B. A. JOURNALISM AND MASS COMMUNICATION

II - YEAR
MASS COMMUNICATION - II
CONTENT

BA - JMC - II YEAR

MASS COMMUNICATION - II

UNIT - I

Definition of mass communication - Concept of Selectivity, Perception, Exposure and Retention - Cultural Alienation

UNIT - II

Right to communication - Public opinion

UNIT - III

Bullet Theory - One, Two & Multi-Step Flow Theory - Agenda Setting Theory - Cultivation Theory - Uses and Gratification Theory - Dependence Theory

UNIT - IV

Authoritarian Theory - Libertarian Theory - Communist Theory - Social Responsibility Theory - Impact of Communication Theories

UNIT - V

Models of Communication - Aristotle's Model of Communication - SMR Model of Communication - SMCR Model of Communication - Lass Well Model of Communication - Dance Model of Communication - Shannon-Weaver Model of Communication - Osgood & Schramm Model of Communication - Gerbner Model of Communication - Newcomb Model of Communication - Convergent Model of Communication - Gatekeeping Model of Communication

GENERAL INTRODUCTION

MASS COMMUNICATION - II

Mass communication is the study of how individuals and entities relay information through mass media to large segments of the population at the same time. It is usually understood to relate to newspaper, magazine, and book publishing, as well as radio, television and film, as these mediums are used for disseminating information, news and advertising. Mass communication differs from the studies of other forms of communication, such as interpersonal communication or organizational communication, in that it focuses on a single source transmitting information to a large group of receivers. Mass communication is "the process by which a person, group of people, or large organization creates a message and transmits it through some type of medium to a large, anonymous, heterogeneous audience."

Models of communication refer to the conceptual model used to explain the human communication process. The first major model for communication came in 1949 by Claude Elwood Shannon and Warren Weaver for Bell Laboratories Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).

Theories of mass communication have changed dramatically since the early 1900s, largely as a result of quickly changing technology and more sophisticated academic theories and research methods. A quick overview of the state of the media in the early 1900s and in the early 2000s provides some context for how views of the media changed. In the early 1900s, views of mass communication were formed based on people's observation of the popularity of media and assumptions that something that grew that quickly and was adopted so readily must be good. Many people were optimistic about the mass media's potential to be a business opportunity, an educator, a watchdog, and an entertainer. For example, businesses and advertisers saw media as a good way to make money, and the educator class saw the media as a way to inform citizens who could then be more active in a democratic society. As World War I and the Depression came around, many saw the media as a way to unite the country in times of hardship. Early scholarship on mass media focused on proving these views through observational and anecdotal evidence rather than scientific inquiry.

UNIT - I
MASS COMMUNICATION

Unit - I : Mass Communication

STRUCTURE

1.0. Learning Objectives

1.1. Introduction

1.2. Mass Communication

1.3. Concept of Selectivity, Perception, Exposure and Retention

1.4. Cultural Alienation

1.5. Summary

1.6. Key Words

1.7. Answers to Check Your Progress

1.8. Terminal Questions

1.9. Further Readings

1.0. Learning Objectives

After reading this chapter you will be able to

◆ Understand the term "Mass communication"

◆ Describe the Selective Exposure Theory

◆ Discuss the Selection Perception Theory

◆ Describe the Selection Retention Theory

◆ Examine the concept of Cultural alienation

1.1. Introduction

Mass communication is the study of how individuals and entities relay information through mass media to large segments of the population at the same time. It is usually understood to relate to newspaper, magazine, and book publishing, as well as radio, television and film, as these mediums are used for disseminating information, news and advertising. Mass communication differs from the studies of other forms of communication, such as interpersonal communication or organizational communication, in that it focuses on a single source transmitting information to a large group of receivers. The study of mass communication is chiefly concerned with how the content of mass communication persuades or otherwise affects the behavior, attitude, opinion, or emotion of the person or people receiving the information.

1.2. Mass Communication

Mass communication is the term used to describe the academic study of various means by which individuals and entities relay information to large segments of the population

all at once through mass media. It is usually understood to relate to newspaper and magazine publishing, radio, television, and film, as they are used both for disseminating news and for advertising. Many university journalism departments evolved into schools or colleges of mass communication or "journalism and mass communication," as reflected in the names of two major academic organizations. In addition to studying practical skills of journalism, public relations or advertising, students also may major in "mass communication" or "mass communication research." The latter is often the title given to doctoral studies in such schools, whether the focus of the student's research is journalism practice, history, law or media effects. Departmental structures within such colleges may separate research and instruction in professional or technical aspects of Mass communication research includes media institutions and processes, such as diffusion of information, and media effects, such as persuasion or manipulation of public opinion.

Mass communication is "the process by which a person, group of people, or large organization creates a message and transmits it through some type of medium to a large, anonymous, heterogeneous audience." Mass communication is regularly associated with media influence or media effects, and media studies. Mass communication is a branch of social science that falls under the larger umbrella of communication studies or communication.

Different definitions of Mass Communication

♦ Mass Communication: Communication (Message) sent from a person/group through a transmitting device (A Medium) to a large audience (Market).

♦ Mass communication can be very rewarding and give you brand and name recognition and increase your credibility. It just takes commitment, research and time to do it right.

♦ Mass communication occurs when a small number of people send messages to a large anonymous and usually heterogeneous audience through the use of specialized communication media.

♦ The units of analysis for mass communication are the messages, the mediums, and the audience.

♦ Mass Communication represents the creation and sending of a homogeneous message to a large heterogeneous audience through the media.

♦ Mass communication studies the uses and effects of the media by many as opposed to the study of human interaction as in other communication contexts.

♦ Mass Communication is the term used to describe the academic study of various means by which individuals and entities relay information to large segments of the population all at once through mass media.

♦ Mass communication is a process of communication in a large group of people by the help of a medium.

♦ The transmission of messages from a sender to a large amount of people through various types of media, eg: newspapers, television etc.

◆ The medium has to have the ability to reach a large audience.

The simplest definition of mass communication is "public communication transmitted electronically or mechanically." In this way messages are transmitted or sent to large, perhaps millions or billions of people spread across the world. How are these messages sent? They are sent through different forms of mass media such as newspapers, magazines, films, radio, television and internet. Media is the plural for the word medium or 'means of communication'.
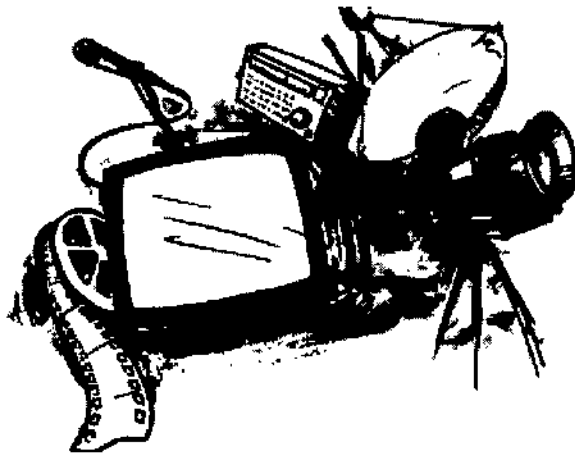
Different forms of mass media

Means of communication is also called channel of communication. Mass communication can therefore also be defined as 'who', 'says what', 'in which channel', 'to whom', 'with what effect'.

Look at the following figure.

Who?	Says what?	In what channel?	To whom?	With what effect?
Communicator	Message	Channel	Receiver	Effect
●	●	●.	●	●
Control research	Content research	Medium research	Audience research	Effects research

◆ 'Who': refers to the communicator.

◆ Says 'What': Here 'what' means the message. What the communicator has written, spoken or shown is the message.

◆ 'In what channel': This refers to the medium or channel like the newspaper, radio, or television.

◆ 'To whom': This refers to the person receiving the message or the receiver.

◆ "With what effect": This refers to the impact of a message on a channel or medium.

Let us assume that we have been informed about an event in a newspaper, or on radio of a social message. If this has changed our attitude towards a social evil like dowry or if a film song on television has entertained us, it may be called "the effect". People who make films, write news, produce radio and television programmes or advertisements are all communicators who have a message for us. The medium through which messages are communicated such as newspaper, radio or television are the channels. That brings us to the functions of mass communication.

News and discussions may inform us; radio and television programmes may educate us; films and television serials and programmes may entertain us.

Origin of Mass Communication

The term 'mass communication' may be considered as a 20th century development. Sending messages to a large number of people and at greater speed was what man was always looking for. There was a time when men on horseback travelled long distances to convey news about say, a war. Pigeons were used as postmen to deliver messages. We may have heard of Kalidasa who was one of the greatest Sanskrit poets. In his poem 'Meghdoot', a Yaksha (celestial singer) sends messages to his beloved through the clouds. The invention of paper and printing, and later newspapers, were the first steps towards mass communication. But it was only through the telegraph, invented by Samuel F. B. Morse in 1835, that messages could be sent to long distances using a code. The next step was to send messages through human voice. Alexander Graham Bell in 1876 succeeded in using wires to send the human voice across long distances. However, it was the invention of the radio by Marconi in 1901 which made sending of human voices over long distances possible. In 1947 the invention of the transistor made radio the most popular medium for sending voice messages. Today television, which can send voice as well as pictures, is found almost everywhere. This was invented by Baird in 1920.

Mass Media
Newspapers
Magazines
Advertising
Films
Radio
Television
Internet

We may be wondering what actually the difference between mass is communication and mass media. The moment someone mentions the term mass media, we would probably think of television because that is the most popular mass medium today. When we discussed mass communication we used the word 'channel' or 'medium'. Media, as we

have already learnt is the plural of medium. A medium is just a means used to send messages. When we meet someone and speak to that person, it is face to face communication. But when we talk about a mass medium like television it is not face to face communication.

There is a mass or a very large number of people watching it. The first medium used to communicate with a large number of people was the newspaper. Then a truly mass medium, the radio invented by Marconi. Newspapers had limitations like the time factor. News had to be collected, compiled, edited and printed in advance and then sent for people to read them. All these took plenty of time. For example, what we read in our morning newspaper was printed around midnight. That means it does not contain anything that happened after midnight. Of course, those who read a newspaper have to be literate. We will learn more about different forms of mass media in the subsequent modules.

Different Forms of Mass Communication

Newspapers and Journalism

We have already studied that the invention of paper and printing led to the development of newspapers. Newspapers are printed and published for providing information of public interest, advertisements and views. These publications are usually issued daily, weekly or at other regular intervals. Newspapers were first published in countries like Germany, Italy and the Netherlands in the 17th century. Later it spread to countries all over the world. Early owners of newspapers were people who took up journalism to fight social problems. We may now ask what 'journalism' is. Journalism involves the collection of information and communicating it. It also involves the selection and editing of information and printing and presentation of events, ideas, information and controversies in their proper context. We will learn more about this in your next module. Journalism was started in India during the British days by Englishmen and later by national leaders and social reformers like Raja Ram Mohan Roy, Bal Gangadhar Tilak and later Mahatma Gandhi. They used journalism to fight the British during our freedom movement. Gandhiji started the Indian

Opinion in 1903 in South Africa to fight for the rights of the Indians there, later in India he started the 'Harijan' and wrote for 'Young India'. Today in India, a large number of newspapers in various languages reach millions of people every morning. We will also learn more about newspapers in the module on 'print media'.

Wireless Communication

When we discussed the origin of mass communication two inventions were mentioned. The first was the efforts of Samuel Morse in sending messages using a code in 1835. Later on the international Morse Code was developed in 1851. Until, recently we had the electric telegraph of Morse to send messages across the continents. In course of time messages could be sent without using any wires or cables. The cell phone that we use today is a fine example of wireless communication.

Photography

We may be familiar with a camera and of course photographs. In photography, images are produced using light. Photography was developed in the 19th century by two people from France, Nicephore Niepce and Louis- Jacques-Mande Daguerre. Till a few years back we were taking black and white photographs. Later colour photographs could be taken using an emulsion. Newspapers, magazines and advertisements used photography. By the end of the 20th century photographers began using the digital technology, making photography easier and the cameras user friendly. Even cell phones today have such digital cameras.

Films

In the previous section, we discussed photography. The pictures or photographs taken using a camera may be called 'still photographs' because they are permanent and do not move. The logical development from still photography was what we call 'motion pictures' or 'movies'. In this technology, a series of still photographs on films were projected in rapid succession onto a screen. The camera used for this was called a movie camera. The motion picture machines used to project the films into moving images and later talking pictures were developed by Thomas Alva Edison in the USA and the Lumiere brothers in France. In fact the Lumiere brothers came to India and showed moving pictures in Bombay. Just as in Hollywood in America, India also developed the art and technology of motion pictures. First they were silent and then the talkies came in 1927. The first Indian motion picture was Raja Harischandra by Dada Saheb Phalke and the first talkie was Alam Ara. Today films are an integral part of our lives. Films brought in the cult of stars. Who are your favourite film stars? In India the early films were based on mythology and later social issues were also taken up which continues even today.

Radio

From mere curiosity and technical experiments radio became a truly powerful and popular medium of mass communication. After it was developed in the west we had radio by the 1920s and the first formal radio station was started in Bombay.

Television

One of the technological marvels of the 20th century was television invented in 1920 by Baird. In India, television started in 1959 on an experimental basis and the first television station was set up in Delhi. The beginnings were modest and slow but television was popular and became available in colour in 1982. Today Doordarshan has one of the largest television networks. From early 1990s satellite television also came to India and later Direct to Home (DTH) television. You will learn more about television in a later module.

New Media

Development and widespread use of computers and information technology have resulted in the emergence of what is called 'new media'. It includes computers, informa-

tion technology, communication networks and digital media. This has led to another process in mass communication called 'convergence'. Convergence means coming together of many forms of media and other formats like printed text, photographs, films, recorded music or radio, television etc. Though it is hard to separate old media from new media the world wide web or internet has changed the way in which we communicate. You will learn more about this later.

Traditional Media

Traditional media are a part of our country's rich heritage. They have as a base our strong oral tradition. They belong to our own land and are strongly rooted in our culture. They are as varied and diverse as our culture itself. Life in India is deeply influenced by agriculture and religion. So also are the seasons. From very ancient days we have been having fairs and festivals celebrated with spontaneous songs and dances. These songs and dances are traditional forms of media which inform, educate and entertain people. The advent of faster forms of media has affected traditional media. However the performers or communicators and the audience in traditional media are known to each other unlike in radio or television. The environment in which the performances take place is natural, known and friendly. The messages are also simple; the content known and the language and idioms are familiar. Unlike other modern media, people never get tired of them. Let is consider the example of the Ram Lila celebrated and performed all over north India. The story of Ramayana is known to everyone and so are the performers. They repeat the same story every year, yet people come in large numbers to see them. But can you see an ordinary Hindi film a number of times?

There are several forms of traditional media in our country. They are known by different names in different regions. Some common examples of traditional media are storytelling, folk songs, street theatre and puppetry. Some forms of traditional media like traditional songs and mythological stories are written down as proper text. But different forms of folk media are generally spontaneous or are made on the spot.

Functions of Mass Communication

Inform, Educate and Entertain

These are the functions of media. Let us learn more about these functions of media. Those who write, direct or produce programmes are people who give us messages. Let us consider the example of a news bulletin on radio or television or a news item in a newspaper. They inform us of some event or happening.... "A new President is elected", "The country has developed a new missile", "India has beaten Pakistan in cricket", "25 killed in a bomb blast"... All these inform us. These are properly designed or written messages given by people who are communicators. A doctor speaks on radio or television or writes in a newspaper about how to prevent a disease. Experts tell farmers on radio or television about a new crop, seed or agricultural practice. Thereby, the farmers are educated. All the commercial cinema, television serials and music programmes are entertaining.

The channels are the means through which messages are sent. These may be newspapers, films, radio, television or the internet. Mass media have tremendous impact on

their readers, listeners and viewers. That is the effect. People watch an advertisement on television and buy the product. They are motivated to buy the product to satisfy their needs. When India became independent agriculture in the country was not developed. We did not produce enough rice or wheat to feed our people. We were importing food and the population was also growing fast. There were too many mouths to feed. So the government used the media, especially radio to change this situation. The farmers who were mostly illiterate were told to use the right seed, fertilizers and new techniques on farming. The effect was remarkable. We went through a revolution in agriculture and that was called the Green Revolution. Similarly, the media stressed on the need for small families. Many people followed the small family norm and decided to have only two or three children. Take for example, the campaign on polio. The mass media informed and educated the people about the polio vaccine to eradicate polio. Messages are created using creativity and film stars deliver these messages. Have you seen Amitabh Bachhan saying "Doh boond zindagi ki" on television meaning "two drops of life"?

Check your Progress

1. **Define Mass Communication.**

   ....

   ....

2. **When does Mass communication occurs?**

   ....

   ....

3. **What is the simplest definition of Mass communication?**

   ....

   ....

4. **How are the messages of Mass communication sent?**

   ....

   ....

5. **What are the three functions of Mass communication?**

   ....

   ....

1.3. Concept of Selectivity, Perception, Exposure and Retention

Selective exposure theory

Selective exposure theory is a theory of communication, positing that individuals prefer exposure to arguments supporting their position over those supporting other positions. As media consumers have more choices to expose themselves to selected medium and

media contents with which they agree, they tend to select content that confirms their own ideas and avoid information that argues against their opinion. People don't want to be told that they are wrong and they do not want their ideas to be challenged either. Therefore, they select different media outlets that agree with their opinions so they do not come in contact with this form of dissonance.

Furthermore, these people will select the media sources that agree with their opinions and attitudes on different subjects and then only follow those programs. "It is crucial that communication scholars arrive at a more comprehensive and deeper understanding of consumer selectivity if we are to have any hope of mastering entertainment theory in the next iteration of the information age. Essentially, understanding selective-exposure theory is a prerequisite for constructing a useful psychology of entertainment."

Foundation of theory

Propaganda study

The Evasion of Propaganda

When prejudiced people confront anti-prejudice propaganda involuntarily, even though they might avoid the message from the first time, the process of evasion would occur in their mind. Cooper and Jahoda (1947) studied how the anti-prejudice propaganda can be misunderstood by prejudiced people. When the prejudiced reader confronted the Mr. Biggott cartoon, which contained anti-minority propaganda, their effort to evade their feelings and understand Mr. Biggott's identification with their own identity would bring about misunderstanding. This kind of evasion occurs because of what individuals often face to accomplish uniformity in everyday life. There is a fear to be isolated from what they belong and also threat for shivering their ego. Therefore, the concept of selective exposure was in the same thread with small effect studies in mass communication in 1940s.

Cognitive dissonance theory

Before the selective exposure theory was put forward, Festinger (1957) published a book, Theory of Cognitive Dissonance, and explained the cognitive dissonance theory, which assumes that all human beings pursue consistency in their mind.

- ◆ Basic Hypotheses
- ◆ It is a state of mental unease and discomfort which helps explain selective perception. It is produced when new information contradicts existing beliefs, attitudes, social norms, or behaviors.
- ◆ Many times people favor consonance because their ideas flow freely into one another and do not create an unbalance.
- ◆ The existence of dissonance, being psychologically uncomfortable, will motivate the person to try to reduce the dissonance and achieve consonance.

◆ When dissonance is present, in addition to trying to reduce it, the person will actively avoid situations and information that would likely increase the dissonance.

Festinger's cognitive dissonance theory, which was one of the roots of selective exposure, explained people's effort to reduce their dissonance of something against their existing beliefs. Nonetheless, his theory was broad enough to be elucidated in general social behavior, not just for selecting medium and media contents. Festinger suggested situations that increase dissonance. Firstly, logical inconsistency brings about dissonance. If a person who believes it is not possible to build a device to leave Earth's atmosphere observes man reach the moon, their belief and experience are dissonant with each other. Secondly, cultural morals entail dissonance. A person picks up a chicken bone with their hands, and it is dissonant with what they believe is formal etiquette. At this point, culture defines what is consonant and what is dissonant. Thirdly, if specific opinion is included in a more general opinion, dissonance should be followed. A person, who has been Democrat, prefers Republican candidates for certain election. This situation creates dissonance, because "Being a Democrat" needs to be attributed to favoring Democratic candidates. Lastly, past experience causes dissonance. If a person is standing in the rain, but is not wet, these two cognitions would be dissonant, because they might know standing in the rain leads to getting wet through past experience. Festinger (1957) also suggests the ways of reducing dissonance. For reducing dissonance, one may change a behavioral cognitive element or change an environmental cognitive element. However, sometimes, behavior change and environmental change do not help reducing dissonance. Festinger, then, suggested adding new cognitive elements. If people cannot reduce dissonance, they might seek new information, which is consonant with their beliefs or attitude; therefore, people might actively seek new information that would decrease dissonance and avoid new information that would increase dissonance. This third explanation of reducing dissonance is similar with selective exposure, which mass communication reinforces the existing opinion.

◆ Another example of the Cognitive Dissonance Theory can be found in the article entitled, "Theories of Persuasion," by Daniel J. O' Keefe. It describes the different theories of persuasion and how media outlets use them to their advantage to influence their audience. The author's example is that people donate to the Red Cross because they believe in what it stands for which represents consonance. However, on the other hand, the author suggests that a person, who smokes and also believes it causes cancer, would be an example of dissonance and hypocrisy. Many times people try to sway against dissonance because it puts them in an uncomfortable position. Therefore, these feelings of consonance and dissonance lead to the "Selective Exposure Theory" because some believe that people will select the media sources that agree with their opinions and attitudes on different subjects and then only follow those programs.

Klapper's selective exposure

Joseph Klapper (1960) considered mass communication do not directly influence people, but just reinforce people's predisposition. Mass communications play a role as a mediator in persuasive communication.

Klapper's five mediating factors and conditions to affect people

◆ Predispositions and the related processes of selective exposure, selective perception, and selective retention.

◆ The groups and the norms of groups, to which the audience members belong.

◆ Interpersonal dissemination of the content of communication

◆ The exercise of opinion leadership

◆ The nature of mass media in a free enterprise society.

Three basic concepts

◆ Selective exposure - people keep away from communication of opposite hue.

◆ Selective Perception - If people are confronting unsympathetic material, they do not perceive it, or make it fit for their existing opinion.

◆ Selective retention - Furthermore, they just simply forget the unsympathetic material.

Groups and group norms work as a mediator. For example, one can be strongly disinclined to change to the Democratic Party if their family has voted for Republican for a long time. In this case, the person's predisposition to the political party is already set, so they don't perceive information about Democratic Party or change voting behavior because of mass communication. Klapper's third assumption is inter-personal dissemination of mass communication. If someone is already exposed by close friends, which creates predisposition toward something, it will lead increase of exposure to mass communication and eventually reinforce the existing opinion.

Opinion leader is also a crucial factor to form predisposition of someone, lead someone to be exposed by mass communication, and after all, existing opinion would be reinforced. Nature of commercial mass media also leads people to select certain type of media contents. Klapper (1960) claimed that people are selecting entertainment, such as family comedy, variety shows, quizzes, and Westerns, because of nature of mass media in a free enterprise society.

Selective exposure in entertainment theory perspective

Selective exposure is an instinctive activity of human beings. Early human beings needed to be sensitive to the sounds of animals. This kind of exposure was closely related with their survival from an external threat. Survival is still a very crucial matter for human beings; however, selective exposure is also important for human beings for other purposes, such as entertainment.

"Selective exposure designates behavior that is deliberately performed to attain and sustain perceptual control of particular stimulus events." Zillmann and Bryant, 1985

Affective-dependent theory of stimulus arrangement

Zillmann and Bryant (1985) developed affective-dependent theory of stimulus arrangement in the chapter of their edited book, Selective exposure to communication.

Basic Assumptions

◆ People tend to minimize exposure to negative, aversive stimuli

◆ People tend to maximize exposure to pleasurable stimuli.

After all, people try to arrange the external stimuli to maintain their pleasure, which ultimately let people select certain affect-inducing program, such as music, movie, or other entertainment program. In other words, people manage their mood by selecting certain kind of entertainment to exposure themselves; mood management theory was also rooted by this affective-dependent theory.

Furthermore, people will select media based on their moods. An example of this is if a person is happy they would probably select a comedic movie. If they are bored they might choose action and if they are sad they might select tragedy or a depressing romance. These attitudes and moods also convince people to watch different news outlets based on how they feel. People with conservative beliefs tend to watch Fox news and Democrats usually watch MSNBC.

Examples :

◆ A person with liberal beliefs, who comes home from a hard day at work, will probably turn on MSNBC. They would not be in the mood to fight with a news station that has conservative beliefs constantly being portrayed.

◆ A woman who just broke up with her boyfriend would probably not be in the mood to watch a romantic movie and would therefore tend to pick a movie that falls into the genre of tragedy.

Selective exposure processes in mood management

◆ Excitatory Homeostasis - Tendency of individuals to choose entertainment to achieve an optimal level of arousal.

◆ Intervention Potential - Ability of a message to engage or absorb an aroused individual's attention or cognitive-processing resources.

◆ Message-Behavioral Affinity - Communication that has a high degree of similarity with affective state.

◆ Hedonic Valence - Positive or negative nature of a message.

Critiques

◆ Possible influence by factors other than a person's emotional state.

◆ Difficulty to measure long-term effect.

◆ Overlook the importance of cognitive processes.

◆ Not suit for information and education media.

◆ Possibility that negative stimuli provide enjoyment by overcoming it.

Selective perception

Selective perception may refer to any number of cognitive biases in psychology related to the way expectations affect perception. For instance, several studies have shown that students who were told they were consuming alcoholic beverages (which in fact were non-alcoholic) perceived themselves as being "drunk", exhibited fewer physiological symptoms of social stress, and drove a simulated car similarly to other subjects who had actually consumed alcohol. The result is somewhat similar to the placebo effect.

In one classic study on this subject related to the hostile media effect (which is itself an excellent example of selective perception), viewers watched a filmstrip of a particularly violent Princeton-Dartmouth American football game. Princeton viewers reported seeing nearly twice as many rule infractions committed by the Dartmouth team than did Dartmouth viewers. One Dartmouth alumnus did not see any infractions committed by the Dartmouth side and erroneously assumed he had been sent only part of the film, sending word requesting the rest.

Selective perception is also an issue for advertisers, as consumers may engage with some ads and not others based on their pre-existing beliefs about the brand. Seymour Smith, a prominent advertising researcher, found evidence for selective perception in advertising research in the early 1960s, and he defined it to be "a procedure by which people let in, or screen out, advertising material they have an opportunity to see or hear. They do so because of their attitudes, beliefs, usage preferences and habits, conditioning, etc."

People who like, buy, or are considering buying a brand are more likely to notice advertising than are those who are neutral toward the brand. This fact has repercussions within the field of advertising research because any post-advertising analysis that examines the differences in attitudes or buying behavior among those aware versus those unaware of advertising is flawed unless pre-existing differences are controlled for. Advertising research methods that utilize a longitudinal design are arguably better equipped to control for selective perception.

Selective perceptions are of two types:

◆ Low level - Perceptual vigilance

◆ High level - Perceptual defense

Selective retention

Selective retention, in relating to the mind, is the process when people more accurately remember messages that are closer to their interests, values and beliefs, than those that are in contrast with their values and beliefs, selecting what to keep in the memory, narrowing the informational flow.

Such examples could include:

◆ A person may gradually reflect more positively on their time at school as they grow older

◆ A consumer might remember only the positive health benefits of a product they enjoy

◆ People tending to omit problems and disputes in past relationships

◆ A conspiracy theorist paying less attention to facts which do not aid their standpoint

Outside of the theory of memory and mind: Selective retention may also be retaining of contractual agreements upon moving on in open politics or of physical phenotypes in eugenic methods of propagation of traits and features of a genome, among other fields where action can impose a strata of creative limitation.

1.4. Cultural Alienation

Culture as an active process of Communication is closely related to the concept of development. Communication and culture constitute a vibrant contest relating to human as well as social development.

Mass Culture in philosophy and sociology, a concept that refers, in general, to bourgeois culture since the mid-20th century. Substantial advances in the mechanism of bourgeois culture are reflected in the concept of mass culture, including the development of the mass media (radio, motion pictures, television, illustrated magazines with very large circulations, cheap paperback books, and phonograph records), the industrial and commercial production and distribution of standardized cultural commodities, the relative democratization of culture and the rising level of education of the masses, the increase in leisure time, and the increase in recreational expenses in the average family budget.

Under state-monopoly capitalism the mass media make culture a branch of the economy, transforming it into mass culture. The system of mass communication makes it possible for mass culture to reach the overwhelming majority of the members of a society. Through the unifying influence of fashion it directs and subjugates all aspects of human existence, from the style of dwelling and clothing to the type of hobby and from the choice of ideological orientation to the forms and rites of intimate relations. Mass culture aspires to cultural "colonization" — that is, to enveloping and subjugating the culture of the whole world.

The products of mass culture have a number of specific features, including a primitive characterization of human relations and a tendency to reduce social and class conflicts to entertaining clashes between "good" and "bad" people whose goal is to achieve personal happiness at any cost. Almost without exception there is a happy ending. Comic strips, popular books and magazines, and commercial motion pictures are pervaded by escapism, sheer amusement, sentimentality, and a naturalistic delight in sex and violence. The unconscious and the instincts are emphasized—possessiveness, the sense of property, national and racial prejudices, the cult of success, the cult of the strong personality and, at the same time, the cult of mediocrity. Conventionality is important in mass culture, as is primitive symbolism (the "bad guy's" black costume in the Western, Superman's square jaw in the comic strips, and the "fairy-tale" quality of James Bond). Superficial details that separate "ours" from "theirs" (for example, clothing, setting, house,

neighborhood, and make of car) are extremely important. Although these and other features have been inherent in bourgeois culture since the beginning of the general crisis of capitalism, their concentration in the mass output of cultural commodities has given rise to new cultural characteristics that make it possible to apply the concept of mass culture only to recent years.

Mass culture affirms equality between material and moral values, both of which appear to become mass consumer goods. In mass culture the concept of the best seller has become universal. Mass culture is characterized by the emergence and accelerated development of a specialized professional group whose job is to use the content of consumer goods and the technology of their production and distribution to subordinate the mass consciousness to the interests of the monopolies and the state and to distort and stifle protest.

The mass-culture system includes the research, planning, and commercial and organizational work of highly qualified specialists. Research in social psychology supplies the monopolies with data on changes in the preferences and antipathies of different categories of consumers and on the effectiveness of devices used to mold mass consciousness. For example, the influence of packaging on the choice of a commodity, the effect of "persuasive" advertising formulas on the scale of tourism, and the effect of televised political debates on undecided voters are studied.

Designers continually create new models of everything that the consumer sees and hears, from the covers of phonograph records to the layout of towns and from museum exhibits to festivities on national holidays. The commercial organizational element of mass culture, or marketing, applies the latest methods of capitalist organization in production and trade to the cultural commodities industry. Marketing has a decisive influence on theater repertoires, the financing of films, television programming, the issuing of books and records, and young people's fashion. As an element of mass culture marketing has made cultural processes into a "sport," involving all types of creativity in the rise and fall of "stars" and "idols." Although it caters to the general public, the mass-culture system differentiates its intellectual commodities strictly, aiming different products at different groups of consumers.

1.5. Summary

Mass communication is the term used to describe the academic study of various means by which individuals and entities relay information to large segments of the population all at once through mass media. It is usually understood to relate to newspaper and magazine publishing, radio, television, and film, as they are used both for disseminating news and for advertising. Many university journalism departments evolved into schools or colleges of mass communication or "journalism and mass communication," as reflected in the names of two major academic organizations. In addition to studying practical skills of journalism, public relations or advertising, students also may major in "mass communication" or "mass communication research." The latter is often the title given to doctoral studies in such schools, whether the focus of the student's research is journalism practice, history, law or media effects. Departmental structures within such colleges may separate research and instruction in professional or technical aspects of Mass communi-

cation research includes media institutions and processes, such as diffusion of information, and media effects, such as persuasion or manipulation of public opinion.

Mass culture affirms equality between material and moral values, both of which appear to become mass consumer goods. In mass culture the concept of the best seller has become universal. Mass culture is characterized by the emergence and accelerated development of a specialized professional group whose job is to use the content of consumer goods and the technology of their production and distribution to subordinate the mass consciousness to the interests of the monopolies and the state and to distort and stifle protest.

1.6. Key Words

1. Mass Communication

Mass communication is a process of communication in a large group of people by the help of a medium.

2. Television

One of the technological marvels of the 20th century was television invented in 1920 by Baird.

3. Wireless Communication

Wireless communication is the transfer of information between two or more points that are not connected by an electrical conductor.

4. Telegraph

A communications system that transmits and receives simple unmodulated electric impulses, especially one in which the transmission and reception stations are directly connected by wires.

5. Traditional Media

Traditional media are storytelling, folk songs, street theatre and puppetry.

1.7. Answers to Check Your Progress

1. Mass communication is "the process by which a person, group of people, or large organization creates a message and transmits it through some type of medium to a large, anonymous, heterogeneous audience."

2. Mass communication occurs when a small number of people send messages to a large anonymous and usually heterogeneous audience through the use of specialized communication media.

3. The simplest definition of mass communication is "public communication transmitted electronically or mechanically."

4. The messages of Mass communication are sent through different forms of mass media such as newspapers, magazines, films, radio, television and internet. Media is the plural for the word medium or 'means of communication'.

5. Inform, Educate and Entertain are the three important functions of Mass communication.

1.8. Terminal Questions

1. Write an essay on the term "Mass communication".

2. Describe the Selective Exposure Theory.

3. Discuss the Selection Perception Theory.

4. Describe the Selection Retention Theory.

5. Examine the concept of Cultural alienation.

1.9. Further Readings

1. Mass Communication   - Keval J.Kumar

2. The News Paper - An international history - Anthony smith

3. Mass communication and journalism   - D.S.Mehta in India.

UNIT - II
RIGHT TO COMMUNICATION

Unit - II : Right to Communication

STRUCTURE
2.0. Learning Objectives
2.1. Introduction
2.2. Right to Communication
2.3. Public Opinion
2.4. Summary
2.5. Key Words
2.6. Answers to Check Your Progress
2.7. Terminal Questions
2.8. Further Readings

2.0. Learning Objectives

After reading this chapter you will be able to

◆ Understand the term communication

◆ Explain the right to communication

◆ Describe the importance of Public opinion

◆ Discuss the features of Public Opinion

◆ Examine the Nature of Public Opinion

2.1. Introduction

Communication with the people is necessary in any society and in any form of government. It is much more in a democracy where the government depends on popular backing people must be told about the government plans, programmes, politics, activities, successes, achievements etc, so as to involve them and to get their wilding participation. Also communication from the people to the policies and programmes - must reach the policy makers and administration to enable them to modify on change the programmes accordingly.

Mass Communication is the one to one impact of human intelligence upon another, carried on a thousand fold simultaneously among individuals who have no direct personal contact. One of the most important, characteristics of mass communication is that it is mostly one-way.

Public opinion is the aggregate of individual attitudes or beliefs. Public opinion can also be defined as the complex collection of opinions of many different people and the sum of all their views, or as a single opinion held by an individual about a social or political topic. The meaning of public opinion has changed dramatically over time. Political scien-

tist Susan Herbst writes that "Formalized tabulation of political opinions began in the city-states of ancient Greece, where elections were viewed as central components of the democratic process. Yet it was not until the eighteenth and nineteenth centuries that quantification became a significant element of political discourse in the West."

2.2. Right to Communication

The right to information has been declared a fundamental right by a United Nations Charter, but what human beings need much more fundamentally is in fact the right to communicate. It is such a right that gives men and women their dignity and their freedom, as well as the ability to participate in the social, religious, economic and political life of a nation.

The right to communicate is now seen as a fundamental human right, much more comprehensive than existing freedom of speech, freedom of the press, etc. It is the basic right of the individual and it extends, in some degree at least, to groups, nations and the international community, and to have important legal, economic and technological implications. It needs to be included in national and international instruments guaranteeing communication freedoms. It is closely related to the democratization of communication within and between countries, and to concepts of 'access', 'participation' and the 'two-way' flow.

Communication and Language: But sensory communication alone was not enough for man to survive. Hence the evolution of symbolic communication called language - from non-verbal gestures, grunts and grimaces to the verbal, and then to the written and printed word. The 'arts' have grown out of this same fundamental desire and need to express one self and to reach out to others. Cro-Magnon men and women adorned their caves with paintings of animals and hunters; the modern artist shows a preference for the abstract and 'pop', for the electronic and computer arts. But the human need to communicate has remained the same; only the forms have changed.

Communication and Information: But communication and information are not similar concepts or experiences. Communication is not the sending or receiving of information in whatever form. It is indeed a whole situation and an experience; a human relationship, in sum. Information, on the other hand, is made up of bits of messages, verbal and non-verbal, and is essentially nonlinear. Significant information can bring about a communication relationship, but not when the exchange of information is on an unequal or commercial basis. Then information turns into a 'commodity', an item to be bought and sold in the marketplace. A commodity, by definition, has a price attached to it. Authentic communication is not helped but rather distorted by thus, is a contradiction in terms; when communication becomes a business it turns into a commodity with an exchange value.

An Argentinean scholar, Ricardo C Noseda, distinguishes between communication and information thus: Communication is not an act but a process by which individuality enters into mental cooperation with individuality until they come to constitute a common conscience... Information, instead, is just a unilateral translation of a message from an Emitter to a Receiver.

Check Your Progress

1. What is the evolution of symbolic communication?

. . . .

. . . .

2. What is the relationship between communication and information?

. . . .

. . . .

2.3. Public Opinion

A public is a dispersed group of people interested in a divided about an issue, engaged in discussion of the issue, with a view-to-registering a collective opinion which is expected to affect the course of action of some group or individual.

What unites the members of a public is an issue or controversy, not their togetherness, either physical or intellectual. Indeed, the members may hold different views on an issue, belong to as many publics as they like, and be involved only slightly in an issue. Further, a 'publicx' has no fixed size, and no fixed place where its members gather. The 'spontaneous collection' is largely intellectual and takes place now through the mass media. Divided though its members are the movement of the public is in the direction of a collective decision but always through discussion in various forums. It is goal oriented, wanting to take society along with its collective view, or what is properly called 'public opinion'.

A public, however, is not one composite group, but a number of interest groups, often working at odds with one another. The large majority of the groups are different, disinterested and detached unless the issue at stake radically affects their way of life. Shopkeepers, for example, will generally remain uninvolved in the affairs of state, but when legislation on hoarding of essential commodities or on Octroi is passed, they will assert their strength through a 'bandh' call. Students are up in arms when college or examination fees are raised. The small interest groups, therefore, aim at promoting their own causes by mobilizing the public in their favour. The better organized they are, the greater is the pressure they bring to bear on the public, and on 'public opinion'.

There are few political fantasies as enduring as that labeled public opinion, but journalists, pollsters, politicians and marketing people pursue them relentlessly. In general, however, 'public opinion' is a belief or view prevalent among a large number of interest groups that comprise a public. It is not necessarily representative of all the people, nor as it a unanimous opinion. It is not as the ancient Romans would say vox populi, the voice of the people. The extent to which it is representative differs from issue to issue. It will depend on a number of factors, such as the cultural their members for resolving intra-group and inter-group disputes, the facilities available to them for forming and articulating a balanced judgment on the question at issue, the degree to which the interests affected are mutually compatible and the depths of emotion at which they are felt as vital

by the groups concerned; and above all, the measure of confidence that the people have in the administration's responsiveness to public opinion expressed in a variety of ways.

Nature of Public Opinion

Since Public opinion is always shifting, inconsistent and often contradictory, Shah concludes that generally, public opinion is likely to be a bundle of disparate, often conflicting, opinion rather than a unanimous or near unanimous judgment offered by the body of citizens foe the guidance of the government. Only on rare occasions will it appear as the voice of the people, either because the issue is of transparent simplicity and cuts across sectional interests, or because it touches certain deep-seated emotions of a large majority of the people affected by it. For instance, public opinion in India favoured the governments' support of the liberation struggle of Bangladesh, but opposed the clamping of the 'emergency'. But it is divided over whether India should go in for nuclear power plants and for defence ballistic missiles like 'Agni' and 'Prithvi', and even whether the Pokhran - II tests were necessary.

Check your progress

3. Define the term Public.

. . . .

. . . .

4. What is meant by Public opinion?

. . . .

. . . .

5. State the nature of Public opinion.

. . . .

. . . .

2.4. Summary

Communication with the people is necessary in any society and in any form of government. It is much more in a democracy where the government depends on popular backing people must be told about the government plans, programmes, politics, activities, successes, achievements etc, so as to involve them and to get their wilding participation. Also communication from the people to the policies and programmes - must reach the policy makers and administration to enable them to modify on change the programmes accordingly.

Public opinion is the aggregate of individual attitudes or beliefs. Public opinion can also be defined as the complex collection of opinions of many different people and the sum of all their views, or as a single opinion held by an individual about a social or political topic. The meaning of public opinion has changed dramatically over time. Political scientist Susan Herbst writes that "Formalized tabulation of political opinions began in the

city-states of ancient Greece, where elections were viewed as central components of the democratic process. Yet it was not until the eighteenth and nineteenth centuries that quantification became a significant element of political discourse in the West."

2.5. Key Words

1. Communication

Communication is the transformation of messages, information, emotions, feelings and attitudes from one person to another.

2. Public Opinion

Public opinion is the aggregate of individual attitudes or beliefs.

3. Language

Language is a tool to communicate from one person to another.

4. Public

A public is a dispersed group of people interested in a divided about an issue.

5. Commodity

An item to be bought and sold in the marketplace.

2.6. Answers to Check Your Progress

1. The evolution of symbolic communication called language—from non-verbal gestures, grunts and grimaces to the verbal, and then to the written and printed word.

2. Communication is not an act but a process by which individuality enters into mental cooperation with individuality until they come to constitute a common conscience... Information, instead, is just a unilateral translation of a message from an Emitter to a Receiver.

3. A public is a dispersed group of people interested in a divided about an issue, engaged in discussion of the issue, with a view-to-registering a collective opinion which is expected to affect the course of action of some group or individual.

4. In general, however, 'public opinion' is a belief or view prevalent among a large number of interest groups that comprise a public.

5. Public opinion is likely to be a bundle of disparate, often conflicting, opinion rather than a unanimous or near unanimous judgment offered by the body of citizens for the guidance of the government.

2.7. Terminal Questions

1. Write an essay on Communication.

2. Explain the right to communication.

3. Describe the importance of Public opinion.

4. Discuss the features of Public Opinion.

5. Examine the Nature of Public Opinion.

2.8. Further Readings

1. Mass Communication   - Keval J.Kumar

2. The News Paper - An international history   - Anthony smith

3. Mass communication and journalism   - D.S.Mehta in India.

UNIT - III

THEORIES OF COMMUNICATION

Unit - III : Theories of Communication

3.0. Learning Objectives

After reading this chapter you will be able to

◆ Know the Theories of Communication

◆ Explain the Bullet theory of Communication

◆ Describe the One, two & multi-step flow theory of Communication

◆ Discuss the Agenda setting theory of Communication

◆ Examine the Cultivation theory of Communication

◆ Enumerate the Uses and Gratification theory of Communication

◆ State the Dependence theory of Communication

3.1. Introduction

Theories of mass communication have changed dramatically since the early 1900s, largely as a result of quickly changing technology and more sophisticated academic theories and research methods. A quick overview of the state of the media in the early 1900s and in the early 2000s provides some context for how views of the media changed. In the early 1900s, views of mass communication were formed based on people's observation of the popularity of media and assumptions that something that grew that quickly and

was adopted so readily must be good. Many people were optimistic about the mass media's potential to be a business opportunity, an educator, a watchdog, and an entertainer. For example, businesses and advertisers saw media as a good way to make money, and the educator class saw the media as a way to inform citizens who could then be more active in a democratic society. As World War I and the Depression came around, many saw the media as a way to unite the country in times of hardship. Early scholarship on mass media focused on proving these views through observational and anecdotal evidence rather than scientific inquiry.

3.2. Bullet Theory

Mass means, a group of people and communication means, a process by which we can share our ideas, Our thoughts, our views and our knowledge so, mass communication means, "A process, by which we can share our ideas, our views, our knowledge and our thoughts in a heterogeneous, anonymous masses of receives.

There are many theories of mass communication by which we can develop our communication skills. Bullet theory is one of them. According to this theory, communication plays a very important role in the process of communication.

Mainly, the communication decides, the size, the form, the necessity and the medium or a message or a information. Receives do not play any role in communication process.

For example:-

In an advertising agency, these are three main people.

1. Produces

2. Consumer

3. Marketing Agent

According to this theory the marketing agent, generally, do not advertise according to the necessity of consumer, but they try to generate, the necessity of consumers, with the help of producer.

In other words, we can say, mass communication tries to move the interest of receiver according to their message. We all are familiar, with the example of 'close up' in which they said, "Kya apke toothpaste me namak hai"

Before this advertisement, we were not thinking that the salt is important for our teeth but after this, we are aware about this that salt is very important so we have to use the close-up.

Bullet means, message direct attracts on receives like a bullet. The Hypothesis of this theory is that receive is inactive, and he accept all the things or all the information which we give to him. He is new and he has no his personal thought limitations of this theory.

According to this theory receivers do not play any important role in communication process, he is inactive but receives is a human being and he has his own ideas, his views, and he gives a special meaning to all the information which he received.

Check your Progress

1. Write about Bullet theory of communication.

   ....

   ....

3.3. One, Two & Multi-Step Flow Theory

The step flow model

In the hypodermic needle model there is a direct flow of information from the media to the audience. But in the two step flow model, the ideas often flow from radio, print or any other medium to opinion leaders and from them to the less active sections of the population. The first step, from sources to opinion leaders is mainly a transfer of information whereas the second step from opinion leaders to their followers involves besides the spread of information, the spread of influence also. The two step flow model views the masses as interacting individuals. This model further states that there is likely to be a flow of messages from a source (Example: mass media channels) to a receiver who in turn reacts to the message and / or passes it on to those individuals with whom he interacts. The opinion leaders are found in all the strata of the society and accordingly they cater to the respective masses that turn to them for message. The opinion leaders while passing on the message seem to influence the listeners with their views on men and matters.

The major criticism that can be leveled against this model is that the opinion leaders do not emerge on all occasions and even if they emerge cannot influence the decision of others simply because they turn to them for news.

One step flow model

The one step flow model illustrates that the mass media channels communicate directly to the audience without message passing through the intermediaries namely the opinion leaders. This crux of this model is that the message does not equally reach all receivers and it does not have the same effect on each. But the one step flow model recognizes: 1) the media are not all powerful 2) the screening aspects of selective exposure, perception and retention affect message impact and 3) differing effects occur for various members of the receiving audience. It is contended that this model most accurately describes the flow of message to mass audience when the saliency of the message is extremely high or perhaps very low.

This model seems to be very sound as it brings to light an important point that the message of the media does not have the same effect on all the receiving audience.

The differential exposure and impact are due to the blat and diversity among the audience. The diversity is seen in terms of the audiences' age, sex, income, education, occupation, religion, race etc; another reasonable argument that this model puts forth is the audience's selective exposure, perception and retention. More over this Model States

that the media are not all powerful an opposite view held by the hypodermic needle model.

Two Step flow Model

The mass media play an important role in the formation of public opinion on various issues. However, the messages conveyed by the media are invariably mediated by the opinion leaders of groups. As Katz and Lazarsfeld put it, 'ideas seem to floe from radio and print to opinion leaders and from them to the less active sections of the population'. Village level workers or the Panchayat leaders are, for instance, opinion leaders in rural areas, and heads of committees and associations, the opinion leaders in the urban areas. It is they who interpret the messages of the media for their groups. But opinion leaders are usually leaders in one content area, and not in another. For example, in the matter of adopting new agricultural techniques the village level worker (VLW) may be the leader, while in political affairs. The Panchayat head may be the opinion leader. It needs to be noted, however, that the 'two-step flow' of information does not ensure that the required information reaches the people most in need. Opinion leaders are very selective in the kind of information they pass down to peasants and workers. Indeed, mass media use is a group activity involving family, friends and the local community - not an isolated, individual activity.

Multi Step flow Model

The multi step flow model incorporates all the other models previously discussed. This Model is based on a sequential relaying function that occurs in many communication situations. Multi step flow model does not stipulate any particular number of steps; it also does not specify that the message must emanate from a source by mass media channels from sources, the others may be removed from the origin of message. The exact number of steps in this process depends on the intent of the source, the availability of mass media and the salience of message to the receiving audience." It is said that this model allows the researcher to account for different variables in different communication situations. This particular model is the least specific or restrictive of the models discussed earlier.

Check your Progress

2. State the One-step flow theory.

....

....

3.4. Agenda Setting Theory

Agenda-setting theory describes the "ability of the news media to influence the salience of topics on the public agenda." That is, if a news item is covered frequently and prominently the audience will regard the issue as more important. Agenda-setting theory was formally developed by Dr. Max McCombs and Dr. Donald Shaw in a study on the 1968 presidential election. In the 1968 "Chapel Hill study," McCombs and Shaw demonstrated

a strong correlation (r > .9) between what 100 residents of Chapel Hill, North Carolina thought was the most important election issue and what the local and national news media reported was the most important issue. By comparing the salience of issues in news content with the public's perceptions of the most important election issue, McCombs and Shaw were able to determine the degree to which the media determines public opinion. Since the 1968 study, published in a 1972 edition of Public Opinion Quarterly, more than 400 studies have been published on the agenda-setting function of the mass media, and the theory continues to be regarded as relevant.

History and Orientation

Agenda setting describes a very powerful influence of the media - the ability to tell us what issues are important. As far back as 1922, the newspaper columnist Walter Lippman was concerned that the media had the power to present images to the public. McCombs and Shaw investigated presidential campaigns in 1968, 1972 and 1976. In the research done in 1968 they focused on two elements: awareness and information. Investigating the agenda-setting function of the mass media, they attempted to assess the relationship between what voters in one community said were important issues and the actual content of the media messages used during the campaign. McCombs and Shaw concluded that the mass media exerted a significant influence on what voters considered to be the major issues of the campaign.

Core Assumptions and Statements

Core: Agenda-setting is the creation of public awareness and concern of salient issues by the news media. Two basis assumptions underlie most research on agenda-setting: (1) the press and the media do not reflect reality; they filter and shape it; (2) media concentration on a few issues and subjects leads the public to perceive those issues as more important than other issues. One of the most critical aspects in the concept of an agenda-setting role of mass communication is the time frame for this phenomenon. In addition, different media have different agenda-setting potential. Agenda-setting theory seems quite appropriate to help us understand the pervasive role of the media (for example on political communication systems).

Statement: Bernard Cohen (1963) stated: "The press may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about."

| **Conceptual Model**
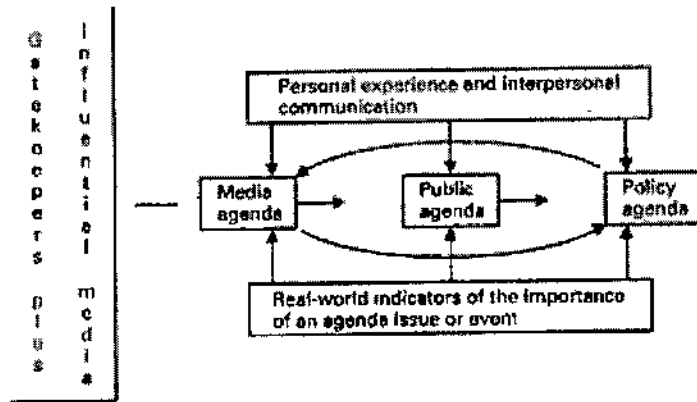
Agenda-setting

Favorite Methods

Content-analysis of media, interviews of audiences.

Scope and Application

Just as McCombs and Shaw expanded their focus, other researchers have extended investigations of agenda setting to issues including history, advertising, foreign, and medical news.

Example

McCombs and Shaw focused on the two elements: awareness and information. Investigating the agenda-setting function of the mass media in the 1968 presidential campaign, they attempted to assess the relationship between what voters in one community said were important issues and the actual content of media messages used during the campaign. McCombs and Shaw concluded that the mass media exerted a significant influence on what voters considered to be the major issues of the campaign.

Check your Progress

3. Define Agenda Setting Theory.

....

....

3.5. Cultivation Theory

Cultivation theory is a media effects theory created by George Gerbner that states that media exposure, specifically to television, shapes our social reality by giving us a distorted view on the amount of violence and risk in the world. The theory also states that viewers identify with certain values and identities that are presented as mainstream on television even though they do not actually share those values or identities in their real lives. Em Griffin, "A First Look at Communication Theory". Drawing on cultivation as it

is practiced in farming, Gerbner turned this notion into a powerful metaphor to explain how the media, and television in particular, shapes our social realities. Just as a farmer plants seeds that he or she then cultivates over time to produce a crop, the media plants seeds in our minds and then cultivates them until they grow into our shared social reality.

Over decades of exploring cultivation theory, Gerbner made several well-supported conclusions that are summarized as follows:

♦ Prime-time television shows and weekend morning children's programming have been found to contain consistently high amounts of violence over the past thirty years.

♦ Older people, children, African Americans, and Latino/as are more likely to be shown as victims of violence than are their young-adult, middle-aged, and/or white counterparts. This disparity is more meaningful when we realize that these groups are also underrepresented (relative to their percentage in the general population) on these shows while their vulnerability to violence is overstated.

♦ The effects of television viewing on our worldview build up over years, but in general, people who are more heavy viewers perceive the world as more dangerous than do light viewers. Gerbner coined the phrase "mean world syndrome," which refers to the distorted view of the world as more violent and people as more dangerous than they actually are.

  ■ Heavy viewers predict that their odds of being a victim of violence within the next week are 1 in 10, while light viewers predicted 1 in 100. Real crime statistics give a more reliable estimate of 1 in 10,000.

  ■ Heavy viewers fear walking alone on the street more than do light viewers, believing that criminal activity is actually ten times more prevalent than it actually is.

  ■ Heavy viewers believe that more people are involved in law enforcement and that officer's draw and use their weapons much more than is actually the case.

  ■ Heavy viewers are generally more suspicious of others and question their motives more than do light viewers (the basis of the mean world syndrome).

♦ Given that most people on television are portrayed as politically moderate and middle class, heavy viewers are more likely to assume those labels even though heavy users tend to be more working class or poor and more politically conservative than moderate. In short, they begin to view themselves as similar to those they watch on television and consider themselves a part of the mainstream of society even though they are not.

Check your Progress

4. **State Cultivation Theory.**

....

....

3.6. Uses and Gratification Theory

Uses and gratifications theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-centered approach to understanding mass communication. Diverging from other media effect theories that question "what do media do to people?" UGT focuses on "what do people do with media?"

This Communication theory is positivistic in its approach, based in the socio-psychological communication tradition, and focuses on communication at the mass media scale. The driving question of UGT is: Why do people use media and what do they use them for? UGT discusses how users deliberately choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interactions/companionship, diversion, or escape.

It assumes that audience members are not passive consumers of media. Rather, the audience has power over their media consumption and assumes an active role in interpreting and integrating media into their own lives. Unlike other theoretical perspectives, UGT holds that audiences are responsible for choosing media to meet their desires and needs to achieve gratification. This theory would then imply that the media compete against other information sources for viewers' gratification.

UGT has a heuristic value today because it gives communication scholars a "perspective through which a number of ideas and theories about media choice, consumption, and even impact can be viewed."

Mark Levy and Sven Windahl provide a good description of what it means to be an "active consumer" of media:

"As commonly understood by gratifications researchers, the term "audience activity" postulates a voluntaristic and selective orientation by audiences toward the communication process. In brief, it suggests that media use is motivated by needs and goals that are defined by audience members themselves, and that active participation in the communication process may facilitate, limit, or otherwise influence the gratifications and effects associated with exposure. Current thinking also suggests that audience activity is best conceptualized as a variable construct, with audiences exhibiting varying kinds and degrees of activity."

Assumptions of the Theory

Unlike other theories concerning media consumption, UGT gives the consumer power to discern what media they consume, with the assumption that the consumer has a clear intent and use. This contradicts previous theories such as Mass Society Theory, that states that people are helpless victims of mass media produced by large companies; and Individual Differences Perspective, which states that intelligence and self-esteem largely drive an individual's media choice.

Given these differing theories, UGT is unique in its assumptions:

- ◆ The audience is active and its media use is goal oriented

◆ The initiative in linking need gratification to a specific medium choice rests with the audience member

◆ The media compete with other resources for need satisfaction

◆ People have enough self-awareness of their media use, interests, and motives to be able to provide researchers with an accurate picture of that use.

◆ Value judgments of media content can only be assessed by the audience.

Heuristic Approach of UGT

Katz, Blumler, and Gurevitch synthesized that UGT's approach was focused on "the social and psychological origins of needs, which generate expectations of the mass media or other sources, which lead to differential patterns of media exposure (or engagement in other activities), resulting in need gratifications and other consequences, perhaps mostly unintended ones."

According to Katz, Blumler and Gurevitch's research there were five components comprising the Uses and Gratifications Approach. The components are:

1. The audience is conceived as active.

2. In the mass communication process, much initiative in linking gratification and media choice lies with the audience member.

3. The media compete with other sources of satisfaction.

4. Methodologically speaking, many of the goals of mass media use can be derived from data supplied by individual audience members themselves.

5. Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms.

According to the research, goals for media use can be grouped into five uses. The audience wants to:

1. be informed or educated

2. identify with characters of the situation in the media environment

3. simple entertainment

4. enhance social interaction

5. escape from the stresses of daily life

Gratifications Sought (GS) Vs Gratifications Obtained (GO)

Recently, UGT has been updated to include gratifications sought (GS) versus gratifications obtained (GO). The GS that audiences seek do not always result in GO. This discrepancy leads GO to outweigh GS is important.

Beginning in the 1940s, researchers began seeing patterns under the perspective of the uses and gratifications theory in radio listeners. Early research was concerned with topics such as children's use of comics and the absence of newspapers during a newspaper

strike. An interest in more psychological interpretations emerged during this time period.

In 1948, Lasswell introduced a four-functional interpretation of the media on a macrosociological level. Media served the functions of surveillance, correlation, entertainment and cultural transmission for both society and individuals

Stages of the Theory

Uses and gratifications theory was developed from a number of prior communication theories and research conducted by fellow theorists.

Stage 1

◆ In 1944 Herta Herzog began to look at the earliest forms of uses and gratifications with her work classifying the reasons why people chose specific types of media. For her study, Herzog interviewed soap opera fans and was able to identify three types of gratifications. The three gratifications categories, based on why people listened to soap operas, were emotional, wishful thinking, and learning.

◆ In 1970 Abraham Maslow suggested that uses and gratifications theory was an extension of the Needs and Motivation Theory. The basis for his argument was that people actively looked to satisfy their needs based on a hierarchy. These needs are organized as Maslow's Hierarchy of Needs in the form of a pyramid with the largest, most fundamental needs at the base and the need for self-actualization at the tip. From the bottom-up the pyramid contains Biological/Physical, Security/Safety, Social/Belonging, Ego/Self-Respect and Self-actualization at the top.

◆ In 1954 Wilbur Schramm developed the fraction of selection, a formula for determining which form of mass media an individual would select. The formula helped to decide the amount of gratification an individual would expect to gain from the medium over how much effort they had to make to achieve gratification.

Stage 2

◆ In 1969 Jay Blumler and Denis McQuail studied the 1964 election in the United Kingdom by examining people's motives for watching certain political programs on television. By categorizing the audience's motives for viewing a certain program, they aimed to classify viewers according to their needs in order to understand any potential mass-media effects.[4] The audience motivations they were able to identify helped lay the groundwork for their research in 1972 and eventually uses and gratifications theory.

◆ In 1972 Denis McQuail, Jay Blumler and Joseph Brown suggested that the uses of different types of media could be grouped into 4 categories. The four categories were: diversion, personal relationships, personal identity and surveillance.

◆ In 1973-74 McQuail, Blumler and Brown were joined by Elihu Katz, Michael Gurevitch and Hadassah Haas, in their media exploration. The collaborative research began to indicate how people saw the mass media.

Stage 3

◆ The most recent interest surrounding Uses and Gratifications Theory is the link between the reason why media is used and the achieved gratification.

◆ UGT researchers are developing the theory to be more predictive and explanatory by connecting the needs, goals, benefits, and consequences of media consumption and use along with individual factors.

◆ Work in UGT was trailblazing because the research of Katz, Blumler, and Gurevitch built on Herzog's research and caused a paradigm shift from how media influences people to how audiences use media, diminishing the dominance of the limited effects approach to mass media studies.

Check your progress

5. Write about Uses and Gratification Theory.

....

....

3.7. Dependence Theory

Media systems dependency theory (MSDT), or simply "media dependency," was developed by Sandra Ball-Rokeach and Melvin DeFleur in 1976. The theory is grounded in classical sociological literature positing that media and their audiences should be studied in the context of larger social systems. MSDT ties together the interrelations of broad social systems, mass media, and the individual into a comprehensive explanation of media effects. At its core, the basic dependency hypothesis states that the more a person depends on media to meet needs, the more important media will be in a person's life, and therefore the more effects media will have on a person.
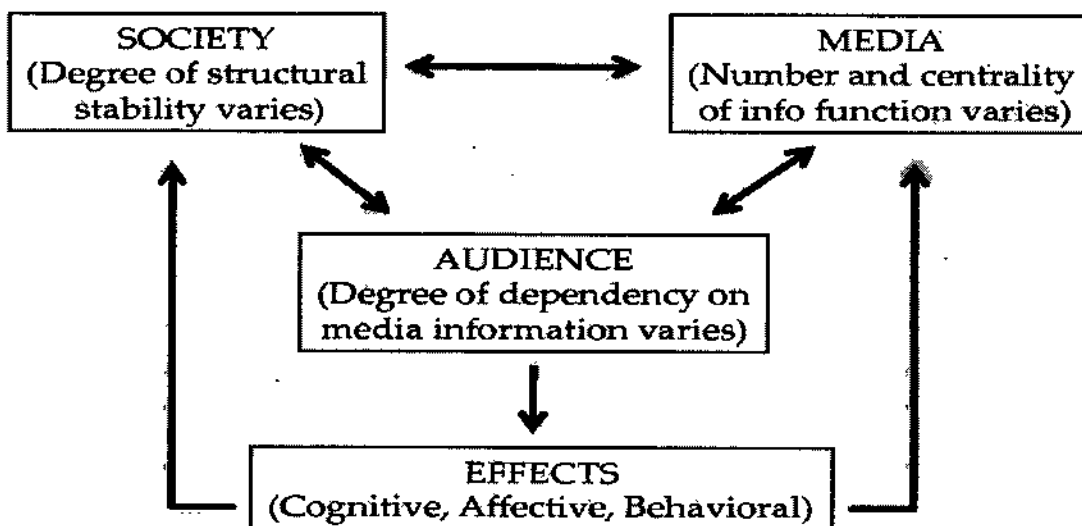
The relationships between components

Dependency on media emerges from three relationships.

(1) The relationship between the society and the media. Within this relationship, media access and availability are regarded as important antecedents to an individual's experience with the media. The nature of media dependence on societal systems varies across political, economic, and cultural system.

(2) The relationship between the media and the audience. This relationship is the key variable in this theory because it affects how people might use a mass medium. This relationship also varies across media systems. The more salient the information needs, the stronger are the motivation to seek mediated information and the dependency on the medium. In result, the likelihood for the media to affect audiences becomes greater.

(3) The relationship between the society and the audience. The societies influence consumers' needs and motives for media use, and provide norms, values, knowledge, and laws for their members. Social system can function alternatives to the media by offering similar services of the media.

The levels of media dependency

In the MSD view, the media system has two-way resource-dependency relations with individuals (micro-level), groups and organizations (meso-level), and other social systems (macro-level).

The micro level (individual level) of dependency

Microlevel, or individual level application focus on the relatinship between individuals and media. The microlevel dependency, better known as individual level media system dependency(IMD)beginis with an assessment of the types of motivation that bring indiviuals to use the media. In the perspective of IMD, goals are preferred to needs to conceptualize the motivations that affect media behavior. According to Ball-Rokeach and DeFleur, goals are the key dimension of individual motivation. While needs imply both rational and irrational motives, goals imply a problem-solving motivation more appropriate to a theory of media behavior based upon the dependency relation.

Three types of motivational goals

The IMD approach provides a comprehensive conceptualization of three motivational goals: understanding, orientation, and play.

(1) Understanding- needs for individuals to have a basic understanding of themselves and the world around them.

(2) Orientation- needs for individuals to direct personal actions effectively and interact successfully with others.

(3) Play (or recreation)- a way through which one learns roles, norms, and values and its reflected in such activities as sport, dance, and celebration.

The macro level of dependency

Every country's media system is interdependent on the country's other social systems (e.g., its economy, its government) for resources, and vice-versa. At the macrolevel, dependency theory states these interrelationships influence what kinds of media products are disseminated to the public for consumption, and the range of possible uses people have for media.

Media and Economic System

The media depend on a society's economic system for 1) inculcation and reinforcement of free enterprise values, 2) establishing and maintaining linkages between producers and sellers, and 3) controlling and winning internal conflicts, such as between management and unions. In turn, the media is dependent on a society's economic system for 1) profit from advertising revenue, 2) technological developments that reduce costs and compete effectively with other media outlets, and 3) expansion via access to banking and finance services, as well as international trade.

Media and Political System

A society's media and political system are also heavily interdependent. Political system rely on the media to 1) inculcate and reinforce political values and norm such as freedom, voting, or obedience to the law, 2) maintain order and social integration, 3) organize and mobile the citizenry to carry out essential activities like waging war, and 4) controlling and winning conflicts that develop within political domains (e.g., Watergate). Conversely, the media rely on a country's political system for judicial, executive, and legislative protection, formal and informal resources required covering the news, and revenue that comes from political advertising and subsidies.

Media and Secondary Systems

To a lesser extent, media has established interdependencies with several other social systems. The family is dependent on media for inculcation and reinforcement of family values, recreation and leisure, coping with everyday problems of child rearing, marriage, and financial crises. On the other hand, the media is dependent on the family for consuming their media products.

The same is true of media and religious systems. Religious systems rely on media for inculcation and reinforcement of religious values, transmitting religious messages to the masses, and successfully competing with other religious or nonreligious philosophies. In turn, the media relies on the religious system to attain profits from religious organizations who purchase space or air time.

The educational system in a society relies on media for value inculcation and reinforcement, waging successful conflicts or struggles for scarce resources, and knowledge transmission such as in educational media programming. Media depends on the educational system for access to expert information and being able to hire personnel trained in the educational system.

Finally, the military system depends on the media for value inculcation and reinforcement, waging and winning conflicts, and specific organizational goals such as recruitment and mobilization. The media, in turn, depends on the military for access to insider or expert information.

The consequences of all of these interdependencies, again, are alterations in media products that audiences consume. In this way, the system-level interdependencies control media products, the range of possible social uses for media, the extent to which audiences depend on the media to fulfill needs, and ultimately media effects on audiences. Individual differences due to demographics or personality traits might change what people actually do with media messages or how they interpret media messages, but the messages always begin as the result of interdependent social systems.

3.8. Summary

Theories of mass communication have changed dramatically since the early 1900s, largely as a result of quickly changing technology and more sophisticated academic theories and research methods. A quick overview of the state of the media in the early 1900s and in the early 2000s provides some context for how views of the media changed. In the early 1900s, views of mass communication were formed based on people's observation of the popularity of media and assumptions that something that grew that quickly and was adopted so readily must be good. Many people were optimistic about the mass media's potential to be a business opportunity, an educator, a watchdog, and an entertainer.

According to the Bullet theory receivers do not play any important role in communication process, he is inactive but receives is a human being and he has his own ideas, his views, and he gives a special meaning to all the information which he received. The one step flow model recognizes: 1) the media are not all powerful 2) the screening aspects of selective exposure, perception and retention affect message impact and 3) differing effects occur for various members of the receiving audience. Agenda-setting theory describes the "ability of the news media to influence the salience of topics on the public agenda." Cultivation theory is a media effects theory created by George Gerbner that states that media exposure, specifically to television, shapes our social reality by giving us a distorted view on the amount of violence and risk in the world. Uses and gratifications theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-centered approach to understanding mass communication.

3.9. Key Words

1. **Mass**

   Mass means, a group of people

2. **Communication**

   Communication means, a process by which we can share our ideas, our thoughts, our views and our knowledge

3. Mass communication

A process, by which we can share our ideas, our views, our knowledge and our thoughts in a heterogeneous, anonymous mass of receives.

4. MSDT

Media systems dependency theory (MSDT),

5. UGT

Uses and Gratification Theory

3.10. Answers to Check Your Progress

1. According to the Bullet theory receivers do not play any important role in communication process, he is inactive but receives is a human being and he has his own ideas, his views, and he gives a special meaning to all the information which he received.

2. The one step flow model recognizes: 1) the media are not all powerful 2) the screening aspects of selective exposure, perception and retention affect message impact and 3) differing effects occur for various members of the receiving audience.

3. Agenda-setting theory describes the "ability of the news media to influence' the salience of topics on the public agenda."

4. Cultivation theory is a media effects theory created by George Gerbner that states that media exposure, specifically to television, shapes our social reality by giving us a distorted view on the amount of violence and risk in the world.

5. Uses and gratifications theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. UGT is an audience-centered approach to understanding mass communication.

3.11. Terminal Questions

1. Explain the Bullet theory of Communication.

2. Describe the One, two & multi-step flow theory of Communication.

3. Discuss the Agenda setting theory of Communication.

4. Examine the Cultivation theory of Communication.

5. Enumerate the Uses and Gratification theory of Communication.

6. State the Dependence theory of Communication.

3.12. Further Readings

1. Mass Communication   -Keval J.Kumar

2. The News Paper - An international history   -Anthony smith

3. Mass communication and journalism   -D.S.Mehta in India

4. Communication Theories: Perspectives, Processes   -Katherine Miller
   And Contexts

5. Introduction to Communication Studies   -John Fiske

6. Communication Models   -Uma Narula

UNIT - IV

NORMATIVE THEORIES OF MASS MEDIA

UNIT – IV : NORMATIVE THEORIES OF MASS MEDIA

4.0. Learning Objectives

After reading this chapter you will be able to

◆ Describe the Authoritarian theory of Communication

◆ Discuss the Libertarian theory of Communication

◆ Examine the Communist theory of Communication

◆ State the Social responsibility theory of Communication

◆ Explain the Impact of communication theories of Communication

4.1. Introduction

Theories of mass communication have changed dramatically since the early 1900s, largely as a result of quickly changing technology and more sophisticated academic theories and research methods. A quick overview of the state of the media in the early 1900s and in the early 2000s provides some context for how views of the media changed. In the early 1900s, views of mass communication were formed based on people's observation of the popularity of media and assumptions that something that grew that quickly and was adopted so readily must be good. Many people were optimistic about the mass media's potential to be a business opportunity, an educator, a watchdog, and an entertainer. For example, businesses and advertisers saw media as a good way to make money, and the educator class saw the media as a way to inform citizens who could then be more

active in a democratic society. As World War I and the Depression came around, many saw the media as a way to unite the country in times of hardship. Early scholarship on mass media focused on proving these views through observational and anecdotal evidence rather than scientific inquiry.

4.2. Authoritarian Theory

The Authoritarian theory was developed by Siebert Peterson and Schuman during the 16th century. The freedom of thoughts was ruled by the ruling class. The ruling class did not want their thoughts and ideas to be printed on to the media and so, they adopted few rules to the press. If anyone tries to disobey the rules, the government would punish them severely. The theory follows few rules such as 1. The government should take control over the mass media, 2. The media should not broadcast or print any issues related to the authority, 3. Media should avoid complete offence over political values.

This theory is not only integrated to society or government, but is also included in history and geography. Even the places that abandoned the progress of this theory continue to follow it. The press is controlled in its function and organization by an organized society through another organization called the government. The introduction of this theory brought many changes in the society and man. Some of the basic assumptions are 1.nature of the man, 2. The nature of society, 3. The relation of man to the state and 4. The nature of knowledge and truth. Under this assumption, as an individual, man's rights were restricted, but as a member of the society, he had full rights to fulfill his purpose. Later, the state took over and favored in the development of an individual. The nature of state became an important factor for the assumption.

Machiavelli, a politician gave no importance to the state; his aim of attaining political power was more concerned. He never gave importance to the public welfare and individual rights; all he did was to take it for granted to fulfill his purpose. His concern about the government was less.

Thomas Hobbes, a well known English philosopher, formed a system of philosophy under two bases, freedom from pain and will to power. His aim was to check the individual's interest in all categories and to ensure power, and peace in sovereign. Nature of the state and man's relation to the state was his theories. His theory created changes over the seventeenth century authoritarian policies.

Many philosophers have contributed to this theory of individual's freedom and rights over their relation to the state. The philosophies have changed many principles of other theories and considered that every individual has a power over his state. Today, this theory is continued to practice all over the world in different forms. The expression of one's ideas is controlled over any group of the society. In some countries, this theory is followed either by threatening by means of financial act or by "Official Secret Act" or "National Secret Act".

Authoritarian theory describe that all forms of communications are under the control of the governing elite or authorities or influential bureaucrats. Authoritarians are necessary to control the media to protect and prevent the people from the national threats through any form communication (information or news). The press is an instrument to enhance

the ruler's power in the country rather than any threats. The authorities have all rights to permit any media and control it by providing license to the media and make certain censorship.

If any media violate the government policies against license, then the authority has all right to cancel the license and revoke it. The government has all right to restrict any sensitive issues from press to maintain peace and security in the nation.

Censorship:

Censorship is a suppression of any communication which may consider as harmful to the people, King, government and its nation. Especially these censorship methods are much familiar in press which against the freedom of speech and freedom of expression. In some other cases, the censorship helps to protect the rulers and authorities from sensitive issues.

There are different types of censors like

◆ Political censor

◆ Moral censor

◆ Religious censor

◆ Military censor

◆ Corporate censor

Check your Progress

1. **What are the rules followed by Authoritarian Theory?**

....

....

4.3. Libertarian Theory

In rebelling against authoritarian theory early libertarians argued that there should be no laws governing media operations. Free press means that all forms of media must be totally unregulated. Early Libertarian argued that if individuals could be freed from arbitrary limits on communication imposed by church and state, they would "naturally" follow the dictates of their conscience, seek truth, engage in public debate, and ultimately create a better life for themselves and others. They believed strongly in the power of unrestricted public debate and discussion to create more natural way of structuring society. In Aeropagetica, a powerful libertarian published in 1644 by John Milton asserted that:

"In a fair debate good and truthful arguments will always win out over lies and deceit. If this is true it followed, then a new and better social order could be forged using public debate."

This idea came to be referred to as MILTON'S SELF-RIGHTING PRINCIPLE, and is still cited by contemporary media professionals. However, the author of Declaration of Independence, Thomas Jefferson believed in the Self-righting principle so strongly that he once said:

"Were it left to me to decide whether we should have a government without newspapers or newspapers without government, I should not hesitate to prefer the latter."

The writing of Milton was developed in the North American colonies the support was found in writings of John Stuart Mill who argued in ON LIBERTY, that "The peculiar evil of silencing the expression of an opinion is, that it is robbing the human race, posterity as well as the existing generation, those who dissent from the opinion, even more than who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth; if wrong, they lose what is almost as great a benefit, the clearer perception and livelier impression of truth produced by its collision with error."

These libertarian ideals are also seen as the heart of the United States long-term experiment with democratic self-government. The American Revolution against Britain was legitimized by libertarian ideals. Patrick Henry's famous comment

"Give me liberty or Give me Death." These libertarian principles were also adopted in the "Bill of Rights". It asserted that all individuals have natural rights no government, community, or group can unduly infringe upon or take away. The ability to exercise dissent, to band together with others to resist laws that people find to be wrong, to print or broadcast ideas, opinions and beliefs- all of these rights are proclaimed as central to democratic self government.

Unfortunately, most early libertarians had a unrealistic view of how long it would take to find the "Truth" and establish an ideal social order. In the 18th century it became clear that "truth" couldn't be quickly or easily established, some libertarians became discouraged. They drifted between libertarian and authoritarian views. But despite the priority given to communication freedom, one sees number of restrictions on communication, accepted by media practitioners and media consumers. Examples, Libel laws to check the publication of information that will damage reputations. Laws against offensive language, pornography, information that would interfere with a defendant's right to a fair trial.

Whenever new media technologies are invented, it is necessary to decide how they should be regulated. The debate over communication freedom never ends, sometimes the balance shifts toward expanding freedom and other times, freedom is curtailed.

The question is why it is necessary to place limits on communication freedom. The common reason could be, where do the rights guaranteed to you by the constitution end and those of another begins? What happens when groups attempt to stir up hatred and resentment against racial or ethnic minorities? Should media practitioners be allowed to invade our homes, publish erroneous information about us, or deceive us with false advertising? Do media professionals have the right to produce and distribute anything that will earn profits, or should some limits be placed on them? If so, who should place and

enforce those limits? If laws are written to protect individuals from irresponsible media, can these laws become a means of censoring the media?

These feelings were particularly developed in the United States in the 1800s, during the penny press and yellow journalism eras. Public confidence in both business and government was shaken by recurring depressions, widespread corruption and injustice. Public respect for newspapers also receded as publishers pursued profits and created news to sell papers. Social movement sprang up to call for new laws and greater government regulation, a group who believed in direct regulation of media, most often by a government agency or commission. These include advocates of TECHNORATIC CONTROL, people like Harold Lasswell and Walter Lippmann.

They argued that media practitioners can't be trusted to communicate responsibly or to use media to serve vital public needs. Some sought of oversight or control is necessary to ensure that important needs are satisfied. The views of these advocates were considered most seriously during times of crisis when we need media to serve specific need Anti-trust legislation was enacted. Libertarians feared that these laws and regulations would go too far, they sought to rekindle public support for liberation ideals. So they developed an idea of SELF REGULATING MARKETPLACE OF IDEAS. And hence, formed a NEW FORM OF RADICAL LIBERTARIANISM.

Self-regulating marketplace of ideas

In libertarianism, the notion that ideas should be put before the public, and from that "marketplace' the public will choose the best. This idea is a variation of a fundamental principle of capitalism- the notion of self-regulating market. In classical capitalist theory as formulated by Adam Smith, there is little need for the government to regulate markets. An open and competitive marketplace should regulate itself. If a product is in high demand, prices will "naturally" rise as consumers compete to buy it. This encourages other manufacturers to produce the product. Once demand is met by increased manufacturing, the price falls. If one manufacturer charges too much for a product, then competitors will cut their prices to attract buyers. No government interference is necessary to protect consumers or to force manufacturers to meet consumer needs. Another term used to refer to these ideas is the Laissez-faire doctrine.

Laissez-faire doctrine

The idea that government shall allow business to operate freely and without official intrusion. The same idea of 'free marketplace of ideas' when applied to mass media it meant that if ideas are 'traded' freely among people, the correct or best ideas will prevail. The ideas compete and the best will be 'bought'. So in the media system the marketplace of ideas meant that if someone comes up with a good idea and then transmits it through some form o mass communication. And people like the message. Then people buy the message, pay for its production and distribution costs. Once these costs are covered, the message produce earns a profit. If people are wise message consumers, then the producers of the best and most useful messages will become rich and develop large media enterprises while the producers of bad messages will fail. If good ideas succeed these ideas should become more easily available at lower cost. Similarly bad ideas cost should rise

and access to them should lessen. And eventually truth should triumph as envisioned by the early libertarians.

Limitations

But there are some difficulties in applying logic. As media content is far less tangible than other consumer products. The meaning of individual messages can vary tremendously form one person to the text. Just what is being traded when news stories or television dramas are bought and sold? When we buy newspapers we don't buy individual stories we also buy other features which we might find offensive but others might not. Advertisers buy time on the TV shows; they do not necessarily buy the rightness or correctness of the program's ideas. Sponsors pay more to advertise on programs with large audiences. If the advertiser support permits bad messages to be distributed for free-maybe people are less discriminating if they don't have to directly pay to receive these messages? So the media market place is a bit more complicated than the marketplace for toothpaste, and shampoos.

Check your Progress

2. Write down the Milton's Self Righting Principle.

....

....

4.4. Communist Theory

It promotes communism and strives to achieve goals set by the communist party. Media is owned by the representatives of the communist state. It works best in a closed society where information is tightly controlled by the government.

The communist theory of the press arose, along with the theory of communism itself, in the first quarter of the present century. Karl Marx was its father, drawing heavily on the ideas of his fellow German, George W. F. Hegel. The mass media in a communist society, said Marx, were to function basically to perpetuate and expand the socialist system. Transmission of social policy, not searching for the truth, was to be the main rationale for existence of a communist media system.

Mass media, under this theory, are instruments of government and integral parts of the State. They are owned and operated by the State and directed by the Communist Party or its agencies. Criticism is permitted in the media (i. e. criticism of failure to achieve goals), but criticism of basic ideology is forbidden. Communist theory, like that of authoritarianism, is based on the premise that the masses are too fickle and too ignorant and unconcerned with government to be entrusted with governmental responsibilities.

Thus, the media have no real concern with giving them much information about governmental activities or of its leaders. Mass media are to do what is best for the state and party; and what is best determined by the elite leadership of State and Party. Whatever the media do to contribute to communism and the Socialist State is moral; whatever is done to harm or hinder the growth of communism is immoral.

Check your Progress

3. What is the objective of Communist theory?

....

....

4.5. Social Responsibility Theory

This theory keeps certain areas free for the Press but at the same time puts lot of responsibility on media. As discussed in the beginning that the media is not just seen as an enterprise like others in the business sector of any society, but due to its unique nature, society expects a particular role which media must play in getting rid of social evils, educating people, criticizing government policies and exposing other wrong doings in a society. The sense of responsibility has been emphasized more in this theory as compared to any other.

This concept, a product of mid-twentieth century America, is said by its proponents to have its roots in libertarian theory. But it goes beyond the libertarian theory, in that it places more emphasis on the press's responsibility to society than on the press's freedom. It is seen as a higher level, theoretically, than libertarianism-a kind of moral and intellectual evolutionary trip from discredited old, libertarianism to a new or perfected libertarianism where things are forced to work as they really should have worked under libertarian theory.

The explainers and defenders of this theory maintain that they are libertarians, but socially responsible libertarians, contrasted presumably with other libertarians who (if their views and actions do not agree with those of the new libertarians) are not socially responsible.

This fourth theory of the press has been drawn largely from a report published in 1947 by the Hutchins Commission. Emerging from the Commission's publications and solidified in the literature of journalism by Four Theories of the Press, this new theory maintains that the importance of the press in modern society makes it absolutely necessary that an obligation of social responsibility be imposed on the media of mass communication.

Media has certain obligations to society:

◆ It must show truth, accuracy, objectivity, and balance

◆ The media should be free but self-regulated (codes of conduct, and ethics)

◆ The media is pluralistic: diversity of society, various points of view, forum for ideas

◆ The media ownership is a public trust. The journalist is accountable to his audience/readers

Check your Progress

4. What are the obligations of the media?

....

....

4.6. Impact of Communication Theories

Communication theory is a field of information and mathematics that studies the technical process of information and the human process of human communication. According to communication theorist Robert T. Craig in his essay 'Communication Theory as a Field' (1999), "despite the ancient roots and growing profusion of theories about communication," there is not a field of study that can be identified as 'communication theory'.

The fundamental problem of communication is that of reproducing at one point either exactly or approximately a message selected at another point. Claude Shannon (1916-2001)

The origin of communication theory is linked to the development of information theory in the early 1920s. Limited information-theoretic ideas had been developed at Bell Labs, all implicitly assuming events of equal probability.

Harry Nyquist's 1924 paper, Certain Factors Affecting Telegraph Speed, contains a theoretical section quantifying "intelligence" and the "line speed" at which it can be transmitted by a communication system.

Ralph Hartley's 1928 paper, Transmission of Information, uses the word information as a measurable quantity, reflecting the receiver's ability to distinguish one sequence of symbols from any other. The natural unit of information was therefore the decimal digit, much later renamed the Hartley in his honour as a unit or scale or measure of information.

Alan Turing in 1940 used similar ideas as part of the statistical analysis of the breaking of the German Second World War Enigma ciphers.

The main landmark event that opened the way to the development of communication theory was the publication of an article by Claude Shannon in the Bell System Technical Journal in July and October 1948 under the title 'A Mathematical Theory of Communication.' Shannon focused on the problem of how best to encode the information that a sender wants to transmit. He used also tools in probability theory, developed by Norbert Wiener. They marked the nascent stages of applied communication theory at that time. Shannon developed information entropy as a measure for the uncertainty in a message while essentially inventing the field of information theory.

In 1949, a declassified version of his wartime work on the mathematical theory of cryptography ('Communication Theory of Secrecy Systems',) he proved that all theoretically unbreakable ciphers must have the same requirements as the one-time pad. He is also credited with the introduction of sampling theory, which is concerned with representing a continuous-time signal from a (uniform) discrete set of samples. This theory was essen-

tial in enabling telecommunications to move from analog to digital transmissions systems in the 1960s and later.

In 1951, Shannon made his fundamental contribution to natural language processing and computational linguistics with his article 'Prediction and Entropy of Printed English' (1951), providing a clear quantifiable link between cultural practice and probabilistic cognition.

Basic elements of communication made the object of study of the communication theory:

◆ Source: Shannon calls it information source, which "produces a message or sequence of messages to be communicated to the receiving terminal."

◆ Sender: Shannon calls it transmitter, which "operates on the message in some way to produce a signal suitable for transmission over the channel. In Aristotle it is the speaker (orator).

◆ Channel: For Shannon it is "merely the medium used to transmit the signal from transmitter to receiver.

◆ Receiver: For Shannon the receiver "performs the inverse operation of that done by the transmitter, reconstructing the message from the signal."

◆ Destination: For Shannon destination is "the person (or thing) for whom the message is intended".

◆ Message: from Latin mittere, "to send". A concept, information, communication or statement that is sent in a verbal, written, recorded or visual form to the recipient.

◆ Feedback

◆ Entropic elements, positive and negative

Check your Progress

5. **What is the definition for Communication Theory by Robert T. Craig?**

....

....

4.7. Summary

The Authoritarian theory follows few rules such as 1. The government should take control over the mass media, 2. The media should not broadcast or print any issues related to the authority, 3. Media should avoid complete offence over political values. "In a fair debate good and truthful arguments will always win out over lies and deceit. If this is true it followed, then a new and better social order could be forged using public debate." It promotes communism and strives to achieve goals set by the communist party. Media is owned by the representatives of the communist state. It works best in a closed society where information is tightly controlled by the government. The media should be free but self-regulated (codes of conduct, and ethics). It must show truth, accuracy, objectivity, and balance. According to communication theorist Robert T. Craig in his essay 'Commu-

nication Theory as a Field' (1999), "despite the ancient roots and growing profusion of theories about communication," there is not a field of study that can be identified as 'communication theory'.

4.8. Key Words

1. Authoritarian Theory

The Authoritarian theory was developed by Siebert Peterson and Schuman during the 16th century.

2. Censorship

Censorship is a suppression of any communication which may consider as harmful to the people, King, government and its nation.

3. *Social Movement*

Social movement is a group who believed in direct regulation of media, most often by a government agency or commission.

4. Communication Theory

Communication theory is a field of information and mathematics that studies the technical process of information and the human process of human communication.

5. Source

Shannon calls it information source, which "produces a message or sequence of messages to be communicated to the receiving terminal."

4.9. Answers to Check Your Progress

1. The Authoritarian theory follows few rules such as 1. The government should take control over the mass media, 2. The media should not broadcast or print any issues related to the authority, 3. Media should avoid complete offence over political values.

2. "In a fair debate good and truthful arguments will always win out over lies and deceit. If this is true it followed, then a new and better social order could be forged using public debate."

3. It promotes communism and strives to achieve goals set by the communist party. Media is owned by the representatives of the communist state. It works best in a *closed society where information is tightly controlled by the government.*

4. The media should be free but self-regulated (codes of conduct, and ethics). It must show truth, accuracy, objectivity, and balance

5. According to communication theorist Robert T. Craig in his essay 'Communication Theory as a Field' (1999), "despite the ancient roots and growing profusion of theories about communication," *there is not a field of study that can be identified as* 'communication theory'.

4.10. Terminal Questions

1. Describe the Authoritarian theory of Communication.

2. Discuss the Libertarian theory of Communication.

3. Examine the Communist theory of Communication.

4. State the Social responsibility theory of Communication.

5. Explain the Impact of communication theories of Communication.

4.11. Further Readings

1. Mass Communication   - Keval J. Kumar

2. The News Paper - An international history   - Anthony smith

3. Mass communication and journalism   - D.S.Mehta in India.

4. Communication Theories: Perspectives, Processes   - Katherine Miller
   And Contexts

5. Introduction to Communication Studies   - John Fiske

6. Communication Models   - Uma Narula

UNIT - V
MODELS OF COMMUNICATION

UNIT – V : MODELS OF COMMUNICATION

5.0. Learning Objectives

After reading this chapter you will be able to

◆ Know the Models of communication

◆ Understand Aristotle's model of communication

◆ Describe SMR model of communication

◆ Discuss SMCR model of communication

◆ Explain Lass well model of communication

◆ Examine Dance model of communication

◆ Enumerate Shannon-weaver model of communication

◆ State the Osgood & Schramm model of communication

◆ Describe Gerbner model of communication

◆ Write down the Newcomb model of communication

◆ *Discuss the concept Convergent model of communication*

◆ Explain the Gatekeeping model of communication

5.1. Introduction

Models of communication refer to the conceptual model used to explain the human communication process. The first major model for communication came in 1949 by Claude *Elwood Shannon and Warren Weaver for Bell Laboratories* Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).

5.2. Models of Communication

"In the broadest sense, a model is a systematic representation of an object or event in idealized and abstract form. Models are somewhat arbitrary by their nature. The act of abstracting eliminates certain details to focus on essential factors. . . . The key to the usefulness of a model is the degree to which it conforms-in point-by-point correspondence-to the underlying determinants of communicative behavior."

◆ "Communication models are merely pictures; they're even distorting pictures, because they stop or freeze an essentially dynamic interactive or transactive process into a static picture."

◆ Models are metaphors. They allow us to see one thing in terms of another.

Advantages of Models

1. They should allow us to ask questions.

   Mortensen: "A good model is useful, then, in providing both general perspective and particular vantage points from which to ask questions and to interpret the raw stuff of observation. The more complex the subject matter—the more amorphous and elusive the natural boundaries—the greater are the potential rewards of model building."

2. They should clarify complexity.

   Models also clarify the structure of complex events. They do this, as Chapanis (1961) noted, by reducing complexity to simpler, more familiar terms. . . Thus, the aim of a model is not to ignore complexity or to explain it away, but rather to give it order and coherence.

3. They should lead us to new discoveries-most important, according to Mortensen.

   At another level models have heuristic value; that is, they provide new ways to conceive of hypothetical ideas and relationships. This may well be their most im-

portant function. With the aid of a good model, suddenly we are jarred from conventional modes of thought. . . . Ideally, any model, even when studied casually, should offer new insights and culminate in what can only be described as an "Aha!" experience.

Check your Progress

1. **Define the term Model.**

   ....

   ....

2. **List down any two advantages of Model.**

   ....

   ....

5.3. Aristotle's Model of Communication

Aristotle, a great philosopher initiative the earliest mass communication model called "Aristotle's Model of Communication". He proposed model before 300 B.C who found the importance of audience role in communication chain in his communication model. This model is more focused on public speaking than interpersonal communication.

Aristotle Model of Communication is formed with 5 basic elements

(i) Speaker, (ii) Speech, (iii) Occasion, (iv) Audience and (v) Effect

Aristotle advises speakers to build speech for different audience on different time (occasion) and for different effects.
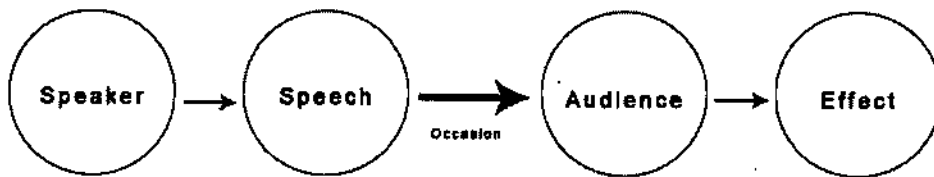
ARISTOTLE'S MODEL OF COMMUNICATION

Speaker plays an important role in Public speaking. The speaker must prepare his speech and analysis audience needs before he enters into the stage. His words should influence in audience mind and persuade their thoughts towards him.

Example:

Alexander gave brave speech to his soldiers in the war field to defeat Persian Empire.

- ◆ Speaker   - Alexander
- ◆ Speech   - about his invasion
- ◆ Occasion   - War field

◆ Audience   - Soldiers

◆ Effect   - To defeat Persia

Aristotle's Model is also known as the earliest linear communication model, this communication model was developed based on Aristotle's ideas expressed in *On Rhetoric*. This model is known linear because it is concerned with persuasion and political speech deliberation. Stone et al evaluated the Aristotle's work on rhetoric as "the most influential during the next 2300 years". This model can be claimed as the core of the other communication theories from the west since many communication scholars have developed their model having their root in the Rhetoric theory.

This communication model includes five elements of the communication process:-

1. The spokesperson or the speaker

2. The speech or the message

3. The audience

4. The occasion

5. The effect

In this model, the feedback is not present because the main goal is only to persuade the audience. The spokesperson or the speaker when speaks something in powerful thoughtfulness aptitude, passes the speech to the audience. The speech that is targeted to the audience brings some alteration in the mind of the receiver (audience) which is known as the effect.

This communication involves direct interaction between the speaker and audience because both receiver and speaker are most to be in the same place in the same occasion. To a certain extent it is influencing to say that, "Western communication models and theories have their origin in Aristotle's Rhetoric" (Kumar 16). 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"(Yadava "Research" 189).

Human beings care about arts, imitate, create, react, review, critique all over again but his views in this is just the art of swaying or perusing without any similar ideas or the feedback. (Christopher shields Aristotle).

Aristotle's conduct of Rhetoric has produced controversy. Scholars, artists, politicians have been looking forth for Aristotle's guidance and inspiration, sometimes with too good outcome and sometimes with nonsensical consequences.

Aristotle's definition of rhetoric. Ehninger, Gronbeck and Monroe: One of the earliest definitions of communication came from the Greek philosopher-teacher Aristotle (384-322 B.C.).

◆ "Rhetoric" is "the faculty of observing in any given case the available means of persuasion" (Rhetoric 1335b).

◆ Aristotle's speaker-centered model received perhaps its fullest development in the hands of Roman educator Quintilian (ca. 35-95 A.D.), whose Institutio Oratoria was filled with advice on the full training of a "good" speaker-statesman.

Aristotle's model of proof. Kinnevay also sees a model of communication in Aristotle's description of proof:

◆ Logos, inheres in the content or the message itself

◆ Pathos, inheres in the audience

◆ Ethos, inheres in the speaker

Bitzer's Rhetorical Situation. Lloyd Bitzer developed described the "Rhetorical Situation," which, while not a model, identifies some of the classical components of a communication situation.

"Bitzer defines the "rhetorical situation" as "a complex of persons, events, objects, and relations presenting an actual or potential exigence which can be completely or partially removed if discourse, introduced into the situation, can so constrain human decision or action so as to bring about significant modification of the exigence."

Check your Progress

3. What are the five basic elements of Aristotle's Model of Communication?

....

....

5.4. SMR Model of Communication

Communication is the process whereby information is being exchanged between different parties. Mediums such as radio and telephone help facilitate the exchange of information. The process or transmission model of communication assumes that a receiver will interpret a message as intended by the sender. This form of communication model has its own strengths and weaknesses. While it can to a certain extent represent communication practices, it fails to consider the relationship between communication practices; it fails to consider the relationship between communication context and cultural literacy.

The process of transmission model describes a model of communication in term of sender, message and receiver. Based on this model, communication is said to have taken place when a sender, sends a message to a receiver and the receiver, receives the message. Thus this model of communication is also known as the Sender-Message-Receiver (SMR).

Schriato and Yell explains the SMR model using the postal service. First, there will be a parcel which then needs to be addressed, mailed and delivered. Lastly, the same parcel will be received. It is important to understand that in the concept of the SMR Model, the receiver is assumed to interpret the message as intended by the sender.

| **Check your Progress**

4. State the SMR Model?

....

....

5.5. SMCR Model of Communication

Berlo's S-M-C-R, 1960

Background

◆ Ehninger, Gronbeck and Monroe: "The simplest and most influential message-centered model of our time came from David Berlo.

◆ Essentially an adaptation of the Shannon-Weaver model.

Significant after World War II because

◆ The idea of "source" was flexible enough to include oral, written, electronic, or any other kind of "symbolic" generator-of-messages.

◆ "Message" was made the central element, stressing the transmission of ideas.

◆ The model recognized that receivers were important to communication, for they were the targets.

◆ The notions of "encoding" and "decoding" emphasized the problems we all have (psycho-linguistically) in translating our own thoughts into words or other symbols and in deciphering the words or symbols of others into terms we ourselves can understand.

Weaknesses:

◆ Tends to stress the manipulation of the message — the encoding and decoding processes

◆ It implies that human communication is like machine communication, like signal-sending in telephone, television, computer, and radar systems.

◆ It even seems to stress that most problems in human communication can be solved by technical accuracy-by choosing the "right" symbols, preventing interference, and sending efficient messages.

◆ But even with the "right" symbols, people misunderstand each other. "Problems in "meaning" or "meaningfulness" often aren't a matter of comprehension, but of reaction, of agreement, of shared concepts, beliefs, attitudes, values. To put the comback into communication, we need a meaning-centered theory of communication."

5.6. Lass Well Model of Communication

Lass well's model of communication (also known as Lass well's communication model) is regarded by many communication and public relations scholars as "one of the earliest and most influential communication models." The model was developed by American political scientist and communication theorist Harold Lasswell in 1948 while he was a professor at Yale Law School. In his 1948 article, The Structure and Function of Communication in Society, Lasswell wrote that "a convenient way to describe an act of communication is to answer the following questions:

- Who
- Says What
- In Which Channel
- To Whom

Concept & Usage

This verbal communication model has been referred to as "a linear and Unidirectional process," "a one-way process," an "action model," a media theory "classic," "widely used segmentation of the communication process," and "a simple, linear, and potentially hypodermic conceptualization of communication."

The model organizes the "scientific study of the process of communication." The focus of the model is broken down by each element of communication: "'who' refers to the communicator who formulates the message; 'what' is the content of message; 'channel' indicates the medium of transmission; 'whom' describes either an individual recipient or the audience of mass communication; 'effect' is the outcome of the message..." The movement of the message travels from the communicator to the audience. Although this model represents a one-way flow of communication, the 'effect' also refers to feedback in public relations. The model can be used inpedagogical settings to teach students major elements of a communication process and as a starting point for developing hypotheses.

Lasswell stated, the "Who" referred to "control analysis," the "Says What" referred to "content analysis," the "In Which Channel" referred to "media analysis," the "To Whom" referred to "audience analysis," and the "With What Effect" referred to "effect analysis."

Question	Element	Analysis
Who?	Communicator	Control Analysis
Says What?	Message	Content Analysis
In Which Channel?	Medium	Media Analysis
To Whom?	Audience	Audience Analysis
With What Effect?	Effect	Effects Analysis

Check your Progress

5. Why Lass well's Model is called Verbal model of Communication?

....

....

5.7. Dance Model of Communication

Background

◆ It depicts communication as a dynamic process. Mortensen: "The helix represents the way communication evolves in an individual from his birth to the existing moment."

◆ Dance: "At any and all times, the helix gives geometrical testimony to the concept that communication while moving forward is at the same moment coming back upon itself and being affected by its past behavior, for the coming curve of the helix is fundamentally affected by the curve from which it emerges. Yet, even though slowly, the helix can gradually free itself from its lower-level distortions. The communication process, like the helix, is constantly moving forward and yet is always to some degree dependent upon the past, which informs the present and the future. The helical communication model offers a flexible communication process".

A Helical Model of Communication
from Dance, 1967
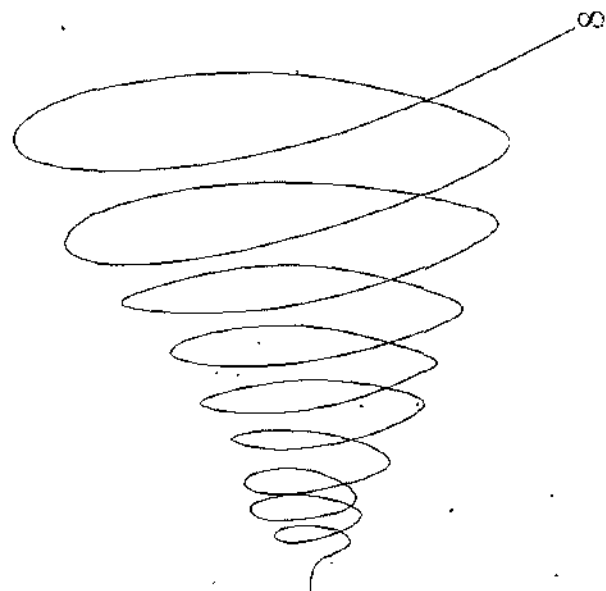
Strengths

◆ Mortensen: "As a heuristic device, the helix is interesting not so much for what it says as for what it permits to be said. Hence, it exemplifies a point made earlier: It is important to approach models in a spirit of speculation and intellectual play."

◆ Chapanis (1961) called "sophisticated play:" The helix implies that communication is continuous, unrepeatable, additive, and accumulative; that is, each phase of activity depends upon present forces at work as they are defined by all that has occurred before. All experience contributes to the shape of the unfolding moment; there is no break in the action, no fixed beginning, no pure redundancy, no closure. All communicative experience is the product of learned nonrepeatable events which are defined in ways the organism develops to be self-consistent and socially meaningful. In short, the helix underscores the integrated aspects of all human communication as an evolving process that is always turned inward in ways that permit learning, growth, and discovery.

Weaknesses

May not be a model at all: too few variables

◆ Mortensen: "If judged against conventional scientific standards, the helix does not fare well as a model. Indeed, some would claim that it does not meet the requirements of a model at all. More specifically, it is not a systematic or formalized mode of representation. Neither does it formalize relationships or isolate key variables. It describes in the abstract but does not explicitly explain or make particular hypotheses testable."

Generates Questions, but leaves much unanswered

◆ Mortensen: "For example, does not the helix imply a false degree of continuity from one communicative situation to another? Do we necessarily perceive all encounters as actually occurring in an undifferentiated, unbroken sequence of events? Does an unbroken line not conflict with the human experience of discontinuity, intermittent periods, false starts, and so forth? Is all communication a matter of growth, upward and onward, in an ever-broadening range of encounters? If the helix represents continuous learning and growth, how can the same form also account for deterioration and decay? What about the forces of entropy, inertia, decay, and pathology? And does not the unbroken line of a helix tacitly ignore the qualitative distinctions that inevitably characterize different communicative events? Also, what about movements which we define as utterly wasted, forced, or contrived? Along similar lines, how can the idea of continuous, unbroken growth include events we consider meaningless, artificial, or unproductive? Countless other questions could be raised. And that is the point. The model brings problems of abstraction into the open. "rtificial, or unproductive? Countless other questions could be raised. And that is the point. The model brings problems of abstraction into the open."

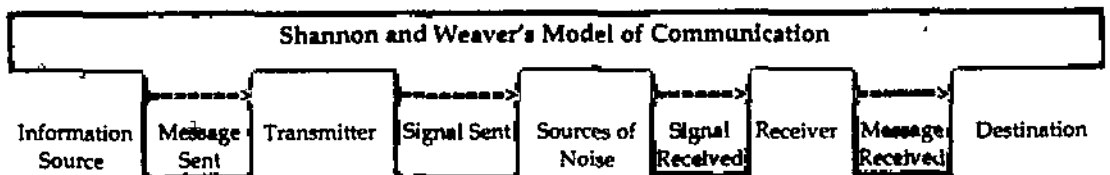## 5.8. SHANNON-Weaver Model of Communication

Claude Shannon was a research scientist at Bell Telephone Company trying to achieve maximum telephone line capacity with minimum distortion. He had never intended for his mathematical theory of signal transmission for anything but telephones. But when Warren Weaver applied Shannon's concept of information loss to interpersonal communication, one of the most popular models of communication was created.

According to Shannon and Weaver's model, a message begins at an information source, which is relayed through a transmitter, and then sent via a signal towards the receiver. But before it reaches the receiver, the message must go through noise (sources of interference). Finally, the receiver must convey the message to its destination.

Suppose we have an idea in our head (information source) that we want to tell someone about. We must first move the idea from our brain to our mouth (transmitter). Since we cannot actually share our gray matter, we must select words for our transmitter to use. Once we speak, our voice (signal) is carried through the air toward the listener's ear (receiver). Along the way, our signal is joined by a myriad of other sounds and distractions (noises). The receiver then takes everything it receives and tries to maximum the message and minimizes the noise. Finally, the receiver conveys its message to the other person's mind (destination).

Shannon and Weaver's model clearly demonstrates why even the simplest communications can be misunderstood. Transmitting a signal across additional media only adds to the complexity of the communication and increases the chance for distortion. It is suddenly easier to understand why other people just can't grasp what we already know.

Shannon and Weaver's Model of Communication								
Information Source	Message Sent	Transmitter	Signal Sent	Sources of Noise	Signal Received	Receiver	Message Received	Destination

The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the receiver was the part of the phone where one could hear the other person. Shannon and Weaver also recognized that often there is static that interferes with one listening to a telephone conversation, which they deemed noise. The noise could also mean the absence of signal.
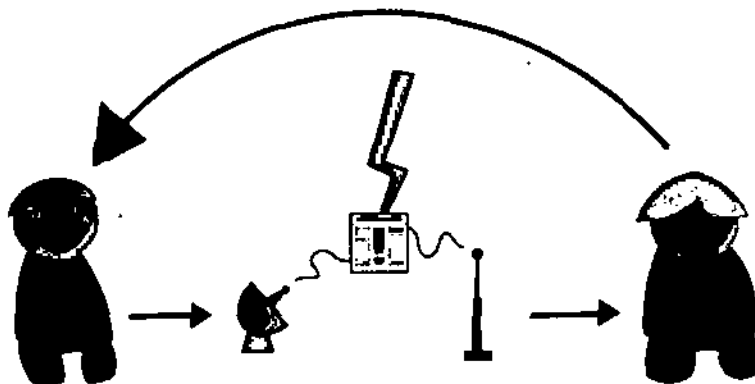
In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor/sender/encoder to a destination/receiver/decoder. This common conception of communication views communication as a means

of sending and receiving information. The strengths of this model are simplicity, generality, and quantifiability. Social scientists Claude Shannon and Warren Weaver structured this model based on the following elements:

1. An information source, which produces a message.

2. A transmitter, which encodes the message into signals

3. A channel, to which signals are adapted for transmission

4. A receiver, which 'decodes' (reconstructs) the message from the signal.

5. A destination, where the message arrives.

Shannon and Weaver argued that there were three levels of problems for communication within this theory.

The technical problem: how accurately can the message be transmitted?

◆ The semantic problem: how precisely is the meaning 'conveyed'?

The effectiveness problem: how effectively does the received meaning affect behavior?

Daniel Chandler critiques the transmission model by stating:

◆ It assumes communicators are isolated individuals.

◆ No allowance for differing purposes.

No allowance for differing interpretations.

◆ No allowance for unequal power relations.

◆ No allowance for situational contexts.

5.9. OSGOOD Schramm Model of Communication

Background

Wilbur Schramm (1954) was one of the first to alter the mathematical model of Shannon and Weaver. He conceived of decoding and encoding as activities maintained simultaneously by sender and receiver; he also made provisions for a two-way interchange of messages. Notice also the inclusion of an "interpreter" as an abstract representation of the problem of meaning.
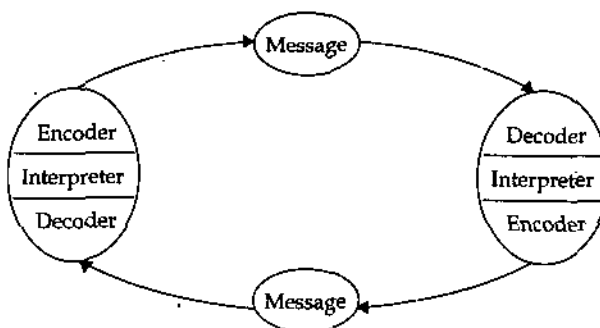
Strengths

◆ Schramm provided the additional notion of a "field of experience," or the psychological frame of reference; this refers to the type of orientation or attitudes which interactants maintain toward each other.

◆ Included Feedback

Communication is reciprocal, two-way, even though the feedback may be delayed.

Some of these methods of communication are very direct, as when we talk in direct response to someone.

◆ Others are only moderately direct; we might squirm when a speaker drones on and on, wrinkle our nose and scratch our head when a message is too abstract, or shift our body position when our think it's our turn to talk.

◆ Still other kinds of feedback are completely indirect.

For example

◆ Politicians discover if they're getting their message across by the number of votes cast on the first Tuesday in November;

◆ Commercial sponsors examine sales figures to gauge their communicative effectiveness in ads;

◆ Teachers measure their abilities to get the material across in a particular course by seeing how many students sign up for it the next term.

Included Context

◆ A message may have different meanings, depending upon the specific context or setting.

◆ Shouting "Fire!" on a rifle range produces one set of reactions-reactions quite different from those produced in a crowded theater.

Included Culture

◆ A message may have different meanings associated with it depending upon the culture or society. Communication systems, thus, operate within the confines of cultural rules and expectations to which we all have been educated.

◆ Other model designers abstracted the dualistic aspects of communication as a series of "loops," (Mysak, 1970), "speech cycles" (Johnson, 1953), "co-orientation" (Newcomb, 1953), and overlapping "psychological fields" (Fearing, 1953).

Weaknesses

◆ Schramm's model, while less linear, still accounts for only bilateral communication between two parties. The complex, multiple levels of communication between several sources is beyond this model.

Communication is usually described along a few major dimensions: Message (what type of things are communicated), source/emisor/sender/encoder (by whom), form (in which form), channel (through which medium), destination/receiver/target/decoder (to whom), and Receiver. Wilbur Schramm (1954) also indicated that we should also examine the impact that a message has (both desired and undesired) on the target of the message.[5] Between parties, communication includes acts that confer knowledge and experiences, give advice and commands, and ask questions. These acts may take many forms, in one of the various manners of communication. The form depends on the abilities of the group communicating. Together, communication content and form make messages that are sent towards a destination. The target can be oneself, another person or being, another entity (such as a corporation or group of beings).

Communication can be seen as processes of information transmission governed by three levels of semiotic rules:

1. Syntactic (formal properties of signs and symbols),

2. Pragmatic (concerned with the relations between signs/expressions and their users) and

3. Semantic (study of relationships between signs and symbols and what they represent).

Therefore, communication is social interaction where at least two interacting agents share a common set of signs and a common set of semiotic rules. This commonly held rule in some sense ignore auto communication, including intrapersonal communication via diaries or self-talk, both secondary phenomena that followed the primary acquisition of communicative competences within social interactions.

5.10. Gerbner Model of Communication

Gerbner's General Model emphasizes the dynamic nature of human communication. It also gives prominence to the factors which may affect fidelity.

The model shown diagrammatically is to be read from left to right, beginning at E - Event.

Gerbner's General Model
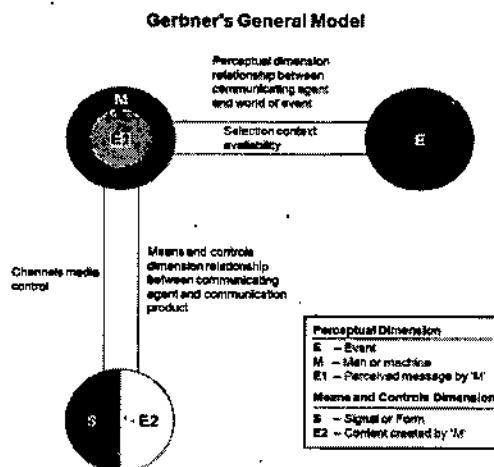
- The event (E) is perceived by M (the man (sic) or machine).

- The process of perception is not simply a matter of 'taking a picture' of event E. It is a process of active interpretation.

- The way that the E is perceived will be determined by a variety of factors, such as the assumptions, attitudes, point of view, experience of M.

- E can be a person talking, sending a letter, telephoning, or otherwise communicating with M. In other words, E could be what we conventionally call the Source or Transmitter.

- Equally, E can be an event - a car crash, rain, waves crashing on a beach, a natural disaster etc. In this case, we could be applying the model to mass media communication, say the reporting of news.

The model is a useful starting-point for the analysis of wide variety of communication acts. Note that the model, besides drawing our attention to those factors within E which will determine perception or interpretation of E, also draws our attention to three important factors:

- Selection: M, the perceiver of the event E (or receiver of the message, if you prefer) selects from the event, paying more attention to this aspect and less to that. This process of selecting, filtering is commonly known as gatekeeping, particularly in discussion of the media's selection and discarding of events or aspects of them.

- Context: a factor often omitted from communication models, but a vitally important factor. The sound represented by the spelling 'hair' means an animal in one context, something that's not supposed to be in your soup in another. Shouting, ranting and raving means this man's very angry in one context, raving loony in another.

- Availability: how many Es are there around? What difference does availability make? If there are fewer Es around, we are likely to pay more attention to the ones there are. They are likely to be perceived by us as more 'meaningful'. What sort of Es are there - for example, in the UK's mainly Conservative press, how many non-Conservative messages are available to us?

Gerbner: E1 and M

E1 is the event-as-perceived (E) by the man (sic) or machine M. In terms of human communication, a person perceives an event. The perception (E1) they have of that event is more or less close to the 'real' event. The degree of correspondence between M's perception of event E (E1) will be a function of M's assumptions, point of view, experiences, social factors etc.

Gerbner: Means and Controls

In the next stage of the model, M becomes the Source of a message about E to someone else. M produces a statement about the event (SE). To send that message, M has to use channels (or media) over which he has a greater or lesser degree of control. The question

of 'control' relates to M's degree of skill in using communication channels. If using a verbal channel, how good is he at using words? If using the Internet, how good is he at using new technology and words? And so on? 'Control' may also be a matter of access - does he own this medium? can he get to use this medium? Think of teachers in class-rooms controlling the access to communication channels, parents at home, owners of newspapers, editors of letters pages etc.

Gerbner: SE

SE (statement about event) is what we would more normally call the 'message'. S stands for Signal in fact, so in principle an S can be present without an E, but in that case it would be noise only. The process can be extended ad infinitum by adding on other receivers (M2, M3etc.) who have further perceptions (SE1, SE2 etc.) of the statements about perceived events.

5.11. Newcomb Model of Communication

Theodore Newcomb (1953) sees communication from the social psychology view. This model also known as **ABX** model. This model draws that someone (**A**) sending information to the other one (**B**) about something (**X**). That model assume that A's orientation to B and to X is depend to each other. And three of them is a system which content four orientation.

  A to X orientation

◆ A to B orientation

◆ B to X orientation

◆ B to A orientation

In this model, communication is a normal and effective way which make people can orient their self to their environment. It's a intentional communication act model of 2 people.
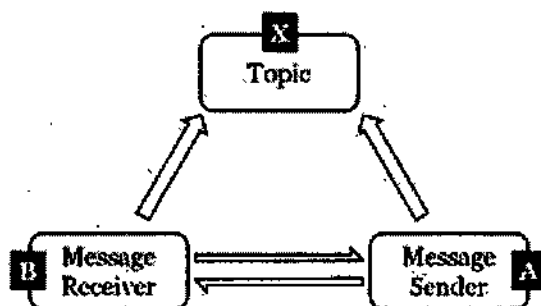
The Newcomb's Model

The relationship between A and B is like student and teacher, government and public or newspaper and readers. Sender and Receiver may work in a same flow but the same time some factor like "X" may affect their flow of relationship. "X" it may be third persons, issue, topic or policy.

5.12. Convergent Model of Communication

The convergence theory of communication was developed in 1979 by D. Lawrence Kincaid to provide a general model of communication that would overcome the criticisms and shortcomings of prevailing models, especially information transmission models such as the one used in Shannon and Weaver's mathematical theory of communication. The model represented communication as (a) a process rather than a single action; (b) sharing or exchange of information rather than one-way transmission; (c) two or more participants in dialogue; (d) a means to clarify the confusion between information, knowledge, messages, symbols, and meaning; and (e) a self-correcting feedback process, defined dynamically as a diminishing series of corrections that enable communicators to converge on a goal.

In the convergence model, "communication" is defined as a process in which participants create and share information with one another in order to reach a mutual understanding.

Lawrence Kincaid proposed the Convergence Model in 1979, which lead to a relational perspective of human communication. When information is shared with individuals or groups taking part in the communication process, it may lead collective action towards mutual agreement and mutual-understanding. Before this, the information is understood, interpreted and perceived by individuals.

Communication is this model is viewed as a process rather than a single event. The model emphasizes information exchange and networks that exist between individuals.
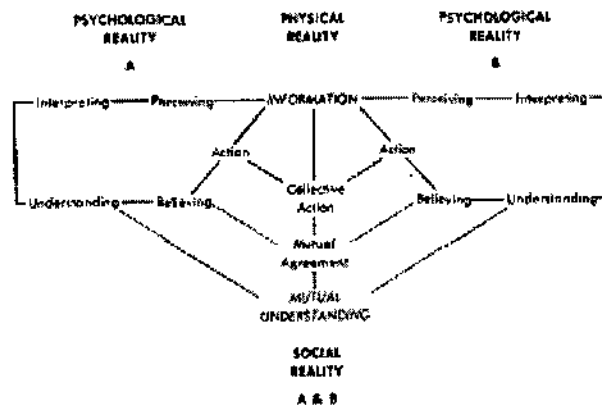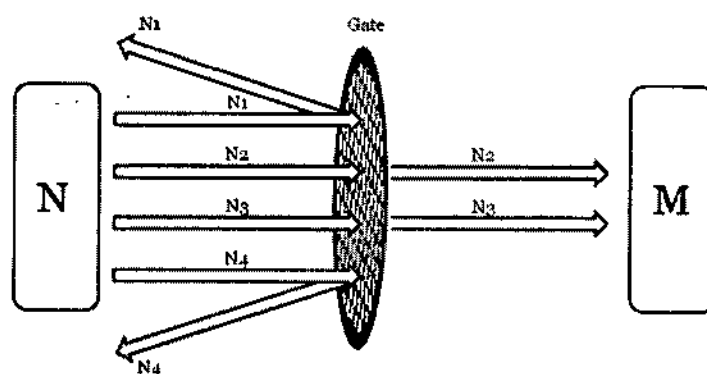

5.13. Gatekeeping Model of Communication

Gatekeeping theory was first instituted by Social Psychologist Kurt Lewin in 1943. Gatekeeping is the process through which information is filtered for distribution, whether for publication, broadcasting, the Internet, ot some other mode of communication. The theory of gatekeeping is found in several fields of study, including communication studies, journalism, poilitical science, and sociology.

The main concept of this theory is Gatekeeper decides what information should move to group or individual and what information should not. Here, the gatekeeper are the decision makers who hiring the whole social system. The gatekeeper is having its own power

like social, cultural, ethical an political. Through this process the not needed, sensible and controversial information's are removed by the gate keeper which helps to control the society or a group and letting them ina right path. In home mother plays the very important role and she has to decide what their kid's needs and what should avoid.

We take a Example of news channel can't show whole part of the news because it has some bad things like religious abuses it may effect on people and can hurt them. But international terror issues and Un discussions are universal common news that won't affect the channel reputation in public and organizations policy.

N—Source of news item   N 1, 3, 4—News items   M—Audience

N 1, 4—Discard item   N 2, 3—Selected item

Gate Keeping Theory

5.14. Summary

Models of communication refer to the conceptual model used to explain the human communication process. The first major model for communication came in 1949 by Claude Elwood Shannon and Warren Weaver for Bell Laboratories Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).

Gerbner's General Model emphasizes the dynamic nature of human communication. It also gives prominence to the factors which may affect fidelity. Theodore Newcomb (1953) sees communication from the social psychology view. This model also known as ABX model. This model draws that someone (A) sending information to the other one (B) about something (X). The convergence theory of communication was developed in 1979 by D. Lawrence Kincaid to provide a general model of communication that would overcome the criticisms and shortcomings of prevailing models; especially information transmission models such as the one used in Shannon and Weaver's mathematical theory of communication. The main concept of this theory is Gatekeeper decides what information should move to group or individual and what information should not. Here, the gatekeeper are the decision makers who hiring the whole social system.

5.15. Key Words

1. Models of Communication

Models of communication refer to the conceptual model used to explain the human communication process.

2. Aristotle's Model

Aristotle, a great philosopher initiative the earliest mass communication model called "Aristotle's Model of Communication".

3. Gerbner's Model

Gerbner's General Model emphasizes the dynamic nature of human communication. *It also gives prominence to the factors which may affect fidelity.*

4. Convergence Theory

The convergence theory of communication was developed in 1979 by D. Lawrence Kincaid.

5. Gatekeeping

Gatekeeping is the process through which information is filtered for distribution, whether for publication, broadcasting, the Internet, ot some other mode of communication.

5.16. Answers to Check Your Progress

1. "In the broadest sense, a model is a systematic representation of an object or event in idealized and abstract form. Models are somewhat arbitrary by their nature.

2. (A) They should allow us to ask questions.

   (B) They should clarify complexity.

3. Speaker, Speech, Occasion, Audience and Effect are the five basic elements of Aristotle's Model of Communication.

4. Communication is said to have taken place when a sender, sends a message to a receiver and the receiver, receives the message. Thus this model of communication is also known as the Sender-Message-Receiver (SMR).

5. Lass well's Model is also called as verbal communication model, it has been referred to as "a linear and Uni-directional process," "a one-way process," an "action model," a media theory "classic," "widely used segmentation of the communication process," and "a simple, linear, and potentially hypodermic conceptualization of communication."

5.17. Terminal Questions

1. State the Aristotle's model of communication.

2. Describe SMR model of communication

3. Discuss SMCR model of communication

4. Explain Lass well model of communication

5. Examine Dance model of communication

6. Enumerate Shannon-weaver model of communication

7. State the Osgood & Schramm model of communication

8. Describe Gerbner model of communication

9. Write down the Newcomb model of communication

10. Discuss the concept Convergent model of communication

11. Explain the Gatekeeping model of communication

5.18. Further Readings

1. Mass Communication — Keval J.Kumar

2. The News Paper - An international history — Anthony smith

3. Mass communication and journalism — D.S.Mehta in India.

4. Communication Theories: Perspectives, Processes And Contexts — Katherine Miller

5. Introduction to Communication Studies — John Fiske

6. Communication Models — Uma Narula