

ଓଡ଼ିଶା ରାଜ୍ୟ ମୁନ୍ଦ୍ର ବିଶ୍ୱବିଦ୍ୟାଳୟ
ସମ୍ବଲପୁର
**Odisha State Open University
Sambalpur**

**Diploma in Journalism & Mass Communication
(DJMC)**

Communication



Jorunalism & Mass Communication



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DIPLOMA IN JOURNALISM & MASS COMMUNICATION

DJMC-1

Conceptualizing Communication

Block

1

Conceptualizing Communication

Unit - 1

Dimensions of Communication. Inter, Intra & Group Communication

Unit - 2

Verbal and Non-verbal Communication

Unit- 3

Functions and Elements of Mass Communication

Unit- 4

Language Used in Different Mass Media

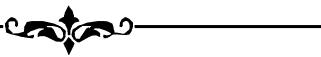
Unit-5

Media Literacy

Expert Committee Members



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Abhaya Padhi	Former, ADG, Prasar Bharati
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Ardhendu Das	Editor, News 7
Patanjali Kar Sharma	State Correspondent, News 24X7
Jyoti Prakash Mohapatra	(Member Convenor) Academic Consultant, Odisha State Open University



Course Writer:

Sujit ku. Mohanty

Jyoti Prakash Mohapatra

Edited by :

Dr. Mrinal Chatterjee,

Professor, Indian Institute of Mass Communication, Dhenkanal

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Unit-1: CONCEPTUALIZING COMMUNICATION

1.0 UNIT STRUCTURE

- 1.1 Learning Objectives
 - 1.2 Introduction
 - 1.3 Meaning & Definition
 - 1.4 Types of Communication
 - 1.4.1 Intrapersonal Communication
 - 1.4.2 Interpersonal Communication
 - 1.4.3 Group Communication
 - 1.4.4 Mass Communication
 - 1.4.5 Public Communication
 - 1.5 Process and elements of Communication
 - 1.6 Functions of Communication
 - 1.7 Check Your Progress
-

1.1 LEARNING OBJECTIVE

This unit will introduce you to the fundamentals of communication. After studying this unit, you should be able to:

- Define communication and explain its meaning
 - Explain its importance
 - Identify the essential elements of communication
 - Compare and contrast different types of communications
-

1.2 INTRODUCTION

It is impractical to think of a life in which we do not communicate. It would be wrong to assume that communication is a process limited to human beings only. All creatures on the earth, from worms to humans, are communicating with each other for their better existence. It is a universal phenomenon. Communication is a process which includes transmission of information, ideas, emotions, skills, knowledge by using symbols, words, gestures, and visuals and so on. Thus, the act of communication is referred to as ‘transmission’. As communication being a universal phenomenon that defines all human behavior, it is important to have a clear understanding of the concepts of communication. What is communication? Why is it important to human beings?

CONCEPTUALIZING COMMUNICATION

How does it work? What are the elements involved in the process of communication? How do they relate each other? What are the different types of communication? We should answer these questions to have a better understanding of the subject. Let us look into each of them.

We shall now start with the definitions and meanings of communication. In this sub-section we will also discuss the functions, process and elements of communication.

1.3 Meaning and Definition

The word communication originates from the Latin word '*communis*' which means '*common*'. Communion, community, communism, commonality, communalism etc. are some related words having the same linguistic roots. Similarly, newer and newer terms are being coined as the concept of communication assumes importance day by day. Communication technology, communication media, communication age, communication management are

just a few. As the very term indicates, the ultimate aim of the communication process is to create commonness between communicator and receiver of the message. Through communication, both communicator and receiver enter into a mental agreement. Thus, they achieve their goal, which may be expression of an emotion or transmission of an idea.



Now let us look at some definitions of communication:

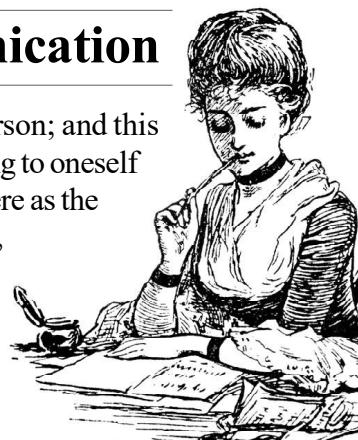
1. According to Oxford English Dictionary, communication is 'the transfer or conveying of meaning' (Oxford Dictionary).
2. Communication is the transmission and interchange of facts, ideas, feeling or course of action. (Leland Brown)
3. Communication is a process of sharing or exchange of ideas, information, knowledge, attitude or feeling among two or more persons through certain signs and symbols.
4. Communication is a mechanism through which human relations exist and develop. (Wilbur Schramm)

1.4 Types of communication

Communication has been classified into several kinds/types depending upon the social groups in which it takes place and upon the technical devices used to facilitate it. The types range from the intrapersonal and interpersonal to the group and mass communication.

1.4.1 Intrapersonal Communication

It refers to communication that transpires inside a person; and this happens all the time. It is like talking to oneself, listening to oneself and relating one to oneself. The individual functions here as the source and receiver. It includes our reflection, contemplation, meditation, our inner monologues, our reflection upon ourselves, and our relationships with others and with our environment. Conversing with the Divine may be termed trans-personal communication.



1.4.2 Interpersonal Communication

This is the universal form of communication that takes place between two individuals. Since it is person-to-person contact, it includes everyday exchanges that may be formal or informal and can take place anywhere by means of words, sounds, facial expression, gestures and postures. It is considered the most effective type of communication because it is personal, direct, intimate and allows maximum interaction in word, gesture and expression. Immediate feedback can be received in this type of communication and it is possible to influence the other person and persuade him or her to accept your point of view. Since there is proximity between sender and receiver, interpersonal communication has emotional appeal too; it can motivate, encourage and coordinate work more effectively than any other form of communication.



1.4.3 Group Communication

Group communication is an extension of interpersonal communication where more than two individuals are involved in exchange of ideas, skills and interests.

Basically, communication that takes place between many persons in a face to face situation is described as group communication. Here, as the group grows in size communication tends to become more and more of a monologue reducing participation. The degree of directness, therefore, depends on the size of the group, the place where it meets and also the relationship of the members of the group to one another.

Group communication is considered effective as it provides an opportunity for direct interaction among the members of the group and it helps in bringing about changes in attitudes and beliefs.



1.4.4 Mass Communication

Mass communication involves communicating with mass audiences and hence the name mass communication. The channels through which this kind of communication takes place are referred to as mass media. Both mass communication and mass media are generally considered synonymous for the sake of convenience. Mass communication is unique and different from interpersonal communication as is evident from the following definition. *Any mechanical device that multiplies messages and takes it to a large number of people simultaneously is called mass communication.*

The mechanical devices can be newspapers, magazines, radio, television, websites, social media networks etc.

The act of mass communication is much more complex than that of face to face communication. It is addressed to an extremely large audience.



1.4.5 Public Communication

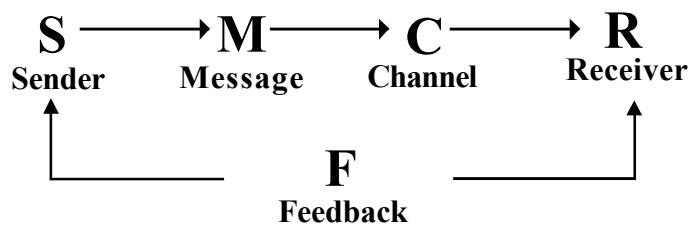
Have you ever attended an election meeting of a political party? Or heard a religious or spiritual leader giving a discourse? Such meetings and discourses are part of our public life today. Generally there is a stage or a platform or the roof of a vehicle for such a speaker to stand and speak. A microphone and a loud speaker are essential for communication here. Many people may be hundreds or even thousands can be seen waiting for the speaker to begin. When the leader speaks a large number of people will be listening. One person here is speaking to a large number of people. Such communication is called public communication. The speaker can see or identify only those who sit in the front rows. But messages are given not to just one or two persons but to many.

Unlike interpersonal communication, here, the speaker cannot see the audience. So it generally lacks the personal touch. Of course there are public speakers who can build immediate rapport or personal touch with the listeners. But unlike in group communication, here, people may not know each other. *Public communication may be defined as a situation where many people receive messages from one person.* The skills of the person are very important here in this situation. We can think of a number of political and spiritual leaders as excellent communicators. Again, unlike group communication, to reach out to a large number of people, microphones and loud speakers may be used.



1.5 Process and Elements of Communication

Communication is a dynamic process involving a series of actions and reactions with a view to achieving a goal. How does it work? Think that you are in conversation with your friend. You, as a sender or communicator, formulate (encode) an idea or message as best as you can and pass on the message to your friend, who to the best of his ability receives or acts on the message (decodes). He responds by formulating his own message and communicates to you (feedback). If you think your message is understood or well received by your friend, then you go ahead with the next idea that you have in mind and the conversation goes on and on. Communication is therefore, a two way process: the ability to receive is as important as the ability to send.



Elements of communication refer to the basic components involved in an act of communication. These elements are also called the universals of communication because they are present in every communication act. These elements are briefly mentioned below:

- 1. Source:** A person who sends a message or a signal is the source in communication. Communication by definition demands that someone send signals and someone receive them.
- 2. Receiver:** A person who receives the message or signal is the receiver in a communication process.
- 3. Context:** Communication always takes place within a context. It can either restrict or stimulate the communication process. Communication in a funeral home, a public park, a cricket stadium and in a church will be entirely different.
- 4. Message:** Message is anything that is sent and received. Generally we think of communication messages as being verbal (oral or written). We can also communicate nonverbally.
- 5. Channel:** It is the route or vehicle along which the message is transmitted from a sender to receiver. When you talk to a friend, the sound waves that carry your words constitute the channel. When you write something, the piece of paper becomes the channel. Newspapers, magazines, radio, television and internet become the channels in mass communication.
- 6. Noise:** Noise in communication refers to anything that distorts or interferes with the message. The screeching of a passing car, sun-glasses a person wears, prejudices, bias, poor grammar etc. interfere with the effective and efficient transmission of messages from the sender to the receiver.

7. Encoding: Two important elements in communication are ‘encoding’ (at the sender end of the model) and ‘decoding’ (at the receiver end). Encoding means that the message is translated into a language or code suitable for transmission to the intended receivers.

8. Decoding: The act of understanding or comprehending a message is referred to as decoding. When we speak we are putting our ideas into sound waves (encoding). By translating sound waves into ideas we are taking them out of the code they are in and hence decoding. Similarly, when we read a text, we are decoding the written symbols of a language.

9. Feedback: The information that is fed back to the source is known as feedback. Feedback, in general, refers to any process by which the communicator obtains information as to whether and how his/her intended receiver has received the message.

10. Effect: The consequences of communication are referred to as effect. Communication has always some effect on one or more persons. The effect could be on the source or on the receiver or on both of them.

1.6 Functions of Communication

We have now familiarised ourselves with some definitions of communication. Communication needs a sender, a receiver and a channel, be it language, paint, song or anything. Just imagine what would happen if you are asked not to communicate with anyone for a period of one month: no talking or writing, no singing or shouting, no painting or anything else which may enable you to give expression to your ideas, attitudes and emotions. You may discover that life is meaningless. You may feel that your survival is threatened.

Being at the heart of all social action and interaction, communication functions as a relating tool that creates understanding, facilitates work and strengthens collective living among people.



Essentially, the primary function of communication is to inform, instruct/educate. Entertain and influence/persuade people to make them function smoothly and effectively. Besides, communication has a secondary function to perform as well; through debates and discussion, cultural promotion and integration, it fosters consensus, creativity and understanding among people, groups and societies so that they live in peace and harmony.

CONCEPTUALIZING COMMUNICATION

Following are the functions of Communication.

- a) Education:** To transfer knowledge for the progress of the society (Example: class room communication)
- b) Information:** To find and explain something new (Example: News media)
- c) Cultural promotion:** To help foster social values and pass them from generation to generation (Example: Festivals, parties, celebrations)
- d) Social contact:** To help make enjoyable companionship (Example: Friendship, clubs, organizations etc.)
- e) Integration:** To create harmonious relationships among various social groups (Example: Political parties, conferences, meetings etc.)
- f) Stimulation:** To create interest and develop positive thinking /behaviour (Example: Advertisements)
- g) Counseling:** To alleviate anxiety and lead to better ways (Example: guidance, consolation etc.)
- h) Expression of emotions:** To communicate feelings or give vent to one's pent up feelings (Example: crying, smiling, Writing poetry, fiction, etc)
- i) Entertainment:** To help pass time and enjoy life (Example: drama, song, films, etc.)
- j) Control function:** To get someone to behave in an appropriate way (Example: management, censorship etc)



1.7 CHECK YOUR PROGRESS

1. What is Communication? Discuss the various functions of Communication.

2. We watch and listen to television and radio programmes on a regular basis. Give examples of two such programmes and analyse their roles.

3. What are the various elements involved in the process of communication?

Unit-2: VERBAL AND NON-VERBAL COMMUNICATION

2.0 UNIT STRUCTURE

- 2.1 Learning Objectives
 - 2.2 Introduction
 - 2.3 Verbal Communication
 - 2.4 Non-Verbal Communication
 - 2.5 Check Your Progress
-

2.1 LEARNING OBJECTIVE

In the previous unit we discussed about process of communication and its type. In this unit we shall discuss about another two types of communication process.

After reading this unit you will be able to understand:

- The difference between verbal and non verbal communications
-

2.2 INTRODUCTION

We already know that communication is a dynamic process involving a series of actions and reactions with a view to achieve a goal. In our social life we indulge in various types of communication process. We have discussed about intrapersonal, interpersonal, group, mass and public communication in the previous unit. Apart from these, we can broadly divide communication into two types. Such as:

Verbal communication
Non-verbal communication

depending upon the words we use in the process or the way we communicate. All of us use either verbal means or non-verbal means to communicate. We shall discuss that in this unit.



2.3 Verbal Communication

Verbal communication refers to spoken messages that we transmit by producing sounds. In general, we spend a great deal of time participating in verbal communication either as speakers or listeners. Verbal communication is important to human relationship starting from interpersonal, group communication to other communication contexts.

Written communication refers to communication through written or printed words. Although, it is verbal in nature, written communication has a non-verbal dimension. Written communication is formal, literate and follows the rules of grammar. Verbal communication entails the use of words in delivering the intended message. The two major forms of verbal communication are:

- 1) Written communication
- 2) Oral Communication

1) Written Communication

Written communication includes traditional pen and paper letters and documents, typed electronic documents, e-mails, text chats, SMS and anything else conveyed through written symbols such as language. This type of communication is indispensable for formal business communications and issuing legal instructions.

Communication forms that predominantly use written communication include handbooks, brochures, contracts, memos, press releases, formal business proposals, and the like. The effectiveness of written communication depends on the writing style, grammar, vocabulary, and clarity



2) Oral Communication

The other form of verbal communication is the spoken word, either face-to-face or through phone, voice chat, video conferencing or any other medium. Various forms of informal communications such as the grapevine or informal rumor mill, and formal communications such as lectures, conferences are forms of oral communication. Oral communication finds use in discussions and causal and informal conversations. The effectiveness of oral conversations depends on the clarity of speech, voice modulation, pitch, volume, speed, and even non-verbal communications such as body language and visual cues.

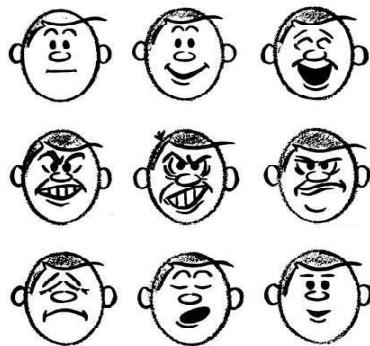


Verbal communication makes the process of conveying thoughts easier and faster, and it remains the most successful form of communication. Yet, this makes up only seven percent of all human communication!

2.4 Non-Verbal Communication

Human beings communicate verbally through words and nonverbally through facial expressions and body movements. Non verbal communication can be understood as the process of sending and receiving messages without the use of words. However, it should be noted that non verbal communication can take place either alone or with words.

Look at the following figure

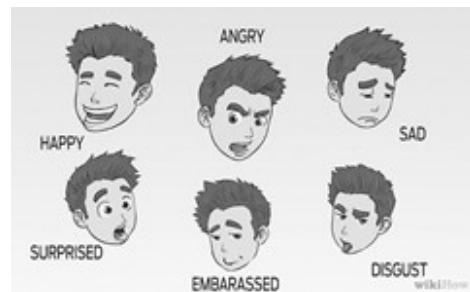


This indicates a facial expression which we call a ‘smiley’, conveying happiness.

Different human emotions

What can you make out from the above? They are different facial expressions conveying happiness, anger, grief, fear etc.

Look at a policeman at the traffic point. He doesn't speak a word but uses his hands to signal 'stop' or 'go' .



Traffic Cop giving signals

Someone asks you, “Are you going to the market”? You nod your head and say ‘yes’ or ‘no’. The way you nod would make the other person understand what you mean. In all the above cases, we express our feelings or experiences without using any words. Here we are communicating messages through the following means: -



- (a) **By expressions on our face.** These include a smile, a nod, looking at the eyes of the other person, for listening or showing interest or narrowing of eyes or raising our eyebrows

(b) By body movements. Think of signaling ‘bye’ when we leave or pointing fingers or what a cricket umpire does when he raises his finger to tell that a batsman is out. In games like cricket there are plenty of such nonverbal signals or think of Gandhiji’s three monkeys - speak no evil, see no evil and hear no evil. Shaking hands is common all over the world. But the handshakes may convey different meanings.

For example, you extend your hand to shake hands with someone and that person does not respond to you or just touches your palm or tightens the grip. This means that the person wants to keep away from you. Just touching your palm would mean that the person does not consider you as an equal. A warm right hand shake would mean expression of closeness or friendship

In India and countries like Nepal or Sri Lanka a ‘NAMASTE’ or folding both the hands together is a sign of welcome or respect. Almost all around the world folding of hands while praying is practised. All the above examples show how we communicate without using any words or by using gestures or what may be called body language. Such communication is called ‘non verbal communication’ because no words are used to communicate. According to experts, almost 80% of all communication is nonverbal. Nonverbal communication is also practised by people who are physically challenged as far as their faculty of sight or speech is concerned.



2.5 CHECK YOUR PROGRESS

4. Throw light on the various types of communication.

U

5. Television is an important medium of mass communication. Discuss.



Unit-3: MASS COMMUNICATION; STRUCTURE, ELEMENT, FUNCTION

3.0 UNIT STRUCTURE

- 3.1 Learning Objectives
 - 3.2 Introduction
 - 3.3 Defining Mass Media
 - 3.4 Components of Mass Media
 - 3.5 Types of Mass Media
 - 3.6 Functions
 - 3.7 Reach and Access
 - 3.8 Impact of Mass Communication
 - 3.9 Check your Progress
-

3.1 LEARNING OBJECTIVES

In the previous units we have discussed about different types of communication. We have also learned about the process of communication. Now we will focus particularly on mass communication. How mass media functions, its impact, reach and access.

After reading this unit you will be able to understand:

- What is mass media
 - Types of mass media
 - Functions of mass media
 - Its impact on us
 - Reach and access
-

3.2 INTRODUCTION

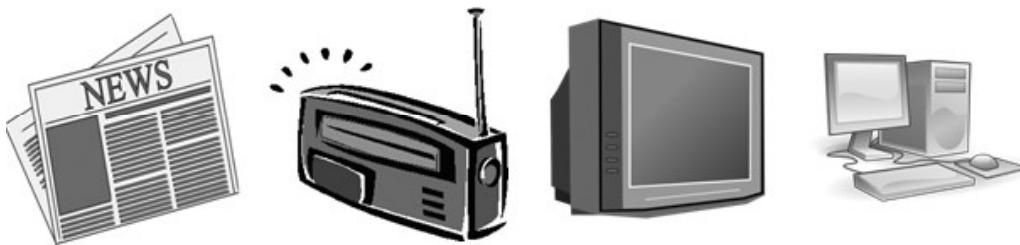
Mass media influence our daily life more than any other cultural institution. They are our main source of news and entertainment. They largely define our perception, purchase decision, voting behavior and so on. Because of this all-encompassing impact of mass media, politicians, businessmen and government agencies depend on media to influence people. During election time, we witness politicians spending millions of rupees for political campaign through mass media. Business firms across the world spend billions of dollars to market their products with the help of mass media advertisements. We are informed of the policies of our governments through newspapers and electronic media.

Likewise, we people need mass media to express our needs, complaints and wishes to the authorities. In short, role of mass media in our society is omnipresent.

3.3 DEFINING MASS MEDIA

According to Wilbur Schramm '*a mass medium is essentially a working group organized around some device for circulating the same message, at about same time, to a large number of people*'. From this definition, let us know that there is a well organized system behind each mass medium.

For example, a newspaper is produced everyday with the collective efforts of a lot of people using various information sources ranging from local reporters to international



news agencies. Same is the case of distribution of the newspaper also. Everybody from circulation manager to local newspaper delivery boy is actively engaged in smooth circulation of each copy of a newspaper.

Moreover, every country has its own policy, laws, and telecommunication systems to facilitate mass media. In this sense, the production of a mass medium is the result of a well organized system.

And, the messages are disseminated to a large number of people i.e. mass. They are called the audience. No media can sustain without a sufficient audience.

3.4 COMPONENTS OF MASS MEDIA

For better understanding of the nature of mass communication, we should analyze its two basic components: the mass and the communication media.

The Mass

The concept “**mass**” in mass communication is defined as a large, heterogeneous, assorted, anonymous audience.

‘**Large**’ means we can’t exactly count the number of the members of audience. It is relatively large but it doesn’t mean that the audience includes all people.

‘**Heterogeneous**’ means the audience of mass media includes all types of people – the rich, the poor, farmers, bureaucrats, politicians and so on.

‘**Assorted**’ means the audience of mass media is not necessarily limited to a particular geographical sector. They may be scattered everywhere. For example, a newspaper may have a reader in every nook and corner of the world.

'Anonymous' means we can't specifically identify a reader of a newspaper with his certain characteristics. Today he may be reader of a particular newspaper. Tomorrow, he may change his media habit. Anybody at any time may be a member of mass media audience.

The channels of communication that produce and distribute news, entertainment content, visuals and other cultural products to a large number of people. Mass media can be classified in to three major groups on the basis of their physical nature.

They are:

- Print Media like newspaper, magazines and periodicals, books etc.
- Electronic like radio, cinema, television, video and audio records
- Digital Media like CD RoMs, DVDs and the Internet facilities.

3.5 TYPES OF MASS COMMUNICATION

Mass media can be categorized according to physical form, technology involved, nature of the communication process etc. Given below are the major categories of mass media.

Print Media

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

Print Media include

- Newspapers
- Magazines
- Books
- Other textual documents



fig. Newspaper

Electronic Media

The history of electronic mass media starts with the invention of radio by Marconi. The first radio station was set up in Pittsburgh, New York and Chicago in the 1920s. Following the USA, European countries also started radio stations for broadcasting news and entertainment content. The colonial powers like Britain and France set radio stations in Asian and African countries in the early years of 20th century. The next step in electronic

CONCEPTUALIZING COMMUNICATION

communication media history was the invention of cinema. Following cinema, television broadcasting was initiated in the US on experimental basis during 1920s. But, the dramatic impact of television as a mass medium began in 1950s. Parallel to these, recording industry was also boomed in the western countries.

In short, the term electronic media mainly include:

- Radio
- Movies
- Television
- Audio and Video records

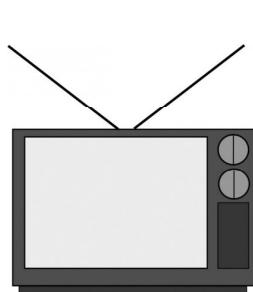


fig. Television



fig. Radio

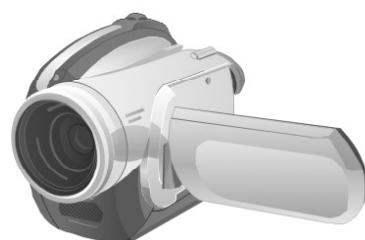


fig. Video recording camera

New Media

Online and digital means of producing, transmitting and receiving messages are called new media. The term encompasses computer mediated communication technology. It implies the use of desktop and portable computers as well as wireless and handheld devices. Every company in the computer industry is involved with new media in some manner.

The forms of communicating in the digital world include

- CD-RoMs
- DVDs
- Internet facilities like World Wide Web, bulleting boarding, email etc.

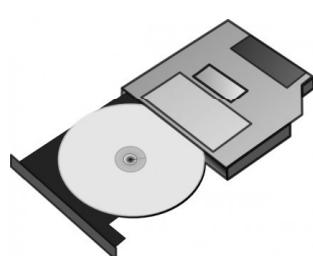


fig. CD-ROM



fig. Internet

3.6 FUNCTIONS

The popularity and persuasive influence of the mass media can only be maintained by its significant functions.

Mass communication performs the following functions in society.

1. Inform : Mass media carry a lot of information which are essential for our day to day life. We know exam results, weather forecasts, current affairs, traffic regulations, last dates, precautions, government policies etc. from mass media. The core of media's information function is performed by the media content called news. The place or time dedicated for news in a mass media is called news hole. News is the most consumed item of any media. News can be defined as reports on things that people want or need to know. Information should be accurate, objective and complete. Biased or incomplete reports will keep the audience away from the media. Advertising is also mass media's information function. We get much useful information from classified advertisements.



2. Entertain : Irrespective of their type, mass media are wonderful entertainers. All media have entertainment content. Newspapers publish cartoons, comics, puzzles, special weekend supplements for amusing people. Lion share of magazine content such as short stories, novels, satires and cartoons are for entertainment. Movies are another big stock for entertainment. Audio-Visual media such as television and radio are also primarily concentrate on entertainment function through their programmes based on sports, film, and fashion shows etc.

3. Educate : Education is systematically organized information with predefined objectives. The primary source of education in our society is schools or colleges. Media also perform the functions that educational institutions do. Media is a great teacher and educator. Media are life-long educators for the society. They give us comprehensive knowledge of selected topics. Non-news content or news-based content like editorials, articles, columns in newspapers provide us with complete idea of a subject. Health Magazines, IT magazines are also examples for education through

media. We have a number television channels dedicated for mass education. Vyas Channel of Consortium of Educational Communication under University Grants Commission, Gyandarsan of Doordarshan are some of such efforts.



4. Reinforce : Media function to reinforce or make stronger our beliefs, attitudes, values and opinions. For example, the communists will expose themselves to communist publications and programmes and they will emerge ideologically reinforced from such experiences. Similarly, the anti-communists will expose themselves to

messages in line with their ideology and will emerge reinforced or stronger in their convictions.

5. Socialise : Socialising is a process in which an individual adopts the behavior, norms and values of a society. One of the main functions of any media system is to socialise its viewers, readers and listeners.

6. Activate : Mass media can activate audience or move people to action. They function to get the audience to channelise their opinions and pressurise the government and other civic bodies to act.

7. Persuade: Persuasion means influencing attitudes or opinions. Mass media have many ways to persuade people. Most people form their opinion from information they get from mass media. Media have direct and indirect methods for persuasion. For public opinion formation, mass media use editorials, news analysis and commentaries. In such cases, the purpose is clear and direct. The most obvious method of persuasion is advertising. Advertisements are direct methods to influence purchasing behaviour of the public. Some media report events hiding their vested interests in news. Such biased, subjective reports are for persuading people to form favourable attitudes towards them or their interests. Opinionated news is an undirected method of persuasion. It's against the ethics of responsible journalism. News and opinion should be given separately.

8. Confer status: If you list the 100 most important people in the country, they would undoubtedly be the people who have been given a great deal of mass media exposure. Media confer status to people with great media exposure.

9. Focus attention: Mass media have the ability to focus public attention on certain problems, events and issues at a given time. The devastating earthquake and tsunami in Northern Japan in March 2011 and subsequent Nuclear radiation in Fukushima were the lead stories in most of our media.

10. Ethicise : By making public certain deviations from the norms, the media can arouse people to change the situation. It provides people with a collective ethics or ethical system.



3.7 REACH AND ACCESS

There has been rapid expansion of mass media all over the world in recent times. Consequently, the mass media have become a major feature of our daily life. We cannot do without telephone, film, radio, television, newspapers, etc. Outside home and office, innumerable forms of mass media confront us – billboards, wall writing, writings on all kinds of vehicles, pamphlets, leaflets, brochures, booklets etc. People now have more access to mass media whose reach is getting wider and wider due to technological advancement. The extent of expansion of mass media can be gauged by the increase over the past one decade, in circulation of newspapers, number of radio and television receivers, satellites and the increasing numbers of DTH subscribers.



The mass media are now not limited to urban population but have made inroads into small towns and villages. Their expansion is evident practically in all the countries of the world. The events that take place in the United States, Europe, Russia or the Middle East, come immediately into our living rooms. In fact, the world has shrunk into a ‘global village’ because people now have more access to information and thereby have become more informed and educated and are better entertained and less apprehensive about each other’s way of life than they were a few decades ago.

However, despite the phenomenal growth of newspapers, TV, satellite and cable TV, radio networks and films, their reach is largely limited to urban areas in India. The vast rural population in the country still doesn’t have access to mass media because of various factors like low purchasing power, high illiteracy rates, non-availability of electricity and channels. However the gap is narrowing down over the years.

The **print media**, though a powerful means of dissemination of news, comments and knowledge, cater only to audiences that are literate. As per Registrar of Newspaper of India (RNI) figures by mid 2016, there are over 93,000 newspapers and other publications in the country. The circulation of daily newspapers is 18 crore plus.

Radio is one of the significant media of mass communication. All India Radio (AIR) has now the largest broadcasting network in the world. By mid 2016, with a network of 419 stations, AIR today is accessible to almost the entire population of the country and nearly 92% of the total area. A broadcasting giant, AIR today broadcasts in 23 languages and 146 dialects catering to a vast spectrum of socio-economically and culturally diverse populace. The News Services Division, of All India Radio broadcasts 647 bulletins daily for a total duration of nearly 56 hours in about 90 Languages/Dialects in Home, Regional, External and DTH Services. 314 news headlines on hourly basis are also being mounted on FM mode from 41 AIR Stations. 44 Regional News Units originate 469 daily news bulletins in 75 languages.

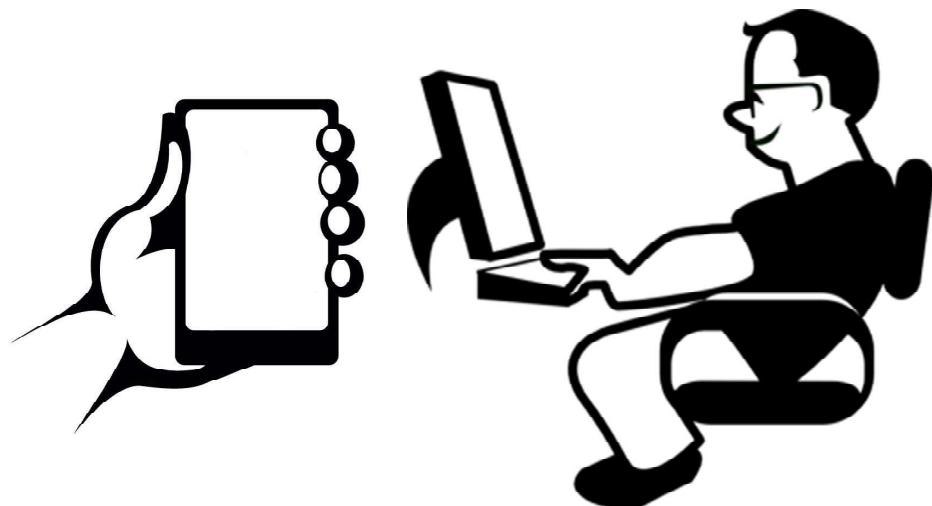
CONCEPTUALIZING COMMUNICATION

All India Radio - the public service broadcaster, had monopoly on Radio Broadcast, till 2000. In May 2000, the Government of India opened the sector for participation by the private FM broadcasters. The first private FM station in India was Radio City, which started functioning in Bangalore in 2001. By mid there are over 250 private radio stations and about 200 Community Radio Stations (CRS) functioning in India.

Film has become a major medium of popular entertainment. Over 1000 films are produced in India annually. Many of these are in Hindi and are very popular with the masses. A large number of films are produced regionally also, particularly in the south and their reach is wide. Films like *Baahubali* and *Kabali* are proof that South Indian cinema has national reach and is quite popular among the audiences abroad as well. Regional cinema can reflect the social realities and cultural ethos of the people in a defined region in the local language. As in the case of other media, film exhibition facilities in the country are limited. Most of the cinema houses are in the metropolitan cities and large towns. According to an estimate, there are about 8 seats for a population of one thousand. Comparatively, southern states have more cinema houses and touring talkies than those in northern India. In spite of the lack of screening facilities, the lure for films makes people travel long distance to cities.

The **television** network in India has increased tremendously from 1980s, and especially in the 1990s first decade of the new millennium. In the last decade satellite, cable TV and DTH (Direct-to-Home) service has stormed the urban Indian homes. As of 2012, the country has a collection of over 823 channels of which 184 are pay channels. As per the TAM Annual Universe Update - 2015, India has over 167 million households (out of 234 million) with television sets, of which over 161 million have access to Cable TV or Satellite TV, including 84 million households which are DTH subscribers.

From the mid-1990s New Media has made its entry in India. It has grown rapidly thanks mainly to the growth of smart phone technology. **New media** is a broad term in media studies that emerged in the later part of the 20th century. What distinguishes new media from traditional media is the digitizing of content into bits. Therefore it could also be called 'Digital' media. There is a dynamic aspect of content production in this platform which can be done in real time. Some examples may be the Internet, websites, computer multimedia, computer games, internet-enabled mobile telephones, etc.



The history of Internet in India began with the launch of internet services by VSNL on August 15, 1995. *The Hindu* of Chennai was the first Indian newspaper that launched an Internet edition in the country on the same year. By 1998, there were at least 48 newspapers in India that had launched their internet editions. By mid-2016, almost all newspapers have their websites. So do all Television channels and radio stations. Web exclusive news portals, Television and Radio stations have become common. Social media has grown phenomenally and it has impacted the mediascape in a very big way.

In light of the limited reach of mass media and people's access to it, traditional media like folk songs, folk dance, folk theatre etc. are the real channels of information and entertainment in rural India. Their reach is wide because they are less expensive, more accessible, closer to the heart of the people, participatory in nature and hence communicate more effectively than print or electronic media. However, the reach of and access to mass media is growing, thanks to growing penetration of Internet, especially mobile Internet. Mass media are also taking the folk and traditional media into its ambit- thereby creating a win-win situation for both. For example when a folk medium like 'Daskathia' (very popular in rural Odisha, especially in coastal and central Odisha) is shown on television – it reaches more people.

3.8 IMPACT OF MASS COMMUNICATION

As stated earlier, we live in the *age of mass communication*. Who wouldn't want to be informed about events that significantly touch and influence one's life. Don't we need some entertainment to get away from the drudgery of day to day living? In a democracy, is it not necessary to shape the opinion of the public before appropriate decisions are taken? Mass communication fulfils all these needs; and additionally promotes extensive selling through advertising. While doing all this, mass communication obviously influences people and society. But the question is, what is the extent and nature of its impact?

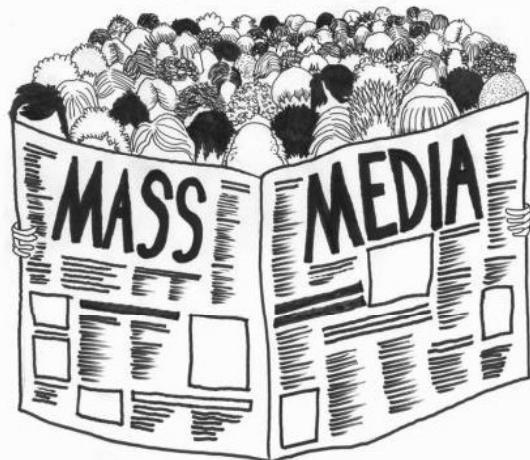
Millions are exposed to a variety of messages each day. While many consumers of media are satisfied with any single channel of mass communication, there are others who seek exposure to more than one channel. There is increasing anxiety about the adverse effect of mass communication on society in general and individuals in particular. There are obvious fears. Are the consumers of mass media being manipulated or brainwashed? Do the violence, crime or sex in media affect young minds? Are the foreign programmes a threat to cultural and national identity? And so on. Answers to these questions are not easy to come by as mass media do not operate in the society in isolation. However, some observations can be made on the positive and negative impact of mass communication on people.

By and large, mass communication messages are positive i.e. pro-communal harmony, pro-environmental, pro-national, anti-drugs, anti-AIDS, anti-war, anti-terrorism, anti-social evils and so on. In fact, mass communication has helped in promoting national integration



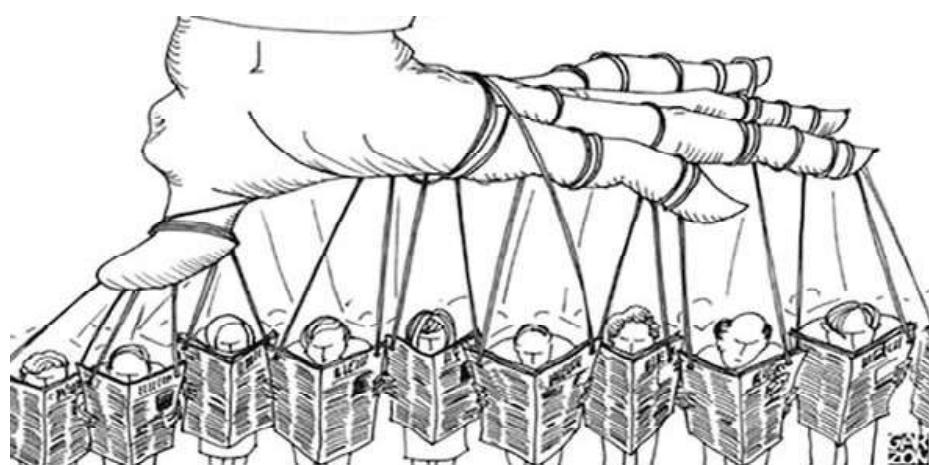
CONCEPTUALIZING COMMUNICATION

and knowledge of our cultural heritage and creating awareness among people about the socio-economic and political development of the country. The Press for instance, has played a significant role in shaping public opinion against colonial rule and later in the development of independent modern India. Broadcasting, under the government control has been used as an instrument of education, development and social change. Even Bombay 'masala films', which are often accused of creating unhealthy social values, attitudes and habits have contributed a great deal in promoting national integration, common culture and national language of Hindi, throughout the length and breadth of the country.



The adverse effect of mass communication has been felt so much from media as from exciting media like television and satellite cable TV. The audiences of these electronic media, in the hope of getting lively entertainment at little cost, are lapping up all that comes through the 'open sky', without discrimination, without realizing their good or bad effects. In fact they are becoming helpless victims of these pervasive media. The danger is from the programmes made with a western perspective which are going to influence the world view and life style in India and other Asian countries.

Besides, excessive advertising, 'alien' programmes and mesmerising images have tremendous impact on young minds. They give children ideas about a materialistic culture that does not exist in their environment and create in them the desire for things they can't possibly afford to have. An overdose of TV is bad, but an overdose of foreign programmes is even more detrimental. Parents and teachers express their concern about the adverse effect of 24 hours TV on children's studies and health. Thus, despite the restricted reach of mass media and the even more restricted access to it especially in rural and far flung areas, mass communication affects our lives positively by informing about the new developments around us, by entertaining us, and influencing our attitudes, opinions and actions vis-à-vis a variety of subjects and issues.





3.9 CHECK YOUR PROGRESS

6. Define mass media. Give examples of various types of mass media.

7. What are the various functions of mass communication in a society.

8. Write three ill effects of television on society.

9. How can these ill effects be checked?



Unit-4: LANGUAGE USED IN DIFFERENT MASS MEDIA

4.0 UNIT STRUCTURE

- 3.1 Learning Objectives
- 3.2 Introduction
- 3.3 Why News Styles Differ
- 3.4 Newspaper Style
- 3.5 Radio Style
- 3.6 Television Style
- 3.7 Comparisons of Style and Substance
- 3.8 Check your Progress

4.1 LEARNING OBJECTIVES

We have already discussed about the process of communication and its type. In the previous unit we discussed about the mass media, its component & impact, reach & access. In this unit we shall learn how to write in media. The language used in different mass media.

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

- How to write for newspaper
- How to write for radio
- How to write for television

4.2 INTRODUCTION

Journalism students who begin the study of broadcast news often complain of the difficulty of writing in an unaccustomed style, a difficulty compounded when the student concurrently takes a broadcast news course and a news editorial skills course. Writing news copy in a separate style for each course presents the novice journalist with the type of confusion found in learning a new language. Many students leave with an imperfect understanding of any news writing style. No magical way exists to learn a foreign language without practice, and none exists to develop a facility in more than one writing style without practical experience. Nevertheless, it may be possible to ease the burden of writing in more than one style by systematically comparing the

styles to determine what sets them apart. Such a systematic comparison might find some practical use by journalism instructors, perhaps as a handbook. Introductory general news writing courses sometimes cover both print and broadcast news and some journalism curricula require students to learn to write for both.

While any number of textbooks offers guidance in writing news for a particular medium, no textbook to the author's knowledge undertakes direct comparisons, point by point, of the elements of these styles to note where they are similar and where they diverge. A combination of learning underlying principles to explain the reasons for the divergence plus learning of day-to-day practices in newspapers and broadcast stations might reduce the level of frustration just a bit.

Merely to tell a student to "write conversationally" for radio or television does not help much. Specifically what are the actual differences? Admittedly, no study of the stylistic differences in newspaper, radio and television news is likely to vanquish students' frustrations totally. Only the experience of a lot of actual writing, preferably done on the job under a competent, demanding editor, will bring the needed level of confidence.

The student's first encounter with writing news for print, if not at a school newspaper, will be in the classroom. There the student will also first encounter broadcast news writing. A classroom setting can be an adequate substitute for an internship or an entry-level job if the instructor knows what to look for in correcting the student's copy assignments.

Yet, is the instructor competent to correct or edit the student's copy? This question, no matter how awkward or embarrassing, should be considered. In a basic media writing class which devotes only one of a dozen units to broadcast news, the teacher and teaching assistants probably will not have had broadcast writing experience. As a consequence, they are likely to depend upon the material in the textbook for guidance. This can be a thin reed indeed to support even an introduction to the topic. This study was undertaken with the hope that a comparison of news writing styles citing differences point-by-point can offer additional guidance. Because few instructors have professional broadcast news experience, the dilemma exists of how to teach students what is distinctive about each news writing style and why there are differences in the first place. Readers of newspapers are, after all, the same people who listen to radio newscasts and watch television newscasts.



4.3 WHY NEWS STYLES DIFFER

Differences are not due to happenstance. Writing styles have evolved in newspapers, radio and television due to the unique nature of each medium and to the manner in which its audience consumes each medium. An evolutionary process has been at work adapting each news writing style to its medium. Further, by taking note of the gradual shift of many newspapers to a more conversational writing style and the shortening of both television news stories and sound bites, one could well argue that the evolutionary process will continue.

4.4 NEWSPAPER STYLE OF WRITING

News in newspapers is written so that it may be edited from the bottom up. As old editors liked to say, a page form is not made of rubber. It won't stretch. What doesn't fit is thrown away. Historians trace the inverted pyramid, which is not the traditional style of British or other foreign newspapers, to the American Civil War, when correspondents, fearing that the telegraph would break down before they could finish.

Transmitting their dispatches, put the most important information into the first paragraph and continued the story with facts in descending order of news value. During the days

of letterpress printing, the makeup editor fit lead type into the steel chase by the simple expedient of tossing paragraphs away from the bottom until the type fit the allotted space. In modern offset lithography the same job can be accomplished by a razor blade or a computer delete key; the editing, especially under time pressure, is often still done from the bottom of a story up.



The reading of a newspaper matches bottom-up editing. The reader's eye scans the

headlines on a page. If the headline indicates a news story of interest, the reader looks at the first paragraph. If that also proves interesting, the reader continues. The reader who stops short of the end of a story is basically doing what the editor does in throwing words away from the bottom.

If newspaper stories were consumed sequentially as they are in radio and television newscasts, the writing style would change of necessity. If, for instance, a newspaper reader was unable to turn to page 2 before taking in every word on page 1 starting in the upper left hand corner and continuing to the lower right corner, the writing style of newspaper stories would, I believe, soon resemble a radio newscast.

Yet, although the newspaper reader can go back over a difficult paragraph until it becomes clear, a luxury denied to listeners to broadcast news, it is also true, as one newspaper editor noted, that if the newspaper reader has to go back often to make sense of stories, the reader is likely to go back to the television set.

4.5 RADIO STYLE OF WRITING

The radio newscast must be consumed sequentially; that is, the listener does not hear the second story in the newscast without hearing the first story. The eighth story waits on the first seven, which means in practice that all seven are chosen to be interesting to a significant number of listeners and are presented at a length, which maintains that interest.

In addition to the inevitable centrality of thinking which affects story choice and story length, a pressing concern exists for clarity in both sentence length and word choice Writing Style because the radio listener, unlike the newspaper reader, is unable to stop to review and reconsider the meaning of a sentence. The eye can go back; the ear can go only forward with the voice of the newscaster.

During the “golden age of radio,” 1930-1950, before television sets appeared in every home, the family gathering around the parlor radio console in the evening sat facing it, a natural thing to do because the radio talked to them. Today, it seems, no one looks at radios. They speak to us from under the steering wheel or over our shoulder. Unlike the attentive newspaper reader, the radio listener is often driving, working, or engaged in some task other than absorbing the latest news, and consequently is paying less than full attention. As a result radio news stories are written to be told in familiar words combined into sentences, which run at comfortable lengths in a style known as “conversational.” One textbook guideline suggests writing as if telling a story to a friend who is trying to catch a bus that is ready to pull away.

Because listeners lack opportunity to go back to reconsider a bit of information, there should be no need to do so. This limitation affects the structure of phrases of attribution and the use of pronouns, because pronouns have antecedents. The radio broadcast news writer learns to beware of innocent little words like “it.” These conditions influence television news as well, but perhaps they apply with a little more force to the writing of radio news summaries, where news items average two or three sentences and then the



topic shifts. Particularly important is the care needed in the presentation of the numbers sprinkled throughout economic news. Writing news of the economy requires a balance between precision and understanding. An additional difficulty in absorbing the

information in a summary newscast is its demand on the listener’s ability to keep up not only with a rapid delivery but also with the variety of news. The newscaster jumps from topic to topic, geographic location to location, as if the listener would have no difficulty in going from a flood in Bangladesh to a political crisis in Romania to a train accident north of town. Radio

news is hard enough for anyone to follow but the confusion is greater for people who are not on top of events.

The thoughtful newscaster takes these topical twists and turns into consideration in both writing and delivery; the newspaper editor need not give the matter a moment’s thought. The radio news writing style that has developed includes the choice of simple words and short, declarative sentences. Attribution precedes statements as it does in normal conversation. Sentence structure is incomplete at times, such as verbless sentences. Purists may howl, but the reality is that understanding is more important than grammar to a radio news writer.

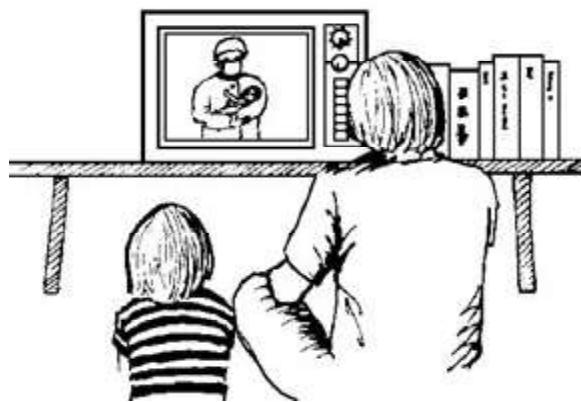
4.6 TELEVISION STYLE OF WRITING

Television news style is much like radio news style, for a viewer can no more return to a group of facts than a listener can. The viewer, like the listener, does not always focus on what the newscaster says. Television news adds further complexities when pictures join the words; that is, anchors or reporters deliver what is called a “voice over.”

Ideally the words that accompany a videotape story of an event are written, even under time pressure, only after the writer has viewed the unedited videotape and made editing decisions such that the pictures follow a logic of their own. In practice the ideal method of editing video first and writing text afterward is rarely followed in television newsrooms, but the better news writers at least keep the pictures in mind as they write, and the tape is edited to fit the words.

Besides all the other constraints which limit the writing of a news story lead, chronology, clarity, etc. the words should relate in some way to the pictures. If the words and the pictures do not support each other, they surely fight each other for the viewer's attention, a dissonance that detracts from understanding.

An examination of a random selection of television newscasts will demonstrate that nearly all of the fresh information is found in the words, but it is the pictures that carry the impact for the viewers. It is the pictures that will be remembered.



There are other types of videotape stories, such as news about the economy, which consist primarily of file tape chosen for the sole purpose of illustrating the words.

Here, picture logic barely exists, yet care must be taken that the words are not overwhelmed by the helping pictures.

Economic news presents an additional difficulty alluded to in considering radio, above. The difficulty lies in communicating numbers. Television has one advantage over radio here, because numbers can be presented visually while the newscaster reads them; the presentation can be enhanced by graphs, pie charts or other visual aids lacking in radio.

4.7 COMPARISONS OF STYLE AND SUBSTANCE

Having noted all this, it should be added that, while distinctions between print and broadcast news writing certainly exist, more should not be made of them than is warranted. Broadcast news has been the butt of jokes and snide comments about its perceived lack of substance and "See Spot run" presentation, but the dominance of television newscasts coupled with the painful demise of many metropolitan newspapers has led to a reassessment of newspaper practices. Changes have included a less formal writing style. The result is not by any means the style of television and radio news, but there has been a trend in that direction.

Substance needs to be considered apart from writing style. The choice of stories, their length, and the choice of topics for leads are factors independent of writing style. Local television newscasts, particularly, have been criticized for their concerns with frivolous matters, with a penchant to chase after gossip, with time-wasting chatter

among anchors, and generally with being the electronic equivalent of a backyard fence. Both radio and television newscasts, with the notable exception of public broadcasting, are criticized for devoting too little time to political and other matters of significance to public life. Defenders of the substance of newscasts have responded with a variant of the argument that it is pointless to preach to empty pews, that the newscasts have proven more adept at giving people the news they want, and that, in any case, newspapers are filled with the trivia of comic strips.

These arguments will not be pursued here, although it should be noted that an obvious correlation exists between simple writing and simple topics. It is easier, for example, to use one-syllable words and short sentences to report the mayor's arrest for drunk driving than to report on the mayor's presentation of the city budget. Real writing skill is demonstrated not in the former news story but in the clarity with which the latter is presented. If most television news stories seem to be written more clearly than stories in the newspapers, it does not follow that television news writers display superiority in the craft. A strong argument can be made that their choice of topics alone makes the difference. Pursuing this logic to its conclusion, one may argue that superiority in the craft of writing news, including visual elements, would be best demonstrated by the limpid reporting of complex events and situations by both newspaper and television writers. Their products could then be compared side by side. This paper originated in a wish to produce side by side comparisons, not to make invidious comments about the relative merits of journalists in different media but to show the differences themselves.



4.8 CHECK YOUR PROGRESS

10. Why writing for different media should differ? Explain.

11. Make a note of two differences between writing for newspaper and writing for radio.

Unit-5: MEDIA LITERACY

5.0 UNIT STRUCTUTE

- 5.1 LEARNING OBJECTIVES
 - 5.2 INTRODUCTION
 - 5.3 CONCEPT OF MEDIA EDUCATION
 - 5.4 INDIA CONTEXT
 - 5.5 CHECK YOUR PROGRESS
-

5.1 LEARNING OBJECTIVES

Till now we have discussed about concept of communication, its various dimensions, elements of mass communication and how mass media functions. In the previous unit we learned various writing styles of different media. In this unit we shall discuss about media literacy. Why this is an important factor. What is the scene of media literacy in India. After going through this unit, you will be able to understand:

- What is media literacy
 - Why this is important
 - Concept of media education
 - What is the scene of media literacy in India
-

5.2 INTRODUCTION

The terms ‘media literacy’ and ‘media education’ are used synonymously in most English-speaking nations. Many scholars and educators consider media literacy to be an expanded conceptualization of literacy. In 1993, a gathering of the media literacy community in the United States developed a definition of media literacy as the ability to access, analyze, evaluate and create messages in a wide variety of forms.

Media literacy has a long history and over the years a number of different terms have been used to capture the skills, competencies, knowledge and habits of mind that are required for full participation in media-saturated societies. In England, the term “media education” is used to define the process of teaching and learning about media. It is about developing people’s critical and creative abilities when it comes to mass media, popular culture and digital media. Media education is the process and media literacy is the outcome, but neither term should be confused with educational technology or with educational media. When people understand media and technology, they are able to access, analyze, evaluate, and create messages in a wide variety of media, genres, and forms.

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Education for media literacy often uses an inquiry-based pedagogic model that encourages people to ask questions about what they watch, hear, and read. Media literacy education provides tools to help people critically analyze messages, offers opportunities for learners to broaden their experience of media, and helps them develop creative skills in making their own media messages. Critical analysis can include identifying author, purpose and point of view, examining construction techniques and genres, examining patterns of media representation, and detecting propaganda, censorship, and bias in news and public affairs programming (and the reasons for these). Media literacy education may explore how structural features—such as media ownership, or its funding model—affect the information presented.

In North America and Europe, media literacy includes both empowerment and protectionist perspectives. Media literate people should be able to skillfully create and produce media messages, both to show understanding of the specific qualities of each medium, as well as to create independent media and participate as active citizens. Media literacy can be seen as contributing to an expanded conceptualization of literacy, treating mass media, popular culture and digital media as new types of ‘texts’ that require analysis and evaluation. By transforming the process of media consumption into an active and critical process, people gain greater awareness of the potential for misrepresentation and manipulation (especially through commercials and public relations techniques), and understand the role of mass media and participatory media in constructing views of reality.



Media literacy education is sometimes conceptualized as a way to address the negative dimensions of mass media, popular culture and digital media, including violence, gender and racial stereotypes, the sexualization of children, and concerns about loss of privacy, cyberbullying and Internet predators. By building knowledge and competencies in using media and technology, media literacy education may provide a type of protection to children and young people by helping them make good choices in their media consumption habits, and patterns of usage.

5.3 CONCEPT OF MEDIA EDUCATION

Media literacy is a repertoire of competencies that enable people to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats. David Buckingham has come up with four key concepts that “provide a theoretical framework which can be applied to the whole range of contemporary media and to ‘older’ media as well: Production, Language, Representation, and Audience. These concepts are defined by David Buckingham as follows:

Production

Production involves the recognition that media texts are consciously made.^[1] Some media texts are made by individuals working alone, just for themselves or their family and friends, but most are produced and distributed by groups of people often for commercial profit. This means recognizing the economic interests that are at stake in media production, and the ways in which profits are generated. More confident students in media education should be able to debate the implications of these developments in terms of national and cultural identities, and in terms of the range of social groups that are able to gain access to media.

Studying media production means looking at:

- Technologies: what technologies are used to produce and distribute media texts?
- Professional practices: Who makes media texts?
- The industry: Who owns the companies that buy and sell media and how do they make a profit?
- Connections between media: How do companies sell the same products across different media?
- Regulation: Who controls the production and distribution of media, and are there laws about this?
- Circulation and distribution: How do texts reach their audiences?
- Access and participation: Whose voices are heard in the media and whose are excluded?

Language

Every medium has its own combination of languages that it uses to communicate meaning. For example, television uses verbal and written language as well as the languages of moving images and sound. Particular kinds of music or camera angles may be used to encourage certain emotions. When it comes to verbal language, making meaningful statements in media languages involves “paradigmatic choices” and “syntagmatic combinations”. By analyzing these languages, one can come to a better understanding of how meanings are created.

Studying media languages means looking at:

- Meanings: How does media use different forms of language to convey ideas or meanings?
- Conventions: How do these uses of languages become familiar and generally accepted?
- Codes: How are the grammatical ‘rules’ of media established and what happens when they are broken?
- Genres: How do these conventions and codes operate in different types of media contexts?

- Choices: What are the effects of choosing certain forms of language, such as a certain type of camera shot?
- Combinations: How is meaning conveyed through the combination or sequencing of images, sounds, or words?
- Technologies: How do technologies affect the meanings that can be created?

Representation

The notion of ‘representation’ is one of the first established principles of media education. The media offers viewers a facilitated outlook of the world and a re-representation of reality. Media production involves selecting and combining incidents, making events into stories, and creating characters. Media representations allow viewers to see the world in some particular ways and not others. Audiences also compare media with their own experiences and make judgments about how realistic they are. Media representations can be seen as real in some ways but not in others: viewers may understand that what they are seeing is only imaginary and yet they still know it can explain reality.

Studying media representations means looking at:

- Realism: Is this text intended to be realistic? Why do some texts seem more realistic than others?
- Telling the truth: How do media claim to tell the truth about the world?
- Presence and absence: What is included and excluded from the media world?
- Bias and objectivity: Do media texts support particular views about the world? Do they use moral or political values?
- Stereotyping: How do media represent particular social groups? Are those representations accurate?
- Interpretations: Why do audiences accept some media representations as true, or reject others as false?
- Influences: Do media representations affect our views of particular social groups or issues?

Audience

Studying audience means looking at how demographic audiences are targeted and measured, and how media are circulated and distributed throughout. It means looking at different ways in which individuals use, interpret, and respond to media. The media increasingly have had to compete for people’s attention and interest because research has shown that audiences are now much more sophisticated and diverse than has been suggested in the past decades. Debating views about audiences and attempting to understand and reflect on our own and others’ use of media is therefore a crucial element of media education.

Studying media audiences means looking at:

- Targeting: How are media aimed at particular audiences?

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- Address: How do the media speak to audiences?
- Circulation: How do media reach audiences?
- Uses: How do audiences use media in their daily lives? What are their habits and patterns of use?
- Making sense: How do audiences interpret media? What meanings do they make?
- Pleasures: What pleasures do audiences gain from media?
- Social differences: What is the role of gender, social class, age, and ethnic background in audience behavior?

To elaborate on the concepts presented by David Buckingham, Henry Jenkins discusses the emergence of a participatory culture, in which our students are actively engaged. With the emergence of this participatory culture, schools must focus on what Jenkins calls the “new media literacies”, that is a set of cultural competencies and social skills that young people need in the new media landscape. In the new media literacies we see a shift in focus from individual expression to community involvement, involving the development of social skills through collaboration and networking. Jenkins lists the following skills, as essential for students in this new media landscape:

- **Play:** The capacity to experiment with the surroundings as a form of problem solving.
- **Performance:** The ability to adopt alternative identities for the purpose of improvisation and discovery.
- **Simulation:** The ability to interpret and construct dynamic models of real world processes.
- **Appropriation:** The ability to meaningfully sample and remix media content.
- **Multitasking:** The ability to scan the environment and shift focus onto salient details.
- **Distributed Cognition:** The ability to interact meaningfully with tools that expand mental capacities.
- **Collective Intelligence:** The ability to pool knowledge and compare notes with others toward a common goal.
- **Judgment:** The ability to evaluate the reliability and credibility of different information sources.
- **Trans media Navigation:** The ability to follow the flow of stories and information across multiple modalities.
- **Networking:** The ability to search for, synthesize, and disseminate information.
- **Negotiation:** The ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

5.4 India Context

Media Clubs in schools is a Central Institute of Educational Technology, NCERT project to promote media literacy in India. The project was launched in 2009-2010. This project in fact is the extension of projects undertaken on media literacy in the year 2007-2008 and 2008-2009. The first phase of the project focused on the mapping of Media Literacy initiatives across the world.

A document was prepared titled “Media Literacy initiatives across the world”. The document is the collation of print and electronic material available on media literacy initiatives in various part of the world. In case of India, various experts from the field of media, media educators and media literacy experts were interviewed and a comprehensive print report was prepared. In addition to the print report three video programs on media literacy initiatives in India were produced. This phase was followed by the second phase in which reading material was prepared for students as well as teachers. School teachers were also trained in media literacy. Various media educators and the experts handling media literacy projects were invited to share their experiences with the teachers. The training programs were huge success with more than 100 teachers being trained in face to face mode. That was the first time in India when such training programs on media literacy were organized for teachers. Thereafter, media studies as a subject was introduced in schools as a pilot project.

The recently launched third phase (2010-2011) is the extension of discussion held in first and second phases with the teachers. Teachers who were open to the idea of having media discourse at school level were quite apprehensive of having it in the form of another new



subject. According to them introduction of new subject would add to the curriculum load and also they shared their unpreparedness to handle this subject. Then came the concept of establishing media clubs in Schools. At present in India there are around 100 media clubs which are running successfully. These media clubs will be mentoring new media clubs next year. Media studies as a subject has entered the boundaries of schools in India little late but at last. Disregarding media from the school curriculum has always bothered many experts who are working in the field of media studies. Many initiatives were started to introduce children, parents and teachers to the concepts of media studies but all happened out of schools.

One of the key point made by the NCF 2005 i.e. connecting knowledge to the life outside the school, has actually opened the door for media studies, a subject which has never in the past was given its due importance in school curriculum. It was realized that students' media experiences are as important as their experience with their parents, peers and teachers and by allowing them to bring their media experiences in classroom,

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a creative environment can be created where they could get a chance to discuss issues which are very integral to their life. It will enable the students to see behind the screen and read between the lines and to be an active citizen of the world's largest democracy. The vision of democracy articulated by the Secondary Education Commission (1952) is worth recalling here and how media understanding fits into the vision is motivating enough for those who would be interested in taking this initiative forward. "Citizenship in a democracy involves many intellectual, social and moral qualities... a democratic citizen should have the understanding and the intellectual integrity to sift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice... This is what media literacy initiatives world over propagates. The strategies to implement them may vary in different countries but the idea is to make students to reflect critically on media issues. It entails the acceptance of multiple views on social issues and commitment to democratic forms of interaction and helps children to see issues from different perspectives and understand how such issues are connected to their lives. The content and language of media products provide ways of looking at the world. The media is a hidden curriculum for students which should be explored. This has been explored in many countries and is called by various names in different parts of the world like television literacy, critical viewership skills and critical viewing skills. These projects were started with the initiative of an individual or small group and later on it attracted likeminded people and became success. In fact a media study is one of the fastest growing subject which need to be introduced not only at college or university level but also at school level.

Undoubtedly it is important to engage students in media discourse and the subject needs to be taken to school but then it has its own challenges. First, most teachers are unfamiliar with the subject and are poorly equipped to teach this subject as the subject is not a part of Bachelor of Education or Master of education curriculum. Second, introduction of one more subject may increase curriculum load on students. Keeping in view the need for media discourse at school level and the challenges, a media club in school can provide a solution. Both media educators and teachers can be involved in setting up and running of the Media Clubs. A community based learning (CBL) approach is proposed with the goal of engaging multiple elements involved in the community in learning process including local newspaper, channels, colleges, parents and teachers.

At present Media clubs are running in Delhi, Kerala and West Bengal. In year 2011-2012 project will be extended to all states in India. The purpose is to promote media literacy across the nation. Participation of other states in this project will have the following benefits: Sharing of the experience of already established media clubs with other states. National studies like tracking media habits of children of India. Participating states can get information on development and planning aspect of media clubs from the Delhi experience. States can share their experiences and handle state specific issues while talking about media literacy. Students and teachers of different states will be connected with each other while working on Media Literacy projects.





5.5 CHECK YOUR PROGRESS

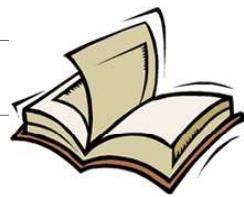
12. What do you mean by media literacy?

W

13. In which states of India there are media clubs?



FURTHER READINGS



- ☛ MacBride Sean, 1982, Many Voices One World, Oxford and IBH Publishing Co., New Delhi.
 - ☛ Hiebert/Ungurait/Bohn, 1974, Mass Media: An Introduction to Modern Communication, Longman Inc.,
 - ☛ Jay Black, Jennings Bryant, 1993, Introduction to Mass Communication, Win. C. Brown Publishers
-

ANSWERS TO CHECK YOUR PROGRESS

1. Communication is a process of sharing or exchange of ideas, information, knowledge, attitude or feeling among two or more persons through certain signs and symbols. The various functions of communication are to educate, inform, promote culture, build social contact, integrate, stimulate, counsel, express emotions, entertain and control.
2. Try to attempt the question on your own.
3. The various elements involved in the process of communication are source, receiver, context, message, channel, noise, encoding, decoding, feedback and effect.
4. Various types of communication are intrapersonal, interpersonal, group, mass, public, verbal and written and non-verbal communication.
5. Try to attempt the question on your own.
6. According to Wilbur Schramm '**a mass medium is essentially a working group organized around some device for circulating the same message, at about same time, to a large number of people**'. Examples: TV, Radio, Newspapers etc.
7. Various functions of mass communication in a society: information, entertainment, education, reinforcement, socialise, activate, change or persuade, confer status, focus attention, ethicise.
8. Today's televison and 24 hour entertainment channels give children ideas about a materialistic culture that does not exist in their environment and create in them the desire for things they can't possibly afford to have. An overdose of TV is bad, but an overdose of foreign programmes is even more detrimental. Parents and teachers express their concern about the adverse effect of 24 hours TV on children's studies and health. Thus televisoin programmes directly influence our attitudes, opinions and actions vis-à-vis a variety of subjects and issues.
9. These can be checked by creating awareness among the people specially among the students and small kids. Parents should take a note of what their children are watching on televison and how many time they are spending watching it. People should not blindly believe what television is showing.

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10. Writing styles have evolved in newspapers, radio and television due to the unique nature of each medium and to the manner in which its audience consumes each medium.

11. In newspaper the report is written in inverted pyramid style whereas in radio only the important facts get a place.

In newspaper we should make our sentences short n simple. However if required we can use comparatively longer sentences. But we can't use longer sentences in radio. Because it is a blind medium so our sentences should be clear and should not be complicated.

12. Media literacy is a repertoire of competencies that enable people to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats. Simply it is the process of teaching and learning about media.

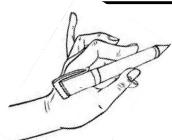
13. At present there are media clubs in Delhi, Kerala and West Bengal.

MODEL QUESTIONS

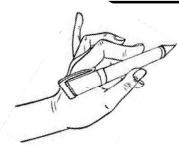
1. What do u mean by communication? Write various types of communication.
2. What is mass communication?
3. Explain the process of communication and its elements.
4. Define verbal and non-verbal communication with examples.
5. Write different functions of mass media.
6. Explain the difference between writing for newspaper, radio and television.
7. What is media literacy?



Comments



Comments



Comments

