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**Communication**



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# 14. Communication

## MEANING OF COMMUNICATION

The word communication is derived from the Latin word 'communis' which means 'to make common'. Communication is the method of transferring information between people or group for mutual understanding and confidence. It involves the flow of information from the sender to the receiver. The receiver must understand the meaning and message of information. It can also be taken as the process of sharing ideas, thoughts, opinions and views from one person to another person. Communication involves the transmission of verbal and nonverbal messages. With the help of a sender, a receiver, and channel of communication, it conveys complex, important information. Communication requires the full understanding of behaviors associated with the sender and receiver. It is the exchange of facts, opinion, idea or emotion between two or more than two persons of common interest.

## ELEMENTS INVOLVED IN THE PROCESS OF COMMUNICATION

- 1. Sender: (Source):** It is the Sender who initiates the communication process to share some idea. The sender may be an individual, group, or organization. The sender's experience knowledge, skill, perceptions, and culture influence the message.
- 2. Encoding:** In order to convey his idea, the sender must begin encoding, which means translating idea or information into a message. The process of encoding may involve use of words and language or gestures.

**3. Message:** Message can be verbal (written or oral) or non-verbal (body language, silence etc.)

**4. Channel (Medium):** The channel is the means used to convey the message. When immediate feedback is necessary, oral communication channels are more effective because any uncertainties can be cleared up on the spot. In a situation where the message must be delivered to a large group of people, written channels are often effective.

**5. Receiver:** All interpretations by a receiver are influenced by his experience, attitude, knowledge, skills, perceptions, and culture.

**6. Decoding:** This receiver decodes the message, i.e. he interprets the words and symbols sent by the sender by using his knowledge and experience in order to make the words and symbols meaningful.

**7. Feedback:** Feedback is the final link in the chain of the communication process. After receiving a message, the receiver responds in some way and signals that response to the sender.

## **CHARACTERISTICS OF COMMUNICATION**

- **Context:** Context is known as any given situation at the outset. There should be a situation to communicate an idea or feeling.
- **Accurate Message:** The message of a communication must be clear, concise and accurate.
- **Understanding:** Effective communicators must understand to whom they are talking with. They must understand the style of communication.

- **Empathy:** Empathy means putting yourself in the other person's shoes. Effective communicators always see the situation from the perspective of the other person. It also includes the emotions that might be involved with the message.
- **Effective Listening:** Effective listening is hearing intently what other person is saying.
- **Frequent:** Effective communication occurs frequently to ensure that has been received by all students.
- **Multi-Channel:** Effective business communication needs to be sent through multi-channels to ensure that it is received.
- **Face-to-Face:** Face-to-face communication is still one of the most effective types of communication. It should be used whenever possible and practical.
- **Two-Way:** Effective communication gives the opportunity for two-way communication to benefit students and teachers. The communications should be of two-way as students need the opportunity to share their feedback, opinions and thoughts with teachers and educators.
- **Asking for Clarification, when Necessary:** Effective communicators should not be afraid to ask for clarification if they don't understand the message. If anyone asks for clarification, it shows that he really care about the person who is talking. It also ensures that the conversation has proceeded appropriately.
- **Body language:** The effective communicators should know how to tune into the non-verbal message. Body language makes up a large percentage of our messages. Make eye contact with the

person you are talking to as much as possible when you are speaking. The communicators should avoid the offensive body language like touching hair and rolling eyes that might convey the lack of honesty.

- **A Positive Attitude:** The effective communicators must work hard to keep their messages positive as no one likes to listen to a complaint. Everyone should focus on what they can do for others instead of doing the things they feel difficult. The communicators must keep the message positive that may allow the other person to accept your “no” with grace.

### **The Two-way Communication Process**

- 1. Developing an idea**
- 2. Encoding the message**
- 3. Transmitting the message**
- 4. Receiving the message**
- 5. Decoding the message**
- 6. Acceptance or rejection of the message**
- 7. Using the information**
- 8. Giving feedback**
- 9. Reception of the message**

### **DIRECT AND INDIRECT COMMUNICATION**

Direct or Natural Communication	<ul style="list-style-type: none"><li>• Communication is direct or natural if it is achieved without the help of any instrument other than the human faculties.</li></ul>
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	<ul style="list-style-type: none"> <li>• Language, faculties of speech, body language, symbols using the bodily organs etc. facilitate direct or natural communication.</li> <li>• This kind of communication is limited by time and space.</li> <li>• A voice has to be heard, a sign has to be seen.</li> <li>• These call for certain proximity or nearness between the two participants in the communication process, the sender and the receiver(s).</li> </ul>
Indirect or Technological Communication	<ul style="list-style-type: none"> <li>• Indirect or technological communication, on the other hand, uses technology developed by science.</li> <li>• Indirect communication may be between people who are far away in time and space.</li> <li>• It may be with known persons or with strangers.</li> </ul>

## TYPES OF COMMUNICATION

<b>(i) Intrapersonal communication</b>	(i) It refers to communication that transpires inside a person; and this happens all the time.
<b>(ii) Interpersonal communication</b>	(i) This is the universal form of communication that takes place between two individuals. (ii) 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.

<b>(iii) Group communication</b>	<p>(i) Group communication is an extension of interpersonal communication where more than two individuals are involved in exchange of ideas, skills, and interests.</p> <p>(ii) Groups provide an opportunity for people to come together to discuss and exchange views of common interest.</p>
<b>(iv) Mass communication</b>	<p>(i) It is communication from one person or group of persons through a transmitting device (a medium) to a large audience or market.</p> <p>(ii) The channels through which this kind of communication takes place are referred to as mass media</p>

## FORMS OF COMMUNICATION BASED ON CHANNEL

<b>(i) Verbal</b>	<ul style="list-style-type: none"> <li>• It requires use of words, vocabulary, numbers and symbols and is organized in sentences using language.</li> <li>• Words spoken, listen or written affect our daily life. They have the power to create emotions and move people to take action.</li> <li>• Accurately and clearly delivered verbal communication activates the mind the encourages creativity</li> </ul>
<b>(ii) Non-verbal</b>	<ul style="list-style-type: none"> <li>• It is the act of imparting or interchanging thoughts, opinions or information without the use of words (using gestures, sign language, facial expressions and body language).</li> </ul>

	<ul style="list-style-type: none"><li>• In non-verbal communication the emotional content or meaning is conveyed more by facial expressions and tone of voice rather than what the person is saying.</li></ul>
<b>(iii) Graphical or symbolic</b>	<ul style="list-style-type: none"><li>• It involves the process of creating, producing, and distributing material incorporating words and images to convey data, concepts, and emotions.</li><li>• For instance, drawings, photographs and sketches.</li></ul>
<b>(iv) Written Communi cation</b>	<ul style="list-style-type: none"><li>• Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information.</li><li>• Communicating effectively in writing requires attention to all aspects of the class room environment.</li></ul>



# 15. Effective Communication

## FEATURES OF EFFECTIVE COMMUNICATION

i. Common frame of reference

The sender and the receiver should interact at a common level of understanding.

ii. Mutual Interest Contents of Communication should be of mutual interest to the sender and the receiver.

iii. Common language Verbal interaction between the sender and the receiver is easy and effective if they speak a common language. The possibilities of incomplete communication are minimised because words, phrases, idioms, proverbs and their nuances are easily understood.

iv. Common environment People with a similar background receive the intended message without any hassles.

## THE CHARACTERISTICS OF EFFECTIVE COMMUNICATION

1. Clarity of Purpose

2. Completeness

3. Conciseness

4. Feedback

5. Empathy

6. Modify the message according to the audience

## 7. Multiple Channels of communication

### **STRATEGIES FOR EFFECTIVE COMMUNICATION**

- i. Clarity of message
- ii. Reinforcement of ideas
- iii. Appropriate channel
- iv. Motivation
- v. Proper environment

### **FUNCTIONS OF COMMUNICATION**

Information Instruction Entertainment Persuasion Debate and discussion Cultural Promotion Integration

### **VERBAL COMMUNICATION**

Verbal communication is the use of language to transfer information through speaking or sign language. The sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation.

### **Division of verbal communication**

Verbal communication is subdivided into Oral and Written Communication. Verbal communication is subdivided into Oral and Written Communication.

## **i. Oral Communication**

### **1. Meaning**

### **2. Principles**

### **3. Features**

### **4. Merits**

### **5. Demerits**

## **Difference Between Oral and Written Communication**

<b>Oral Communication</b>	<b>Written Communication</b>
1. Use of non-verbal language like body language is a must	1. Use of nice layout and presentation is required.
2. Fast in conveying the intended message	2. Comparatively slower in conveying the intended message.
3. More personal touch and impact on receiver	3. Less personal touch and impact on receiver.
4. Immediate feedback	4. Delayed feedback.
5. Less thoughtful	5. More deliberate and thoughtful
6. Receiver may forget the message after some time	6. The message is always available for future reference
7. Lengthy	7. Comparatively precise

8. Oral communication is suitable for conveying emotions and feelings	8. Written communication is suitable for conveying fact and figures.
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## **TYPES OF VERBAL COMMUNICATION**

### **I. Intrapersonal Communication**

This form of communication is extremely private and restricted to ourselves or self-talk. It includes the silent conversations we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of communication when analyzed can either be conveyed verbally to someone or stay confined as thoughts. From planning to problem solving, internal conflict resolution, and evaluations and judgments of self and others, we communicate with ourselves through intrapersonal communication. All this interaction takes place in the mind without externalization, and all of it relies on previous interaction with the external world

### **II. Interpersonal Communication**

Interpersonal communication is the two-way process of sending and receiving information between two or more people on a one-on-one basis. It takes place when one person communicates with another person, face to face or via telephone, e-mail, letters or meetings. to exchange ideas, feelings and thoughts through verbal and non-verbal messages.

• **Indirect or mediated** interpersonal communication involves technology that assists or links the sender and receiver of messages. Telephonic conversation, internet chatting, and video talk are examples of mediated interpersonal communication.

### **Principles of Interpersonal Communication**

1. Inescapable
2. Irreversible
3. Complicated
4. Contextual

### **Functions of Interpersonal Communication**

1. Gaining Information
2. Building Understanding
3. Establishing Identity
4. Interpersonal Needs

### **Features of Good Interpersonal Communication:**

1. Being open Minded
2. Getting over self
3. Understanding others
4. Keeping Your Doors Open
5. Being Thankful
6. Listening actively



7. Being appreciative
8. Communicating clearly
9. Not Complaining
10. Spontaneity: In response
11. Focussing on the present
12. Authenticity in expression
13. Self-Disclosure
14. Empathy: for others
15. Acceptance of the other
16. Warmth for other
17. Trust on others
18. Acceptance of others Feelings

## **Ethical Communication**

Basics	<ul style="list-style-type: none"><li>• Ethical communication means being truthful at all times.</li><li>• Questions of right and wrong arise whenever people communicate.</li><li>• It requires that communicator should have good critical skills, respect for all and feeling of responsibility.</li></ul>
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	<ul style="list-style-type: none"><li>• Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships.</li><li>• Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others.</li></ul>
Importance of ethical communication	<ul style="list-style-type: none"><li>• Ethical communication is of utmost importance in proper and responsible decision making.</li><li>• It helps in maintaining good relationships.</li><li>• It requires good qualities like truthfulness, integrity and objectivity etc. Thus, it results in self-development as well.</li><li>• Moreover, it creates a positive corporate image.</li><li>• If an organisation performs unethical business practices, the consumer will lose trust in the organisation and its products, and there will be no customers in the long run.</li><li>• Competent personnel prefer to be associated with an organisation which is known for its ethical values.</li><li>• Unethical communication leads to business failure and loss to the investors. Thus, it is necessary to maintain ethical values in communication.</li></ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• If an entity maintains ethical values, the Government intervention will be less.</li></ul> |
|--|--|

### **iii. Group Communication**

Group communication is a dynamic process where three to eight people engage in a conversation.

#### **Kinds of Groups**

Primary groups are those which are composed of individuals with intimate, personal relations and who interact face to face, figuratively and not literally.

Examples of primary group are: family, play groups, kinship groups, labour groups, clan, etc., Secondary groups are all those in which individuals have formal, impersonal and status relations. Political parties, associations, labour unions, religious groups etc. are considered secondary group. Every individual is a member of primary as well as secondary group at one and same time.

### **IV. Public Communication**

Public communications is the receipt and exchange of messages, ideas and opinions. Contributing to and shaping public discourse.

#### **NON-VERBAL COMMUNICATION**

Non-verbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be

used both intentionally and unintentionally. Nonverbal communication is also

### **Components of Non-Verbal Communication**

Kinesics	<ul style="list-style-type: none"><li>• Kinesics is the interpretation of non-verbal behaviour related to movement, either of any part of the body or the body as a whole. Body movements include gestures, facial expressions and other physical movements.</li></ul>
Oculesics	<ul style="list-style-type: none"><li>• It is the study of the role of eye contact in non-verbal communication.</li></ul>
Chronemics	<ul style="list-style-type: none"><li>• Chronemics is the study of the use of time in nonverbal Communication.</li></ul>
Proxemics	<ul style="list-style-type: none"><li>• Proxemics is the technical term for the personal space aspect of body language.</li></ul>
Haptics	<ul style="list-style-type: none"><li>• Haptics refers to the study of non-verbal communication by touch.</li></ul>
Paralanguage or Paralinguistics	<ul style="list-style-type: none"><li>• Paralanguage refers to the non-verbal elements of communication used to modify meaning and convey emotion; and it includes the pitch, volume, and, in some cases, intonation of speech.</li></ul>

### **INTER-CULTURAL COMMUNICATIONS**

Intercultural communication takes place when culturally diverse people interact. There are now an increasing number of intercultural contacts leading to communication between people

from diverse linguistic and cultural backgrounds. This communication occurs as a result of intercultural contacts such as in the field of business, mass media, science and education.

## **BARRIERS /OBSTACLES TO EFFECTIVE INTERCULTURAL COMMUNICATION**

Obstacles to effective intercultural communication include attitudes and dispositions, stereotyping, and ethnocentrism.

### **i. Attitudes and Dispositions**

Teachers' interpersonal communication behavior in the classroom is known to be one of a vital element in creating a classroom learning environment that significantly contribute towards the students' attitudes and motivation of learning.

### **ii. Stereotyping**

To engage students effectively in the learning process, teachers must know their students and their academic abilities individually, rather than relying on racial or ethnic stereotypes or prior experience with other students of similar backgrounds.

### **iii. Ethnocentrism**

“Ethnocentrism” is a commonly used word in circles where ethnicity, inter-ethnic relations, and similar social issues are of concern. It refers to judging other groups from our own cultural point of view.



## **CLASSROOM COMMUNICATION**

Classroom is a place of communication in group situations. Teaching is a social activity that involves both the teacher and the learner and communication is an integral part of the teaching-learning process. It is therefore important, that two-way communication exists between them in order to trigger learning. Moreover, direct communication between a teacher and learners allows the teacher to get immediate feedback that can help him/her gauge learners, understanding of what has been taught. Based on such feedback the teacher can improve his/her communication.

### **Individual Instruction**

Interpersonal communication between two persons offers maximum interactivity.

### **Small Group Instruction**

- Small groups consisting of 15-20 learners are more conducive for teaching and skill development.

### **Large Group Instruction**

- Lecture method is generally used for providing instructions to large groups.
- Information and Communication Technology is being increasingly used to meet the needs of large and dispersed classes in same or different locations.

# **CHANNELS OF CLASSROOM COMMUNICATION AND LEARNING**

## **Downward Communication in Teaching Learning**

- It is a communication flow from the classroom teacher to the classroom students.
- The language here is formal and the tone is specific in bringing about understanding and instructions and relationships in the classroom.

## **Upward Communication in Teaching Learning**

- In the classroom, upward communication is concerned with the communication that emanates from the students to the teacher.
- It serves as a channel through which the class-room students make known to their teachers the extent to which learning has taken place through the questions they responded to or ask from the teacher in the classroom.

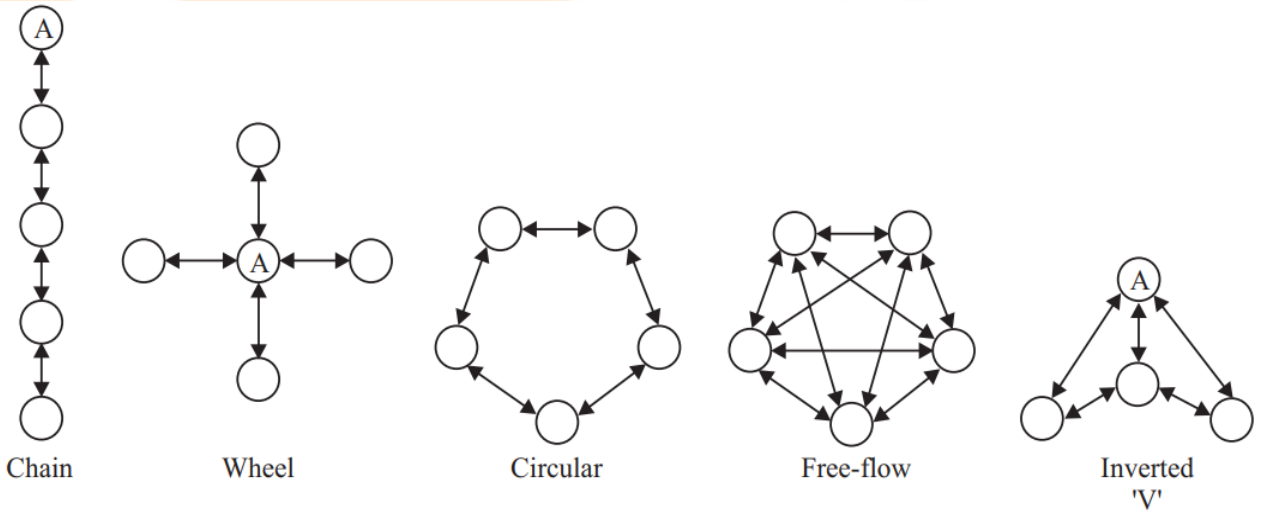
## **Horizontal Communication**

In the Classroom In the classroom situation, horizontal communication takes place among and between the students. It occurs in their various learning interactions and discussions.

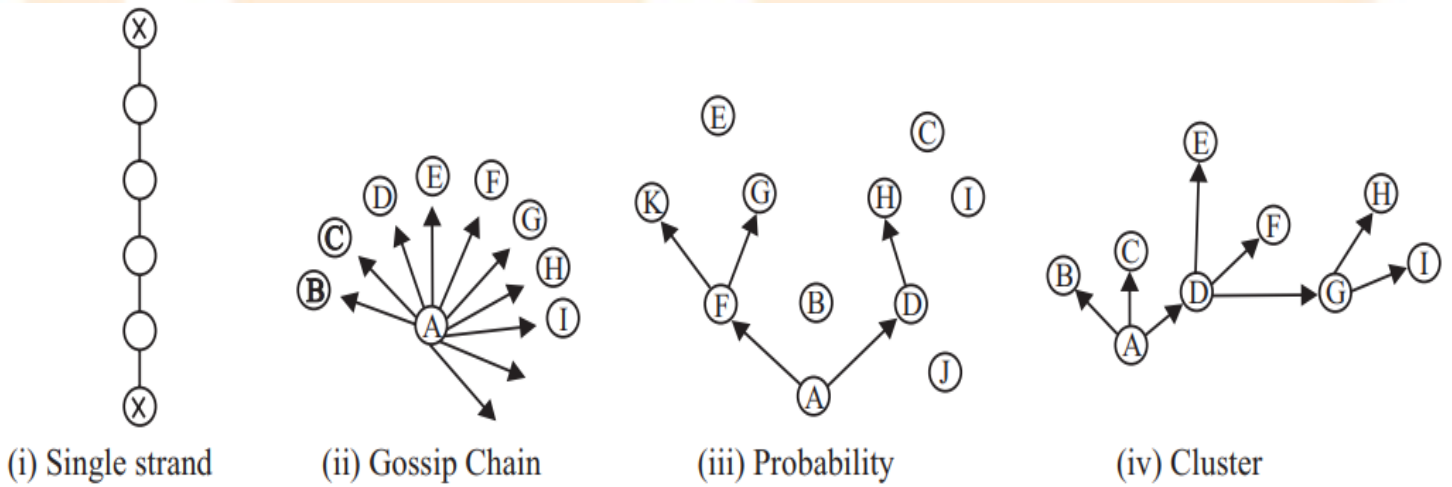
## **Informal Channels of Communication**

- In teaching and learning that takes place in the classroom, this can take a form of advice, information, discussion, gossips and rumour otherwise called the 'grape vine'.

## **Formal Channels of Communication**



## Informal Channels of Communication



# 16. Barriers to Effective Communication

## BARRIERS TO EFFECTIVE COMMUNICATION

There are several factors that prevent or slow down the process of communication. We call them barriers to communication. These include: physical, socio-cultural, psychological, technical or mechanical.

### 1. Physical Barriers

- **Geographical distance** may also create barriers, as people may like to communicate with one another but due to physical distances may not be able to do so.
- **Noise:** Physical barrier includes all kinds of 'Noise' which affect the communication process. In communication science, 'noise' means anything that adversely affects the communication process. Noise may be channel noise or semantic noise.
- **Channel noise:** Channel noise is due to the barrier, the instrument. This kind of noise originates outside the head of the one who receives the message. The message may be lost or distorted as a result of these kinds of noises. The best way to avoid or minimize channel noise is to correct or control the noise through mechanical or other ways, 'to seek feedback from those who have received the message or to repeat the message.
- **Semantic noise:** Semantic noise on the other hand, refers to the noise within the receiver and relates to the relationship between

the word, symbols and their meaning. It may be the result of differences between the sender and the receiver with regard to age, educational background, attitudes and experiences, knowledge of the language and meaning of words used in communication etc.

- **Time and Distance:** Physical distances between people can create major problems in communication. Time zones around the world are not same. Due to differences in timings between countries we have to adjust with the time difference of that country.

- **Physical discomfort:** Student may feel discomfort due to the insufficient necessary internal or external equipment in the classroom like fan, light, air, etc. for this reason, they may lose their interest to hear the lecture of their teachers. This type of barrier should also be considered in a classroom for proper communication between students and teachers.

- **High Temperature and Humidity:** Excess Temperature or heat or cold Temperature create difficulties in communication. Many times human physical defects such as stammering, bad hearing, failure of communication channels and bad handwriting also create misunderstanding in learning the message.

- **Imperceptions:** Students are not be able to understand the teacher's important class lecture if they have any physical problem. Psychological function can do nothing in this case. So,



students may gather knowledge very superficially in class room thus communication fails.

## 2. Socio-Cultural Barriers

- **Concept of Time:** The time is not perceived similarly across the cultures. In Western culture Time is important. In Asian culture Time is taken leisurely. The concept of punctuality differs in cultures.
- **Assumptions about social strata or caste system:** Caste system is observed in India. But in every culture some kind of differences in the society in the form of religion, community differences or sects or class division is observed. We should not always assume someone superior or inferior because of caste or class system.
- **Etiquettes and Mannerisms:** In every society or cultures different types of mannerisms are observed. This includes rule of behaviours or how to follow certain code of conduct.
- **Expression:** Communication is never exact. The initiator tries to put his ideas into words, and then the recipient has to decode those words to understand the idea.
- **Body Language methods around the world are not same.** There can be misunderstandings because of this.
- **Proximity (Concept of Space) differs from culture to culture.** In some culture close distance between people is not approved. In some culture close distance is accepted. Value system is not same across the cultures.

- **Values or good behaviour or ethical principles guide in our life.** But the methods of these value system are not same around the world.

- **Disinterest:** Disinterest arises among the students due to the lack of available teaching materials, teaching system and efficient teacher in the classroom. To eradicate distance teacher should include some motion pictures, films, models, specimens, film strips, charts, diagrams, tapes, records, television and many other audio-visual materials. Variety in class room procedures and teaching materials usually heightens the interest and enthusiasm with which pupils approach their work.

### **3. Psychological Barriers**

- **Anxiety:** One of the major emotional causes of communication barriers is a student's anxiety. If a student is anxious and unsure, they're less likely to speak up in class.

- **Ego:** Ego barriers create conflict in human relations.

- **Prejudice:** bias (wrong opinion) about people on the basis of community, caste, religions or on personal basis is very negative for communication. Prejudice can hamper the communication.

- **Emotions and feelings:** Emotional Disturbances of the sender or receiver can distort[change] the communication.

- **Halo Effect:** like or dislike about a person can create halo or horn effect. This can affect communication.

- **Self Image:** Positive or Negative image about self is the way of looking at the world. Negative self-image can destroy or hamper communication. Such people always think negatively and do not look at the things or events properly.
- **Filtering in Messages:** Messages are filtered [changed] intentionally. We always try to defend ourselves or protect ourselves during some problems so that many times messages are changed by the inferiors
- **Closed Mind:** Most of the time our minds are closed or not able to learn new things. With old age or change in attitude this problem is observed. This is also a very barrier in communication.
- **Status:** Status create barriers in the employees. Higher or lower status create obstacles in thinking or mixing with people. People keep distance while communicating due to status barriers.
- **Perceptions:** The way we look at the world or attitude determines our communication strategy. Wrong or negative perceptions can create difficulty in communication. People who have negative perceptions or think negatively look at everything or event negatively.
- **Poor Retention:** ability to retain the message or remember is important. But if it is poor then communication becomes difficult.
- **Interest and Attitudes:** Interests and Attitudes of people determines communication strategy. Lack of interest or wrong attitude can lead improper communication.

- **Day-Dreaming:** A common (though avoidable) barrier to effective communication occurs when the learner day dreams, that is when he turns away from the flow of classroom communication and dwells upon his own privately recalled understanding and experiences, which are more preoccupying than those which are identified with classroom activity. Students are failed to keep their full attention in the class room, if they think the movie that was seen by them in previous night. As a result they cannot give their proper attention to the lecture of the important teachers that creates a great problem in class room communication. This barrier can be lessened or surmounted by. Increasing the understandability of class room communication through the use of effective audio visual class room techniques.

#### **4. Technical Barriers**

These include mechanical defects with instruments used for communication, the unfamiliarity of those who use them, defect in speech, mispronunciation of words, poor or inaccurate choice of words, poor printing of texts, poor mike microphones or sound system etc. which can hamper communication.

#### **5. Linguistic and Language barriers**

During the process of communication, faulty expressions, poor translation, verbosity, ambiguous words and inappropriate vocabulary create barriers. Moreover, words and symbols used to communicate facts and information may mean different things to different persons. This is due to the fact that meanings are in the

minds of people who perceive and interpret meanings in different ways according to their individual frame of mind.

**Following are some of the examples of language barriers.**

- Verbalism
- Different Languages or lack of Common Language
- Multiplicity of words
- Words with similar pronunciation but different meaning (Homophones)
- Jargon words (Technical words)
- By-passed Instructions or short-cuts

## **6. Barriers Due to Information**

Overload At times too much information is imparted which we may not be able to comprehend and assimilate, thus creating a barrier in communication.

## **7. Some Other Barriers**

- Lack of credibility
- Reference Confusion
- Lack of common experience
- Gender barrier
- Age factors

**How to Overcome the Barriers?**



The teacher in the classroom can prevent this problem through the following measures:

- The teacher should speak at the levels of the pupils using clear, simple, and concise words that will be meaningful to them;
- Use an appropriate channel in impacting the needed knowledge;
  - Encourage quick feedback;
  - Use in most cases face-to-face communication;
  - Emphasis the salient points in teaching through repetition of the points; and
  - Each the lesson with appropriate instructional materials and the teacher's action should correlate his communication.

### **Communication Barriers in Teaching Learning Process**

There are certain effective communication obstacles which when not adequately considered and avoided may impede learning in the classroom. Some of these obstacles are:

- Inadequate verbal communication skill of speaking and listening;
- Problems of meaning;
- Contradicting verbal and non-verbal message;
- Noise in the environment;
- Distortion;
- Message overloading;
- Wrong timing;

- Perception problem;
- Auditory problem; and
- Psychological problem, among others, hindering classroom effective communication.

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# 17. Mass-Media and Society

## MASS-MEDIA AND SOCIETY

Mass media refers to the methods technologies used as channels for a small group of people to communicate with a larger number of people. The mass media include a wide variety of forms, including television, newspapers, films, magazines, radio, advertisements, video games and CDs. They are referred to as 'mass' media because they reach mass audiences – audiences comprised of very large numbers of people.

## TYPES OF MASS MEDIA

Mass media can be classified according to their physical form, the technology involved and the nature of the communication process.

The general classification on this basis is as follows:

- a. Traditional Media
- b. Print Media
- c. Electronic Media
- d. New Media

### a. Traditional Media

Traditional media are the oldest form of media and are connected with the folk-art forms of the society. Traditional media connect people with their rich heritage and tell the stories of the past to the present generation. The folk-art forms are closely related with the rituals of agrarian and marginalized groups. These traditional art forms like song, dance, music and theatre in such societies are considered as traditional media since they inform, educate and

entertain people by oral tradition. The traditional media are communication channels which reflect people's culture. It has more influence on public opinion than the other form of media.

## **b. Print Media**

For several centuries, print media has served as the major means of communication reaching a wide audience.

Major forms of print media are: Newspapers; Magazines and periodicals; and Books.

### **Newspapers**

As a mass medium, newspapers influence people in many significant ways. Capability to be used for future reference and diversity of content are major features.

### **Magazines and Periodicals**

Magazine is a collection of materials like stories, poems, and other items.

Magazines are published at regular intervals. According to their periodicity, magazines are categorized as weekly, biweekly or fortnightly, monthly, bi-monthly, quarterly, half-yearly and yearly.

### **Books**

Earlier books were hand written and were called manuscripts. The printed books appeared in 868 A.D.

- Books are portable and compact, and thus have an advantage over other media forms.
- Unlike other print media, books most often deal with a single subject.

- Unlike magazines and newspapers, books are relevant for longer period and stored in public or private libraries.
- Books have an index which helps the reader to navigate from one chapter to the other.

### **The Effects of Print Media on Society**

- The press plays a vital role in exposing the social concerns, encouraging popular discussions and debates, mobilizing public opinion and generating movements for political and social reform.

### **c. Electronic Media**

The term electronic media mainly includes

1. Film
2. Radio
3. Television

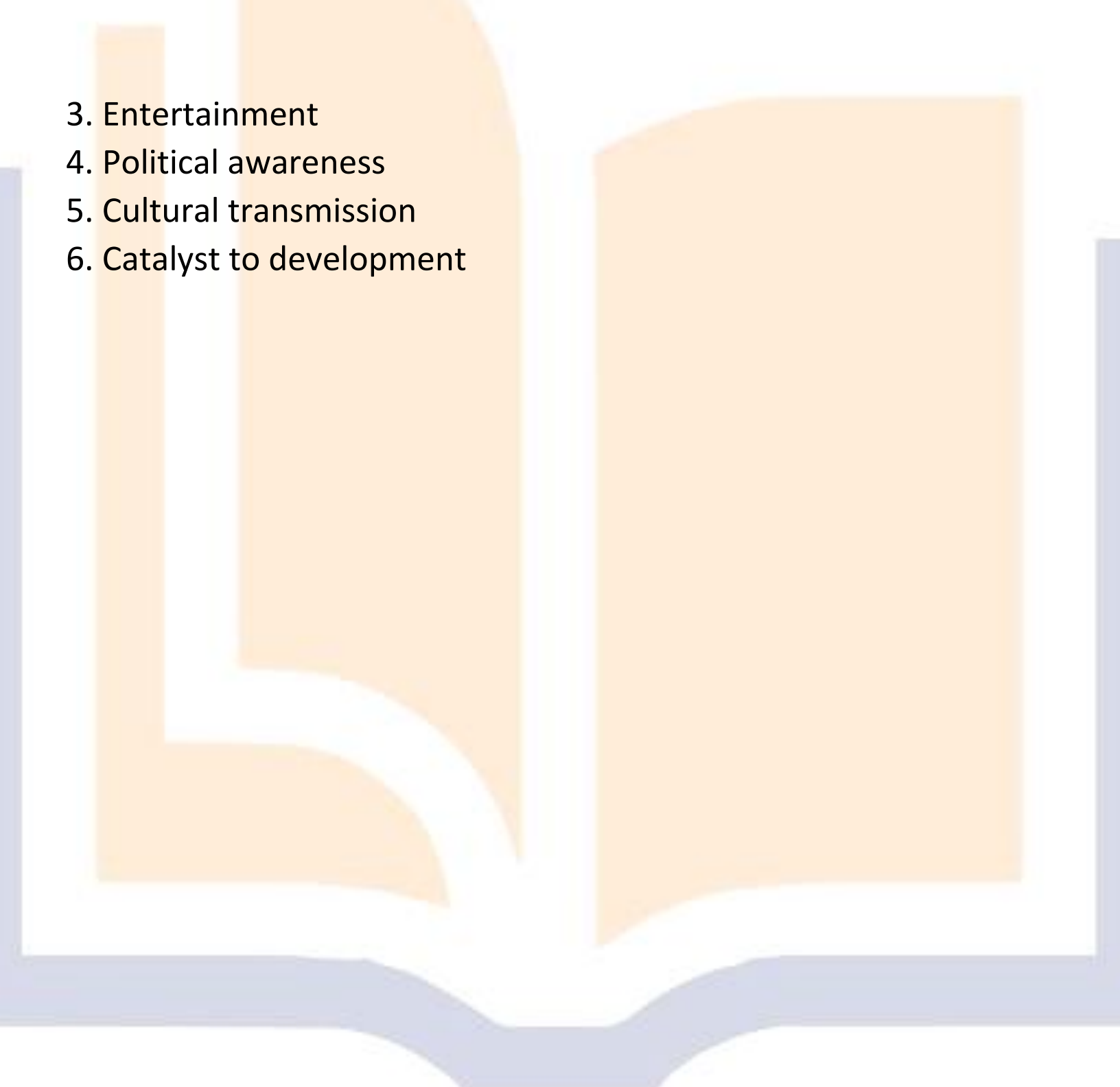
### **d. New Media**

- Online and digital means of producing, transmitting and receiving messages are called new media. The invention of the Internet and the World Wide Web opened up several new avenues for mass communication which include e-mail, websites, podcasts, e-books, blogging, social networking sites, Internet Protocol Television, Internet radio and the like.

### **Functions of Mass Media**

In a society like ours, mass media have a responsible role to play in fostering democracy, plurality and communal harmony through the functions listed below:

1. Information and education.
2. Socialization

- 
- A stylized graphic of an open book with orange pages and a grey spine, positioned in the upper half of the page.
3. Entertainment
  4. Political awareness
  5. Cultural transmission
  6. Catalyst to development

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