect such things in their life and they tend to become consumers. Hence, it is quite evident that mass media, specially the television has enormous impact on the masses and it has the power to create consumers for growing markets in Europe, US and elsewhere. Hence Gerbner describes media as the moulders of the society.

George Gerbner developed the cultivation theory as a part of his three-stage research strategy, called cultural 'indicators'. The concept of a cultural 'indicator' was given by Gerbner in order to be a more common idea of a social indicator. The first part of this strategy is known as the institutional process analysis. This investigates how the flow of media messages is produced and managed, how decisions are made, and how media organizations function. The second part of this strategy is known as message system analysis, which has been used to track the most stable and recurrent images in media content in terms of violence, race and ethnicity, gender, and occupation. It deals with several questions such as 'what are the dominant patterns of images, messages, and facts, values and lessons expressed in media messages?' The final part of the research strategy is the cultivation analysis, where the answers to questions like what is the relationship between attention to these messages and audiences' conceptions of social reality are sought.

The cultivation theory can have a negative effect on a business' image. If the public is bombarded with negative materials about a company, then it is very possible that the public will no longer associate the company with its previous reputation or achievements or even its products. The public instead will focus on the negative materials attached to the company, and if they do still attach products to a company's image, it is entirely possible that the public will then attach that negative stigma to the products.

NOTES

In order to sum up, we can say that the cultivation theory assumes that the television is unique because it is pervasive. The pervasiveness of television gives it the power to establish the cultural mainstream. It cultivates broad assumptions as opposed to specific attitudes and is a medium of conservative socialization as it reinforces cultural norms and practices.

The theory has been criticized by many scholars for its over simplifications. Denis McQuail argues that

it is almost impossible to deal convincingly with the complexity of posited relationships between symbolic structures, audience behaviour and audience views, given the many intervening and powerful social background factors’.

He observes that our attitudes are likely to be influenced not only by TV, but by other media, by direct experience, by other people, and so on. Some others are critical of this theory as cultivation theorists tend to ignore the importance of the social dynamics of television. Interacting factors such as developmental stages, viewing experience, general knowledge, gender, ethnicity, viewing contexts, family attitudes and socio-economic background all contribute to shaping the ways in which television is interpreted by viewers. When the viewer has some direct experience of the subject matter this may tend to reduce any cultivation effect.

5.2.1 Uses and Gratification Theory

The use and gratifications theory became a popular approach to understanding mass communication. It placed more focus on the consumer or audience, instead of the actual message itself by asking ‘what people do with media’ rather than ‘what media does to people’ (Katz, 1959). In a way this theory once again introduces the concept of selective exposure and selective perception, though the emphasis this time has shifted from ‘masses as mere audiences’ to ‘masses as consumers’. It says that the choice which people make are motivated by the desire to satisfy or ‘gratify’ a range of needs. Hence, the use and gratification approach attempts to identify how people use the media to gratify their needs.

The principal elements of uses and gratifications include our psychological and the environmental, our needs and motives to communicate, the media, our attitudes and expectations about the media, functional alternatives to using media, our communication behaviour, and outcomes and consequences of our behaviour. People use media such as TV, Internet, print, radio, etc. to gratify their needs for information, entertainment, social interaction, escapism, etc.

McQuail points out that the audience normally seeks to gratify certain needs, which could be their need of surveillance or information, personal identity, personal relationship, social interaction and diversion or entertainment. People want information to find out about the events happening in their society and the world. They seek advice or opinion on practical matters and they also want information for their self-education. Personal identity need refers to the reinforcement of values and beliefs, knowing other people’s values and thereby gaining insights into their own self. Social interaction need relates to social empathy and interaction which

gives people a sense of belonging and finally entertainment is a need that is necessary for relaxing and emotional release as well as to get to know the cultural and aesthetic enjoyment.

However, Katz, Gurevitch and Haas (1973) have categorized the various needs and gratification for people into five categories:

- (i) Cognitive needs
- (ii) Affective needs
- (iii) Personal integrative needs
- (iv) Social integrative needs
- (v) Tension free needs

The use and gratification theory too has its criticism. Many scholars find that in order to become audience centric, this theory underplays the role of media and does not recognize the power of media. However, in spite of these criticisms, the most important and meaningful contribution is bringing individual members of the mass society at the centre stage of mass communication process and studies.

Check Your Progress

1. What does cultivation theory in its most basic form suggest?
2. What are the five categories of needs as categorized by Katz, Gurevitch and Haas?

NOTES

5.3 GESTALT THEORY OF MOTIVATION

The Gestalt theorists were the first group of psychologists to systematically study perceptual organization around the 1920s, in Germany. They were Johann Wolfgang von Goethe, Ernst Mach, and particularly of Christian von Ehrenfels and the research work was undertaken by Max Wertheimer, Wolfgang Köhler, Kurt Koffka, and Kurt Lewin. According to the Gestalt psychologists certain features in visual perception are universal.

Gestalt theory focused on the mind's perceptive. The word 'Gestalt' has no direct translation in English, but refers to 'a way a thing has been gestalt; i.e., placed, or put together'; common translations include 'form' and 'shape'. Gaetano Kanizsa refers to it as 'organized structure'. Gestalt theorists followed the basic principle that the whole is greater than the sum of its parts. In other words, the whole (a picture, a car) carried a different and altogether greater meaning than its individual components (paint, canvas, brush; or tire, paint, metal, respectively). In viewing the 'whole,' a cognitive process takes place—the mind makes a leap from understanding the parts to realizing the whole.

According to Gestalt psychology, the whole is different than the sum of its parts. Based upon this belief, Gestalt psychologists developed a set of principles

NOTES

to explain perceptual organization, or how smaller objects are grouped to form larger ones. These principles are often referred to as the ‘laws of perceptual organization.’

Gestalt is a theory that the brain operates holistically, with self-organizing tendencies. The statement, whole is different from the sum of its parts sums up the way we recognize figures and whole forms instead of just a collection of simple lines, curves and shapes. For example, while describing a tree – its parts are trunk, branches, leaves, perhaps blossoms or fruit. But when you look at an entire tree, you are not conscious of the parts, you are aware of the overall object – the tree. Parts are of secondary importance even though they can be clearly seen. Perhaps the best known example of a gestalt is the vase/face profile which is fully explained in the six Gestalt Principles detailed below.

Gestalt Principles

These are as follows:

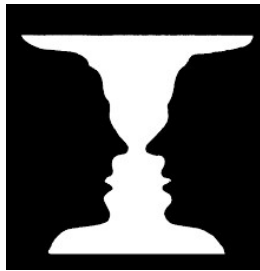


Fig. 5.1 Example 1 of Law of Similarity

The Law of Similarity

As Gestalt principles go, the principle of similarity would seem to be one of the simplest to grasp. It states things that are similar are perceived to be more related than things that are dissimilar. Similarity occurs when objects look similar to one another. People often perceive them as a group or pattern.

Similarity means there is a tendency to see groups, which have the same characteristics. The principle of similarity states that things which share visual characteristics such as shape, size, colour, texture, value or orientation will be seen as belonging together.

Let us make it a bit easier to perceive some similarity:



Fig. 5.2 Example 2 of Law of Similarity

The Law of Contrast

The Law of Contrast states that when two items are presented one after another, 'If the 2nd item is fairly different from the 1st, we tend to see it as more different than it actually is.' The principle based on the assumption that individuals base their behaviour on comparison of opposites not with sameness. The phenomenon that when two different but related stimuli are presented close together in space and/or time they are perceived as being more different than they really are.

On the other hand, seeing or recalling something may also trigger the recollection of something exactly opposite. If you think of the tallest person you know, you may suddenly recall the shortest one as well. If you are thinking about birthdays, the one that was totally different from all the rest is quite likely to come up. Elements that share uniform visual characteristics are perceived as being more related than elements with disparate visual characteristics.

The Law of Uniform Connectedness

The principle or Law of Uniform Connectedness is the strongest of the Gestalt Principles concerned with relatedness. It refers to the fact that elements that are connected by uniform visual properties are perceived as being more related than elements that are not connected. As with the principle of proximity, uniform connectedness causes us to perceive groups or chunks rather than unrelated, individual things.

In practice, uniform connectedness is quite simple: draw a box around a group of elements and you've indicated that they're related. Alternately, you can draw connecting lines (or arrows or some other tangible connecting reference) from one element to the next for the same effect.

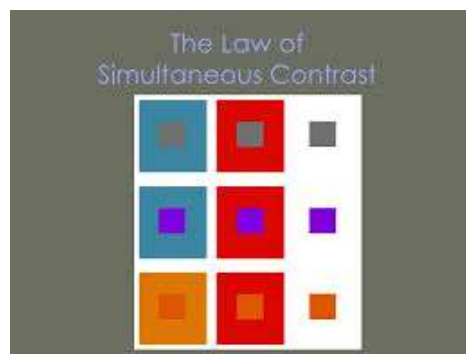


Fig. 5.3 Example of Law of Uniform Connectedness

Law of Proximity

Proximity occurs when elements are placed close together. They tend to be perceived as a group. The principle of proximity or contiguity states that things, which are closer together, will be seen as belonging together.

NOTES

NOTES

Things that are close to one another are perceived to be more related than things that are spaced farther apart. As this principle does not rely on any extraneous structure, it is among the first principles to affect our perception and from which we derive understanding. All of us intuitively understand that the simplest way to indicate relatedness is to manipulate proximity. What we might not intuitively understand, however, is how powerful the principle of proximity is.

In the example below, proximity clearly indicates relatedness and relative association:

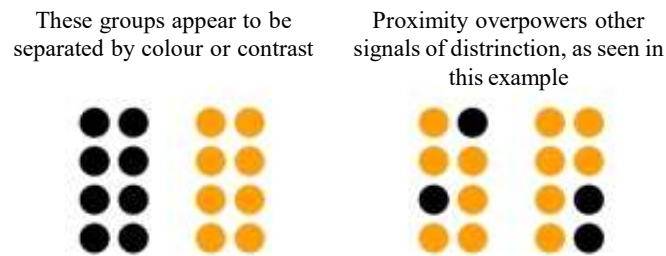


Fig. 5.4 Proximity clearly indicates Relatedness and Relative Association

Fundamental mechanisms of our perception are always competing with one another, as exemplified in Figure 5.4.



Fig. 5.5 Example 1 of the Law of Proximity

The fifteen figures in Figure 5.5 above form a unified whole (the shape of a tree) because of their proximity. Similarly, the groups we see below in Figure 5.6 are

1 + 2 = as one group

3 + 4 = as another group

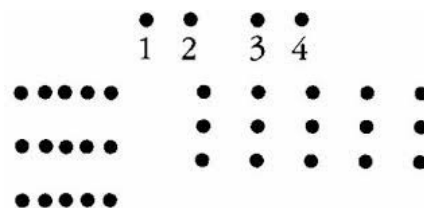


Fig. 5.6 Example 2 of the Law of Proximity

Check Your Progress

3. Name some of the Gestalt theorists.
4. What does the principle of proximity state?

NOTES

5.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Cultivation theory in its most basic form, suggests that exposure to television, over time, subtly cultivates viewers' perceptions of reality. This cultivation can have an impact even on occasional viewers of TV, because the impact on heavy viewers has an impact on our entire culture.
2. Katz, Gurevitch and Haas (1973) have categorized the various needs and gratification for people into five categories
 - (i) Cognitive needs
 - (ii) Affective needs
 - (iii) Personal integrative needs
 - (iv) Social integrative needs
 - (v) Tension free needs
3. The Gestalt theorists were Johann Wolfgang von Goethe, Ernst Mach, and Christian von Ehrenfels.
4. The principle of proximity or contiguity states that things, which are closer together, will be seen as belonging together.

5.5 SUMMARY

- The cultivation theory, developed by George Gerbner, is a scientific theory. Cultivation theory in its most basic form, suggests that exposure to television, over time, subtly cultivates viewers' perceptions of reality.
- George Gerbner developed the cultivation theory as a part of his three-stage research strategy, called cultural 'indicators'.
- The concept of a cultural 'indicator' was given by Gerbner in order to be a more common idea of a social indicator.
- Cultivation theory assumes that the television is unique because it is pervasive. The pervasiveness of television gives it the power to establish the cultural mainstream. It cultivates broad assumptions as opposed to specific attitudes and is a medium of conservative socialization as it reinforces cultural norms and practices.

NOTES

- The use and gratifications theory became a popular approach to understanding mass communication. It placed more focus on the consumer or audience, instead of the actual message itself by asking ‘what people do with media’ rather than ‘what media does to people’ (Katz, 1959).
- The principal elements of uses and gratifications include our psychological and the environmental, our needs and motives to communicate, the media, our attitudes and expectations about the media, functional alternatives to using media, our communication behaviour, and outcomes and consequences of our behaviour.
- Gestalt theory focused on the mind’s perceptive. The word ‘Gestalt’ has no direct translation in English, but refers to ‘a way a thing has been gestalt; i.e., placed, or put together’; common translations include ‘form’ and ‘shape’.
- According to Gestalt psychology, the whole is different than the sum of its parts. Based upon this belief, Gestalt psychologists developed a set of principles to explain perceptual organization, or how smaller objects are grouped to form larger ones.
- The Law of Similarity states things that are similar are perceived to be more related than things that are dissimilar.
- The Law of Contrast states that when two items are presented one after another, ‘If the 2nd item is fairly different from the 1st, we tend to see it as more different than it actually is.’
- The principle or Law of Uniform Connectedness states that elements that are connected by uniform visual properties are perceived as being more related than elements that are not connected.
- The principle of proximity or contiguity states that things, which are closer together, will be seen as belonging together.

5.6 KEY WORDS

- **Gestalt:** It means an organized whole that is perceived as more than the sum of its parts.
- **Proximity:** It means nearness in space, time, or relationship.
- **Cognitive:** It means relating to the mental process involved in knowing, learning, and understanding things.
- **Ethnicity:** It refers to the fact or state of belonging to a social group that has a common national or cultural tradition.

5.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Overview of
Normative Theories

Short Answer Questions

1. What is the concept of a cultural indicator?
2. What are the criticisms of the cultivation theory?
3. Write a short-note on the law of contrast.

Long Answer Questions

1. Examine the cultivation theory in detail.
2. Discuss the use and gratifications theory.
3. Describe the six Gestalt Principles.

5.8 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

NOTES

NOTES

UNIT 6 AGENDA SETTING AND OTHER THEORIES

Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Mass Media as Cultural Industry
 - 6.2.1 Cultural Dimensions
- 6.3 Agenda Setting (Mc Comband Shaw) Theory: Merits and Demerits
- 6.4 Cultural Norms Theory and Effects Theory
- 6.5 Answers to Check Your Progress Questions
- 6.6 Summary
- 6.7 Key Words
- 6.8 Self Assessment Questions and Exercises
- 6.9 Further Readings

6.0 INTRODUCTION

In the previous unit, you learnt about psychological and sociological communication theories. In this unit, the discussion will turn towards the media as a cultural industry. The term 'culture' industry' was first coined by Thomas Adorno and Max Horkheimer in their book *Dialectic of Enlightenment*. Other theorists who discussed the interpolation of mass media and culture included Michel Foucault and Noam Chomsky. The unit will also discuss the agenda setting theory and the cultural norms theory.

6.1 OBJECTIVES

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

- Examine how the media acts as a cultural industry
- Discuss the agenda setting theory
- Explain the cultural norms theory

6.2 MASS MEDIA AS CULTURAL INDUSTRY

One of the major functions of communication is to entertain the society and it does so by communicating various types of information and things related to high or low culture. It has a major responsibility to share the various ideas and thoughts and it also allows people to communicate literature, theatre, painting, sculpture and information about cookery, sports, etc. The fairs and festivals in the folk traditions

NOTES

are part of human communication. In fact, in modern times, the mass media is being seen as the industry for cultural production and thinkers like Theodor Adorno, Max Horkheimer, Michel Foucault, Noam Chomsky and other scholars of post-modernism like Jean-François Lyotard, Jean Baudrillard and many others have studied various aspect of such production. The term 'culture industry' was possibly used initially by Adorno and Horkheimer in their book *Dialectic of Enlightenment*, which was published in 1947. It was there that they spoke of 'mass culture' which they replaced with the expression 'culture industry'. The culture industry blends the familiar and the old into a new quality. It makes products tailored for mass consumption. These are manufactured, to a large extent, as per a plan. These products largely decide the nature of such consumption.

The mass media in its different forms like newspapers, magazines, radio, television, cinema and the Internet churn out a huge amount of content every day. What is it, if it is not the cultural industry busy in producing not only for profits but also for social integration through cultural promotion? It is not as haphazard as many people would prefer to think, there is a design in such production and that is to maintain the hegemony in the domain of political and cultural ideologies. Cultural promotion by mass media is also the part of the larger scheme of things and it is here that the critical understanding of Adorno, Foucault and Chomsky become relevant.

6.2.1 Cultural Dimensions

The Cultural Dimensions Theory, developed by Geert Hofstede, is a framework used to understand the differences in culture across countries and to discern the ways that business is done across different cultures. In other words, the framework is used to distinguish between different national cultures, the dimensions of culture, and their impact on a business setting. The theory was formulated by Hofstede in 1980 when he was trying to determine the dimensions in which cultures vary.

Hofstede identified six categories that define culture:

1. Power Distance Index
2. Collectivism vs. Individualism
3. Uncertainty Avoidance Index
4. Femininity vs. Masculinity
5. Short-Term vs. Long-Term Orientation
6. Restraint vs. Indulgence

Power Distance Index

The power distance index considers the extent to which inequality and power are tolerated. In this dimension, inequality and power are viewed from the viewpoint of the followers – the lower level.

NOTES

High power distance index indicates that a culture accepts inequity and power differences, encourages bureaucracy, and shows high respect for rank and authority.

Low power distance index indicates that a culture encourages organizational structures that are flat, decentralized decision-making responsibility, participative style of management, and places emphasis on power distribution.

Masculinity vs. Femininity

The masculinity vs. femininity dimension is also referred to as ‘tough vs. tender,’ and considers the preference of society for achievement, attitude towards sexuality equality, behaviour, etc.

- Masculinity comes with the following characteristics: distinct gender roles, assertive, and concentrated on material achievements and wealth-building.
- Femininity comes with the following characteristics: fluid gender roles, modest, nurturing, and concerned with the quality of life.

Long-Term Orientation vs. Short-Term Orientation

The long-term orientation vs. short-term orientation dimension considers the extent to which a society views its time horizon.

- Long-term orientation shows focus on the future and involves delaying short-term success or gratification in order to achieve long-term success. Long-term orientation emphasizes persistence, perseverance, and long-term growth.
- Short-term orientation shows focus on the near future, involves delivering short-term success or gratification and places a stronger emphasis on the present than the future. Short-term orientation emphasizes quick results and respect for tradition.

Indulgence vs. Restraint

The indulgence vs. restraint dimension considers the extent and tendency for a society to fulfil its desires. In other words, this dimension revolves around how societies can control their impulses and desires.

- Indulgence indicates that a society allows relatively free gratification related to enjoying life and having fun.
- Restraint indicates that a society suppresses gratification of needs and regulates it through social norms.

Check Your Progress

1. What are the six categories that define culture according to Hofstede?
2. What does the long-term vs. short-term orientation dimension consider?

6.3 AGENDA SETTING (MC COMBAND SHAW) THEORY: MERITS AND DEMERITS

*Agenda Setting and
Other Theories*

Paul Lazarsfeld and Elihu Katz posited this theory, which was one of the earliest theories of communication. According to them, the media does not tell us what we should think about particular subjects we should; media simply informs us the subjects on which we should form our opinions. In fact, Maxwell McCombs and Donald Shaw gave the title 'agenda setting theory' in 1968. McCombs extended the concepts beyond point of knowing if topics we discuss are decided by the media. From his original theory which stated that the media indeed selected our topics, he went to posit that gives us topics in a way we often do not realize that we being given topics.

The agenda setting theory comes up as a result of the shortcomings of 'limited effect' school of thought which talked about the selected exposure, attention and retention. Countering the point of view of this school, the agenda setting theory highlights the power of media though it also recognises the people's freedom and right of choose the media and its content.

The important distinction between the agenda setting theory and the earlier theories is that it uses quantitative research methods to prove itself.

It is equally important to know who sets the agenda and who gets affected by the media agenda. In this theory, it is shown that the agenda for media is set by the media 'gate keeper' or the editors or producers of radio and television programmes, the candidates during the election, public relation people, 'spin' professionals and the various interest groups. Sometimes the compulsions of news event also set the agenda for media. The people who are affected by media agenda are those who are in dire need of orientation.

In fact, while discussing the agenda setting, we should not only bother about how the agenda are made in media, but we should also find out who makes the agenda in complex and large societies. Politics plays a big role in the topics presented to the public. A considerable portion of the politicians being owners of media outlets, they directly control them. They also have the media background, worldview and money to influence the public opinion. In most cases even the media outlets which are not owned by politicians, depend greatly on politicians for several reasons and they work hand in glove with the politicians. This collusion between the media in general and politicians often becomes a detrimental factors in influencing what we are ultimately presented by the media to read, view, listen and think

Like any other theory, agenda setting theory too has its critics. They say that this theory only shows that media agenda affects some people on some issues some of the time but not always. Hence, it cannot be considered as global and comprehensive theory. Some scholars find that this theory is having cognitive rather than affective focus. The drawbacks of this theory are that it does not deal with presentational factors and with competing agendas.

NOTES

NOTES

It is interesting to note that though the emphasis of McCombs and Shaw was on studying the impact of media on audiences from the perspective of media agenda, this theory also helps us explore the relationship of political and economic powers with media and the way they influence media organizations in setting the agenda. Media regulations in various countries also have their impact on the agenda setting functions of the media.

6.4 CULTURAL NORMS THEORY AND EFFECTS THEORY

A central concern across social sciences has been to understand the extent to which mass communication can influence social and political outcomes. Indeed, many scholars have shown that media effects abound and cover a wide area of topics, anywhere from political support and electoral behaviour up to the perpetration of violence. However, we know little about the underlying mechanisms behind these effects. That is, how is it that media influence beliefs, attitudes, and behaviours? In particular, how does media influence social norms? The process underlying media influence can be broadly decomposed into two potential effects: (1) an individual or direct effect, and (2) a social or indirect effect. In the former, media provides information about new norms and persuades individuals to accept them (Della Vigna and Gentzkow, 2010; Bandura, 1986).

In the latter, the information provided also serves as a coordination device. Coordination is needed because one can conceptualize social norms as coordination problems, that is, situations in which each person wants to participate only if others participate as well (Mackie, 1996; Chwe, 1998). As such, the provision of public information can enhance coordination on that norm through the creation of common knowledge (Chwe, 2001; Mackie, 1996).

While the individual mechanism would have an effect regardless of the dissemination method, the social one would be stronger when dissemination has a public component. Information has a differential effect when it is transmitted individually and privately (for example, through individual leaflets) than when it is transmitted through more social or collective outlets (such as mass media or public meetings). That is, how information is provided is important to fully understand the mechanisms behind its influence. Critically, however, media itself has a public component, and media related interventions in the literature have naturally been public. Hence, by design, media is able to induce common knowledge precluding the isolation of the social component from the individual one, and thus making the task of fully understanding the micro foundations of media influence a daunting one.

For example attitudes and norms surrounding violence against women. The issue of violence against women is an important and well-suited case for studying the influence of media, namely for three reasons. First, violence against women is a global concern. It is a violation of human rights and has extensive pernicious

consequences that range from the direct physical and mental harm for women and their children to economic losses at the individual and national level, and has even been linked to other macro level occurrences such as conflict and war.

The case of violence against women lends itself for studying the influence of media on social norms as existing evidence points to the link between them. Jensen and Oster (2009) show that the introduction of cable television in India exposed viewers to new information about the outside world and other ways of life, decreasing the reported acceptability of violence toward women. But this effect could also be explained by the publicity of the media, which can plausibly influence social norms via coordination. As noted before, this is because attitudes and behaviour surrounding this type of violence can be understood as a coordination problem where strategic complementariness arise, namely participating in the cultural rejection of violence is contingent upon the participation of others.

Media Effects Theory

The media effects theory says that the media has an effect on people and how they behave. The social and psychological responses coming out of the interaction or exposure to media is typically discussed under the media effects theory. This theory, in effect, tries to postulate that even though the audience might seem passive, they might react in a particular manner due to the things or content they view through media. The idea or the motivation for media having an impact can either be to maintain a status quo or to propagate or popularize new ideas. The effects from the media could be from the intended or unintended messages within the media.

Check Your Progress

3. What is one important distinction between agenda setting theory and the earlier theories?
4. What is one central concern across the social sciences?

6.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Hofstede identified six categories that define culture:
 - Power Distance Index
 - Collectivism vs. Individualism
 - Uncertainty Avoidance Index
 - Femininity vs. Masculinity
 - Short-Term vs. Long-Term Orientation
 - Restraint vs. Indulgence
2. The long-term orientation vs. short-term orientation dimension considers the extent to which a society views its time horizon.

NOTES

NOTES

3. The important distinction between the agenda setting theory and the earlier theories is that it uses quantitative research methods to prove itself.
4. A central concern across social sciences has been to understand the extent to which mass communication can influence social and political outcomes.

6.6 SUMMARY

- One of the major functions of communication is to entertain the society and it does so by communicating various types of information and things related to high or low culture.
- It has a major responsibility to share the various ideas and thoughts and it also allows people to communicate literature, theatre, painting, sculpture and information about cookery, sports, etc.
- The mass media in its different forms like newspapers, magazines, radio, television, cinema and the Internet churn out a huge amount of content every day. It is not as haphazard as many people would prefer to think, there is a design in such production and that is to maintain the hegemony in the domain of political and cultural ideologies.
- The Cultural Dimensions Theory, developed by Geert Hofstede, is a framework used to understand the differences in culture across countries and to discern the ways that business is done across different cultures.
- Hofstede identified six categories that define culture:
 - i. Power Distance Index
 - ii. Collectivism vs. Individualism
 - iii. Uncertainty Avoidance Index
 - iv. Femininity vs. Masculinity
 - v. Short-Term vs. Long-Term Orientation
 - vi. Restraint vs. Indulgence
- The long-term orientation vs. short-term orientation dimension considers the extent to which a society views its time horizon.
- Paul Lazarsfeld and Elihu Katz posited this theory, which was one of the earliest theories of communication.
- According to Lazarsfeld and Katz, the media does not tell us what we should think about particular subjects we should; media simply informs us the subjects on which we should form our opinions.
- It is equally important to know who sets the agenda and who gets affected by the media agenda. In this theory, it is shown that the agenda for media is set by the media 'gate keeper' or the editors or producers of radio and television programmes, the candidates during the election, public relation people, 'spin' professionals and the various interest groups. Sometimes the compulsions of news event also set the agenda for media.

- A central concern across social sciences has been to understand the extent to which mass communication can influence social and political outcomes.
- While the individual mechanism would have an effect regardless of the dissemination method, the social one would be stronger when dissemination has a public component.

NOTES

6.7 KEY WORDS

- **Hegemony:** It means the political or cultural dominance or authority over others.
- **Agenda:** It refers to the underlying intentions or motives of a particular person or group.
- **Individualism:** It is the moral stance, political philosophy, ideology, or social outlook that emphasizes the moral worth of the individual.

6.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the power distance index?
2. What do you understand by the indulgence vs. restraint dimension?
3. Write a short-note on the agenda setting theory.

Long Answer Questions

1. Explain the Cultural Dimensions Theory.
3. Discuss the cultural norms theory in detail.

6.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reynolds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

NOTES

UNIT 7 MESSAGE AND PROPAGANDA THEORIES

Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Message Theories
- 7.3 Diffusion of Innovations
- 7.4 Propaganda Model
- 7.5 Answers to Check Your Progress Questions
- 7.6 Summary
- 7.7 Key Words
- 7.8 Self Assessment Questions and Exercises
- 7.9 Further Readings

7.0 INTRODUCTION

In the previous unit, you learnt about agenda setting theories and the cultural norms theory. In this unit, we will turn towards message and propaganda theories.

The propaganda model was advanced by Edward S. Herman and Noam Chomsky to explain how propaganda and systemic biases function in corporate mass media. The model seeks to explain how populations are manipulated and how consent for economic, social, and political policies is ‘manufactured’ in the public mind due to this propaganda. The theory posits that the way in which corporate media is structured (e.g. through advertising, concentration of media ownership, government sourcing) creates an inherent conflict of interest that acts as propaganda for undemocratic forces. The model was first discussed by them in the book *Manufacturing Consent: The Political Economy of the Mass Media*. The unit will also discuss the diffusion of innovation and the message theories.

7.1 OBJECTIVES

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

- Discuss the Shannon-Weaver model of communication
- Explain the process of diffusion of innovation
- Describe the propaganda model of mass media

7.2 MESSAGE THEORIES

Message theories of media can be discussed through the Shannon-Weaver model of communication. In 1948, Shannon an American electronic engineer and mathematician, and Weaver, an American scientist, both of them united to write an article in *Bell System Technical Journal* called ‘A Mathematical Theory of Communication’ also called as ‘Shannon-Weaver model of communication’.

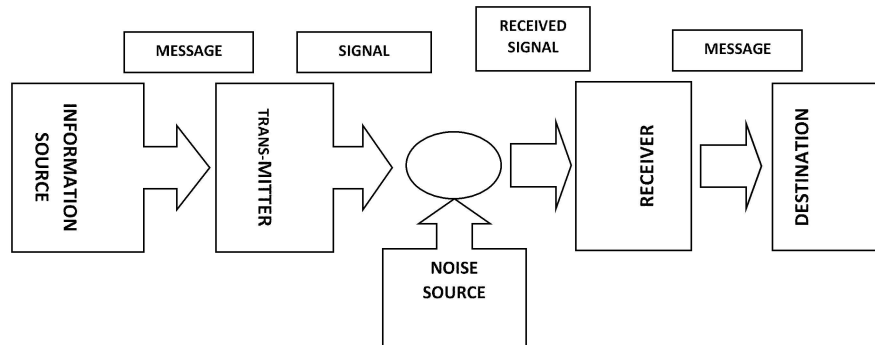


Fig 7.1 Shannon-Weaver Model of Communication

This model is specially designed to develop an effective communication between the sender and the receiver. The model also identifies various factors which affect the communication process collectively known as “Noise”. At first, the model was developed to improve the technical communication. Later it was widely applied in the field of communication.

The model deals with various concepts like information source, transmitter, noise, channel, message, receiver, channel, information destination, encode and decode.

- **Sender:** The creator of the message or the information source. It is he who selects the desired message.
- **Encoder:** The transmitter converts the message into signals or waves.
- **Note:** The sender’s messages are converted into signals like waves or binary data which is capable to transmit the message through cables or satellites. For example: In telephone, the voice is converted into wave signals and it is transmitted through cables.
- **Decoder:** The reception place of the signal converts signals into message. A reverse process of encoding.

Note: The receiver converts the binary data or waves into message which is understandable for receiver. Otherwise receiver can’t receive the exact message and it will affect the effective communication between sender and receiver.

- **Receiver:** The destination of the message from sender.

Note: Based on the decoded message, the receiver gives its feedback to sender. If the message is distracted by the noise it will affect the communication flow between sender and receiver.

NOTES

NOTES

- **Noise:** The messages are transferred from encoder to decoder through a medium. During this process, the messages may be distracted or affected by physical noise like technical snag, thunderburst and crowd noise or encoded signals may be disturbed in the channel during the transmission process which affects the communication flow or the receiver may not receive the complete message.

Note: The model clearly deals with external noises only which affect the messages or signals from external sources. For example: If any problem occurs in the network, it will directly affect the mobile phone communication or distract the messages.

7.3 DIFFUSION OF INNOVATIONS

Diffusion of innovations is also known as multi step theory. A theory that indicates that information, usually from media outlets, moves in multiple directions, each consumer of the information passing on not only the information but also their own interpretation of it.

The model illustrates the flow of communication as being multi-stepped in nature; it depicts the transmission of information from the mass media as a multistep flow.

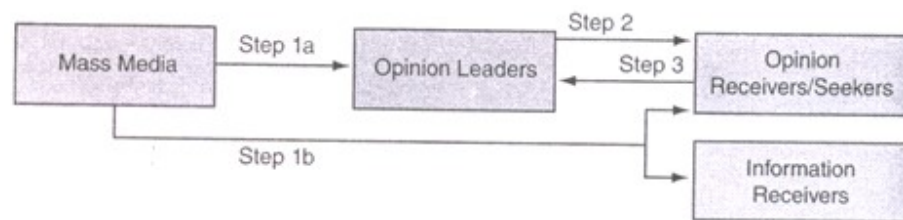


Fig 7.2 Diffusion of Innovations

Figure 7.2 illustrates the Multistep Flow of Communication Theory. In the figure, in Step 1a and 1b information through/from mass media flows simultaneously to the Opinion Leaders, opinion Receivers/Seekers, and Information Receivers. Opinion Seekers are those who solicit information and advice (i.e. they initiate the process) from Opinion Leaders. Information receivers are those among the masses who neither influence nor are influenced by others). In Step 2, both information and influence are transmitted from the Opinion Leaders to the Opinion Receivers/Seekers. Step 3 completes the two-way exchange and illustrates the transfer of information and influence from Opinion Receivers to Opinion Leaders.

What Is Diffusion?

Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system. It is a special type of communication, in that the messages are concerned with new ideas. Communication is a process in which participants create and share information with one another in

order to reach a mutual understanding. This definition implies that communication is a process of convergence (or divergence) as two or more individuals exchange information in order to move toward each other (or apart) in the meanings that they ascribe to certain events.

We think of communication as a two-way process of convergence, rather than as a one-way, linear act in which one individual seeks to transfer a message to another (Rogers and Kincaid, 1981). Such a simple conception of human communication may accurately describe certain communication acts or events involved in diffusion, such as when a change agent seeks to persuade a client to adopt an innovation. But when we look at what came before such an event, and what follows, we often realize that such an event is only one part of a total process in which innovations formation is exchanged between the two individuals. For example, the client may come to the change agent with a problem or need, and the innovation is recommended as a possible solution. And if we look at the change agent-client interaction in a broader context, we may see that their interaction continues through several cycles, and is indeed a process of information exchange. So diffusion is a special type of communication, in which the messages are concerned with a new idea. It is this newness of the idea in the message content of communication that gives diffusion its special character. The newness means that some degree of uncertainty is involved.

Four Main Elements in the Diffusion of Innovations

Previously we defined diffusion as the process by which (1) an innovation (2) is communicated through certain channels (3) over time (4) among the members of a social system. The four main elements are the innovation, communication channels, time, and the social system.

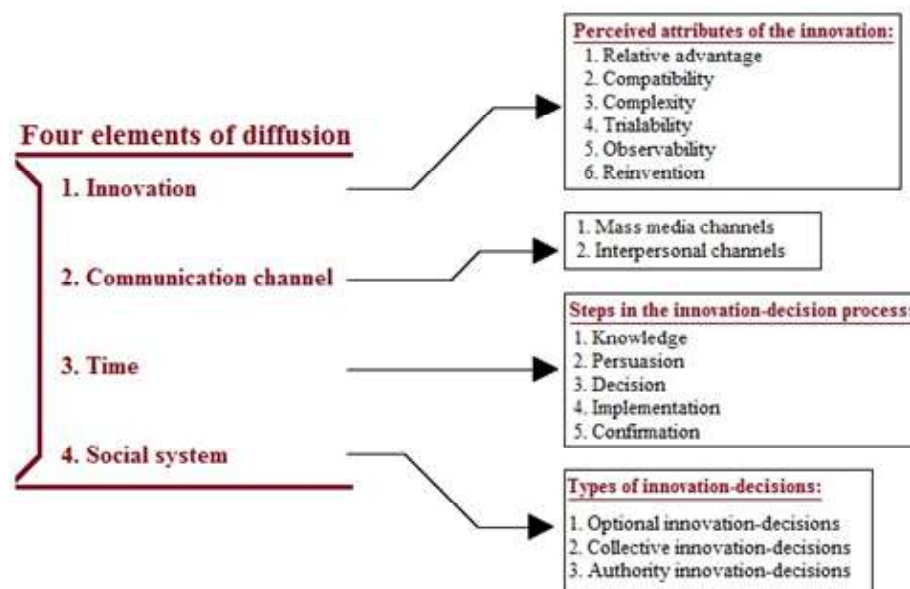


Fig 7.3 Elements in Diffusion of Innovations

NOTES

NOTES

Understanding the needs of different user segments

Diffusion researchers believe that a population can be broken down into five different segments, based on their propensity to adopt a specific innovation: innovators, early adopters, early majorities, late majorities and laggards. Each group has its own “personality”, at least as far as its attitude to a particular innovation goes. Innovations spread when they evolve to meet the needs of successive segments.

Innovation means new idea or new thought which is required to be transmitted and diffusion means acceptance of the new idea or the innovation by the society at large. The time taken by a new idea, product or technology to get diffused in the society is called the innovation – diffusion process. Diffusion means when the new idea merges with the old ones in the society.

For an innovation to diffuse well in the society, the idea is transmitted in four stages. Adoption of a new idea, behaviour, or product (i.e., ‘innovation’) does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to adopt the innovation than others. Researchers have found that people who adopt an innovation early have different characteristics than people who adopt an innovation later. When promoting an innovation to a target population, it is important to understand the characteristics of the target population that will help or hinder adoption of the innovation. There are five established adopter categories, and while the majority of the general population tends to fall in the middle categories, it is still necessary to understand the characteristics of the target population. When promoting an innovation, there are different strategies used to appeal to the different adopter categories.

- 1. Innovators** - These are people who want to be the first to try the innovation. They are venturesome and interested in new ideas. These people are very willing to take risks, and are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.
- 2. Early Adopters** - These are people who represent opinion leaders. They enjoy leadership roles, and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this population include how-to manuals and information sheets on implementation. They do not need information to convince them to change.
- 3. Early Majority** - These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it. Strategies to appeal to this population include success stories and evidence of the innovation’s effectiveness.
- 4. Late Majority** - These people are sceptical of change, and will only adopt an innovation after it has been tried by the majority. Strategies to appeal to

this population include information on how many other people have tried the innovation and have adopted it successfully.

5. **Laggards** - These people are bound by tradition and very conservative. They are very sceptical of change and are the hardest group to bring on board. Strategies to appeal to this population include statistics, fear appeals, and pressure from people in the other adopter groups.



Fig 7.4 Five Established Adopter Categories

People who are in close association of the opinion leader immediately accept the innovation. These people are called early adopters. Early adopters are deeply influenced by the opinion leaders and are also called opinion followers. They blindly follow the opinion leader and accept the message immediately. They fall early majority, people who are influenced by the opinion leader but do not follow the message blindly. They take time to analyse the values of innovation and only when they are completely satisfied with the innovation, do they accept it.

Once the benefits start to become apparent, early adopters leap in. They are on the lookout for a strategic leap forward in their lives or businesses and are quick to make connections between clever innovations and their personal needs. They love getting an advantage over their peers and they have time and money to invest. They're often fashion conscious and love to be seen as leaders: social prestige is one of their biggest drivers. Their natural desire to be trend setters causes the "take-off" of an innovation. Early adopters tend to be more economically successful, well connected and well informed and hence more socially respected. Their seemingly risky plunge into a new activity sets tongues wagging. Others watch to see whether they prosper or fail, and people start talking about the results. And early adopters like to talk about their successes. So the buzz intensifies. What early adopters say about an innovation determines its success. The more they crow and preen, the more likely the new behaviour or product will be perceived positively by the majority of a population. Early adopters are vital for another reason. They become an independent test bed, ironing out the chinks and reinventing the innovation to suit mainstream needs.

Limitations of Diffusion of Innovation Theory

There are several limitations of diffusion of innovation theory, which include the following:

- Much of the evidence for this theory, including the adopter categories, did not originate in public health and it was not developed to explicitly apply to adoption of new behaviours or health innovations.

NOTES

NOTES

- It does not foster a participatory approach to adoption of a public health program.
- It works better with adoption of behaviours rather than cessation or prevention of behaviours.
- It does not take into account an individual's resources or social support to adopt the new behaviour (or innovation).

This theory has been used successfully in many fields including communication, agriculture, public health, criminal justice, social work, and marketing. In public health, Diffusion of Innovation Theory is used to accelerate the adoption of important public health programs that typically aim to change the behaviour of a social system. For example, an intervention to address a public health problem is developed, and the intervention is promoted to people in a social system with the goal of adoption (based on Diffusion of Innovation Theory). The most successful adoption of a public health program results from understanding the target population and the factors influencing their rate of adoption.

7.4 PROPAGANDA MODEL

The Propaganda Model (PM), developed by Edward Herman and Noam Chomsky and published in *Manufacturing Consent* in 1988, sought to explain the behaviour of the mass media. In their book *Manufacturing Consent - The Political Economy of the Mass Media*, (Pantheon, 1988, USA) Noam Chomsky and Edward S. Herman claim that propaganda is not something used in dictatorships to make people believe what the power-holders want. In dictatorships, the two researchers say, the elite stays in power through violence and acts of reprisal, and propaganda is not a determining factor.

Instead, it is the power holders in democracies who most need propaganda. In a democracy it is theoretically possible for the majority of the population through their votes to bring about changes which do not favour those with most power and resources. Therefore, propaganda serves the important purpose of inducing the population not to use its power. In their 412-page book, the two researchers present the so called propaganda model, which is a detailed theory on the process of turning critical journalists into propagandists who safeguard the interests of the elite - often without knowing it themselves. Chomsky and Herman name five filters which effectively remove news that could threaten the current societal order and thereby the interests of the elite in the USA. These filters are equally applicable to Swedish conditions. The propaganda model has caused some journalists to accuse Chomsky and Herman of believing in conspiracy. These journalists have argued that there are no secret rooms where the editorial boards decide what the journalists may and may not cover in their reports. According to them, the journalists decide themselves what to write. But anyone who actually reads *Manufacturing Consent*

soon realizes that Chomsky and Herman have never claimed that the elite would need to conspire behind closed doors in order to stop unwelcome news.

The Five Filters of the Propaganda Model

These are as follows:

1. Concentration of ownership and profit orientation of the mass media

The media are run as businesses with a primary motive to create profit for their owners. Hence, they can never seriously criticize the power of the market or threaten large capital owners - that would mean threatening their own owners.

2. The advertising license to do business

Since most media are dependent on advertising, ideas which seriously threaten the consumption society can never be spread through these media. The advertisers' choices thus influence media prosperity and survival. The ad-based media are also given a price-marketing-quality edge, which allows them to further encroach on and weaken their ad-free rivals.

3. The dependence on sources

Since news is a tradable good, which must be produced fast at as low a price as possible, news journalists are dependent on co-operative sources that can quickly provide them with information. This leads to the development of symbiotic relationships with powerful institutions in the market and in politics. The journalist who exposes weaknesses risks losing his or her contacts, which makes it difficult for him/her to do a good job.

4. 'Flak' and the enforcers

Journalists who report in a way which threatens economic or political power holders in society can also become the target of threatening and costly counter-attacks. For instance, a journalist in Sweden who writes critically about nuclear power can count on angry phone calls from people employed in the nuclear power lobby. Even if the journalist him/herself can deal with this, it may induce a hesitant editor-in-chief to clamp down on reporting that elicits criticism. Flak can also mean outright reprisals against journalists.

5. Uncritical belief in market liberalism/ anti-communism as control mechanism

In USA, it was possible for many years to use the fear for communism to also suppress ideas which were not related to communism. After the fall of the Soviet Union, anticommunism has partly been replaced by a blind belief in the free market as the ultimate organizing principle for society, and this in turn guides the choice of news. In Sweden, during the past few years we see the same pattern evolving.

NOTES

Economic journalists are unable to see the deficiencies and risks inherent in the global capitalist system of today. Hence, their articles become propaganda for a system of which most readers are probably more or less critical.

NOTES

Check Your Progress

1. Why was the Shannon-Weaver model of communication designed?
2. Who is the sender of the message?
3. What is diffusion?
4. Who developed the propaganda model of the mass media?

7.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The Shannon-Weaver model is specially designed to develop an effective communication between the sender and the receiver.
2. The sender is creator of the message or the information source. It is he who selects the desired message.
3. Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system.
4. The Propaganda Model (PM), developed by Edward Herman and Noam Chomsky and published in *Manufacturing Consent* in 1988, sought to explain the behaviour of the mass media.

7.6 SUMMARY

- Message theories of media can be discussed through the Shannon-Weaver model of communication.
- In 1948, Shannon an American electronic engineer and mathematician, and Weaver, an American scientist, both of them united to write an article in *Bell System Technical Journal* called 'A Mathematical Theory of Communication' also called as 'Shannon-Weaver model of communication'.
- The Shannon-Weaver model deals with various concepts like information source, transmitter, noise, channel, message, receiver, channel, information destination, encode and decode.
- Diffusion of innovations is also known as multi step theory. A theory that indicates that information, usually from media outlets, moves in multiple directions, each consumer of the information passing on not only the information but also their own interpretation of it.

- The four main elements are the innovation, communication channels, time, and the social system.
- Innovation means new idea or new thought which is required to be transmitted and diffusion means acceptance of the new idea or the innovation by the society at large.
- The time taken by a new idea, product or technology to get diffused in the society is called the innovation – diffusion process.
- There are five established adopter categories, and while the majority of the general population tends to fall in the middle categories, it is still necessary to understand the characteristics of the target population.
- The Diffusion of Innovation theory has been used successfully in many fields including communication, agriculture, public health, criminal justice, social work, and marketing.
- The Propaganda Model (PM), developed by Edward Herman and Noam Chomsky and published in Manufacturing Consent in 1988, sought to explain the behaviour of the mass media.
- It is the power holders in democracies who most need propaganda. In a democracy it is theoretically possible for the majority of the population through their votes to bring about changes which do not favour those with most power and resources. Therefore, propaganda serves the important purpose of inducing the population not to use its power.
- According to the propaganda model, the media are run as businesses with a primary motive to create profit for their owners. Hence, they can never seriously criticize the power of the market or threaten large capital owners - that would mean threatening their own owners.
- The model also suggests that since most media are dependent on advertising, ideas which seriously threaten the consumption society can never be spread through these media.

NOTES

7.7 KEY WORDS

- **Elite:** It refers to a select group that is superior in terms of ability or qualities to the rest of a group or society.
- **Reprisals:** It means acts of retaliation.
- **Laggards:** It refers to people who make slow progress and fall behind others.

NOTES

7.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is diffusion?
2. List the four main elements of diffusion.
3. What are the limitations of the diffusion of innovation theory?

Long Answer Questions

1. Discuss the Shannon-Weaver model of communication.
2. Describe the five established adopter categories in the diffusion-innovation process.
3. Examine the propaganda model of mass media.

7.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

UNIT 8 OVERVIEW OF CHANNEL THEORIES

Overview of
Channel Theories

NOTES

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Channel Theories
- 8.3 Gate Keeping
- 8.4 Technological Determinism
 - 8.4.1 Social Shaping of Technology
- 8.5 Answers to Check Your Progress Questions
- 8.6 Summary
- 8.7 Key Words
- 8.8 Self Assessment Questions and Exercises
- 8.9 Further Readings

8.0 INTRODUCTION

In the previous unit, you learnt about message theories. In this unit, you will learn about channel theories. Channel theories are theories that examine information flow among different components. This unit will examine Democratic-Participant Media Theory, Social Responsibility Theory and Phenomenological Theory. The unit will also discuss gatekeeping, technological determinism and social shaping of technology.

8.1 OBJECTIVES

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

- Discuss channel theories of communication
- Examine how technology affects communication
- Explain the factors that influence gatekeeping

8.2 CHANNEL THEORIES

Let us discuss some of these theories.

Social Responsibility Theory

The theory was constructed in 1947 by the Commission on Freedom of the Press, a private organization financed by magazine publisher Henry Luce. According to this theory, although the press had a right to criticize government and other

NOTES

institutions, it also had a responsibility to preserve democracy by properly informing the public and by responding to society's interests and needs. Probably the most significant contribution of the social responsibility theorists is their view that it is more important for citizens to have the right of access to information than it is for the press to achieve complete freedom of speech. It is not enough that increasing by large media and economic structures have the freedom to do as they please. They are also obliged to respond to society's needs. Social responsibility theory has a wide range of application since it covers several kinds of private print media and public institutions of broadcasting, which are answerable through various kinds of democratic procedure to the society. The theory has thus to reconcile independence with obligation to society. It is assumed that the media do serve essential functions in society, especially in relation to democratic politics. Media should accept an obligation to fulfil those functions—not only in the sphere of information and the provision of a platform for diverse views, but also in matters of culture. It should give maximum emphasis on media independency, consistent with their 82 obligations to society. The theory states that media should also follow certain standards in work.

It can be seen that social responsibility theory has to try to reconcile three somewhat divergent principles: of individual freedom, of media freedom and of media obligation to society. There can be no single way of resolving the potential inconsistencies but the theory has favoured two main kinds of solution. One is the development of public and the other is the development of professionalism as a means of achieving higher standards of performance, while maintaining self-regulation by the media themselves. The main principles of this theory can be stated as follows: Media should accept and fulfil certain obligations to society by setting high or professional standards of truth, accuracy, objectivity and balance, etc. In accepting and applying these obligations, media should be self-regulating within the framework of law and established institutions. Journalists and media professionals should be accountable to society as well as to employers.

Democratic-Participant Media Theory

Denis McQuail states that it is most difficult to formulate this theory, partly because it lacks full legitimization and incorporation into media institutions and partly because some of its tenets are already to be found in some of the other theories. The main feature of the democratic-participant theory relates to the needs, interests and aspirations of the active receivers in a political society. It is concerned with the right to relevant information, the right to answer back, the right to use the means of communication for interaction in small-scale settings of community, interest group and sub-culture.

The main principles of this theory can be stated as below:

- Individual citizens and minority groups have rights to communicate.
- Groups, organizations and local communities should have their own media.
- The organization and content of media should not be subject to centralized political or state bureaucratic control. Small scale, interactive and participative media focus are better than large-scale, one-way and professionalized media.

NOTES

Phenomenological Theory

Phenomenological theorists emphasize that each person actively constructs her or his own world. According to the Phenomenological approach to personality, the specific ways each person perceives and interprets the world make up personality and guide one's behaviour. People's view of reality/perspective is important in guiding their behaviour and is shaped by learned expectations. These expectations form personal constructs which are generalized ways of anticipating the world. Carl Roger's Self Theory emphasized self-actualization which he described as the innate tendency toward growth that motivates all human behaviour. Rogers distinguished between the actual self and the ideal self. Problems develop when the two self-concepts do not match or when one's expectations or ideals don't match reality.

8.3 GATE KEEPING

We learnt about the gatekeeping model in Unit 3. As discussed, gatekeeping is a process by which information is filtered to the public by the media. There are essentially five factors that influence the gatekeeping theory of mass communication. These are discussed below:

1. Individuals

Individual journalists create the news. Individual writers create content. Individual editors alter the news in some way. Then we as individuals take truths out of the information we consume based on our individual experiences, perspectives, and beliefs.

2. Routines

Various themes in content and media are always presented in a pattern. Schedules must be followed, information must be uploaded, and there is only a certain amount of time that is dedicated to the consumption of these data points by individuals.

NOTES

3. Organizations

Certain news organizations may have their own agendas, which influence the news. NDTV and Republic might approach the same data points, but in different ways. Organizations also have their own ethics and rules that they enforce, which means the data points being consumed may be manifested by those rules or ethics.

4. Third Party Media

Advertisers, wealthy institutions, or wealthy individuals may be able to have a say in what data points are published in the first place. They may be able to influence the various gates that are mediating data for consumers as well.

5. Ideologies

Information tends to follow the same pattern as the accepted societal norms, but within certain demographics of consumers. Ethical ideologies may also influence the data points. Looking at CNN and BBC, with their differences, would be an example of how ideologies influence the information being consumed.

An emerging sixth factor is also influencing the mediator role that gatekeeping as offered in the past. New technologies make it possible for an audience to be in direct contact with those who produce information, allowing for immediate consumption without a gatekeeping filter in place. This means anyone can publish anything and it is up to each individual and demographic to determine its credibility.

What Are the Features of the Gatekeeping Theory of Mass Communication?

Gatekeeping is the process of selecting, and then filtering, items of media that can be consumed within the time or space that an individual happens to have. This means gatekeeping must be put into a role of surveillance, monitoring the data points that are created every day to sort out the relevant items that someone will want to have.

Because of this, gatekeeping also sets a specific standard for information worthiness. In a world where 'fake news' often competes with 'real news,' gatekeeping can be programmed to tell the differences between the two types of content so that only the preferred data points are consumed by each individual.

Gatekeeping may also have influential factors on policies and procedures, playing the role of a watchdog within society. The relationship between the Presidential administration and the press is an example of this in the United States. Each works to keep the other in check.

Humans are also their own gatekeepers at the point of consumption, creating a secondary filter for information. If you live in Northern Canada and the informational gatekeeper pushes through content that talks about suntan lotion,

the individual may filter the content and discard it because it is not relevant to them at that time.

Even the attitudes of content changes based on a personal perspective. People tend to support one side or the other in any media-related debate. That favouritism can make a subject seem more or less important based on how the data points are consumed.

NOTES

8.4 TECHNOLOGICAL DETERMINISM

Material potential has always benefitted from advancements in technology. The same applies to media. E.M. Rogers identifies turning points at the invention of writing, the beginning of printing, the start of the telecommunication era, and the age of computers and interactive communication. The history of communication shows definite advancements which have resulted in improvement in terms of better speed, wider reach, more dispersion and more flexibility.

The economic theorist, H.M. Innis, was the first theorist in this tradition. He founded the Toronto School of Thinking about media in the period post World War II. According to him, the characteristic feature of each century has been determined by the mode of communication of that period. Each period, he says, will have had its own biases in terms of societal form. For instance, the change from stone to papyrus is read by him as indicative of a shift in power from royal to priestly. Innis' work has two main organizing principles. First of all, in the economic sphere, over time, communication causes the monopolization of knowledge and the means of production by a class or a group. This results in a disequilibrium the result of which is that either alternative forms of communication are developed to restore the equilibrium or change is impeded. This also suggests that new forms of communication technology begin to undermine old bases of social power. Secondly, since time and space are the most important dimensions of any empire, one means of communication are more important for one than for the other. In other words, depending on the type of communication used in a historical period, either an empire like Rome can persist through space or one like Egypt can persist through time.

The sociologist, A. Gouldner, interpreted key changes in modern political history in terms of developments in communication technology. For him, printing and newspapers gave rise to 'ideology' as a special form of rational discourse since for him these stimulated ideas and supplied information. The later form of media, he says, television, radio, films, etc. resulted in the decline of ideology. He attributes this to the shift from conceptual symbolism to 'iconic symbolism.' This shift, he says, reveals a gap between the intelligentsia which produces the ideology and the industry which controls the mass public. Gouldner further anticipates this decline in ideology in the computer-based networks of information.

NOTES

At a conference of the G-7 Ministers on Information Society, the Chairman described his vision of an information society:

‘Progress in information technologies and communication is changing the way we live: how we work and do business, how we educate our children, study and do research, train ourselves, and how we are entertained. The information society is not only affecting the way people interact, but it is also requiring the traditional organizational structures to be more flexible, more participatory and more decentralized. A new revolution is carrying mankind forward into the information age.’

The term ‘information society’ denotes a society in which the creation, distribution and manipulation of information is the most important economic and cultural activity. A contrast can be established between an information society and a society that may be primarily industrial or agrarian in nature. In an information society, the machine tools of creation are the Internet, computers, telephony and telecommunications, instead of lathes and ploughs. A global information society must be considered in relation Marshall McLuhan’s prediction that an information revolution would make the world a ‘global village’.

Today, most theorists are aware that social change cannot have a single factor explanation. Nor can it be a direct result of a technological advancement. Effects may occur only if technological advances are made, developed and then applied on existing uses in the beginning and later extended after considerable study of technological capacity and the needs of society. Development is shaped by both cultural and social factors. It is reductive to think in terms of a single dominant medium which has unique properties and consequent effects.

Personal Influence Theory

When everybody in the United States was involved in thinking about the impact of mass media on the perception of masses, there were a few who were studying the process of creating public opinion during the elections. They found that the personal influence of the opinion leaders has more impact than the distant voice of mass media.

Lazarsfeld disproved these theories when he conducted election studies in *The People’s Choice* (Lazarsfeld, Berelson, Gaudet 1944/1968) during the election of Franklin D. Roosevelt in 1940. This study was executed to determine the voting patterns of people during the elections and the relationship between the media and political power. It was discovered that the majority of the public remained unfazed by propaganda. Instead, interpersonal outlets proved more influential than the media. Therefore, it was concluded that the effects of the campaign were not all powerful to the point where they completely persuaded ‘helpless audiences’, as claimed by these theories and Lasswell. These new findings also suggested that the public can select which messages affect and do not affect them.

NOTES

Lazarsfeld et al also introduced the multi-step flow of communication theory. It is also known as the two-step flow of communication. According to this theory, people form their opinions based on what the opinion leaders think. These opinion leaders, in their turn, are affected by what the mass media propounds. So, the flow of information takes place from the mass media to the opinion leaders and from them these ideas are disseminated to the larger audience or the public. The opinion leaders are those who use media actively and analyse and interpret media content for the lower-end media users. Most opinion leaders are respected by those who follow them. An opinion leader in one area or domain may be a follower in another.

8.4.1 Social Shaping of Technology

By social shaping of technology, we mean how the design and implementation of technology are patterned by a range of 'social' and 'economic' factors as well as narrowly 'technical' considerations.

Check Your Progress

1. Who constructed the social responsibility theory?
2. What is gatekeeping?
3. What does the term 'information society' denote?
4. What does social shaping of technology mean?

8.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Social responsibility theory was constructed in 1947 by the Commission on Freedom of the Press, a private organization financed by magazine publisher Henry Luce.
2. Gatekeeping is the process of selecting, and then filtering, items of media that can be consumed within the time or space that an individual happens to have.
3. The term 'information society' denotes a society in which the creation, distribution and manipulation of information is the most important economic and cultural activity.
4. By social shaping of technology, we mean how the design and implementation of technology are patterned by a range of 'social' and 'economic' factors as well as narrowly 'technical' considerations.

NOTES

8.6 SUMMARY

- Social Responsibility Theory was constructed in 1947 by the Commission on Freedom of the Press, a private organization financed by magazine publisher Henry Luce.
- Social responsibility theory has a wide range of application since it covers several kinds of private print media and public institutions of broadcasting, which are answerable through various kinds of democratic procedure to the society.
- The main feature of the democratic-participant theory relates to the needs, interests and aspirations of the active receivers in a political society. It is concerned with the right to relevant information, the right to answer back, the right to use the means of communication for interaction in small-scale settings of community, interest group and sub-culture.
- According to the Phenomenological approach to personality, the specific ways each person perceives and interprets the world make up personality and guide one's behaviour.
- Carl Roger's Self Theory emphasized self-actualization which he described as the innate tendency toward growth that motivates all human behaviour. Rogers distinguished between the actual self and the ideal self.
- Gatekeeping is a process by which information is filtered to the public by the media.
- Gatekeeping must be put into a role of surveillance, monitoring the data points that are created every day to sort out the relevant items that someone will want to have.
- Gatekeeping may also have influential factors on policies and procedures, playing the role of a watchdog within society.
- Material potential has always benefitted from advancements in technology. The same applies to media.
- The history of communication shows definite advancements which have resulted in improvement in terms of better speed, wider reach, more dispersion and more flexibility.
- According to H.M. Innis, the characteristic feature of each century has been determined by the mode of communication of that period.
- The sociologist, A. Gouldner, interpreted key changes in modern political history in terms of developments in communication technology.

- By social shaping of technology, we mean how the design and implementation of technology are patterned by a range of 'social' and 'economic' factors as well as narrowly 'technical' considerations.

8.7 KEY WORDS

- **Objectivity:** It is a philosophical concept of being true independently from individual subjectivity caused by perception, emotions, or imagination.
- **Papyrus:** It was a material prepared in ancient Egypt from the pithy stem of a water plant, used in sheets throughout the ancient Mediterranean world for writing or painting on and also for making articles such as rope.
- **Ideology:** It is a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.

8.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What are the principles of social responsibility theory?
2. Write a short-note on democratic participant theory.

Long Answer Questions

1. Describe the five factors influencing gatekeeping theory of mass communication.
2. 'The characteristic feature of each century has been determined by the mode of communication of that period' Discuss.

8.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

NOTES

NOTES

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

BLOCK - III

FUNCTIONS OF COMMUNICATION AND CONCEPT

NOTES

UNIT 9 AUDIENCE AND SOCIAL LEARNING THEORIES

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Social Categories Theory
 - 9.2.1 Social Learning Theory
- 9.3 Audience Theories
- 9.4 Answers to Check Your Progress Questions
- 9.5 Summary
- 9.6 Key Words
- 9.7 Self Assessment Questions and Exercises
- 9.8 Further Readings

9.0 INTRODUCTION

In the previous unit, you learnt about channel theories. In this unit, the discussion will turn towards social categories theories and audience theories.

Audience theory is an element of thinking that developed within academic literary theory and cultural studies while social learning theory is a theory of learning process and social behaviour which proposes that new behaviours can be acquired by observing and imitating others. The unit will begin with a discussion on social categories theory.

9.1 OBJECTIVES

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

- Describe audience theories and their criticism
- Discuss social learning and social categories theory

9.2 SOCIAL CATEGORIES THEORY

Social categories can be based on something as broad as race or as specific as height, but they are always socially important. Through this section, you will learn what defines a social category, and explore some theories on how it influences group behaviour and identity.

NOTES

What Are Social Categories?

Although you may not give it much thought during your day-to-day life, you belong to so many different collections of people, each affecting and shaping your life in different ways. There are obvious groupings like gender and race that influence how people perceive you. But, what about the other groups you are associated with? If you reside in India, you live in a state alongside thousands of other people. Beyond that, you live in a country with millions of other people. While you do not know and certainly do not interact with all of them, you are nevertheless associated with them.

In psychology, a social category is a collection of people that have certain characteristics or traits in common, but they tend not to interact with each other on a regular basis. For example, teenagers are a social category because they are all within a particular age range and share certain characteristics. However, they don't necessarily interact with each other simply because they are teenagers.

One of the defining factors of a social category is that the individuals are connected by characteristics and traits, but they generally have no connection beyond that. This is important to note because it differentiates social categories from social groups, which are collections of people with shared characteristics that do interact and acknowledge their connections to each other.

Theory on Social Categories

The concept of social categories and social groups is something that scholars have studied since the 19th century. But, it has actually been a strong area of interest for researchers since the 1950s, specifically within the experiments of social psychologists Muzafer and Carolyn Sherif. In a series of studies known as the Robber's Cave Experiment, the researchers took a group of 12 year old boys and put them into a summer camp environment. The aim was to observe how social groups emerge and what happens when they come into conflict with one another. Once the group was split into two, the researchers observed that certain standards and expectations began to develop within the two groups. Some began to take on leadership roles while others were more passive. This suggests that once they accept as being a group rather than a category the boys began to bond over certain things.

9.2.1 Social Learning Theory

Formulated by Albert Bandura at Stanford University, this specifies that mass media messages give audience members an opportunity to identify with attractive characters that demonstrate behaviour, engage emotions, and allow mental rehearsal and modelling of new behaviour. The behaviour of models in the mass media also offers vicarious reinforcement to motivate audience members' adoption of the behaviour.

Baran and Davis (2000) classify mass communication theories into three broad categories:

1. Microscopic theories that focus on the everyday life of people who process information - for example, uses and gratifications, active audience theory, and reception studies;
2. Middle range theories that support the limited effects perspective of the media - for example, information flow theory, diffusion theory, and
3. Macroscopic theories that are concerned with media's impact on culture and society - for example, cultural studies theory.

Theories of mass communication have always focused on the 'cause and effects' notion, i.e. the effects of the media and the process leading to those effects, on the audience's mind.

NOTES

9.3 AUDIENCE THEORIES

Historically, thinking about the impact of the media has gone through different stages. Early theorizing tended to assume people are easily influenced. There are three theories of audience that we can apply to help us come to a better understanding about the relationship between texts and audience. The Effects Model or the Hypodermic Model, the Uses and Gratifications Model, Reception Theory are examples of audience theories.

The 'hypodermic model' assumed media effects were simple and direct, a causal connection existing between what people see, hear and read in the media and their knowledge, attitudes and behaviour. The failure of successive research to provide conclusive empirical support for the hypodermic model led to challenges from other schools of thought. Media effects theory increasingly began to 'assert the independence and autonomy of media audiences and dispel the notion people are easily led' (Curran, 1990: 146). Dismissing the direct effects theory as unsophisticated and unsociological, Katz and Lazarsfeld (1955) put forward their 'two step model', which advances the view the media by themselves are not very powerful in influencing people, arguing people are more influenced by members of their family, friends, neighbours and fellow workers. They stressed the role of personal influence in shaping people's attitudes.

One group of people, however, were singled out as exerting particular influence, what the authors referred to as 'opinion leaders'. These were 'individuals whose views and ideas were respected and deemed important in the voter's immediate social circle' (Glover, 1984). These opinion leaders absorbed information from the media and then passed it on to the less active sections of the population - hence the two-step flow of information. The importance of the media in this process was deemed limited.

NOTES

Criticism of mass audience theories

The problems with the effects model, in whatever form, have to do with its roots in behaviourist psychology. The behaviourist explanation of human behaviour (Skinner and Pavlov) is looking increasingly hard to justify as we have come to develop a fuller understanding of the complexities of human behaviour, which is not predictable nor is it controllable. There are also the difficulties of linking cause and effect in terms of how we engage with media texts. The large number of studies that have been done do not prove the case conclusively either way. Other criticisms of this model center on the fact that it places on the audience as passive, whereas newer models suggest that the audience is much more active than was initially supposed.

The two-step model shifted the focus away from the individual as being the 'passive' dupe of the media implicit in hypodermic theory. Subsequent research moved beyond opinion leaders to the general population to assess how different groups of people use the media. The 'uses and gratifications' approach argued the audience brought its own needs and desires to the process of message reception, which structured the way in which the message is received. Researchers identified a variety of needs and desires (McQuail *et al.*, 1972; Blumler and Katz, 1974). This approach is a reversal of the hypodermic model; the media now have no effect on their audience. Rather they are at the 'beck and call' of their audiences, with power resting with individuals who determine what part the media play in their lives. Increasingly effects theory invested more power in the audience.

The 'active audience' tradition located the audience as 'active participants in the creation of meaning' (Kitzinger, 1997). Reception studies began to document how audiences could challenge the messages from the media by reading the output in a number of ways. The active viewer could appropriate unexpected pleasures from his or her reading of the mainstream media. The capacity of the audience to produce diverse interpretations of what they see, hear and read came to be celebrated in some quarters as evidence of the freedom of the audience to resist the media. Thus even if the media produce a dominant ideology or discourse, the audience can resist this. The active audience paradigm quickly established itself in the field of media studies but today is under challenge. Critics question the extent to which people differ in their readings of media messages, and argue the desire to document variations in how people read media messages neglects the more fundamental questions of what people believe.

The shift to greater engagement with the audience was also the result of some scholars becoming increasingly frustrated with the efforts to assess the effects of the media on the individual. They saw this approach as too narrowly psychological. Distinctions were also made between short-run immediate effects and the long-term, cumulative impact of the media. The 'cultural effects' approach addressed these concerns, examining the broader role of the media in performing what Hall *et al.* (1978) labelled the 'orchestration of public opinion' as a result of

the ‘slow cumulative build-up of beliefs and values through which we understand the world’ (Glover, 1984: 10). The new question is ‘how do the media affect the way in which we collectively think’. Academics tend to present the range of approaches documented above as mutually exclusive. However, there are considerable overlaps between the approaches and over time a common set of questions has developed around how the audience understands media messages.

NOTES

Check Your Progress

1. What is a social category?
2. Who formulated the social learning theory?
3. Where did the active audience tradition locate the audience?

9.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. In psychology, a social category is a collection of people that have certain characteristics or traits in common, but they tend not to interact with each other on a regular basis.
2. The social learning theory was formulated by Albert Bandura at Stanford University.
3. The ‘active audience’ tradition located the audience as ‘active participants in the creation of meaning’.

9.5 SUMMARY

- Social categories can be based on something as broad as race or as specific as height, but they are always socially important.
- In psychology, a social category is a collection of people that have certain characteristics or traits in common, but they tend not to interact with each other on a regular basis.
- Formulated by Albert Bandura at Stanford University, social learning theory specifies that mass media messages give audience members an opportunity to identify with attractive characters that demonstrate behaviour, engage emotions, and allow mental rehearsal and modelling of new behaviour.
- Historically, thinking about the impact of the media has gone through different stages. Early theorizing tended to assume people are easily influenced. There are three theories of audience that we can apply to help us come to a better understanding about the relationship between texts and audience.
- The Effects Model or the Hypodermic Model. The Uses and Gratifications Model, Reception Theory are examples of audience theories.

NOTES

- The 'hypodermic model' assumed media effects were simple and direct, a causal connection existing between what people see, hear and read in the media and their knowledge, attitudes and behaviour.
- Reception studies began to document how audiences could challenge the messages from the media by reading the output in a number of ways.
- The shift to greater engagement with the audience was also the result of some scholars becoming increasingly frustrated with the efforts to assess the effects of the media on the individual.

9.6 KEY WORDS

- **Social Categories:** It is a collection of people that have certain characteristics or traits in common, but they tend not to interact with each other on a regular basis.
- **Paradigm:** It is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field.
- **Opinion Leaders:** It means influential members of a community, group, or society to whom others turn for advice, opinions, and views.
- **Social Circle:** It is a group of socially interconnected people.

9.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. How are social categories different from social groups?
2. What are the three categories in which Baran and Davis classify mass communication theories?

Long Answer Questions

1. Explain the social categories theory.
2. What are audience theories? Discuss its criticisms.

9.8 FURTHER READINGS

Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.

Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.

Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.

Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

NOTES

NOTES

UNIT 10 SCOPE AND FUNCTIONS OF COMMUNICATION IN THE SOCIETY

Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Social Aspects in Shaping Communication Behaviour
 - 10.2.1 Individual and Social Need
 - 10.2.2 Development Communication
 - 10.2.3 Culture and Communication
- 10.3 Answers to Check Your Progress Questions
- 10.4 Summary
- 10.5 Key Words
- 10.6 Self Assessment Questions and Exercises
- 10.7 Further Readings

10.0 INTRODUCTION

Communication is one such aspect of human society which is often overlooked. It plays an indispensable role in everyday life whether it is talking on phone or face to face conversation. The essential aspect of communication is that the message needs to be understood by the receiver for the entire communication process to be successful. Let us take one example to understand the role of communication in society. Generally, individuals living in a society often sit together in groups and discuss the problems facing them or the current scenario. This communication in group leads to expression of intent and ultimately formation of views and beliefs. This unit will brief you about the social aspects shaping communication behaviour.

10.1 OBJECTIVES

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

- Examine the social aspects in shaping communication behaviour
- Explain development communication
- Analyse the importance of communication in the globalized scenario

10.2 SOCIAL ASPECTS IN SHAPING COMMUNICATION BEHAVIOUR

Societies cannot be imagined without communication nor is there any communication without society or individuals. Communication being one of the important needs of the society has developed from speech to Internet to facilitate the process of human development. The society over the years has greatly benefitted from the development of communication to consolidate the gains of knowledge and social orders. The Internet has influenced societies as rigid in its structure as the Indian society. A knowledge-driven society such as the USA has a different pattern of society that a country such as, let us say, India has. While communication in USA is based on the principles of equality and individuality, communication in India is based upon a lot of factors such as gender, caste, social status, age and so forth. The Indian society has still been unable to shake off the biases prevalent in so many areas. Also, over the years, a disturbing trend in the Indian children's attitude towards their parents has been noted. This is in opposition to the Western people who are gradually allured by the wisdom of the East. While Indians have been seen as more reserved and introverted in their social dealings, the Americans are considered to be more outspoken and extrovert. So, it can be said that a lack of communication leads to a lack of expression. Perhaps, that is why the Indian society is still a prejudiced society.

10.2.1 Individual and Social Need

Communication for people is as normal and necessary activity as breathing or eating food. Every one of us needs to talk to people immediately after we get up and people around us also want to tell us something or the other throughout the day. Human beings need to communicate to fulfil their basic needs as well as to make them aware about their surroundings and society in which they live. Communication also helps people to learn to lead life in the society and negotiate as and when required. In short, communication is a basic need for the survival of human beings.

Speech is the most frequently used medium of communication in the life of an individual. It is so because the language in the form of speech, the gift of nature to human beings, is available to every individual and does not cost them a bit to use. Such communications are direct and immediate as the speaker and listener are present at a given place at a given time. It is only when the situation of now and here are not met that the individuals take recourse to writing. Writing requires extra material in the form of paper, ink and writing tools.

It is true that the society is a collection of individuals and the culture and norms in the societies are also made by them. However, there is a constant tension between the individual and society and most of the developments in societies also take place due to this tension. Individuals in the society discuss and debate over

NOTES

NOTES

the issues to resolve them. The Indian society is divided into various socio-economic classes such as the upper class, middle class and lower class depending upon one's social status. There may be divisions such as those belonging to the *bhadralok* or the genteel class and those not belonging to it. A lack of education implies belonging to the non-genteel class. The middle class is also termed as the bourgeois class to differentiate it from the nobility or aristocracy and the proletariat or the working class. In a capitalist form of society, society is divided based on the ownership of the factors of production, especially capital. Such a society is divided into haves and have-nots. But the division of classes is arbitrary and mutually inclusive. The society is made up of individuals and not classes, and so communication among all social classes is essential and inevitable. Any conflict that may arise out of differences of opinions or interests has to be solved by communication.

It is the requirement of a healthy society that the individuals communicate at the personal as well as public levels to keep them in harmony at the individual as well as community levels. In earlier days, the narration of the heroic stories, singing and dancing around the bonfire were the part of social communication. We do not talk about political communication within tribal society as the tribes are seen as the extended family. It is in the later stages of social development that the group communication is not possible and we begin to use media of mass communication and other institutions to communicate or negotiate with individuals.

10.2.2 Development Communication

The obsession of media scholars with politics died down when the United Nations, just after the World War II, decided to launch a drive for development. This was the time when any countries had been freed from the clutches of colonialism and breathed the fresh air of freedom. The socio-economic situations of these countries were very pathetic. Hence, it was natural for these nations to take up the task of developing themselves for the betterment of the living conditions of their people.

Nora C. Quebral coined the expression 'Development Communication' in 1972. He explains the field as 'the art and science of human communication linked to a society's planned transformation from a state of poverty to one of dynamic socio-economic growth that makes for greater equity and the larger unfolding of individual potential'. Under development communication, either quantitative surveys are carried out to facilitate communication, or communication is used as an intervention to affect a desired behaviour in an individual or a group of individuals. For example, the use of street plays, skits, billboards, advertisements and so forth, in order to promote a particular cause is an example of development communication. The whole idea behind such type of communication is that human behaviour can be positively influenced by frequent reinforcements of a particular idea or design. In broad terms, it implies the use of various channels and means of communication to bring about development.

10.2.3 Culture and Communication

The relationship of culture and communication is reciprocal because most of the communication is dependent upon social and cultural ethos while the communication also influences and makes changes in the culture by its interventionist character. Denis McQuail in his paper *The Influence and Effects of Mass Media* says about the effects of communications on the political systems:

It is not difficult to appreciate that we can arrive at one or more versions of ways in which culture and social structure can be influenced by the path of development of media institutions. If the content of what we know, our way of doing things and spending time and organisation of central activities for the society are in part dependant on media, then the fact of interdependence is evident.

We already know the much talked about theory of cultivation by George Gerbner (1976). It sees the ‘key to the effects of mass media in their capacity to take over the “cultivation” of images, ideas and consciousness in an industrial society’. Gerbner refers to ‘the main process of mass media as that of “publication” in the real sense of making public’.

Marshal McLuhan (1964) in his well-crafted book *Understanding Media* indicates the power of mass media to influence the individual and their cultures when he talks about the very popular slogan ‘Medium is the message’ and then goes on to explain how print, radio, telephone, cinema, typewriter and television have not only provided the new media of communication but it has also changed the social behaviour. In a lighter vein, the best example of medium being message in itself is shown in an advertisement where a person watching Television is asked, ‘Is he watching news?’ He replies by saying, ‘Bullshit, I am watching Television!’ But it is true that with each new medium, the human behaviour changes, if the spontaneity of spoken language makes us more emotional than the use of written language makes us more rational and individualistic.

McLuhan’s prediction of global village is the final argument in favour of the significant impact of media. The globalization may not have come because of the emergence of television but in today’s globalized world the combination of television and satellite along with the broadband Internet and mobile telephony has certainly created a ground for free international market and increasing globalization of linguistic and cultural life of the people.

Mass media makes it possible for indigenous culture to reach a mass audience. In fact, traditional media relies to a great extent on the cultural elements of a society. For example, TV shows such as *India’s Got Talent* promote indigenous culture. Culture and communication are inseparable because culture depends upon communication for its survival and perpetuity.

*Scope and Functions
of Communication in
the Society*

NOTES

NOTES

Check Your Progress

1. How is communication in society in USA different from communication in Indian society?
2. Why is speech considered the most frequently used medium of communication in the life of an individual?
3. Who coined the term 'Development Communication'?
4. Why is the relationship of culture and communication considered reciprocal?

10.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. A knowledge-driven society such as the USA has a different pattern of society that a country such as, let us say, Indian society. While communication in the USA is based on the principles of equality and individuality, communication in India is based upon a lot of factors such as gender, caste, social status, age and so forth.
2. Speech is the most frequently used medium of communication in the life of an individual. It is so because the language in the form of speech, the gift of nature to human beings, is available to every individual and does not cost them a bit to use. Such communications are direct and immediate as the speaker and listener are present at a given place at a given time.
3. Nora C. Quebral coined the expression 'Development Communication' in 1972.
4. The relationship of culture and communication is reciprocal because most of the communication is dependent upon social and cultural ethos while the communication also influences and makes changes in the culture by its interventionist character.

10.4 SUMMARY

- Societies cannot be imagined without communication nor is there any communication without society or individuals. Communication being one of the important needs of the society has developed from speech to Internet to facilitate the process of human development.
- The Internet has influenced societies as rigid in its structure as the Indian society. A knowledge-driven society such as the USA has a different pattern of society that a country such as, let us say, India has.

- Communication for people is as normal and necessary activity as breathing or eating food. Every one of us needs to talk to people immediately after we get up and people around us also want to tell us something or the other throughout the day.
- Speech is the most frequently used medium of communication in the life of an individual. It is so because the language in the form of speech, the gift of nature to human beings, is available to every individual and does not cost them a bit to use.
- Communication is the requirement of a healthy society that the individuals communicate at the personal as well as public levels to keep them in harmony at the individual as well as community levels.
- The obsession of media scholars with politics died down when the United Nations, just after the World War II, decided to launch a drive for development.
- Nora C. Quebral coined the expression 'Development Communication' in 1972. He explains the field as 'the art and science of human communication linked to a society's planned transformation from a state of poverty to one of dynamic socio-economic growth that makes for greater equity and the larger unfolding of individual potential'.
- The relationship of culture and communication is reciprocal because most of the communication is dependent upon social and cultural ethos while the communication also influences and makes changes in the culture by its interventionist character.
- Mass media makes it possible for indigenous culture to reach a mass audience. In fact, traditional media relies to a great extent on the cultural elements of a society. For example, TV shows such as *India's Got Talent* promote indigenous culture.

NOTES

10.5 KEY WORDS

- **Bourgeois:** This term refers to the social order that is governed by the middle class.
- **Norms:** These are ways of behaviour which are considered accepted or acknowledged in a society.
- **Culture:** It is a wide term encompassing the behaviour, norms, language, values, beliefs and so forth that characterise a group of people.
- **Proletariat:** This term refers to the lower working-class, which is mostly composed of wage workers.
- **Group communication:** It alludes to the interaction that takes place within members of a group of individuals.

NOTES

- **Mass media:** It refers to the means of communication such as television, radio, newspapers, Internet and so forth that assist in the dissemination of knowledge.
- **Traditional media:** It is also known as old media and it refers to television, radio, newspapers and books.

10.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Give one example to highlight how lack of communication leads to lack of expression in society.
2. What is the significance of communication in society?

Long Answer Questions

1. Discuss the concept of Development Communication.
2. How is culture and communication interrelated?

10.7 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

UNIT 11 MEDIA AUDIENCES AND MEDIA IN SOCIETY

*Media Audiences and
Media in Society*

NOTES

Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Media Audiences
 - 11.2.1 Magazine Audience
 - 11.2.2 Book Audience
 - 11.2.3 Radio Audiences
 - 11.2.4 Motion-Picture Audiences
- 11.3 Media in Society
 - 11.3.1 The Concept of Mediation
 - 11.3.2 Mediation Metaphors
- 11.4 Public and Public Opinion
 - 11.4.1 Mass Media and Public Opinion
- 11.5 Answers to Check Your Progress Questions
- 11.6 Summary
- 11.7 Key Words
- 11.8 Self Assessment Questions and Exercises
- 11.9 Further Readings

11.0 INTRODUCTION

Print media since its inception has been playing a vital role in influencing its impact on the society. However, in the contemporary scenario, the emergence of electronic media along with print media have immensely influenced the society as well as the formation of public opinion. Media has contributed in bringing about social change in the society. Hence, mass media plays a pivotal role in the emerging new media context. This unit will introduce you to the features of various media audiences as well as the impact of mass media on the formation of public opinion.

11.1 OBJECTIVES

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

- Discuss the salient features of the media audiences
- Analyse the role of media in society
- Examine the influence of mass media in the formation of public opinion

NOTES

11.2 MEDIA AUDIENCES

This section deals with the dimension of media audience. To fully appreciate what this is, one must understand the meaning of the word dimension. As a noun, dimension means aspect or feature of a particular thing or item. As a verb the word dimension may mean the shape or size of an object according to specific measurements. This section takes into account the term dimension as a noun to discuss the features of media audience. Students must be aware that print and electronic media have different types of audiences. That is to say, different kinds of media cater to different kinds of audience. And although often both electronic media and print media share their audience, it does not suggest that overlaps of audiences are congruent. The first requirement of a print media is literacy; the audience should be able to read. By and large newspapers and magazines attempt to keep the language of their articles simple and devoid of jargon so that people of various educational backgrounds are able to read and comprehend the articles printed in them. Use of complex language by the editorial board of newspapers and magazines will only result in the loss of readership. This may even damage the credibility of the newspaper or magazine in question.

Books on the other hand have a more varied sort of an audience; the reader of a book may have several different dimensions and the author/(s) may have a certain readership in mind when writing a book. For instance, the intellectual elite may be the target audience for non-fiction books on politics whereas fictional novels or novellas with a light hearted theme are meant for a larger audience. Similarly, comic books or children's books are written keeping children's requirements in mind. Consequently, each of these books is different and this difference can be seen in the sort of language that the author uses; that is to say, the author of a children's book will use extremely simple words where as a book on Marxism may use technical words and academic jargon and will be too complicated to be read for pleasure.

Juxtaposed to newspapers, books and magazines, the radio is a more democratic media since it does not preclude those who cannot read and write. Radio is also of several types, the most common being Frequency Modulation or FM as we know it. Further, there are different types of FM stations, community radio, commercial stations and government owned stations, to name a few. Community radio is a type of station that has a reach of about 5 km radius. It caters to a very specific and sometimes mixed audience as the area may consist of people of the lower, middle and the upper class. But the clever way to connect them all together is to talk of the situations and problems that specifically concern them, thus bringing them all together. Commercial and government radio stations are usually city specific, they have a range of about 60 km from the point of origin, and the main aim of such radio stations is to connect to a wider range of audience spanning the entire city. Target audience of different radio stations varies with the kind of content that they have to offer. For example most commercial radio stations

use Hindi as their language of communication, the words used are fairly simple to be understood and the issues are not general to a particular area but something that each section of the society has to face. This ensures that not only is the audience entertained but that it feels united as well.

The motion pictures have a common ground with the radio. By definition, motion-pictures are just another name for what one commonly calls films. As you may be familiar, films are perhaps the most watched form of media and being that, it has a large and varied audience. Producers, directors, script writers all need to keep in mind their audience. Each movie genre as its own loyal, devoted audience and script writers write keeping that target audience in mind. For example, people who enjoy romantic-comedies would expect a certain kind of film that is being sold as a romantic comedy whereas those that enjoy action movies would expect a story very different from the kind that is offered by a comedy. Hence, depending on the genre and its target audience the movie makers would have to incorporate themes and stereotypes that would help their movie to appeal to its audience. It is important to note that there is no such thing as a bad film; films are made and produced for entertainment and information and what may be enjoyable to one may not be enjoyable to another.

11.2.1 Magazine Audience

A magazine is a journal generally containing articles or records of events which are circulated weekly, fortnightly or monthly. Magazines usually are financed either by pre-paid subscriptions, advertising, and purchase price or by all three. Magazines are of two types: general magazines and specialized magazines. General magazines cater to all aspects of the society, whereas specialized magazines cater to only one aspect such as literature, sports, film, women, computers and educational magazines. Magazines are categorized according to the audiences they cater to.

Educational magazines do not have a fixed target as dissemination of educational information is not limited to the young or the old. On the other hand, there are some magazines that do have specific age groups in mind as their target audience. The main point here to be kept in mind is that one must be really careful when compiling and editing the contents of a magazine; the language used, the ideas discussed, and the pictures incorporated should be such that they meet the maturity levels and the sensibilities of the target audience. For example, magazines that are primarily read by children or teenagers, not only have to make sure that the articles and editorials are written in a simple language, but must also ensure that the issues and themes discussed and the visuals used are not such that they have a negative effect on young impressionable minds. On the other hand, such magazines that are read by adults, *Frontline*, *Outlook*, etc., can be more direct in writing about and reporting events and issues.

With the kind of popularity that the Internet now enjoys, electronic magazines are being favoured over the conventional print ones. These magazines are basically the electronic version of the magazines that are available in print. Since they can be

NOTES

NOTES

easily read over the Internet, not only are they accessible from any part of the world, but they are also available free of cost. This however, also has a corollary; the Internet has in many ways democratized audiences and the availability of the magazine in more than two mediums generates a varied target audience.

11.2.2 Book Audience

Books are a form of print media that not only provide information and education but also entertainment. Books are categorized as fiction and non-fiction. These are further categorized as biographies, travel writing, adventure stories, novellas, novels, to name a few. Each and every one of these types of books cater to a fixed audience. For example, textbooks are written with a school or college curriculum in mind and are meant for students of the discipline they belong to. Textbooks are written to cater to the needs of a varied student population of different comprehension and understanding abilities. Hence, they must necessarily have illustrations, activities, examples, etc., to enable a better understanding of the subject matter. As stated earlier, books (that are not subject based textbooks) are largely divided into fiction and non-fiction. Fictional works are further sub divided into different genres: crimes, detective, romance, thrillers, historical fiction, gothic fiction, to name a few. Each genre caters to different kinds of people. This is not to say that those who enjoy reading crime fiction do not like to read historical fiction. However, it cannot be denied that each genre does have a loyal, devoted readership how so ever small that readership may be. Apart from genres, book audience can also vary from the point of view of region; people of a particular region would prefer to read something that is relevant to them. Books that are outside their purview may not interest them much. Religion too plays a part in determining an audience: certain books (those which are religious or quasi-religious in nature) find favour with audiences that follow a particular faith. Religion also has in the past played a role in determining the acceptability of a work, whether fictional or non-fictional. Works such as Rushdie's *Satanic Verses*, Dan Brown's *Da Vinci Code* and even recently, J.K. Rowling's *Harry Potter* series have run into trouble with different religious groups. Authors therefore often need to keep in mind that their writings do not offend the religious sentiments of people. Of course, this does constrict the freedom of an artist but that discussion is outside the purview of this unit. Suffice it to say that the audience of a book is controlled by many such factors as age, religion, region, political opinions and affiliations, interests, and many more.

11.2.3 Radio Audiences

The radio, like any electronic medium fulfils the dual role of entertainment and information. At the same time, it also brings people together. Since its invention, the radio has come a long way and is no longer limited to radio waves in a city. In fact, with the introduction of satellite radio, one can now listen to radio stations from other countries as well as transmit stations from our country to other countries.

NOTES

One of the most important contributions to the world of radio has been made by Worldspace Radio. This is a kind of satellite radio that catches waves directly from the satellite and transmits them to the radio set plugged in your home. The other form of radio, that is, the Internet radio has become a widely favoured means of communication and entertainment. The British Broadcasting Corporation has also the facility whereby people can listen to all its radio channels online. This is very convenient and beneficial since one can sit in the comfort of one's home and listen to broadcasts as they are made in the United Kingdom.

11.2.4 Motion-Picture Audiences

Like books and magazines, films too belong to various genres. Films can vary from comedy, action, thriller, science fiction to fantasy, drama, horror, romance, historic, biopics, biographies and so forth. Each of these genres cater to a different kind of audience. For instance, a child would be more interested in watching fantasy or animated films than in watching what he/she would think to be boring drama films or documentaries. Similarly, adults would normally watch drama, action, thrillers, or romantic films than fantasy or animations.

This also suggests that a lot of the viewership is determined by our social conditioning since the latter causes us to think and behave in a certain way. For example, an adult may be reluctant to watch cartoons or films meant for children lest he/she be considered immature. Nonetheless, as students of mass media it is very important to note that motion-pictures are a form of art and therefore should not be dismissed as irrelevant. Further, it should be kept in mind that motion-pictures are an audio and visual form of media. This means that they consist both of sound and moving pictures. It is this aspect of motion-pictures which makes it very popular; films, more than any other form of media is not only informative and educative but is also a simple way to unwind and relax. Film makers need to keep many aspects in mind when making a movie; the first and foremost is the duration of a film. Motion-pictures can range from anywhere between 30 minutes to 4 hours. This means that the production team of a movie must create a film such that its audience stay engrossed and engaged. Innumerable films have been found fault with because audiences found them too long and hence boring. Moreover, movie-makers must also ensure that the content of the movie appeals its audience; it must be both engaging and entertaining.

Check Your Progress

1. Name the different types of radio stations.
2. What are the types of magazines?
3. What are the benefits of an electronic version of a magazine?
4. What is Worldspace Radio?

11.3 MEDIA IN SOCIETY

NOTES

Mass communication is both a cultural as well as a social phenomenon. The institution of mass media and its technological infrastructure is part of the structure of society, its economic power and base and the ideas, images and information it generates is part of culture. Rosengren in *Communication: An Introduction* identifies four types of relation between media content and society. These are materialism, idealism, interdependence and autonomy. A large body of theory, Marxist in orientation, considers culture as a product of the base, i.e., economic and power structure of society. It says that whoever owns or controls media gets to set limits to or chose media content and function. This is the materialism type of relation between media content and society. If media is considered more as a culture, that is, if it is studied in light of its content, then media is seen as a means of significant social change. The ideas and values conveyed by media are considered as the real causes of social change irrespective of who owns and controls media. This view generates the strong belief that media has the potential for good or bad effects. That is to say, media can promote both pro- as well as antisocial values. For instance, it can promote peace and communal harmony. It can also have the opposite effect. Interdependence suggests that society and mass media are continually interacting with and influencing each other. Media responds to society's demand for entertainment and information. Simultaneously, media contributes to the ever changing social and cultural climate, setting off new demands for communication. Today the two, i.e. mass communication and society are so bound together that it is impossible to conceive one without the other. Autonomy, as a type of relation between media content and society is not necessarily a contradiction to the above. To a certain extent media and society can be independent of each other. Societies that are similar to each other can at times have very different media systems. There are different views regarding how much autonomy media can have in relation to society. This is especially relevant to the ongoing debate about the homogenization and convergence of worldwide culture, as a result of the media. The autonomy position argues that imported culture is superficial and need not impact local culture. Hence, the two, media content and society are autonomous.

An important presupposition, with respect to both society and culture is that media is essentially concerned with knowledge, its production and distribution. This knowledge helps us makes sense of the way we experience the social world. This may be in terms of an awareness of our history, it may serve as a storehouse of memories, it may also provide material that helps us orient toward our future. The main point is that media has come to interpose between people and their experience of the world which is beyond their immediate environment.

Communication is one of the basic needs and pre-requisites for human existence. Communication is used in the human societies mainly to share information

and knowledge and to entertain the people to make their lives better. In this sense, communication is an all pervasive and a very important process in the society.

Information is an integral part of human existence. Human beings have a brain and five sensory perceptions that they use to collect and process information. The life in societies became easier as people started sharing more and more information with each other. If in a city, somebody wants to buy something or eat something in hotels, it is necessary to know the location and types of stores or restaurants that he/she wants to go to. There are many ways of getting such information—one could ask somebody about it or one could look for such information in the city guide. Similarly, in order to save oneself from various diseases it becomes vital to get information about the diseases and the precautions one must take. Young people interested in making a career in any field need to collect information about various opportunities available to them.

Communication is also the most important part of the whole educational process. Knowledge and training in the schools, colleges and institutes cannot be imparted without communication. Communication is required even in training people in our day-to-day life. Learning how to drive a car or how to make a particular type of food like chicken curry, bread, etc., cannot be done without communication.

Communication also allows people and communities to enter into discussions and debates that are so necessary for development, integration and harmony. It all started with oral interpersonal communication and has extended to written communication. Debate and discussion are really very important for a lively and informed democracy. The transmission of messages is the necessary tool or means of such communication to fulfil the above-mentioned objectives. Debates and discussion are not new to human societies. In fact, all the present treasure of knowledge is a result of long debate and dialogue between various ancient scholars in India, Europe and elsewhere.

11.3.1 The Concept of Mediation

The mediation of contact with social reality involves more than one process. First and foremost, it involves the relay of information or events by a second or third party, that which does not or cannot witness for one self. Secondly, mediation refers to the efforts of others (institutions and persons) to contact people for their own purpose. The institutions can be colleges, schools, government offices, etc. the persons making the effort can be politicians, advertisers, educators, and so forth. An essential element here is the involvement of some device, usually technological, between our senses and the environment external to us. Mediation moreover implies a kind of relationship. Relationships that are mediated through mass media tend to be impersonal and distant than personal relationships. Needless to say, modern innovations in technology have paradigmatically changed the way in which relations are mediated. Earlier, there was a binary between the public sphere and personal one. While people in the personal sphere could interact freely, mass media messages constructed a widely shared view of reality in the public

NOTES

NOTES

sphere. Today even our contact with others in the private sphere is mediated through such technological advances as e-mail, telephone, social networking sites and others. Thompson in *Media and Modernity Says* 'it has become possible for more and more individuals to acquire information and symbolic content through mediated forms of interaction.' He identifies two types of interaction: mediated interaction and mediated quasi-interaction. Mediated interaction involves some kind of medium such as electrical wire or paper. It plays a role in transmitting information to those who are remote in space and time. Those who participate in this interaction, the senders and the receivers need not share the same spatio-temporal reference systems. That is to say, they may be apart in time and space. The mediated quasi-interaction refers to the relations established by the media of mass communication. It is monological, i.e. communication flows in one direction only and recipients of the interaction are not expected to respond immediately. Instead, according to Thompson, 'symbolic forms are produced for an indefinite range of potential recipients.'

Communication can be categorized into different types depending upon the level at which it takes place, the direction it takes or by its very nature. Some of the commonly referred to types of communication are intra-personal communication, inter-personal communication, group communication, mass communication, etc. Most of the times, the type of communication used by us is inter-personal. In this process, an individual communicates his feelings, desires and opinions to the society. It may be a one on one conversation or an individual speaking to the members of a group. Intra-personal communication, on the other hand, is the communication that one has with oneself, i.e., in the mind. In group communication, communication takes place between three or more individuals. Mass communication is an extension of group communication, but it also involves heterogeneous masses. The homogeneity of the audiences makes interpersonal and group communication similar to each other. People involved in such communication not only share the code of communication, they by and large share thought process, culture and attitudes too. The feedback process of these types of communication is also different as the feedback is immediate in interpersonal and group communications, whereas the feedback is delayed and more complex in mass communication as different types of mass media are used for transmitting the messages to masses.

Mass communication is a one-way communication in the sense that it is a one-to-many kind of communication whereas interpersonal communication is one-to-one communication. In mass communication or one-to-many type of communication, the sender may think or pretend to know his/her audience but is never sure to whom all he/she is communicating. The challenge of mass communication alone has forced people concerned or involved in it to study the nature, attitudes, demography, etc., of the audience as scientifically as possible. The shift of journalism studies from language departments to independent interdisciplinary discipline is a result of the complexities of mass communication.

NOTES

The communication scenario has changed drastically in the late nineteenth century with the rapid growth of technologies of communication and mass communication. The growth in leap and bounds of television technology from black and white television sets to high definition sets, from terrestrial transmission to satellite transmission and from analogue signals to high definition digital signal has changed the whole experience of this mass media. Similarly, the analogue short wave and medium wave radio to FM radio and later to XM and web radio has changed the nature and habits of radio audiences. The growth of information technologies in the last two decades has further changed the media scene the world over.

Like most of the other sectors of Indian economy, the media sector has also witnessed a substantial transformation during the phase of liberalization of the Indian economy. Post media deregulation, the country has seen an explosion in the vernacular press as well as the Indian language television channels. In northern India, Hindi dailies have reached three to four times more sales figures than English dailies. In fact, the list of top ten publications in the country does not contain even a single English publication. The availability of Internet and fax has started the trend of multiple editions. For instance, *Enadu* in the South issues editions from all districts of Andhra Pradesh; *Rajasthan Patrika* publishes four editions; and three editions are issued by *Malayala Manorama*. Within Hyderabad city, *Enadu* issues half-a-dozen editions for various localities. Similarly, *Nai Duniya*, *Aaj* and *Amar Ujala* publish many editions. Under this kind of scenario, it is reasonable to expect that globalization will not essentially (and uniformly) result in cultural homogenization, but will instead strengthen cultural diversity in many ways. There are very exciting aspects of the confluence of the local and the global under the process of globalization. These can be accounted for both local and the global, not as opposites but instead as ‘mutually formative, complementary competitors’.

11.3.2 Mediation Metaphors

McQuail in *Mass Communication Theory* identifies the following perceptions of mediation roles:

- Media acts as a window on experience and events. It enables people to see for themselves what is going on without outside interference and thus it extends our vision.
- Media acts as a mirror of events in the society. It provides a faithful reflection of these events. However, it must be mentioned that the direction of the mirror is not decided by us but by others.
- Media acts as a gatekeeper of filter of information. It draws special attention to parts of an event through the process of selection and closes of other voices and views through exclusion.
- Media acts as an interpreter of events. It makes sense and provides a perspective on things which otherwise people may find confusing or obscure.

NOTES

- Media acts as a platform for information. It provides a forum to present ideas, opinions, etc to an audience.
- Media acts as a disseminator of information. It provides information that may not be available to all.

Noises or barriers to communication process

All through the process of communication, unintended interferences take place. These distort or interrupt the process. Such interferences are known as 'noises'. These may be real noises, i.e., auditory stimuli such as people talking, phones ringing or jack-hammering street workers. Other noises comprise distractions such as a stalker running across a stage. Noises create distortions as well. We are yet to come across communication without noises. Hence, finding out the sources of noise and making an effort to minimize its effect are necessary to improve the communication efficiency. Noise may be classified into four types - physical, psychological, physiological and semantic. Physical noise is the noise that is produced externally while the speaker and listener are trying to communicate. For example, a song being played in another room or the noise of construction in the neighbourhood. Psychological noise is the one that interferes with communication taking place between two people because one of them is not attentive to the communication and is mentally absent. Any physiological problem such as a headache or body pain can make it difficult for a listener to concentrate on the communication. This is termed as physiological noise. Semantic noise takes place when there is no shared meaning in a communication. This may happen when the speaker is using a particular jargon or parlance that is not understandable by the layman listener.

Check Your Progress

5. What are the processes involved in the mediation of contact with social reality?
6. Define Mediated interaction.
7. Name the types of communication.
8. Define psychological noise.

11.4 PUBLIC AND PUBLIC OPINION

Newspapers communicate a host of cues about the relative salience of the topics on their daily agenda. The lead story on page 1, front page versus inside page, the size of the headline, and even the length of a story all communicate the salience of topics on the news agenda. There are analogous cues on websites. The television news agenda has a more limited capacity, so even a mention on the evening television news is a strong signal about the high salience of a topic. Additional cues are provided by its placement in the broadcast and by the amount of time spent on the

NOTES

story. For all the news media, the repetition of a topic day after day is the most powerful message of all about its importance. The public uses these salience cues from the media to organize their own agendas and decide which issues are most important. Over time, the issues emphasized in news reports become the issues regarded as most important among the public. The agenda of the news media becomes to a considerable degree, the agenda of the public. In other words, the news media set the public agenda. Establishing this salience in the public, placing an issue or topic on the public agenda so that it becomes the focus of public attention and thought – and possibly action – is the initial stage in the formation of public opinion. Discussion of public opinion usually centres on the distribution of opinions, how many are for, how many are against, and how many are undecided. That is why the news media and many in their audiences are so fascinated with public opinion polls, especially during political campaigns. But before we consider the distribution of opinions, we need to know which topics are at the centre of public opinion. People have opinions on many things, but only a few topics really matter to them. The agenda-setting role of the news media is their influence on the salience of an issue, an influence on whether any significant number of people really regard it as worthwhile to hold an opinion about that issue. While many issues compete for public attention, only a few are successful in doing so, and the news media exert significant influence on our perceptions of what are the most important issues of the day. This is not a deliberate, premeditated influence – as in the expression ‘to have an agenda’ – but rather an inadvertent influence resulting from the necessity of the news media to select and highlight a few topics in their reports as the most salient news of the moment. This distinction between the influence of the news media on the salience of issues and on specific opinions about these issues is summed up in Bernard Cohen’s observation that the news media may not be successful in telling people what to think, but they are stunningly successful in telling their audiences what to think about. In other words, the news media can set the agenda for public thought and discussion.

11.4.1 Mass Media and Public Opinion

Media is the most powerful tool for the formation of public opinion in contemporary times. It is the television, the press, the radio and the Internet. (Films, magazines, posters, studies, reports, theatre, art, dance, public speeches, hearings) talking about the media is like talking about a mission. A source of information and education that will shape the daily choices in people’s life; that will shape the thinking, and the perception of things. But media is a political power and tool, occupied in a way by the big powers, international corporations, big agencies using for their political and economic objectives that control and can pay. Among the most powerful news agencies in the West are the BBC, CNN, Euro-news, Monte Carlo; while, Al Jazeera, Al Aarabia, LBC, Al Shark El Awsat are the news agencies in the Middle East. The religious and political leaders of these media agencies are always around to talk, freely and passing news, stands, and positions to their communities and to the public using them to serve their political and economic ends. By the development,

NOTES

advance and spread of technology the world has shrunk into a global village whereby the remote villages of China, the Pacific island of Hawaii and the deserts of Arabia are on our everyday screens at home at our dinner tables, telling their stories and worries. Unfortunately, community issues at national or international levels are no more concerns for the educational or moral shaping of the generations to come; it is the war in Iraq, the killings in Sudan, the terrorist attacks in Israel and Palestine, the Talibans in Afghanistan, the Nuclear weapons in Iran, the HIV-Aids and poverty in Africa, the boat refugees at the borders of Europe, Australia or USA. The bloodier, the more violent and scandalous, the more apocalyptic, the more captive and more popular the station is. The beautiful cultural, historical and musical programmes are no more interesting, who watches them anyhow? Why they are not popular, it is either war or sex on the screens and in the papers, both have economic end purposes: to sell weapons to warring countries or to sell human beings in the sex industry, the most rentable of all the businesses. It is important that the media redefines its goals and mission, for the rule of the jungle, “la raison du plus fort” is the world order today. The role and the mission of the media is to commit itself to values that are imperative for today, and it is possible to achieve this goal only if civil societies commit themselves to risks and understand the need for it and encourage agencies that can play this role.

Check Your Progress

9. Define public opinion.
10. How does mass media influence the formation of public opinion?

11.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. There are different types of FM stations, community radio, commercial stations and government owned stations, to name a few. Community radio is a type of station that has a reach of about 5 km radius.
2. Magazines are of two types: general magazines and specialized magazines.
3. The electronic version of a magazine can be easily read over the Internet, so not only is it accessible from any part of the world, but is also available free of cost. Moreover, this has also helped to generate a varied target audience.
4. Worldspace Radio This is a kind of satellite radio that catches waves directly from the satellite and transmits them to the radio set plugged in your home.
5. The mediation of contact with social reality involves more than one process. First and foremost, it involves the relay of information or events by a second or third party, that which does not or cannot witness for one self. Secondly, mediation refers to the efforts of others (institutions and persons) to contact people for their own purpose.

6. Mediated interaction involves some kind of medium such as electrical wire or paper. It plays a role in transmitting information to those who are remote in space and time. Those who participate in this interaction, the senders and the receivers need not share the same spatio-temporal reference systems. That is to say, they may be apart in time and space.
7. Some of the commonly referred to types of communication are intra-personal communication, inter-personal communication, group communication, mass communication, etc.
8. Psychological noise is the one that interferes with communication taking place between two people because one of them is not attentive to the communication, and is mentally absent.
9. Public opinion is the opinion or attitude of the public on a particular matter or issue.
10. Mass Media is the most powerful tool for the formation of public opinion in contemporary times. It is the television, the press, the radio and the Internet. (Films, magazines, posters, studies, reports, theatre, art, dance, public speeches, hearings) talking about the media is like talking about a mission. A source of information and education that will shape the daily choices in people's life; that will shape the thinking and the perception of things.

NOTES

11.6 SUMMARY

- The first requirement of a print media is literacy; the audience should be able to read. By and large newspapers and magazines attempt to keep the language of their articles simple and devoid of jargon so that people of various educational backgrounds are able to read and comprehend the articles printed in them.
- Books on the other hand have a more varied sort of an audience; the reader of a book may have several different dimensions and the author/(s) may have a certain readership in mind when writing a book.
- Juxtaposed to newspapers, books and magazines, the radio is a more democratic media since it does not preclude those who cannot read and write.
- The motion pictures have a common ground with the radio. By definition, motion-pictures are just another name for what one commonly calls films. As you may be familiar, films are perhaps the most watched form of media and being that, it has a large and varied audience.
- A magazine is a journal generally containing articles or records of events which are circulated weekly, fortnightly or monthly. Magazines usually are financed either by pre-paid subscriptions, advertising, and purchase price or by all three. Magazines are of two types: general magazines and specialized magazines.

NOTES

- With the kind of popularity that the Internet now enjoys, electronic magazines are being favoured over the conventional print ones. These magazines are basically the electronic version of the magazines that are available in print.
- Books are a form of print media that not only provide information and education but also entertainment. Books are categorized as fiction and non-fiction. These are further categorized as biographies, travel writing, adventure stories, novellas, novels, to name a few.
- Works such as Rushdie's *Satanic Verses*, Dan Brown's *Da Vinci Code* and even recently, J.K. Rowling's *Harry Potter* series have run into trouble with different religious groups. Authors therefore often need to keep in mind that their writings do not offend the religious sentiments of people.
- The radio, like any electronic medium fulfils the dual role of entertainment and information. At the same time, it also brings people together. Since its invention, the radio has come a long way and is no longer limited to radio waves in a city.
- The British Broadcasting Corporation has also the facility whereby people can listen to all its radio channels online. This is very convenient and beneficial since one can sit in the comfort of one's home and listen to broadcasts as they are made in the United Kingdom.
- Like books and magazines, films too belong to various genres. Films can vary from comedy, action, thriller, science fiction to fantasy, drama, horror, romance, historic, biopics, biographies and so forth. Each of these genres cater to a different kind of audience.
- Mass communication is both a cultural as well as a social phenomenon. The institution of mass media and its technological infrastructure is part of the structure of society, its economic power and base and the ideas, images and information it generates is part of culture.
- Media responds to society's demand for entertainment and information. Simultaneously, media contributes to the ever changing social and cultural climate, setting off new demands for communication.
- An important presupposition, with respect to both society and culture is that media is essentially concerned with knowledge, its production and distribution. This knowledge helps us makes sense of the way we experience the social world.
- Information is an integral part of human existence. Human beings have a brain and five sensory perceptions that they use to collect and process information. The life in societies became easier as people started sharing more and more information with each other.
- Communication also allows people and communities to enter into discussions and debates that are so necessary for development, integration and harmony.

It all started with oral interpersonal communication and has extended to written communication.

- The mediation of contact with social reality involves more than one process. First and foremost, it involves the relay of information or events by a second or third party, that which does not or cannot witness for one self. Secondly, mediation refers to the efforts of others (institutions and persons) to contact people for their own purpose.
- Communication can be categorized into different types depending upon the level at which it takes place, the direction it takes or by its very nature. Some of the commonly referred to types of communication are intra-personal communication, inter-personal communication, group communication, mass communication, etc.
- Mass communication is a one-way communication in the sense that it is a one-to-many kind of communication whereas interpersonal communication is one-to-one communication.
- All through the process of communication, unintended interferences take place. These distort or interrupt the process. Such interferences are known as ‘noises’. These may be real noises, i.e., auditory stimuli such as people talking, phones ringing or jack-hammering street workers.
- Newspapers communicate a host of cues about the relative salience of the topics on their daily agenda.
- Newspapers communicate a host of cues about the relative salience of the topics on their daily agenda.
- Bernard Cohen’s observation that the news media may not be successful in telling people what to think, but they are stunningly successful in telling their audiences what to think about. In other words, the news media can set the agenda for public thought and discussion.
- It is important that the media redefines its goals and mission, for the rule of the jungle, “la raison du plus fort” is the world order today.

NOTES

11.7 KEY WORDS

- **Dimension:** It means aspect or feature of a particular thing or item. The word also implies the shape or size of an object according to specific measurements.
- **Motion picture:** It also called film or *movie*, series of still photographs on film, projected in rapid succession onto a screen by *means* of light.
- **Magazine:** It is a journal generally containing articles or records of events which are circulated weekly, fortnightly or monthly.

- **Books:** These are a form of print media that not only provide information and education but also entertainment.

NOTES

11.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. How is the audience for print media different from that of electronic media?
2. What are general magazines? How are they different from specialized magazines?
3. Write a short note on motion-picture audiences.

Long Answer Questions

1. Discuss the different categories of audiences available for books.
2. Examine the role of media in society.
3. Explain the kinds of barriers that exist in the communication process.
4. Give examples from the contemporary scenario to highlight the influence of mass media on public opinion.

11.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.
- Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.
- McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.
- Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.
- William, Reymonds. 1976. *Communications*. London: Penguin Books.
- Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

BLOCK - IV
DIFFERENT TYPES OF COMMUNICATION

*Media Audiences and
Media in Society*

**UNIT 12 POLITICAL
COMMUNICATION AND
SOCIALIZATION AND
COMMUNICATION
POLITICS**

NOTES

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Political Communication
- 12.3 Political Socialization
- 12.4 Communication Politics
- 12.5 Answers to Check Your Progress Questions
- 12.6 Summary
- 12.7 Key Words
- 12.8 Self Assessment Questions and Exercises
- 12.9 Further Readings

12.0 INTRODUCTION

In the previous units of this book, you have so far clearly understood the concept of communication. This unit will brief you about the emerging types of communication in the present scenario. Political socialization is the process by which individuals acquire their political beliefs, opinions and attitudes. Consequently, people gain information about the intricate nature of the political structure of their government and its functioning and impact on society. The individuals tend to understand the essential role of politicians in the political world and might also be motivated one day to become a part of politics. Moreover, with the advent of technology, the techniques of campaigning have now evolved from the traditional ones such as the use of pamphlets to that of sending messages on phone to vote for a particular candidate.

NOTES

12.1 OBJECTIVES

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

- Examine the significance of communication in politics
- Define the term ‘political socialization’

12.2 POLITICAL COMMUNICATION

The politics in a society starts when more than two people organize them in some kind of order. In this sense, the smallest unit of political activity could be the family. Politics is the game of negotiating the various interests with those who have the power to govern any type of social order. As a result of this all-pervasive nature of politics, a large part of human communication in modern societies is devoted to what could be named as political communication. Politics and oratory are interrelated. The Roman and Greek orators such as Cicero and Demosthenes were also politicians.

Karl Marx, the German philosopher of the nineteenth century, had claimed that the social class to which one belongs is determined by the role one plays in the production process. He asserted that the present society has been brought about by a series of class struggles, and so, another such form of class struggle will change who owns the factors of production. Such ideas influence people who feel that they have been neglected by those in power. Thus, a Marxist may prefer a government that promises more reforms for the poor.

Most of the scholars of mass communication studies in United States in the initial days of such studies have tried to study the impact of mass media on the political behaviour of the masses. In fact, some of the theories of communication like personal influence theory, cultivation theory, agenda setting theory, dependency theory have been formulated with the subconscious objective of studying the influence of social and political order on individuals and the role of communication or media in achieving it.

The notion of the freedom of press itself speaks about the relations of media and politics. The renowned American journalist and political analyst Walter Lippmann says that press is not a mirror of society, it is like a flashlight which moves restlessly from one episode to another. However, he admits that ‘the quality of news about modern society is an index of its social organisation’. Similarly, Noam Chomsky and others have also indicated that the media in modern societies are used for ‘manufacturing consent’ for the political powers that be.

In fact, political communication has become one of the significant areas of media studies in modern times because the political systems including democracies have undergone many changes in recent times. The role of lobbyists and journalists in governance and politics has been there in many democracies and was not taken

as an issue of major concern. In India, the exposure of the conversation between Nira Radia and some journalists has opened up this issue again.

*Media Audiences and
Media in Society*

12.3 POLITICAL SOCIALIZATION

NOTES

The development of the concept of political socialization was necessitated by the complex happenings in several parts of the world. The growth of nationalist tendencies against autocracies and colonialism in the Middle East, Africa, and Asia has resulted in the birth of new states; the loss of dominance of the nations of the Atlantic community and the consequent diffusion of international power and influence have challenged the fundamental structure of the government after the Second World War. The newly born states of Asia and Africa were confronted with the problem of nation building. They experienced difficulties in the process. It was realized that the cultural aspects of political development should also be taken into account for nation building. Hence, political culture of a nation is the result of process of political socialization. This has made the study of political socialization important and significant for all people and all societies.

Political socialization gained importance in the middle of the last century. Herbert Hyman coined the word 'Political Socialization' in his writings in 1959. This led to systematic studies in the field of political socialization.

The twenty first century is characterized by radical changes due to the advent of globalization and emergence of new models of development. The exogenous forces of globalization and modernization have resulted into widespread transformation in the socio- economic, cultural and political system across nations of the world. The political, social and economic systems in India are also undergoing major transformation and significant changes can be seen in the normative and existential order of the society. The complex nature of these changes requires learning society and participant democracy so that inclusive development can take place.

Democracy is defined as the government of the people, by the people and for the people. In this system the governing power is derived from the people. The people elect their representatives who take decisions on their behalf. Orderliness is a primary requisite of society. There can be no game of social interaction if the players do not observe the rules. The individuals must learn every rule; there must be learn to restrict their desires. Thus, to become a useful citizen and to enjoy the fruits of social life the individuals must have knowledge about the norms and values of society.

The social order can be maintained only by giving freedom of expression to the various groups and interests. There must be a social consensus for meaningful action. This can be achieved when there is articulation of interests and members of the society work towards achieving common goals for progress of the country. The orientation towards citizenship begins with the process of political socialization,

NOTES

which is a particular type of political learning whereby people develop the attitudes, values, beliefs, opinion and behavior that are conducive to becoming good citizens of their country. Young people acquire knowledge, dispositions and social skills that allow them to participate effectively in civic affairs by the process. It helps in understanding the interaction and interdependence of social and political learning in shaping the political environment of the country, which is essential for nation building. It is a lifelong process and is central to exploring the acquisition of societal norms and political beliefs. It is a part of the general socialization of individual members of society. Political socialization, socialization towards the work culture and gender socialization are the various aspects of the larger process of socialization. As the younger generation grows in the postmodern world, it is exposed to a wide range of socializing agents, which reproduce or modify the cultural practices and ideologies. The experiences in family and society help in shaping political opinion. Together with family, peer groups and educational institutions, the political socialization of youth can also be traced to various sources of mass media.

12.4 COMMUNICATION POLITICS

To understand the concept of communication politics, let's consider an example from USA. Lincoln, at Gettysburg, characterized the American democracy in part as "government... for the people." More than one skeptic has amended Lincoln's statement to read: government for those who make themselves heard. The formulation can be taken still a step further. American democracy can be defined as government for the people most effectively heard. Effective communication is important in two respects to those who would wield political power. It is effective communication which elects men to the nation's offices, and it is effective communication which enables men to exercise control over the direction and activity of the government and to incorporate certain opinions and preferences in the policies and laws of the land. Those who win elections in the democracies are successful, for the most part because they effectively communicate-even if all they do is instill in the electorate an awareness of their name, their party, or their personality.

In addition to the pervading electoral process, effective communication is a vital element in the political process. The policies and rules which governments adopt are partly a response to the effective articulation of demands upon the government by individuals and groups. Men engage in politics to get something done or to prevent something from being done; to have a say in determining the distribution of scarce resources; or to commit a constituency or the country to some kind of goal. They are successful to the extent that they can communicate their demands either to those directly in power or to the voters who, in sufficient number, have power over their governors. Voice alone is not enough for effective communication. Muscle as well as voice is needed. But an individual or a group lacking some of the traditional political resources can go a long way toward

NOTES

achieving its aims with effective use of the techniques of communication. Through drama and showmanship—often evident in demonstrations, disruptions, even violence—some of the most politically destitute of the country—the poor, the black, the students—can attract attention to their claims and mobilize support from more powerful segments of the society. In the struggle for governmental influence, many political communications are not presented directly by public officials, candidates, or their supporters, but are filtered to the public by the communications media—newspapers, magazines, broadcasters—in the form of news and analysis that may reflect the biases of the media. Dissemination of information via newspapers selects, magnifies, deemphasizes, or dramatizes a host of random acts and places them in particular relationship and perspective, with intended and unintended political effects. Some of these acts are consciously initiated by political actors for their own benefit, and are transmitted to the unsuspecting public as objective news or analysis. For example, film clips are prepared and provided to stations by campaigners and then used as hard news; government press offices are used to put the officeholder in the best possible light. All the mass media are important as channels of communication in politics. We have come a long way from the days when campaigns were national social galas and communication was carried out only by handbill, newspaper, or oratory from the stump (and, of course, the irrepressible buttons, banners, and bangles of infinite design and uncertain impact). These techniques still serve the purpose of identification and spur a psychology of support, and some have even adopted modern guise: newspaper advertising is written by the same copywriters who provided slogans for corporate giants; orators are hustled from stump to stump by jets; and the campaign paraphernalia reflects the most popular contemporary designs.

A candidate running for office has to decide what portion of his resources he should devote to the various media and what techniques he should use during his campaign. More and more candidates each year, especially those running for high-level offices, are turning to professional campaign management firms for advice on these decisions. Professional public relations and advertising agencies have been involved in politics since the early times, but are also gaining increased importance in this information age.

These experts would supplant, complement, or supplement the candidate's political advisers. Much political public relations today takes one of the two forms: substantial management of the campaign by the professional who demands a free hand and complete authority; or consulting either in terms of over-all strategy (where the professional advises the candidate's campaign team and then leaves the scene) or specific needs (where the professional is hired for a specific purpose, such as to take polls, organize a registration or telephone campaign, produce literature, develop broadcast commercials, or help to raise funds).

James M. Perry, in writing about modern campaign technology, has emphasized two essential ingredients: appeals are made directly to the public through the mass media by experts in electronic communication; and sophisticated and

NOTES

scientific methods such as polls, computers, direct mail, and television are used to make these appeals. Candidates use extensive polling, partly to learn how to better reach voters by radio or television, or newspapers. Computers store data, write personalized letters and test campaign strategy.

Check Your Progress

1. Name the various theories of communication which study the impact of social and political order on individuals.
2. Who coined the term 'Political Socialization'.

12.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Some of the theories of communication like personal influence theory, cultivation theory, agenda setting theory, dependency theory have been formulated with the subconscious objective of studying the influence of social and political order on individuals and the role of communication or media in achieving it.
2. Herbert Hyman coined the word 'Political Socialization' in his writings in 1959.

12.6 SUMMARY

- The politics in a society starts when more than two people organize them in some kind of order. In this sense, the smallest unit of political activity could be the family. Politics is the game of negotiating the various interests with those who have the power to govern any type of social order.
- Karl Marx, the German philosopher of the nineteenth century, had claimed that the social class to which one belongs is determined by the role one plays in the production process.
- Most of the scholars of mass communication studies in United States in the initial days of such studies have tried to study the impact of mass media on the political behaviour of the masses.
- Political communication has become one of the significant areas of media studies in modern times because the political systems including democracies have undergone many changes in recent times.
- The development of the concept of political socialization was necessitated by the complex happenings in several parts of the world.
- Political socialization gained importance in the middle of the last century. Herbert Hyman coined the word 'Political Socialization' in his writings in 1959. This led to systematic studies in the field of political socialization.

- Democracy is defined as the government of the people, by the people and for the people. In this system the governing power is derived from the people. The people elect their representatives who take decisions on their behalf.
- The policies and rules which governments adopt are partly a response to the effective articulation of demands upon the government by individuals and groups.
- A candidate running for office has to decide what portion of his resources he should devote to the various media and what techniques he should use during his campaign.
- James M. Perry, in writing about modern campaign technology, has emphasized two essential ingredients: appeals are made directly to the public through the mass media by experts in electronic communication; and sophisticated and scientific methods such as polls, computers, direct mail, and television are used to make these appeals.

NOTES

12.7 KEY WORDS

- **Globalization:** It refers to the free movement of goods, services and people across the countries of the world.
- **Modernization:** It is basically a continuous process and it implies the transformation of a rural and traditional society to an urban and industrialized society.
- **Democracy:** It is defined as the government of the people, by the people and for the people. In this system the governing power is derived from the people.
- **Peer group:** It is a social group that consists of individuals of the same social status who share similar interests and are close in age.

12.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. What is the significance of political communication in the contemporary scenario?
2. Write a short note on the modern campaign technology.

Long Answer Questions

1. 'Politics is the game of negotiating the various interests with those who have the power to govern any type of social order.' Explain the statement.

NOTES

2. How does political socialization exhibit itself in the era of globalization and modernization?
3. 'Effective communication is a vital element in the political process.' Do you agree with this statement? Give reasons for your answer.

12.9 FURTHER READINGS

Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.

Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.

Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.

Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

UNIT 13 EASTERN AND WESTERN PERSPECTIVES ON MEDIA

*Eastern and Western
Perspectives on Media*

NOTES

Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Living in the Global Village: New Media Theory
 - 13.2.1 Global Media
 - 13.2.2 Modernization Theory
- 13.3 Western Theories in the Indian Context
- 13.5 Answers to Check Your Progress Questions
- 13.6 Summary
- 13.7 Key Words
- 13.8 Self Assessment Questions and Exercises
- 13.9 Further Readings

13.0 INTRODUCTION

This unit will deal in detail with the concept of emerging phenomenon known as the global village and how the emergence of globalization and modernization facilitated the development process in the countries of the Third World. The unit further describes the Eastern and Western model of communication along with their salient features and application. The student also gets to critically analyse the two models of communication.

13.1 OBJECTIVES

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

- Explain the concept of global village
- Describe the Sadharanikaran Model of Communication (SMC) and the Aristotlian model of communication
- Compare and contrast the Eastern and Western perspectives of the communication model

13.2 LIVING IN THE GLOBAL VILLAGE: NEW MEDIA THEORY

Since the early 1980s there has been an unparalleled growth of global media. Media products are now used all over the world. New media technologies such as satellite, the Internet and other forms of digital communication are compressing

NOTES

time and space. In simple terms, the world is shrinking. People are increasingly more aware of what is happening elsewhere. People are no longer restricted by physical distance. Air travel and the transportation of goods and services have lessened the distance between populations of the world.

The media has reduced the need to travel. Rather than being transported to the other side of the world, television and other media bring the other side of the world to us. There is no longer the need to be in the same place to share in experiencing major events whether it is different sports' World Cups or election of important leaders. The electronic media and the new communication technologies make such global events instantly accessible to us wherever we are. They are making the world a smaller place than it has ever been before.

13.2.1 Global Media

The increasingly global reach of the media is widely documented. In all parts of world television programmes and online streaming giants have been estimated to reach a global audience. Wherever you look, whatever sector you examine, the media have become truly global in their reach.

By breaking down the barriers of time and space between people and nations, some argue the media are creating one global family where differences are submerged in favor of what we share, what we have in common. McLuhan, Canadian philosopher, coined the term 'global village' to describe this phenomenon. He saw the growth of global media and communications technology as positive and beneficial. Electronic communication has created an environment in which people are 'involved with, and responsible for, each other' (McLuhan and Fiore, 1968: 24). As more people can make their voices heard, international understanding develops and differences are reduced. For McLuhan more information at people's fingertips promotes cooperation and diminishes conflict and misunderstanding. He sees the global media as a liberating force, fostering equality and acting as an engine for universal democracy. McLuhan's optimism is disputed.

Political economists draw attention to the imbalances between global villagers (for example, Schiller, 1969; 1989; Hamelink, 1983; 1995a; Mattelart, 1989; Golding, 1994). There is an unequal distribution of information throughout the global village. There is not an equal exchange of ideas in the global village. Western values, lifestyles and products, in particular those of the United States, prevail. For example, the English language is the lingua franca of the world and US entertainment programmes are most seen on global TV screens. Finally, control of the media and communication industries rests in the hands of a small number of firms. Thus, McLuhan's concept of the global village is subject to the criticisms that not all opinions and voices are equally heard and some values and lifestyles are more accepted. Western countries, in particular the USA, are seen as dominating

the global village, controlling the flow of information and entertainment across the planet. The massive growth of global media is uneven and unequal.

The West's domination of the global village is not disputed. What is a matter of contention is the consequence of this influence. The spread of global media as well as their increasing centrality in most people's lives is seen as a problem for local communities. People are trying to preserve their distinctiveness in the face of changes brought about by globalization. The debate about the impact of global media revolves around the question of identity — cultural, national and individual. Everybody needs a sense of who they are — a sense of belonging. The primary way in which people have done this in the modern world is through the nation. National identity has been a crucial element in defining who we are. The global media poses a threat to the nation, promising to erode those imaginary boundaries that distinguish one group of people from another.

13.2.2 Modernization Theory

Initial thinking about the impact of the growth of global media and communication was shaped by the modernization theory. In the 1950s and 1960s, a group of theorists examined the role the media could play in the process of economic and social development. The years immediately after the Second World War were a period of de-colonization. Many countries in Africa and Asia obtained their independence from their former colonial masters. On obtaining their political independence, the main goal of these societies was development. They sought to build their economies and the social, cultural and political infrastructures of their nations. It became enshrined in academic theory and research that, to develop, these countries would have to break down the traditional structures and attitudes that characterized their societies and thus, modernize. Africans and Asians were seen as backward and wedded to traditions that held back development in these respective countries. Low esteem, authoritarian values, resistance to innovation, fatalism and non-achievement were seen as the main psychological components of the traditional aspects associated with these countries. Psychological and social change could be achieved by imparting modern values. The media played a key role in communicating the modern values, skills, attitudes and structures needed for development.

This was achieved in a number of ways: for example, the diffusion of skills, producing empathy with new roles or ways of life, and creating symbols that would bind the societies closer together and promote democracy and national integration, thereby giving people a sense of their national identity. Theorists such as Lerner (1958), Rogers (1969) and Schramm (1964) highlighted the role of the media and communication in the process of modernization.

NOTES

13.3 WESTERN THEORIES IN THE INDIAN CONTEXT

NOTES

Communication scientists have tried to define communication in the context of their societies. All the processes of communication vary from place to place. This is all because of cultural variation.

To study the differences, two models of communications have been taken for example. From the Eastern perspective, the Sadharanikaran Model and from the Western perspective, the Aristotle's Model.

The Sadharanikaran Model of Communication (SMC) has been propounded by eminent and promising communication scholar Nirmala Mani Adhikary from the East. The Sadharanikaran model emphasizes the commonness or oneness among the people. In other words, sadharanikaran can also be defined as the 'conversion of ones feeling and attaining the feeling of others'. Hence, by this, we can conclude that sadharanikaran means generalization or making ordinary. So, we can say that the Sadharanikaran model is non-linear. Aristotle's model of communication merely implies having a feedback from the receiver and its main target is to persuade the people. This model of communication provides the foundation on which most of the communication theories of the West are based.

Aristotle's Model

This is the model, which is developed by the Aristotle's rhetoric concepts. Some even claim that this is the earliest communication model. The communication model of Aristotle, developed based on his ideas expressed in *On Rhetoric*, is linear. It includes five elements of communication:

- (i) The sender
- (ii) The speech
- (iii) The audience
- (iv) The occasion
- (v) The effect

The speaker speaks the words in powerful deliberation and conveys his words to the audience. The speech targets whomsoever, it may concern and what it causes in the audience mind is claimed as the effect. The rhetorical communication efforts involve face-to-face interaction because the receiver and the speaker are present in the same time and in the same place. It is rather influencing to say that most of the Western communication models and theories have their origin in Aristotle's *On Rhetoric*. Moreover, "the western concept of communication can be traced to and consists of further elaborations of Aristotle's concept of Rhetoric, the art of persuasive speech". (Yadav research)

The Sadharanikaran model is a much more scientific model than the Aristotle model. This model has adopted the non-linear communicative approach. This model targets the commonness or oneness of the sender and receiver. There is participation of the sender and the receiver. Similar to this, the Western communication philosophies emphasize on persuasion by any means. The Sadharanikaran model emphasizes that the goal of communication should not be limited to achieving commonness or mutual understanding. Rather, it should be focused on what Hinduism has always emphasized on achieving – the *purushartha chatustayas* (i.e., four goals of life: artha, kama, dharma and moksha). The SMC model is capable of attaining all these goals. This model is more scientific than the Aristotle's model because this model has given the idea of noises, which can cause disturbance in the process of communication. This communication model results in the mutual understanding of the sender and the receiver.

Some regard Aristotle's model as "the earliest communication model" observing that some today still consider it to be the greatest work on rhetoric ever written. Rhetorical approach is considered to be source attempting to influence large number of receivers and the model equally explains that by adopting the art of persuasive speech, the receiver can be persuaded.

Thus, it is not unconvincing to regard that Western theories and models of communication have their origin in Aristotle's *On Rhetoric*.

Even Asian scholars, by and large, seem to adhere to this model despite the fact that it is Western-oriented and is in no significant way in consonance with the cultural configuration and epistemological underpinnings that characterize Asian societies (Dissanayake Asian).

The Sadharanikaran Model

The word sadharan is composed by the combination of saha+dharan where saha means same and dharan means to get or to amplify. We can say that the word sadharan is ordinary and sadharanikaran implies generalization of feelings, ideas and emotions. The word has its root in Bharatamuni's *Natyashastra*. Bharatamuni describes sadharanikaran as that point in the climax of a drama when the audience becomes one with the actor who lives an experience through his/her acting on stage and starts simultaneously reliving the same experience. Bhattanayak also has used this word in his various poetics.

The Sadharanikaran model of communication is a systematic presentation of the process of attaining mutual understanding commonness or oneness among the communication parties. The concepts drawn on and mentioned in the model are formal concepts that are firmly established on Sanskrit poetics as well as on Hindu religious-philosophical knowledge system.

NOTES

NOTES

This model has been proposed consisting of following elements:

- Sahridayas (Sender and Receiver)
- Bhava (Moods or emotions)
- Abhivyanjana (Expression or encoding)
- Sandesha (Message or information)
- Sarani (Channel)
- Rasaswadana (Firstly receiving, decoding and interpreting the message and finally achieving the rasa)
- Doshas (Noises)
- Sandarbha (Context)
- Pratrikriya (process of feedback)

Sadharanikaran as a communication process, consists of sahridayas as the communicating parties. As a technical term, the word refers to people with a capacity to send and receive messages. The sahridaya-sender, or simply the sender, who has bhavas in the mind, is the initiator of the process. The sahridaya-sender has to pass the process of abhivyanjana for expressing those bhavas. There are four levels of bhavas which are Para (at the unconscious mind), Pashyanti (to the conscious mind), Madhyama (at the level of presentation external mind) and Vaikahari (the word spoken out by the sender) in perceivable form. It is the sahridaya-receiver with whom the bhavas are to be shared. He/she has to pass the process of rasaswadana (rasa are of four levels like bhavas they are shravana, manana, nididhyasana, Sakshatkara). During this process, there are many obstacles created which are considered as doshas. The message should be contextual i.e., in which context it is created or given. And there is the feedback given by the receiver known as pratikriya.

The Aristotle model is a linear process in which persuasion is the main target of the speaker in which the receiver just sits and listens to the sender what he delivers in the speech and listens and return back without any feedback. There is rare participation of both the parties; in this way, the model where Aristotle has created dispute even in the Western way of communication process. His model does not talk about the various noises which interfere in the communication process which may even lead to miscommunication. Linear communication is not a scientific communication process because the participation of the sender and receiver is very low. As per Aristotle, criticism has five forms: improbability, irrationality, something harmful, contradictory and variance. As he has mentioned about these various forms of criticisms, due to this reason he has not mentioned about the feedback received from the receiver.

The differences in the culture of the different societies in the communicative process also differs from place to place. By comparing these two models of communication, we can conclude that the Sadharanikaran model is more appropriate and more scientific though it is applicable in the Hindu context. The sadharanikaran leads to the ultimate understanding between the sender and receiver but the Aristotle's model cannot represent and describe the communication theory and practice of countries like Nepal and India. Some communication scientists have said that Aristotle's model targets the "Democratic societies" but how can we claim that just a persuasive speech could be democratic though we know that there is rarely any participation of sender and receiver. His work cannot be advanced towards the democratic societies rather it is an autocratic speech. The Sadharanikaran model can be claimed as the democratic speech due to the equal participation of sender and receiver. Here, in the same cycle of communication, sender can be receiver and receiver can be sender.

NOTES

Check Your Progress

1. Who coined the term 'global village'?
2. Who propounded the Sadharanikaran Model of Communication?
3. What is the basic premise of the Sadharanikaran Model of Communication?

13.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. McLuhan, Canadian philosopher, coined the term 'global village'.
2. The Sadharanikaran Model of Communication has been propounded by eminent and promising communication scholar Nirmala Mani Adhikary from the East.
3. The Sadharanikaran model of communication is a systematic presentation of the process of attaining mutual understanding commonness or oneness among the communication parties.

13.6 SUMMARY

- Since the early 1980s there has been an unparalleled growth of global media. Media products are now used all over the world. New media technologies such as satellite, the Internet and other forms of digital communication are compressing time and space.
- The media has reduced the need to travel. Rather than being transported to the other side of the world, television and other media bring the other side of the world to us.

NOTES

- The increasingly global reach of the media is widely documented. A few examples are given here to indicate the pervasiveness of the contemporary media.
- By breaking down the barriers of time and space between people and nations, some argue the media are creating one global family where differences are submerged in favor of what we share, what we have in common. McLuhan, Canadian philosopher, coined the term ‘global village’ to describe this phenomenon.
- The West’s domination of the global village is not disputed. What is a matter of contention is the consequence of this influence. The spread of global media as well as their increasing centrality in most people’s lives is seen as a problem for local communities. People are trying to preserve their distinctiveness in the face of changes brought about by globalization.
- Initial thinking about the impact of the growth of global media and communication was shaped by the modernization theory. In the 1950s and 1960s, a group of theorists examined the role the media could play in the process of economic and social development.
- Communication scientists have tried to define communication in the context of their societies. All the processes of communication vary from place to place. This is all because of cultural variation.
- The Sadharanikaran model is non-linear. Aristotle’s model of communication merely implies having a feedback from the receiver and its main target is to persuade the people. This model of communication provides the foundation on which most of the communication theories of the West are based.
- The Sadharanikaran model is a much more scientific model than the Aristotle model. This model has adopted the non-linear communicative approach.
- Some regard Aristotle’s model as “the earliest communication model” observing that some today still consider it to be the greatest work on rhetoric ever written.
- Rhetorical approach is considered to be source attempting to influence large number of receivers and the model equally explains that by adopting the art of persuasive speech, the receiver can be persuaded.
- Sadharanikaran as a communication process, consists of sahridayas as the communicating parties.
- The Aristotle model is a linear process in which persuasion is the main target of the speaker in which the receiver just sits and listens to the sender what he delivers in the speech and listens and return back without any feedback.

- The differences in the culture of the different societies in the communicative process also differs from place to place. By comparing these two models of communication, we can conclude that the Sadharanikaran model is more appropriate and more scientific though it is applicable in the Hindu context.

NOTES

13.7 KEY WORDS

- **Decolonization:** It is the process in which a country that was previously a colony (controlled by another country) becomes politically independent.
- **Cultural variation:** It refers to the difference in social behaviour that gets exhibited in cultures across the world.
- **Generalization:** It implies taking something specific and applying it more broadly, is generalization.

13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Write a short note on the new media theory in the context of global village.
2. Briefly mention the salient features of the Sadharanikaran model of communication.

Long Answer Questions

1. Why is the growth of global media considered uneven and unequal?
2. Describe Aristotle's model of communication.
3. Compare and contrast the Sadharanikaran Model of Communication (SMC) and Aristotle's model of communication.

13.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.

NOTES

Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.

UNIT 14 EVOLUTION OF COMMUNICATION THEORIES AND ALTERNATIVE COMMUNICATION IN DEVELOPING COUNTRIES

*Evolution of Communication
Theories and Alternative
Communication in
Developing Countries*

NOTES

Structure

- 14.0 Introduction
- 14.1 Unit Objectives
- 14.2 Approaches to Development Communication
 - 14.2.1 Communication as a Tool of Social Change: Indian Experience
- 14.3 Participatory Model for Development Communication
 - 14.3.1 Approaches Towards Participatory Model
 - 14.3.2 The Emerging Paradigm: Participation
- 14.4 New Media, Alternative Communication and ICT
 - 14.4.1 Information and Communication Technologies for Development
- 14.5 Answers to Check Your Progress Questions
- 14.6 Summary
- 14.7 Key Words
- 14.8 Self Assessment Questions and Exercises
- 14.9 Further Readings

14.0 INTRODUCTION

The term progress, development and modernization refer to single historical phenomenon i.e., transition from an agrarian (farming) to an industrial society. The present society has transformed from a rural, traditional and agrarian society into an urban, modern, industrialized, complex and adaptive society.

Conceptualization of development is constantly changing over time. This brings forth how we look at the ideology and reality of development, the development issues and sub-issues. The concepts, related issues and sub-issues have been changing because of global changes in social milieu, economy, polity, technology and communication perspectives. These are inter-dependent factors for development.

These five factors have changed the notion of development, how to do development and why the development efforts of developing countries do not equate with the development in these countries. Incidentally, all development issues posed during the past four decades have been running concurrently but during a

NOTES

particular decade one or the other development issues became the major focal point due to the development demands of the masses and development strategies and actions of the elites and planners.

The related sub issues posed by development issues are the following:

- Development gap between the haves and the have-nots;
- Communication gaps and information blockages;
- Programmes of planned development;
- Development blockages due to bureaucratization;
- Political will;
- Need for development communication and development support communication;
- Efforts of international development organizations; and
- Flow of development and investments.

You have already learnt about the development theories in India in the previous unit. In this unit, you will learn about evolution of development and alternative communication.

14.1 UNIT OBJECTIVES

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

- Discuss the various approaches to development communication
- Explain the participatory model for development communication
- Discuss the emergence of alternative communication

14.2 APPROACHES TO DEVELOPMENT COMMUNICATION

There are various approaches to handle development communication, which are not exclusive to each other. The main approaches can be summarized under the following heads:

- Diffusion/extension approach
- Mass media approach
- Development support communication approach
- Institutional approach
- Integrated approach
- Localized approach to development communication
- Planned strategy to development communication

Let us now study them briefly here.

NOTES

1. **Diffusion/ extension approach to development communication:** The focus of this approach is largely based on the adoption of technological and social innovations by bringing in new ideas, services and products. Diffusion of both material and social innovations is necessary for development. Material innovations refer to economic and technological innovations and social innovations pertain to social needs and structure. The process of diffusion starts with the need of individual and community decisions whether to accept or reject the innovation (new findings). This decision primarily depends on the needs of the adopters. Consequences of diffusion can be direct/indirect, latent/ manifest, and functional/dysfunctional. The early models of diffusion focused only on material growth only to realize that social growth along with material growth was necessary for diffusion of products, ideas and services. Therefore, diffusion decisions have to handle the economic, technological and social constraints.
2. **Mass media approach development communication:** A well-defined developed mass media and interpersonal communication infrastructure is necessary for development communication. It is necessary that these infrastructures should be accessible to the people, both physically and socially. The content of the messages should be as per the needs and cognition of target audience. The content should be both rural and urban oriented and should cater to masses in both the sectors. The messages should be need-based and they should appeal to the audience.
3. **Development support communication:** In the approach, communication strives not only to inform and educate but also to motivate people and secure public participation in the growth and processes of change. An awareness of development plans is an essential stage in the public cooperation for national development. Development communication and development support communication are thus two different terms. Development communication helps in communicating development messages to people for betterment of their economic and social conditions, whereas development support communication addresses development planning and the plan of operation for implementation. But often these two terms are substituted for each other.
4. **Institutional approach:** This approach focuses on education for development. The emphasis is on literacy-universal education, adult education, formal and non-formal education. There is emphasis on need-based training and development-oriented programmes conducive to development.
5. **The integrated approach:** This approach to development communication emphasizes the need to avoid duplication and waste in development efforts. The balance in the spread of information facilities must be maintained both for rural and urban, backward and prosperous areas.

NOTES

6. **Localized approach to development communication:** It is also known as Community-based communication system. This approach may be evolved to ensure greater participation of local people in planning and production of communication material which is community-based.
7. **Planned strategy for development communication:** The success of development communication depends on team approach, i.e., the coordination between the communication agencies (extension workers, radio, TV, Press, etc.) and development agencies, according to this approach.

14.2.1 Communication as a Tool of Social Change: Indian Experience

When one talks about development in India, one necessarily focuses on the development projects that are being taken up in post-independence India. It does not necessarily mean that there were no development projects going on during colonial rule. There obviously were many development projects going on – British Educational Policy in India, following the Macaulay's Minutes of Education (1835), laying of the Railways and telegraphic system for communication, and so on. But when one looks at these development projects, one figures out that these developments were carried out in India as it would help the colonial British administration to rule India. If some social reforms were carried out that was primarily because educated Indians thought that India needs to be reformed from within and the British had no other way but to carry on legislating certain social reforms to show that they were here as they were in a morally superior position to rule India. Thus, development was happening in pre-Independence India, but that was not something that was organized in a manner as it happened in the post-Independence period.

If we talk about India's development since 1947, we see that there have been significant social changes and an increasing awareness about issues affecting the poor, women and the children in India. Moreover, it was also a time when apart from the Government, various other voluntary non-governmental organizations came forward to protect and promote the interests of women and children. The Government through various means made constant efforts to promote values such as democratic ideals, freedom from any form of discrimination, self-reliance and independence of thought. Our constitution promotes all these and there has been conscious effort on part of various governments to passionately promote all these ideas amongst the masses. To bring about positive developmental results, governments in post independence India sought to improve the lot of the poor and weaker sections of society. Women, children, Scheduled castes, Scheduled tribe and other weaker sections of the society figured prominently in the Government's agenda of social reforms. Even today after so many years of independence, we find that India is still working towards a society where the poor, marginalized and underprivileged are provided equal opportunities in all spheres of life. It is not that India has not developed in these years. We have

developed, but there are many areas where we can still work further for progress towards a better life and better living conditions for all.

In all these initiatives of Government and non-governmental organizations, mass media has a significant role to perform in disseminating information, in building social and cultural awareness, in empowering people, in promoting values that are essential for progress, in bringing in all the stake holders of development process in dialogue with each other. As we know, through various means (traditional as well as modern) mass media tries to reach as many people as possible, therefore the influence of media in formulating consciousness amongst the masses has been very significant. Let us take the example of Hindi Movies, which not only paved the way for creating a consciousness of 'being Indian' amongst the people residing within the territory of India; but has also helped unify India in terms of making people accept Hindi as one of the most important languages in India.

Moreover, mass media is used for various other ways to promote developmental works. The eradication of polio in India is a good example of the use of mass media, where governmental initiatives were promoted in different forms of mass media to vaccinate new-born babies. As mass media is a vehicle that can carry messages to a large audience, it has therefore the potential to carry forward many social changes. To give a famous example from India's political struggle, Gandhi used mass media to unite India under one banner to fight against the colonial British. Gandhi wrote for various magazines – *Young India*, *Harijan*, etc., through which he disseminated his ideas of non-violence and Satyagraha as a mode of protest amongst the educated class. However, Gandhi's views were only read by educated elite Indians who had the convenience of reading magazines. Therefore, to organize more people under him to fight the British, Gandhi held public meetings where he used to communicate his ideas and plans about his movements and also held 'padyatras' which made people aware about the resistance movements and protests that he held against the oppressive colonial regime. Media thus has been a means which has been critical in our political freedom struggle and also in social reforms. The great architect of the Indian Constitution B. R. Ambedkar also used mass media to protest against brahmanical oppression and discriminatory caste practices in India and the problems and the inhuman treatment that the so called 'untouchables' received at the hands of the upper castes.

In post-independence India there has been a proliferation of mass media and from time to time, the government has carried out different reforms and set up different committees to look into the affairs of mass communication so that Indian mass media can take the role of shaping the Indian nation in a way which can carry forward with the developmental works. Today we see that the mass media is used to disseminate information about various governmental projects and programmes such as MNREGA.

The **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)** is an Indian job guarantee scheme, enacted by legislation on

NOTES

NOTES

August 25, 2005 which provides a legal guarantee for at least one hundred days of employment in every financial year to adult members of any rural household willing to do public work-related unskilled manual work at the statutory minimum wage of ₹120 per day in 2009 prices. This act was introduced with an aim of improving the purchasing power of the rural people, primarily semi or un-skilled work to people living in rural India, whether or not they are below the poverty line. Around one-third of the stipulated work force is women. The law was initially called the National Rural Employment Guarantee Act (NREGA).

Mass media has created awareness about employment schemes like MNREGA of the government which not only ensures employment for the rural population and consequent rural development, but also makes development activities such as water conservation and harvesting, afforestation, rural connectivity, flood control and protection such as construction and repair of embankments, and so on, possible. The government has promoted many schemes like this, but the benefits of the developmental schemes can only reach the intended beneficiaries when the stakeholders are informed about the schemes. Mass media has a great role to play in making people aware about such schemes. In a similar vein, the Bell Bajao movement by the mass media bore fruits as it helped in curbing domestic violence against women. Thus, the mass media can be a potent means of social, cultural and economic change as it is through the media that people can not only be informed but also empowered.

Check Your Progress

1. What does material innovation refer to?
2. What is the main objective of development support communication?
3. What is the difference between development communication and development support communication?

14.3 PARTICIPATORY MODEL FOR DEVELOPMENT COMMUNICATION

One of the best known scholars of development communication, Everett Rogers, defined development as a widely participatory process of social change and material advancement (including greater equality, freedom, education and other valued qualities) for the majority of the people through their gaining greater control over their environment (Rogers 1975b: 345-358).

The participatory model finds its root in the “Emerging paradigms.” With the changing world scenario, the use of communication for social change is adapting to the new age perspective. In recent years, the world has paced to adapt to advancements in communications technology. People have increasingly become mobile and urban. Geographical, political and social landscapes are also changing.

These factors gradually shape up the way we communicate. These changes have posed valid questions to the existing paradigms in communication for social change. This approach was adopted in the 1990s by the United Nations and other development organizations in order to address key challenges ahead of development communication for social change.

14.3.1 Approaches towards Participatory Model

This perspective emphasizes on people and their vision of development and empowerment. Participatory approaches convert individuals from being mere passive recipients to active agents of development efforts. The priorities outlined are within the political frameworks based on following good governance and democratic principles, for example, freedom and human rights. In addition to poverty reduction, they consider gender equality and health issues as hindrances to development.

The major reasons for adoption of this approach in development initiatives are in order:

- i. To provide services at a lower cost;
- ii. As participation has intrinsic values for participants, it does not make people feel alienated or left out;
- iii. As participation is a catalyst for other efforts towards development;
- iv. Participation also leads to a sense of responsibility for the project; and
- v. Participation ensures the use of indigenous knowledge and expertise.

Participation is not an absolute concept, and that it can be applied in different degrees, is part of the problem. A typology that includes seven different types of participation as interpreted and applied by various development organizations is as follows:

- Passive participation;
- Participation in information giving;
- Participation by consultation;
- Participation for material incentives;
- Functional participation;
- Interactive participation; and
- Self-mobilization.

In passive participation, stakeholders attend meetings to be informed. In participation by consultation, stakeholders are consulted but the decision making rests in the hands of the experts and in functional participation, stakeholders are allowed to have some input, although not necessarily from the beginning of the process and not in equal partnership. In empowered participation, relevant

NOTES

NOTES

stakeholders take part throughout the whole cycle of the development initiative and have an equal influence on the decision-making process.

Information sharing and consultation are considered lower forms of participation. In particular, participatory research methods allow for major role for local stakeholders and indigenous knowledge in the problem-analysis and problem-solving processes of development initiatives.

The model of reference is significantly different from the traditional one, since it is now characterized by dialogue and by a horizontal flow, enabling the balanced sharing of perceptions and knowledge.

In this perspective, communication acquires a more interactive connotation aimed at facilitating participation and empowerment. Even when using mass media, messages can be expected to originate from people themselves rather than from “outside experts.”

The World Bank (1995) identified four types of participation:

- i. Information sharing;
- ii. Consultation;
- iii. Collaboration; and
- iv. Empowerment.

14.3.2 The Emerging Paradigm: Participation

This participatory model is less oriented to the political-economic dimension and more rooted in the cultural realities of development focusing on people participation. This model emphasized on the application of genuine two-way communication principles and practices. Development communication has increasingly moved toward a horizontal, “two-way” model, which favours active and direct interaction of people through consultation and dialogue over the traditional one-way information dissemination through mass media.

The horizontal use of communication, which opens up dialogue, assesses risks, identifies solutions and seeks consensus for action. This was seen as a key to the success and sustainability of development efforts. This paradigm is changing the way communication is conceived and applied. It shifts the emphasis from information dissemination to situation analysis, from persuasion to participation. It is broadening its scope, maintaining the key functions of informing people and promoting change, yet emphasizing the importance of using communication to involve stakeholders in the development process.

The approach of “participatory development communication” is a two-way communication process, unlike the earlier models which supported one way communication approaches that involved disseminating messages, transmitting information or persuading people to change their behaviour (Table 14.1). This model gives priority to horizontal approaches that encourages dialogue for analysis

of issues and find their solutions, as well as bottom-up approaches that aim to raise the awareness of decision-makers (Otsyina & Rosenberg, 1997). There is a common agreement that the need for grassroots participation in development is an essential component to promote development in the real sense.

Table 14.1 *Model of Participatory Development Communication*

Elements	Modernization/ Diffusion/Monologic	Participation/ Participatory/Dialogic
Main scope	Disseminate information and/or persuade audiences to change attitudes/ behaviors	Ensure proper dialog for sharing knowledge and perceptions to achieve broad consensus leading to change
Model of reference	One-way, linear, often top-down	Two-way, horizontal, and circular
Model orientation	Output-oriented, with the outputs defined at the outset	Process-oriented, with the outcome determined by and through the process
Basic conception of development communication	Communication methods and media applied in the development context	Professional use of dialogic methods to assess and ensure stakeholders' involvement
Main role of the communication specialist	Decide, design, and use methods and media products to persuade audiences to change	Facilitate dialog, analyze the situation, and propose the appropriate strategy for change
Timing of the communication intervention	Usually at the implementation stage when objectives have already been decided	Best used at the beginning of the project, before objectives have been defined

Source: (Freire, Paulo 2008, PP. 59)

Another perspective of this paradigm, also inspired also by Freire—the “paradigm of another development”—emphasizes not only material development but also the development of values and cultures (Richards, Thomas, & Nain, 2001), where development communication emphasizes on the small media operating in networks and the use of grassroots communication approaches. In this theory, reinforcement of grassroots participation is majorly used to create chances for communities to adopt activities which are appropriate for them.

One of the models attached to this paradigm is the methodology of community media. Burkey (1993) also pointed out, self-reliance among rural people through their participation in local communication. The concept of interactivity, with traditional media as its operational instrument, helps acquiring knowledge and skills. This methodology of community media has as its principal elements (Srampickal, 2006):

- Identification of needs by means of direct contacts with the groups;
- Examination of the problem identified by the groups in the light of local conditions;
- Selection of priority problems by the groups;
- Formulation of a durable methodology for seeking solutions;
- Identification of the amount of information required and access to this information;

NOTES

NOTES

- Execution by the groups of the projects they have designed;
- Expansion towards the outside to make known the points of view of the groups to other groups or to the authorities; and
- Liaison with the communication system to make known their action (Berrigan, 1981).

Now there is a concept of using small media channels as a participatory format to disseminate innovations via community to support communication in development projects. This method focuses on the planning of communication activities as a support to a development project.

Check Your Progress

4. What are the major hindrance to development?
5. Name the different types of participation.

14.4 NEW MEDIA, ALTERNATIVE COMMUNICATION AND ICT

New media can be explained as the on-demand access to content anytime and anywhere on any digital device, which allows interactive user feedback and creative participation. The real-time generation of fresh unregulated content is another aspect of new media. By and large, most technologies classified as 'new media' are digital. That is to say, they have the characteristic of being navigable, manipulated, dense as well as interactive. Some examples of new media technologies are the programs that drive video games, websites, CD-ROMS and DVDs. It is important to note that new media does not include television programmes, feature films or books as these are the final output created with the help of new media and not the technology itself. However, an Internet website that fuses digital text with images, videos and web-links can be termed 'new media' as it becomes interactive.

Recent Advances in New Media

Let us proceed to identify and study the advances that have been made in 'new' media following tools are used in new media:

- Blogs
- E-mail
- CD/DVD
- Electronic kiosks
- Virtual space
- Interactive TV
- Internet Telephony

- Mobile (technology)
- Podcast
- Hypertext fiction
- Social networking
- Advertisements

NOTES

New Media: Application in Journalism and Mass Communication

The term 'New Media' categorizes traditional media forms that have been transformed due to the progress made in the area of digital technology and computing. Many consider it difficult to make a distinction between 'new' and 'old' media since the term 'new media' does not signify a completely new formulation, but rather re-conceptualizes a digital format that already existed. The relationship of 'old' and 'new' has more to do with the changes in perception manifest in changes in language and other social apparatuses. It is important to understand that 'new' media must be understood vis-à-vis the established institutional practices as well as by processes by which public and private institutional identities get created.

Advantages of New Media

Broadly speaking, there are essentially new advantages new media enjoys over the traditional media. These are:

- **Lower Cost:** Platforms of new media are much cheaper than the platforms of traditional media. This leads to greater democratization of the media space as pretty much anyone can start a news website without much investment.
- **Broad Audience:** Through new media, one has the chance to reach a broad and diverse audience all around the world. On the other hand, the audience of the traditional media generally is restricted across regions or countries.
- **Customize news for target audience:** New Media platforms allow news organizations to get an idea of their audience base, their demographic profile, and so on, which helps news organization to customize their news content to fit the preferences of the viewer. For example, Google used to host a customized portal known as iGoogle for each individual user that allowed users to create customized homepages for themselves.

Disadvantages of the Use of New Media

By and large companies have cited new media as a positive development. The challenge is to understand the technology and keep oneself updated (not to mention upgraded) and to acknowledge the fact that technology that may seem cutting edge today can be rendered obsolete tomorrow. In other words, it is difficult to

NOTES

pin point any one technology as constant as a result of which operating new media can become difficult as one may face the problem of personnel to possess the know-how of managing new technology. Another disadvantage is that while new ways of communication between clients and service providers is welcome, it may allow unhappy clients to excessively voice their concerns. One other disadvantage is related to cost. Since new media platforms are almost exclusively digital in nature, the initial investment and equipment maintenance cost may make it difficult for small businesses to compete with large businesses that have money to spend.

New Media — Information and Communication Technology

Today, we talk about the Internet being a device through which people from different corners of the world connect to each other instantly, but it was not possible till the 'modem' (an abbreviation for Modulation and Demodulation) came into being. The modem was an invention that could make computers talk to each other by changing analogue signals to digital and vice versa. Before the invention of modems, computers were stand alone desktops. It only became a device of mass communication when modems and Internet connectivity were established. Today, communication satellites, cables, optical fibres, wireless technologies and computers have led to a situation when all other traditional forms of media are under threat.

Just about twenty years ago one had to visit libraries to gather information on whatever research one was doing. But today, we can get the information sitting at the comfort of our homes in our desktops or laptops or even our cell phones. A few years back, if one had to read a newspaper from a different city, then it was a pain getting it and even if one could get it, it would probably be the next day morning, depending upon the distance. But today, we can access the digital copy of newspapers anytime at our convenience, thanks to the Internet.

These revolutionary changes in the communications sector also led to drastic changes in mass communication. It led to the birth of the new media where people who were at the receiving end of the one way mass communication increasingly also became producers and transmitters of mass communication. Today, we see that we can make videos and other content and upload it in the virtual world and become producers and transmitters of mass communication. This is a radical change as it has not only empowered the common people, but also led to more freedom of expression. The social networking sites and blogs that we see today are the result of this revolutionary change in mass communication. Whereas earlier the mass media was hegemonized by the big media houses, today, the new media has allowed common people to also have a voice of their own. The environment thus created by the emergence of the new media is one of liberal atmosphere where ordinary citizens have been empowered to share their own political, cultural and social experiences with the world. In other words, we can say that what was earlier centralized in mass communication has become decentralized with the coming of the new media.

The low investment and greater interactivity that the new media offers (all due to the revolutionizing of the Information and Communication technology) has led to a situation where people in civil society are now more freer to express whatever they want to. Thus, the new media has resulted in greater public participation and further democratization of the media.

History of Information Technology in India

When technological advancements were happening at every corner of the world in the field of telecommunications and communication systems, India did not lag behind. We also accessed the same technological devices for our convenience; but the new technology was limited among the elite of our nation and some researchers who could afford it. It is only after the liberalization of import policies, the development of micro computing, communication satellites, fiber optics and digital switches, and the convergence of computer controls with telecommunications that a major step towards the use of Information technology in the field of mass communication began.

In India, the Rajiv Gandhi Government initiated the 'information revolution' as the Indian market was made open to foreign investors and there was a gradual privatization and deregulation of the telecommunications sector. Sam Pitroda, a NRI from USA and a friend of Rajiv Gandhi, helped India in revolutionizing the sector of Information Technology. He was appointed the Chairman of the Telecommunication Commission and was also the telecommunication adviser to the Prime Minister. He along with Rajiv Gandhi shared the vision of revolutionizing the Indian Communication Sector.

Initially, there was a lot of opposition to their moves. It was at this time in the early 1990s that the Indian economy was liberalized leading to many Multinationals coming to India and the Indian market became flooded with international brands in consumer goods, different technological devices, paging devices and mobile phones. But one needs to keep in mind here that these advancements were primarily for the urban elites as they could afford it. The rural population and the urban poor were out of the ambit of these developments in the telecommunications sector.

The telecommunication sector needed further revolutionary developments, and in 1994, the National Telecommunications Policy was announced according to which the telephone service was now thrown open to the private sector. The objective of this Policy was to make telecommunications more popular and more affordable to different sections of Indian society – whether urban or rural. Telephone services and paging was revolutionized by this policy and in 1997 the Telecom Regulatory Authority of India (TRAI) was constituted which would regulate and monitor telecom services in India. Moreover, we saw that the Information Technology become a huge success in India – the software market saw impressive growth leading to India becoming a major exporter of software and different computer applications. Moreover, industries related to IT were set up in different cities in India leading to many new employment opportunities.

NOTES

New Media – Access and Control Issues

The biggest problem that the new Media faces is that of accessibility to people. Some of the problems that the people can face in accessibility are as follows:

NOTES

- (a) Connectivity:** A telecommunication network needs to be in place to reap the benefits of ICT. What is therefore needed is that to create a Telecommunication network which reaches every corner of a country.
- (b) Accessibility cost:** The cost of technology is high. The cost of hardware and software is also high, as is the cost of an Internet connection which the marginalized, poor people may find it difficult to afford.
- (c) Lack of technical knowhow:** To make use of ICT, one should have technical knowledge. Therefore, it is significant that Governments initiate programmes for basic elementary education and basic technical education to make use of ICT, which is not prevalent in many cases as pangs of poverty and other issues may lead to child labour and lack of basic education.
- (d) Language barrier:** Language of ICT is English which leads to be a barrier for the English not knowing class.
- (e) Environment suitable for accessing ICT:** Lack of awareness amongst the masses so as to get initiated into using ICT.

To overcome these barriers, governments of respective countries need to take steps which will make common people gain more access to ICT. Governments of developing countries need to strategize e-Governance in such a way so that it leads to inclusive and sustainable development. In this context certain strategic planning is needed:

- (i) Launch a national strategy and a policy framework for ICT development.
- (ii) Development of telecommunication infrastructure for increased connectivity – ICT facilities.
- (iii) ICT Business Management so that the stakeholders in developing ICT are aware of the service delivery options enabled by ICT.
- (iv) Development of content, tools and technologies for community access to Internet and Intranet.
- (v) Build legal and regulatory environment and bodies so that proper steps can be taken to regulate telecom and communication sectors.
- (vi) Institutional reforms to create an environment suitable for inclusive and sustainable development.
- (vii) Development of human resources – ICT literacy and lifelong learning of citizens through eLearning and awareness programmes and cultural make up to use ICT amongst general people.

- (viii) Promote e-Governance – by encouraging the use of ICT in government and public administration among many other areas.
- (ix) Set up national databases which can be accessed from any corner of a country by anyone and everyone.
- (x) Develop a monitoring and feedback system to improve upon the existing facilities and accessibility.
- (xi) Most importantly, to achieve all these, a deeper set of changes, such as higher and broader economic growth in developing countries, more capable and responsive government institutions, better policies, stronger voice for the poor, etc., are necessary so that the cultural and economic environment is created in which people can access ICT.

Evolution of Communication Theories and Alternative Communication in Developing Countries

NOTES

14.4.1 Information and Communication Technologies for Development

The term Information and Communication Technology for Development (ICT4D) became popular in the first decade of the new millennium. Basically, the approach is the use of digital technology through Information and Communication Technology (ICT) for the development programmes. According to Everett M. Rogers and Arvind Singhal, “informatisation” is the process of communication and social change made possible by Communication Technology that moves a nation more and more towards becoming an information society. The computer software industry and digital Information and Communication Technologies (ICT) have aided this rapid growth of globalization enabling middle class from the Third World to reach global markets (Singhal & Rogers, 2001).

Every medium has an alternative use. The clear majority in rural areas can benefit from ICTs (Prasad, 2004). ICT helps NGOs and action groups to share ideas and create awareness and consensus on vital issues pertaining to people and their needs, especially to those neglected by the mainstream media. Access to information for every one is the major criteria to measure the development process and healthy functioning of democracy in a country. Initiatives are reported from rural areas to assemble computers, which can be used, by farmers, fisherman, factory workers, etc., to get reliable and useful information regarding their area of work and to communicate using the Internet (Richardson, 1996).

However, simplified the process and technology may be minimum literacy is needed for Internet usage. The databases at the rural people’s movements may be used for resource collection, while folk media can very well offer adequate support for dissemination of these. E-zines, e-groups, weblogs and websites can be used for rural development if development workers opt for it. As ICTs spread, more researchers focus on their possible uses in development (Richardson, 1995; Mansel, & Wenn 1998; Tine, 2003; Thioune, 2003; and Lefebvre, 2004). Any discussion on modern information technologies has to address the problem of a digital divide, too, in the context of development communication (Inyang, 1996). There still exists an undoubtedly wide gap between the information-poor and the information-rich

NOTES

today. This exists not only between developed and less developed countries but also within the less developed countries.

According to Rao (2005), eight Cs (Connectivity, content, community, commerce, culture, capacity, cooperation, and capital) can be used to analyse ICT as an instrument in terms of their usage and as an industry in terms of their creation. The Sustainable Development Goals be achieved by technological support and interconnecting technology with development communication process. However, there is a constraint of ICT in terms of people's ability to receive, use and transmit the information, especially rural and the poor (Refer to Figure 14.1).

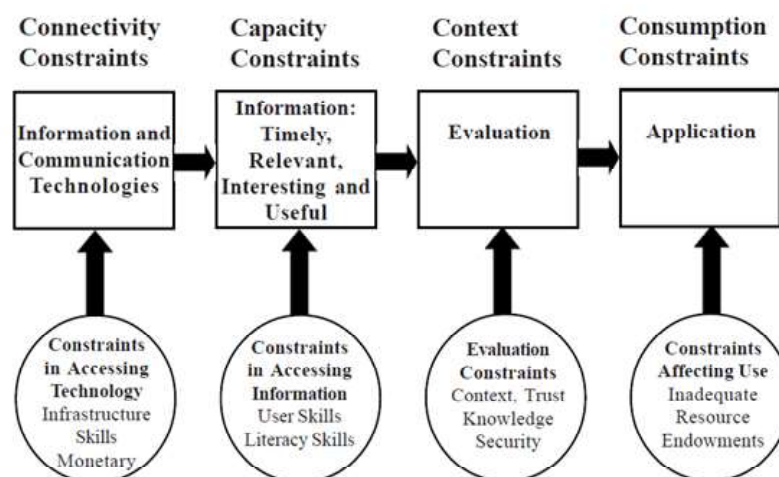


Fig. 14.1 Constraints in the use of ICT-based Information by the Poor

(Source: Melkote and Stevens, 2015, PP.296)

Despite the shortcomings, media and ICTs can play a major role in the process of development communication. Technologies like Internet as well as sophisticated media like community, radio and participatory video can engage people to participate in development programmes. These technologies also help to empower the under privileged as well as the privileged sections of the society.

Check Your Progress

6. State one use of ICT in the rural areas.
7. State any one major constraint of ICT in terms of the ability of the individuals to gain literacy.

14.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Material innovations refer to economic and technological innovations and social innovations pertain to social needs and structure.

2. In development support communication, communication strives not only to inform and educate but also to motivate people and secure public participation in the growth and processes of change.
3. Development communication helps in communicating development messages to people for betterment of their economic and social conditions, whereas development support communication addresses development planning and the plan of operation for implementation. But often these two terms are substituted for each other.
4. In addition to poverty reduction, gender equality and health issues are considered major hindrances to development.
5. The different types of participation are the following:
 - Passive participation;
 - Participation in information giving;
 - Participation by consultation;
 - Participation for material incentives;
 - Functional participation;
 - Interactive participation; and
 - Self-mobilization.
6. ICT helps NGOs and action groups to share ideas and create awareness and consensus on vital issues pertaining to people and their needs, especially to those neglected by the mainstream media.
7. There is one constraint of ICT in terms of people's ability to receive, use and transmit the information, especially rural and the poor. For instance, the rural areas lack proper infrastructure to set up computer centres where people can learn basic computer skills which further acts as a hindrance in gaining literacy and ultimately in the development of alternative communication.

NOTES

14.6 SUMMARY

- The concepts, related issues and sub-issues have been changing because of global changes in social milieu, economy, polity, technology and communication perspectives. These are inter-dependent factors for development.
- There are various approaches to handle development communication, which are not exclusive to each other.

NOTES

- The integrated approach to development communication emphasizes the need to avoid duplication and waste in development efforts.
- The participatory model finds its root in the “Emerging paradigms.” With the changing world scenario, the use of communication for social change is adapting to the new age perspective.
- Participatory approaches convert individuals from being mere passive recipients to active agents of development efforts. The priorities outlined are within the political frameworks based on following good governance and democratic principles, for example, freedom and human rights.
- In empowered participation, relevant stakeholders take part throughout the whole cycle of the development initiative and have an equal influence on the decision-making process.
- The horizontal use of communication, which opens up dialogue, assesses risks, identifies solutions and seeks consensus for action. This was seen as a key to the success and sustainability of development efforts.
- The approach of “participatory development communication” is a two-way communication process, unlike the earlier models which supported one way communication approaches that involved disseminating messages, transmitting information or persuading people to change their behaviour.
- One of the models attached to this paradigm is the methodology of community media. Burkey (1993) also pointed out, self-reliance among rural people through their participation in local communication.
- The term Information and Communication Technology for Development (ICT4D) became popular in the first decade of the new millennium.
- Every medium has an alternative use. The clear majority in rural areas can benefit from ICTs (Prasad, 2004).
- ICT helps NGOs and action groups to share ideas and create awareness and consensus on vital issues pertaining to people and their needs, especially to those neglected by the mainstream media.
- However simplified the process and technology may be minimum literacy is needed for Internet usage.
- According to Rao (2005), eight Cs (Connectivity, content, community, commerce, culture, capacity, cooperation, and capital) can be used analyse ICT as instrument in terms of their usage and as an industry in terms of their creation.
- Despite the shortcomings, media and ICTs can play a major role in the process of development communication.

14.7 KEY WORDS

- **Diffusion:** It is the state of being spread out or transmitted especially by contact.
- **Development:** It is defined as the process which brings about positive growth and progress in various aspects of life.
- **Third world:** It is a collective term used to address countries which have a colonial past and are presently termed as developing countries, or less developed or least developed countries of the world.
- **Folk media:** It refers to traditional media based on sound, image and sign language. It is expressed in the form of traditional music, dance, puppetry and so forth.

NOTES

14.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short Answer Questions

1. Define the term development in your own words.
2. Write a short note on the emergence of participatory model of development communication.
3. Name the four types of participation identified by the World Bank.

Long Answer Questions

1. Explain the various approaches to development communication.
2. What is the significance of the participatory model of development communication in the present scenario?
3. Elaborate the contribution of alternative communication in the development of society.

14.9 FURTHER READINGS

- Schramm, Wilbur. 1966. *The Story of Human Communication*. New York: Harper and Row Publishers.
- Rosengren, Karl Erik. 2000. *Communication: An Introduction*. London: Sage Publication.
- Fiske, John. 1982. *Introduction to Communications Studies*. London: Methuen & Co.

NOTES

Berger, Arthur Asa. 1995. *Essentials of Mass Communication Theory*. Thousand Oaks, CA: Sage Publications.

McQuail, Denis. 1983. *Mass Communication Theory*. London: Sage Publications.

Hanson, Jarice. 1994. *Connections*. New York: Harper Collins Publishers.

William, Reymonds. 1976. *Communications*. London: Penguin Books.

Kumar, J. Keval. 1970. *Mass Communication in India*. Mumbai: Jaico Publishing House.