Introduction

This chapter analyses the etymology and definition of communication, evolutionary stages of communication technology, the types and levels of communication. It also gives emphasis to the various elements involved in the process of communication. Since the concept of communication is comparatively new to the learners, the key focus of the chapter is on the basics. It aims at enabling the learners to identify the need for communication, examine the evolution of communication and understand the various related technologies used in the process of communication through ages. The chapter signs off by elaborating the concept of mass and the characteristics of mass communication.

Values and Attitudes:

- Improves human relations with ease and pace.
- Shares ideas and information at various levels.
- Leads to harmony, unity and strength.
- Supports a democracy with proper checks and balances
- Helps in gaining identity, dignity and better life for citizens.
<table>
<thead>
<tr>
<th><strong>Concepts/ Ideas</strong></th>
<th><strong>Process/Activity with assessment</strong></th>
<th><strong>Learning outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of communi- cation</td>
<td><strong>Demonstration:</strong> Speech demonstration on a given topic Recognizes a given situation, explains and prepares brief notes.</td>
<td>1.1 Defines communication 1.2 Identifies speaker, speech and audience as sender, message and receivers.</td>
</tr>
<tr>
<td>Etymological derivation of communication (Communis)</td>
<td><strong>Group discussion:</strong> on the above demonstration Analyses the etymological derivation of communication from the Latin word &quot;Communis&quot; meaning common.</td>
<td>1.3 Explains the etymological derivation of the term communication.</td>
</tr>
<tr>
<td>Excommunication</td>
<td><strong>Observation:</strong> Without communicating to anyone for 15 minutes Participating in a situation based activity and obtaining a result. <strong>Chart preparation:</strong> indicating the duration of silence and frequency of breaks in a class room situation <strong>Group discussion:</strong> On various aspects of excommunication Prepares notes.</td>
<td>1.4 Identifies the significance of communication.</td>
</tr>
<tr>
<td>Communication is omnipresent and a continuous process</td>
<td><strong>Group discussion Topic:</strong> Communication is a basic need. Communication is omnipresent. Communication is continuous. Active involvement and suggestions</td>
<td>1.5 Compares the need for communication with other basic needs. 1.6 Locates that the process of communication is everywhere. 1.7 Discovers that communication process is endless</td>
</tr>
<tr>
<td>Models of communication (Aristotle’s Model Lasswell’s Model)</td>
<td><strong>Presentation by the teacher:</strong> Diagrams of models of communication Sketch the models in Activity log. <strong>Comparative Study:</strong> on Aristotle’s Model and Lasswell’s Model of Communication. Presents a report. <strong>Chart Preparation:</strong> on the various models of communication including all elements. Draws diagrams and marks the elements</td>
<td>1.8 Explains various models of communication. 1.9 Draws models and compares them.</td>
</tr>
<tr>
<td>Concepts/ Ideas</td>
<td>Process/Activity with assessment</td>
<td>Learning outcome</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>De Vito's Definition</td>
<td><em>Explanation by Teacher:</em> explains the definition with the help of a diagram</td>
<td>1.10 Explains Devito's definition of communication</td>
</tr>
<tr>
<td>Evolution of communication</td>
<td><em>Discussion:</em> on evolution of human communication.</td>
<td>1.11 Locates and categorizes early forms of communication</td>
</tr>
<tr>
<td></td>
<td><em>Power point presentation:</em> on early forms of communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies wall pictures, engravings, hieroglyphs, pictographs, papyrus, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Chart Preparation:</em> on early forms of communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collects pictures or draws signs and symbols of the early forms of communication (Portfolio)</td>
<td></td>
</tr>
<tr>
<td>Communication in Modern era.</td>
<td><em>Brain storming session:</em> on modern media.</td>
<td>1.12 Lists popular modern media in a chart.</td>
</tr>
<tr>
<td>Waves of communication technology</td>
<td>Lists various modern mass media</td>
<td>1.13 Recognizes the role of Alwyn Toffler and his work in categorizing the different periods in the evolution of communication technology.</td>
</tr>
<tr>
<td></td>
<td><em>Chart Preparation:</em> on various modern mass media</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Power Point presentation and Discussion:</em> Picture of Alwyn Toffler, the cover page of the book &quot;Future Shock&quot;. Describes the role of Alwyn Toffler in categorizing the different periods in the evolution of communication technology.</td>
<td></td>
</tr>
<tr>
<td>First Wave</td>
<td><em>Power Point presentation:</em> of inventors and inventions of the age of print.</td>
<td>1.14 Identifies the different communication technologies in the first wave.</td>
</tr>
<tr>
<td>(Age of Print)</td>
<td>Prepares notes</td>
<td></td>
</tr>
<tr>
<td>Second Wave</td>
<td><em>Discussion:</em> on the various ways for faster exchange of information.</td>
<td>1.15 Locates and contrasts different communication technologies in the Second wave.</td>
</tr>
<tr>
<td>(Age of Signals)</td>
<td>Involvement in a group activity</td>
<td>1.16 Compares different communication devices of the second wave and makes a report on how they increased the speed of information exchange.</td>
</tr>
<tr>
<td></td>
<td><em>Power Point presentation:</em> of the pictures of early inventors and their inventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Chart preparation:</em> of the Second Wave inventors and inventions with brief descriptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Comparative Study:</em> on different communication devices of the second wave and how they increased the speed of information Prepares a study report.</td>
<td></td>
</tr>
<tr>
<td>Concepts/ Ideas</td>
<td>Process/Activity with assessment</td>
<td>Learning outcome</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Third Wave (Age of Man and</td>
<td><strong>Power Point presentation:</strong> of the pictures of the early inventors of digital technology.</td>
<td>1.17 Differentiates the advantages of computer with other machines</td>
</tr>
<tr>
<td>Machine)</td>
<td>Writes notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listing:</strong> the analogue technology and its digital counterpart in the scrap book.</td>
<td></td>
</tr>
<tr>
<td>Fourth Wave (The Age of Satellite Networks)</td>
<td><strong>Power Point presentation:</strong> of the pictures of inventions of network technology Describes the various elements in the fourth wave of communication <strong>Flow chart Presentation:</strong> of up-linking and down-linking.</td>
<td>1.18 Describes what a satellite network is and how it functions and prepares flow charts.</td>
</tr>
<tr>
<td>Fifth Wave (The Age of Network of Networks)</td>
<td><strong>Power Point presentation:</strong> on the birth and growth of internet technology. <strong>Flowchart preparation:</strong> of different networks <strong>Seminar:</strong> on 'Uses and misuses of Internet' Presents a seminar paper.</td>
<td>1.19 Describes the growth of internet and develops a seminar on the uses and misuses of internet.</td>
</tr>
<tr>
<td>Elements of Communication</td>
<td><strong>Role play -1</strong> Two learners play dumb sherads before the class. <strong>Role play - 2</strong> Two learners are directed to present a situational conversation. Demonstrates the various elements in a communication process. <strong>Guided Discussion:</strong> on the various elements involved in a communication. Prepares discussion notes <strong>Comparative Study:</strong> on the roles of various elements involved in a communication <strong>Flowchart Preparation:</strong> consolidated version of elements in a communication process. Self Assessment &amp; Peer Assessment <strong>Debate:</strong> on the topic whether the elements are inevitable or not. Interprets their views</td>
<td>1.20 Recognizes each element in a communication process and compares the roles of each element in a communication situation.</td>
</tr>
<tr>
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<td>Process/Activity with assessment</td>
<td>Learning outcome</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Noise</td>
<td><strong>Experiment:</strong> To listen to news while a music is played alongside.</td>
<td>1.21 Recognizes noise and the way it affects communication process and also lists and distinguishes the different types of noise.</td>
</tr>
<tr>
<td>Types of Noise (Channel noise, Psychological noise, Semantic noise, Contextual noise,)</td>
<td><strong>Situation analysis:</strong> Gives some situations to analyze different types of noise.</td>
<td></td>
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<tr>
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<td>Locates similar examples from their daily lives and categorizes them.</td>
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<td><strong>Graphical Representation:</strong> on the frequency of noise situations in our everyday communication.</td>
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<tr>
<td></td>
<td>Sketches a graph in the activity log</td>
<td></td>
</tr>
<tr>
<td>Context</td>
<td><strong>Film clips:</strong> Some video clips of films.</td>
<td>1.22 Identifies that context defines the nature of communication.</td>
</tr>
<tr>
<td></td>
<td>Describes context with regard to the nature of communication</td>
<td></td>
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<tr>
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<td><strong>Chart Preparation:</strong> on formal contexts in which you communicate formally.</td>
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<tr>
<td></td>
<td>Designs a chart</td>
<td></td>
</tr>
<tr>
<td>Types of communication</td>
<td><strong>Movie clips:</strong> Some movie clips from the silent films.</td>
<td>1.23 Identifies non-verbal communication and differentiates each type of non-verbal communication</td>
</tr>
<tr>
<td>Non verbal - Facial Expressions, Kinesics, Proxemics, Vocalics</td>
<td><strong>Flash cards:</strong> Containing emotions.</td>
<td>1.24 Locates the significance of language in communication</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td><strong>Role play 1:</strong> a team is asked to present a given idea through actions alone.</td>
<td>1.25 Distinguishes between nonverbal and verbal communication</td>
</tr>
<tr>
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<td><strong>Role play 2:</strong> another such team to present it with actions and dialogues.</td>
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<td><strong>Role play 3:</strong> A small drama to present the dialogues without movements</td>
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<td>Performs role play with active expressions and involvement.</td>
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<td><strong>Chart preparation:</strong> on various aspects of Kinesics</td>
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<td>Describes kinesics and prepares a chart of different kinesics</td>
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<td><strong>Power Point presentation:</strong> Proxemics in various situations.</td>
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<td>Defines proxemics</td>
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<tr>
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<td>Process/Activity with assessment</td>
<td>Learning outcome</td>
</tr>
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<td>-------------------------</td>
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<tr>
<td><strong>Chart presentation &amp; preparation:</strong> on various aspects of proxemics</td>
<td><strong>Role play 1:</strong> a team is asked to present a given idea through actions alone</td>
<td></td>
</tr>
<tr>
<td><strong>Movie clips:</strong> Some movie clips from the silent films.</td>
<td><strong>Role play 2:</strong> another such team to present it with actions and dialogues.</td>
<td></td>
</tr>
<tr>
<td>Describes non-verbal communication</td>
<td><strong>Role play 3:</strong> A small drama to present the dialogues without movements</td>
<td></td>
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<tr>
<td><strong>Flash cards:</strong> Containing emotions.</td>
<td>Performs role play with active expressions and involvement.</td>
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</tr>
<tr>
<td>Draws facial expressions showing emotions that communicate</td>
<td><strong>Chart preparation:</strong> on various aspects of Kinesics</td>
<td></td>
</tr>
<tr>
<td><strong>Power Point presentation:</strong> Proxemics in various situations.</td>
<td>Describes kinesics and prepares a chart of different kinesics</td>
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</tr>
<tr>
<td>Defines proxemics</td>
<td><strong>Chart presentation &amp; preparation:</strong> on various aspects of proxemics</td>
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<tr>
<td>Prepares a chart containing situations, distances used by people in such situations.</td>
<td><strong>Recording:</strong> their own dialogues</td>
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</tr>
<tr>
<td><strong>Presentation:</strong> A pre-recorded radio drama</td>
<td>Explains vocalics with suitable examples and records their own dialogue presentations and later plays it.</td>
<td></td>
</tr>
<tr>
<td><strong>Movie clips:</strong> Two types - More dialogue and less dialogue movie clips.</td>
<td><strong>Comparative Study:</strong> on the effectiveness of the films with more and less dialogue.</td>
<td></td>
</tr>
<tr>
<td>Describes the significance of language in communication</td>
<td>Writes a comparative report on non-verbal and verbal communication.</td>
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</tr>
<tr>
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<td>Process/Activity with assessment</td>
<td>Learning outcome</td>
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</tbody>
</table>
| Formal and Informal communication | **Role-play**: On a formal and informal situation. Dramatizes a formal and informal communication situation.  
**Comparative Study**: On formal and informal communication. Formulates a comparative study table on the characteristics of formal and informal communication. | 1.26 Compares the formal and informal communication |
| Levels of communication (Intrapersonal, Interpersonal, Group, Public and Mass communication) | **Power point presentation**: on Denis Mc Quail’s pyramidal distribution of communication process  
**Pictures**: of intrapersonal communication. Defines intrapersonal communication.  
**Role play**: Discussion among three or four learners / interaction between two persons / constitutes a group discussion with a small group with a group leader. Lists the participants and elements of interpersonal communication and group communication and prepares a table showing common characteristics of interpersonal communication and group communication.  
**Movie Clips**: of some famous speeches  
**Comparative Study**: of public communication with intrapersonal, interpersonal and group communication. Formulates a comparative study report of public communication with intrapersonal, interpersonal and group communication. (portfolio)  
**Album preparation**: of great speakers in the world.  
**Power Point presentation**: of tables of Population Survey of India (2011). Defines the concept of mass  
**Presentation**: A radio news bulletin  
**Discussion**: on various mass media. Lists out various mass media.  
**Seminar**: on 'Features of mass media audience'. Develops a Seminar report. | 1.27 Identifies, compares and describes different levels of communication. |
<table>
<thead>
<tr>
<th>Concepts/ Ideas</th>
<th>Process/Activity with assessment</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of mass communication</td>
<td>Power Point presentation: With slides of pictures, diagram, graphics, flowcharts etc. on the characteristics of mass communication. Lists the characteristics of mass communication. Group Discussion: on the advantages of mass communication in modern world. Presents discussion notes in activity log Seminar: on 'The necessity of an effective and balanced mass media system in a democracy'. Presents report.</td>
<td>1.28 Lists out the characteristics of mass communication in a chart. 1.29 States the necessity of an effective and balanced mass media system in a democracy.</td>
</tr>
</tbody>
</table>
Towards the Unit

Definition of communication

Demonstration:

Teacher asks one learner to deliver a speech on a specific topic. The rest of learners listen carefully and make short notes. The speaker imparts many new ideas to the class.

Teacher asks questions - Who was the speaker? What was the speaker doing? What is the speech? Who heard the speech? And so on.

✓ The learners identify the speaker as sender and themselves as receivers. They find out that the speech is the message sent by the sender to the receivers.

Teacher consolidation

Communication is the transmission of message or idea from a sender to receiver and the important participants in such situations.

Etymological derivation of communication (Communis)

Group discussion on the above demonstration:

Group Discussion: Teacher tips

- Oral Communication
- Cooperation with others
- Initiative
- Independent work
- Use of information
- Building consensus

Teacher asks the learners to analyze their knowledge level of the topic before and after the speech.

✓ The learners identify the new information and ideas they received from the speaker.

✓ Learners may evaluate whether they share common ideas about the subject after the speech.
Teacher consolidation

- Teacher consolidates that communication is etymologically derived from the Latin word “Communis” meaning common. The basic purpose of communication is to establish commonness among the participants of the process.

- Through communication a sense of agreement is established between the participants. Communication is this mental agreement created among those who take part in the process. For example, after a serious discussion the members come to a conclusion. This conclusion is a shared common agreement which is acceptable to the discussion group. Here the definition of the communication expert Denis McQuail is worth mentioning. According to him communication is “a process which increases commonality – but it also requires elements of commonality for it to occur at all”.

Excommunication

Observations and group discussions

Teacher may ask the learners to imagine a situation where there is no one to speak to, no electricity, no television, no radio, no mobile phones, no newspaper, magazine or books etc. What would you do in such a situation?

Ask the learners to observe five minutes without communicating to anyone. Learners should not speak or give signals with each other. If anyone breaks the silence the learner has to mark the duration of silence on a page.

The learners shall make a chart indicating the duration of silence and frequency of breaks.

✓ The learners find out that such an occasion is a punishment.

The teacher initiates a group discussion on the significance of communication based on the above observations and asks them to prepare a note.

Teacher consolidation

Excommunication is impossible since communication is a basic need.
Communication is omnipresent and a continuous process

Group discussion:

- The learners shall conduct a discussion on
  - Communication is the basic need
  - Communication is omnipresent
  - Communication is continuous
  - The learner finds out the nature of communication.

Teacher consolidation

*Communication is everywhere. It is a process which begins with one’s birth and ends with death.*

Models of communication (Aristotle’s Model & Lasswell’s Model)

Presentation

Teacher presents the diagrams of various models of communication and describes the various elements involved in the models and makes them also sketch those models in the activity log.

Comparative Study

Asks them to make a comparative study on Aristotle’s and Laswell’s models of communication and present a report.

Comparative Study: Teacher tips

- Study of subject matter
- Objective / Subjective Assessment
- Result
- 
- 

Chart preparation

Make the learner prepare charts on similar models of communication through proper references.

- The learners draw diagrams, mark the elements and explain the process of communication.
De Vito’s Definition

Explanation by the teacher
The teacher explains the definition with the help of a diagram.

✓ The learners point out the various elements of communication.

Evolution of communication

Introductory discussion
Introductory discussions on human evolution.

Power point presentation
Teacher shows the power point presentation of slides containing – *wall pictures, engravings, hieroglyphs, pictographs, papyrus* etc. and their origin and use in different ages at different places.

Collection and chart preparation
Learners are directed to collect pictures or draw signs and symbols of the early forms of letters in a chart.

Collection : Teacher tips

- Quantitative Data
- Qualitative Analysis
- Document Analysis
- Creative Expression

✓ Learners shall make a portfolio of signs and symbols of early forms of letters
✓ Learners identify each forms and their period.

Communication in modern era/Waves of communication technology

Brain storming session:
✓ Learners list out modern media.

Power Point presentation
- Picture of Alwyn Toffler.
- The cover page of the book “Future Shock”.
Teacher consolidation

Alwyn Toffler is a futurologist who categorized human development in several waves. In his book “Future Shock” he explained how communication technologies changed and influenced our day to day life.

First Wave (Age of Print)

Power Point presentation

Pictures of
- Johannes Guttenberg
- Map of Germany - Mainz
- Guttenberg’s printing machine and movable types.
- The 42-line Bible
- Avisa Relation Oder Zeitung
- Different printing Machines
✓ Teacher consolidates and asks the learners to prepare notes.

Second Wave (Age of signals)

Introductory discussion

Conduct an introductory discussion on the various ways for faster exchange of information.

✓ The learners may point out internet as the fastest means of information exchange.

The teacher should guide the discussion from the latest technology to the oldest.

Power Point presentation

Pictures of
- Samuel F. B. Morse
- Early telegraph machines
- Alexander Graham Bell
- Joseph Nicephor Niepe and the photograph he captured
- Thomas Alva Edison and Kinetoscope
- Lumiere Brothers and Cinematographe
- Lee Dee Forest and Audion Tube
- Guglielmo Marconi and early radios
• Paul Nipkov and his rotating disc
• John L. Biard
• Philo Marnworth and early television sets

**Chart preparation**

Instructs the learners to work in groups and prepare charts that depict the models of the Second Wave of Communication.

**Comparative study**

Also assigns the groups to attempt a comparative study and prepare a report on different communication devices of the second wave and how they increased the speed of information.

Teacher consolidates the various elements involved in the Second Wave of Communication.

**Third Wave (Age of Man and Machine)**

**Power Point presentation**

Pictures of

• Charles Babbage
• Cambridge University
• Difference Engine
• ENIAC and other early computers
• Storage devices like hard disk, floppy disks, CDs, pen drives, flash cards, SD cards etc.

✓ The learner lists out different equipment and gadgets related to computer technology in the scrap book.

**Fourth Wave (The age of satellite Networks)**

**Power Point presentation**

Pictures of

• Sputnik
• Aryabhata
• INSAT
• Satellite network organizations
• Logos of satellite networks
• Flow chart of up linking and down linking

✓ The learner describes and lists out different satellite networks in the state.
Fifth Wave (The age of network of networks)

Power Point presentation

Pictures of:
- ARPANET
- Intranet (Flowchart)
- LAN (Flowchart)
- WAN (Flowchart or model)

Flow chart preparation

Asks the learners to prepare flowcharts of LAN, WAN and MAN.

Teacher consolidation

The various media that use internet for communication purposes:
- E-mail, mailing groups and spam
- Websites and online editions
- Social networks, chats and online conferences
- e-paper
- Live streaming and broadcasting online
- IPTV
- e-commerce

The Indian IPTV provider:

Myway is the largest Internet Protocol Television (IPTV) providers in India. It is owned and operated by Smart TV group. They have a long term tie up with MTNL and BSNL to provide interactive video service in 34 selected cities in the country.

Seminar

Instructs the learners to conduct a seminar on the uses and misuses of Internet.

Seminar : Teacher Tips

- Depth of understanding of basic concepts & issues
- Integration of evidence & argument
- Logical organisation
- Clarity of delivery
- Ability to stimulate discussion
- Bibliographical references
-
Elements of Communication

Sender / Message / Channel / Receiver / Feedback / Noise / Context / Effect

Role play - 1

Two learners play dumb sherads before the class. Teacher points out how they communicate.

✓ The learners discover different elements of nonverbal communication as the play progress.

Role play – 2

Two learners are directed to present a situational conversation. The conversation may include current affairs and general knowledge. The participants may use properties like newspapers, magazines, puck cards etc.

✓ The learners identify the elements in a face to face conversation
✓ The learners may compare the communication process in dumb sherads and in the face to face conversation.

Guided discussion

Through guided discussion, teacher consolidates each element in detail with the help of a model which include all the elements.

✓ The learners explain the role of each element in a communication process and prepares notes.

Flow chart preparation

The learners prepare a flow chart containing the elements of verbal and nonverbal communication.

Debate

Instructs the class to conduct a Debate on the topic whether the elements are inevitable or not.

Noise / Types of Noise (Channel noise, Psychological noise, Semantic noise, Contextual noise.)

Experiments:

Teacher asks a learner to read a news item from the day’s newspaper and asks another to sing a song simultaneously. After the news reading and song, teacher asks the listeners a few questions from the news item.

The learners find out that it is difficult to follow the news while the other learner was singing the song.
Teacher consolidation

*Noise is anything that interferes with the communication process.*

**Situation analysis:**
Teacher gives some situations to the learner to analyze-
- Bad reception of radio signals – *Channel noise.*
- Attending a function when you are mood-off. – *Psychological noise.*
- When we speak to people from other states-different language – *Semantic noise.*
- When two friends meet after a long time at a funeral- *Contextual noise.*

**Graphical representation**
Asks the learner to present a graphical representation on the frequency of noise situations in one of the classroom situations.
✓ The learners locate similar examples from their daily lives and categorize them.

**Context**

**Film clips (context)**
Show the learners some video clips of Charlie Chaplin or Mr. Bean.
✓ The learners shall observe how the actors create comedy from various situations. People may find it funny if we fail to communicate according to the situations.

Teacher consolidation

*Context is the situation where a communication activity takes place.*

**Chart preparation**
Also assigns the learner to prepare a chart on formal contexts in which they communicate formally.

**Types of communication**

**Non verbal** - Facial Expressions, Kinesics, Proxemics, Vocalics / Verbal Communication

**Movie clips:**
Teacher shows some movie clips from the silent films.
Teacher explains that people use gestures, facial expressions, time and space etc. for communication.

**Flash cards**

Teacher shows the flash cards containing emotions.

✓ The learners draw facial expressions showing emotions.

**Role-play - 1**

Teacher gives an imaginary situation where a team of five learners are asked to present a given idea through actions alone.

**Role-play - 2**

Another such team is asked to present it with actions and dialogues.

**Role play: 3**

Teacher asks some learners to play a small drama.

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**Role play : Teacher Tips**

- Participation in preparation and presentation
- Presentation of character
- Achievement of purpose
- Creativity and imagination
- Use of nonverbal cues

✓ The learners compare and contrast these performances. They find the second one was more effective.

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**Teacher consolidation**

*Kinesics is the study of movements in communication.*

*Major areas in Kinesics – Pre kinesics, Micro kinesics and Social kinesics.*

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**Chart preparation**

Asks the learners to prepare a chart on the various aspects of Kinesics.

**Power point presentation**

Teacher uses Power Point presentation to explain proxemics in various
situations. Teacher shows a chart depicting the use of distance in:

- Formal situations
- Informal situations
- Among equals and colleagues
- Between a superior and subordinate
- Indian context and European context

**Chart preparation**

Asks the learners to prepare a chart on proxemics.

**Presentation**

Teacher plays a pre-recorded radio drama in the class. After the drama the teacher asks the learners how it differs from a stage play.

**Recording**

Asks them to record their own dialogues.

---

**Teacher consolidation**

*The radio drama depends more on voice quality, effective use of pitch variations, stress, tone etc. This aspect of voice is called Vocalics.*

---

**Movie clips**

Teacher shows two types of movie clips:

1. Popular hit movies which depend heavily on dialogues.
2. Art movies which depend less on dialogues.
   ✓ Learners find it easier to understand the dialogue laden popular cinema than art movies.
   ✓ The learners compare the movies on the basis of dialogues which make the actions easily digestible and present a report.

---

**Teacher consolidation**

*Verbal communication uses oral or written forms of language constructed with letters, punctuation marks, words and sentences depending on a grammar system.*

---

**Formal and Informal communication**

**Role-play**

Teacher gives situations where two friends are meeting after a long time at a bus stop and at an office. Two learners act the scene differently.

✓ The learners interpret the former communication as an informal one and latter as formal.
Teacher quits the class for some time. Afterwards teacher enters the class. Teacher asks the learners to explain the situation when there was no teacher in the class and when the teacher suddenly entered in to the class.

✓ Learners identify that they feel free and casual without a teacher in the class. When the teacher entered the class they became silent abruptly.

Teacher explains that the former situation becomes informal as the teacher is absent. The learners talk casually and loudly. When the teacher enters the environment became formal.

**Comparative Study**

Asks them to conduct a comparative study on two types of communication and present a comparative study table on the characteristics of formal and informal communication.

**Levels of communication**

*(Intrapersonal, Interpersonal, Group, Public and Mass communication)*

**Power point presentations:**

Teacher illustrates Denis Mc Quail’s pyramidal distribution of communication process to explain the levels of communication.

**Teacher input**

![Diagram of levels of communication]

**Pictures**

Teacher shows pictures of

- People take part in yoga
- A person thinking

Teacher asks a few questions:
1. What do the people do in this picture?
2. How does one think about something?
3. Who is the sender in the process of thinking?
4. Who is the receiver while you think?

Teacher consolidation

*Communication takes place within self is intrapersonal communication.*

- Learners discover other occasions of intrapersonal communication.
- Learners identify the elements of intrapersonal communication.
- Learners find out that intrapersonal communication is the most frequent and inevitable one.

Role Play

Teacher asks three or four learners to conduct a discussion on a given topic.
Teacher asks four learners to split into two groups where discussion continues between two persons only.
After the roleplay the teacher asks the learners to distinguish between the group discussion and intrapersonal communication. The learners shall identify the characteristics of interpersonal communication with teacher consolidation.

Teacher consolidation

- *In a discussion, communication takes place between a small group where as it is within oneself in the case of intrapersonal communication.*
- *In discussion, the participants communicate in a face to face position.*
- *Members of discussion group use verbal and non-verbal methods for the exchange of messages.*

*Interpersonal communication is the interaction between two persons or among two or more persons.*

*When only two persons engage in face to face interaction it is dyadic communication.*

- The learners list out the differences between interpersonal communication and dyadic communication.
**Role Play**
Teacher constitutes a small group with a group leader. They are given a topic for discussion. Teacher asks other learners to observe the discussion. The learners shall identify-
- The size of the group.
- Communication from leader to the group.
- Communication from group to the leader.
- Communication from one sub group to another.

Teacher describes the definition and nature of group communication.
Asks the learners to list the participants and elements of interpersonal and group communication and prepares a table showing common characteristics of interpersonal and group communication.

**Movie clips**
Teacher shows movie clips of some famous speeches by Mahatma Gandhi, Jawaharlal Nehru, Martin Luther King etc.
Teacher asks certain questions-
- Who are the speakers seen in the clips?
- Whom do they speak to?
- How does the audience respond?
- What is the medium used for these speeches?
- Learners identify the elements of public communication.
- Learners list out the qualities of a good public speaker.
- Learners suggest technologies used for public communication.

Teacher guides them to the definition of public communication.

**Comparative Study**
Asks the learners to conduct a comparative study of public communication with intra personal, interpersonal and group communication
Teacher also narrates some important speeches which made big impacts among the public.

**Album preparation**
Directs them to prepare an album of the great speakers in the world.

**Power Point presentation**
Teacher uses Power Point presentation showing tables of Population Survey of India (2011).
• Taluk wise table showing population figures
Teacher explains the table to show the diversity of people residing in a taluk.
• District wise table
Teacher consolidates the population distribution in a district.
• State wise table
Teacher illustrates the population distribution in a state.
• National table
Teacher expands the population distribution in India.

The learners may define the concept of mass.

<table>
<thead>
<tr>
<th>Teacher consolidation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mass represent huge volume of:</strong></td>
</tr>
<tr>
<td>• Unorganized societies</td>
</tr>
<tr>
<td>• Diversified population</td>
</tr>
<tr>
<td>• Heterogeneous nature</td>
</tr>
<tr>
<td>• Different language</td>
</tr>
<tr>
<td>• Different culture</td>
</tr>
<tr>
<td>• Widely dispersed</td>
</tr>
<tr>
<td>• Different religion, caste, creed etc.</td>
</tr>
</tbody>
</table>

✓ The learners may conduct a survey among the class and find out the individual differences within the class.

**Presentation**

Teacher plays a radio news bulletin in the class.

✓ Learners listen to the news bulletin and list out the main news headlines.

**Discussion**

Teacher asks certain questions-

➢ Are you the only listeners of this news bulletin?
✓ Learners recognize that whoever tunes the radio at the time of news broadcast shall have the access to the news bulletin.

Teacher asks the learners about the nature of radio audience regarding-

➢ The geographical distribution of audience
Teacher Text

- Age
- Religion and faith
- Culture and ethnicity
- Language and slangs
- Social categories
- Economic class of the audience etc.
- Learners recognize that the nature of radio audience match with the nature of masses.
- Learners identify radio as a medium to reach many people.

Through this guided discussion on mass media, teacher reminds the learners about newspapers, television, cinema, internet etc. can also be accessed by masses from every nook and corner of the world.

- Learners list out other mass media.
- Learners compare and contrast mass media with other media.

Teacher consolidation

*Any communication originates from a source and received by many people in different places through mass media is known as mass communication.*

Teacher elaborates some definitions of mass communication and mass media. Teacher gives emphasis on the nature of mass media.

The teacher introduces a model of mass communication which depicts all the elements.

Teacher input

Teacher consolidation

*In the mass communication process messages are delivered through a professional team who filter the messages. Such professionals (reporters or editors) are the gatekeepers in the process of mass communication.*
Teacher input

Conceptual Model

Source: White (1954)

Seminar
Teacher asks the learners to present a seminar on the features of mass media audience.

Characteristics of mass communication

Power point presentation
Teacher presents a Power Point presentation with slides of pictures, diagram, graphics, flowcharts etc. on the following characteristics-

- Mass medium
- Universal access
- Impersonal messages
- Large audience
- Gate keeping
- Rapid
- Greater influence
- Delayed feedback

Group Discussion
Learners conduct discussions to find out the advantages of mass communication in the modern world and records discussion notes in the activity log book.

✓ Learners discover that mass communication system is the Fourth Estate which supports a democracy.

Teacher also explains the need for a mass communication system in a democracy with examples.
Seminar

Instructs the learner to conduct a seminar on the necessity of an effective and balanced mass media system in a democracy.

Teacher consolidation

The three pillars/estates of democracy – Legislature, Executive and Judiciary.

Continuous Assessment

- Participation in a situation based activity related to observation in conveying the concept of ex-communication.
- Chart preparation on various models of communication which can be a part of portfolio.
- Collection of pictures of early forms of communication which can be a part of portfolio.
- Seminar presentation on: Uses and misuses of Internet/Features of massmedia audience/The necessity of an effective and balanced mass media system in a democracy.
- Participation, presentation and involvement in the role play situations related to elements of communication, types of communication and levels of communication.
- Interpretation of views in a debate based on elements of communication.
- Analysis of a given situation and locating the concept in a situational analysis related to noise.
- A comparative study report on non-verbal and verbal communication.
- Participation, involvement and interaction in stimulating a group discussion on characteristics of mass communication.
Unit Assessment
MCQs
Open Book
Quiz
Class Test

Self Assessment
Tool 1
Complete the sequence
Source ⇐ Message ⇐ Channel ⇐ .................. ⇐ ..................

Tool 2
Levels of Communication

Intrapersonal .......... Group .............. ..............

Peer Assessment
Tool -3

Waves of Communication

Review Questions:
1. Of several definitions of communication, which one is more agreeable to you? Give reasons.
2. Analyze the elements of communication process. Can we communicate without any of these elements? Examine each of them in detail.
3. “Communication technologies are waves hit our society for radical changes”. Evaluate this statement with reference to Alwyn Toffler’s waves of communication.
4. Explain different classifications of communication process with suitable examples and diagrams.
5. Is it necessary to perform nonverbal communication in our daily life?
6. How does mass communication differ from other levels of communication? What are the unique characteristics of mass
communication?
7. What do you mean by barriers to communication? How do they affect communication process? What are the common types of barriers?
8. Communication is derived from
   a) Commune  b) Communis  c) Community
9. Meditation is an example for ................. communication.
   a) Intra personal  b) Public  c) Interpersonal

**Recommended readings:**
1. Joseph A. DeVito, Human Communication,
Mass media play a vital role in our daily life. Its basic mission is to create ties in human society. It may be at personal, national or international level. In the modern world, media perform many more roles. They inform, entertain, educate, set social agenda, shape our political system, form public opinion, support public demands, reveal social realities, transmit culture, create new trends, prosper cultural values and ultimately try to re-define social norms. To have a better understanding of the role of media in our society, we need to learn the features and functions of various media. Similarly, as responsible citizens, we shall be able to critically watch the functions of media by acquiring media literacy.

VALUES AND ATTITUDES

On completion of this chapter, the learner will acquire the following values and attitudes:

- Preservation of our culture
- Positive attitude towards sustainable development socialization
- Socially desirable acts like cooperation, tolerance, sharing, communal harmony and patriotism
- Media literacy.
<table>
<thead>
<tr>
<th>Concepts/ Ideas</th>
<th>Process/Activity with assessment</th>
<th>Learning outcome</th>
</tr>
</thead>
</table>
| Types of mass media | **Group Discussion:** on mass media  
**Experience sharing:** about mass media  
**Seminar:** on technological developments in media  
Presentation of seminar paper  
Chart preparation: types of mass media  
Produces chart  
**Classification:** of various mass media  
Categorizes the various mass media on a table based on their physical form, technology and nature. | 2.1. Classifies different mass media on the basis of their physical form, technology and nature. |
| Traditional media | **Narration:** of earlier forms of communication from pre-historic era.  
Explains the earlier forms of communication  
**ICT presentation:** plays the video clips/audio clips of some traditional forms of media.  
**Review:** on traditional media forms based on the above presentation.  
Prepares a review  
**Preparation of photo album:** Collect pictures of traditional media in India  
Produces a photo album  
**Presentation of seminar:** on sociological significance of traditional media  
Presents a seminar report | 2.2. Identifies the various forms of traditional media.  
2.3. Evaluates the sociological significance of traditional media in transmitting cultural values. |
| Characteristics of Traditional Media | **Debate:** on the advantages and disadvantages of traditional media  
Participates and presents views in the debate and writes a report. | 2.4 Identifies the characteristics of traditional media. |
| Print Media | **Discussion:** on the origin and characteristics of print media  
Prepares notes.  
**Listing:** of common items in print media.  
Writes a list. | 2.5 Recognizes the evolution of print media and finds out its characteristics. |
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</thead>
<tbody>
<tr>
<td>a) Newspaper</td>
<td><em>Group discussion:</em> on the characteristics of newspapers. Prepares brief notes on the characteristics of newspapers. <em>Content Analysis:</em> of major English &amp; Malayalam newspapers. Write-up of findings. <em>Report writing:</em> on the changes in the format of newspapers over the years. Writes a report.</td>
<td>2.6 Observes newspaper as a mass medium and identifies the major characteristics of newspapers. 2.7 Discovers the major changes in the format of newspapers.</td>
</tr>
<tr>
<td>b) Magazines</td>
<td><em>Experience sharing:</em> in reading a newspaper and a magazine Mutual experience sharing <em>Comparative Study:</em> analyzes the differences between a newspaper and a magazine Presents a comparative study report <em>Collection:</em> collects various types of magazines Collects various general and specialized magazines <em>Group discussion:</em> on the characteristics of magazines Conceptual understanding and prepares notes of the characteristics of magazines.</td>
<td>2.8 Compares and differentiates a magazine from a newspaper and identifies the characteristics of magazines.</td>
</tr>
<tr>
<td>c) Books</td>
<td><em>Power point presentation:</em> of famous authors and their works Identifies some of the famous books and authors and lists some famous books. <em>Narration:</em> of a story having ethical value Shares their own experience in book reading <em>Explanation:</em> about the origin of books Prepares brief notes <em>Group discussion &amp; Seminar presentation:</em> on the characteristics of books Formulates and presents a seminar report.</td>
<td>2.9 Appreciates the value of books and identifies the characteristics of book as a mass medium.</td>
</tr>
<tr>
<td><strong>Concepts/ Ideas</strong></td>
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</tbody>
</table>
*Screening of films & TV documentaries:* shows some classic films or TV documentaries  
*Playing radio drama or documentaries:* pre-recorded selected items  
*Guided discussion:* on the characteristics of electronic media  
*Chart preparation:* on the characteristics of radio, TV & film. Develops a chart | 2.10 Appreciates film, radio and television as mass media and lists the characteristics of electronic media. |
| New Media           | *ICT Presentation:* various facilities and services available in the web  
*Group Discussion:* on the characteristics of new media.  
*Power point presentation:* on new media and their characteristics  
*Seminar:* on the latest developments in social media environment. Prepares the seminar paper. | 2.11 Recognizes the technological advancements in the field of mass media and analyzes the characteristics of new media. |
| Functions of Mass media | *Content Analysis:* of newspapers. Analyses the content of the newspaper.  
*Guided Discussion & Chart preparation:* on functions of mass media. Prepares charts  
*Collection:* news cuttings that satisfies these functions. Collects news items and paste it in the scrap book. | 2.12 Identifies the major functions of mass media. |
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<tr>
<td>a) Information and Education</td>
<td><strong>Content Analysis:</strong> of a newspaper Identifies the news items with information and educational values. <strong>Presentation &amp; Discussion:</strong> some examples in the newspaper on the information and education function of mass media. Prepares notes.</td>
<td>2.13 Enlists and evaluates the informational and educational functions of mass media.</td>
</tr>
<tr>
<td>b) Socialization</td>
<td><strong>Presentation:</strong> print media reports on social issues. Recognizes the role of media in dealing with such social issues. <strong>Group discussion &amp; Seminar on power point:</strong> on the socialization function of mass media. Participates in discussion and prepares power point slides.</td>
<td>2.14 Familiarizes with the socialization function of mass media and analyzes how media helps one to become a social being.</td>
</tr>
<tr>
<td>c) Entertainment</td>
<td><strong>Listing:</strong> out some entertainment programmes in any Radio FM or TV channel. Picks out and prepares list of entertainment programmes. <strong>Speech:</strong> regarding their views on their favourite entertainment programme. Presents the speech. <strong>Write -up:</strong> the present day status of entertainment programmes in mass media. Formulates write-ups.</td>
<td>2.15 Identifies and lists out the entertainment content in mass media.</td>
</tr>
<tr>
<td>d) Political function Agenda setting / Fourth Estate</td>
<td><strong>Group discussion:</strong> on the political functions of mass media. Prepares consolidated brief notes. <strong>Content Analysis:</strong> of the political content in a newspaper or a magazine. Writes a content analysis report. <strong>Explanation by teacher:</strong> on agenda setting and Fourth Estate. Writes short notes.</td>
<td>2.16 Develops democratic values through mass media and creates an idea about the agenda setting and fourth estate.</td>
</tr>
<tr>
<td>Concepts/Ideas</td>
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</tbody>
</table>
| e) Cultural transmission | **Presentation & Analysis:** of media contents in newspapers, magazines, radio and television having cultural background. Records their notions in the activity log.  
**Collection:** similar items from newspapers & magazines.  
Collects such items from newspapers & magazines (portfolio)  
**Debate:** on - 'How media shape the culture of a society?'  
Presents their views. | 2.17 Evaluates the cultural aspects in mass media. |
| f) Development support communication / Catalyst for development | **ICT presentation:** suitable presentations on development.  
Recognizes the concept of development.  
**Guided discussion:** on developmental aspects covered by media.  
Identifies the need and importance of mass media serving developmental aspects.  
**Editorial writing:** on - 'Do mass media support the development of a nation?'  
Writes an editorial. | 2.18 Identifies the developmental elements in mass media. |
| Media Literacy | **Group discussion:** on media literacy.  
Identifies the need for media literacy.  
**Debate:** on - 'Whether media literacy is essential for every citizen in a country'.  
Presents their views and interprets the views of others.  
**Assignment:** on 'What are the benefits of media literacy?'  
Writes the assignment. | 2.19 Creates an idea about media literacy and evaluates various media messages and becomes a media literate person. |
Towards the Unit

Types of mass media

Discussion

Teacher begins the class with an initial discussion on mass media by eliciting the learners’ previous knowledge. Teacher gives some discussion points:

- Examples of mass media
- Mass media in our daily life
- Need for mass media
- Role of mass media in mass communication

Poses some questions to them.

- When did they first expose themselves to the mass medium?
- Which was it?

Experience Sharing

Then teacher narrates his own experience with mass media ....

For eg: I had first seen a TV programme in 1983... in my friend’s home...it was a black and white TV...at that time TV was not common...many people gathered in front of it to watch programmes particularly film related...they think it was a magic box...TV set had a long antennae...one had to adjust the antennae to get a clear picture ...we had to tune it for getting the channel...there were not much channels at that time...Doordarshan was the onlychannel available to all...it had telecast popular programmes like Chitrahar on every Thursdays, films on Sundays... later, colour TV came...people became enthusiastic to view the real colours...more private channels emerged during 90s’...the first private channel in India was Asianet...around this time TV became popular among people...today we have nearly 800 channels in India...TV technology also changed a lot... flat, LCD, LED, 3D, HDTV, curved TV’s and Home Theatres are available today... same is the case of other media...now it is the age of FM radio and it is also available on mobile phone...mobile phone supplements all other media use today...internet supported media use is quite common now a days.

Now ask the learners to share their own experience with mass media.
Seminar

Let the students collect the latest information about technological developments in each media and present it as a seminar paper in the class room.

Chart preparation

Teacher presents old pictures of media reception. Ask the learners to prepare a chart on the types of mass media.

Classification & categorization

Teacher gives some tips to students to identify certain mass media by using their common sense.

For example, tips for news papers:

- Printed form
- Cheap price
- Large size
- Every morning we read it for latest news
- We can read advertisements also

The teacher can find out similar tips for other mass media.

✓ The learners recognize the various mass media.

Teacher consolidation

A mass medium is one that can be presented in exactly the same way to multiple audiences in different locations. The mass media can be generally classified into many types on the basis of physical form, technology and nature.

Ask learners to draw a table and include each media under titles such as traditional, print, electronic and new media.

✓ The learners prepare a categorization table classifying the various mass media.

TRADITIONAL MEDIA

Narration

Teacher begins the class with a narration of earlier forms of communication. Teacher gives a brief account of different traditional media available to us today.
Teacher consolidation

The traditional media can be broadly classified into the following categories:

1. Traditional forms like smoke, bells, drum beat, drawings, carvings, etc.
2. Classical art forms like Kathakali, Koodiyattam, Koothu, Ashtapadi Attom, Krishnanattom, Ramanattom, Ottam Thullal, Mohiniyattom, etc.
3. Folk art forms like Mudiyettu, Kolkali, Poorakkali, Sarpam Thullal, Vela kali, Ammanattom, Thookkkam, Padayani, Thiyyattu, Theyyam, Bhootham Thullal, Kolam Thullal, Thambi Thullal, Kummi, Kaduvakali, Parayan Thira, Pakkanar Attom, Kuthiyottam, Thirayattom, Oppana, Margamkali, Arjuna Nritham, Kummatti, Garudan Thookkkam, etc.
4. Popular art forms such as Katha Prasangam, Street drama, etc.
5. Tribal art forms such as Elelakkaradi, Kadar Nritham, Kurumbar Nritham, Pantiyar Kali, Man Kali, Thavala Kali, Edaya Nritham, Mudiyattom, Naikar Kali, Gadhika, etc.

Many of these art forms are related with our culture and tradition. They help us in transmitting our culture from one generation to another.

ICT Presentation

Teacher shows video clips of some traditional media forms in the class and asks the students to write a review.

✓ The learners get the conceptual understanding of various traditional media and attempt a review.

Preparation of photo album

Asks the students to make a list of similar traditional forms of media in their locality and other states. Collect pictures of these art forms and prepare a photo album which can be a part of portfolio.

✓ The learners collect information and pictures of traditional mass media in India especially in Kerala and produce a photo album.

Seminar

Then divides the class into five groups of ten students and assign them to discuss the sociological significance of these traditional media in cultural transmission and present it as a seminar paper.

✓ The group leaders present the seminar report and the teacher as moderator consolidates the important aspects of the concept.
Teacher consolidation

We use a lot of traditional forms for communication: the horn of a vehicle, the alarming sound of a clock, the hand signals of traffic police, uniforms of students of a school, etc. In connection with religious ceremonies we use traditional communication forms such as church bells, azan calls in mosques and ringing bells in temples. Even today in Rome the selection of the Pope is made known to the believers through white smoke.

Governments use traditional media forms to disseminate its various programmes and policies to the public. The Song and Drama Division of Central Government is entrusted to propagate these programmes and policies by staging puppet shows and street dramas. It also helps them to spread developmental messages on infrastructure development, family planning, education, science and technology, sanitation and health care. They also convey the culture and tradition of the country through dramas, songs, exhibitions and also screening of short films featuring the traditional art forms in our country. In Kerala, the Information and Public Relations Department produces videos and publish books, booklets and brochures to popularize the traditional media forms of the state.

CHARACTERISTICS OF TRADITIONAL MEDIA

Debate

Asks the learners to identify advantages and disadvantages (characteristics) of traditional media through a debate.

Debate : Teacher Tips

- Preparation
- Nature of performance
- Relationship of performers with audience
- Analysis & Argumentation
- Flexibility
- Content
- 
- 
- 
- 

✓ The learners participate in the debate and prepare a report of the debate highlighting the major points.
Teacher concludes the characteristics of traditional media.

**Teacher consolidation**

*The stage is natural, the performers and audience are known to each other, content is simple and familiar, people are never tired of it, on the spot performance, change the content according to the level of the audience and it is a combination of several art forms.*

**PRINT MEDIA**

**Discussion**

Initial discussion on the origin of print media.

✓ The learners identify the origin, growth and characteristics of print media and prepare brief notes.

**Listing**

Asks them to prepare a list of common items that came under print media.

✓ The learners develop a list of common items in print media such as newspapers, magazines, books, brochures, notices, etc.

**Teacher consolidation**

*Teacher comments that the invention of movable types by Johannes Gutenburg has resulted in the mass production of printed materials all over the world. It is the most convenient media form available to us. It includes newspapers, magazines, books, periodicals, notices etc.*

**Teacher input**

Total number of publications in India as on 31st March 2013: 94,067 (Teacher should provide latest facts and figures available)

Total number of Newspapers: 12,511

Total number of Periodicals: 81,556

(Sources can be accessed from NRI, ABC, NRS and WAN)

_Hyperlink:_ [www.rni.nic.in](http://www.rni.nic.in)
**a) NEWSPAPERS**

**Group Discussion**

Conduct a group discussion on the characteristics of newspapers by posing some questions:

- Are you a regular reader of newspapers?
- Why do you read a newspaper?
- Which newspaper do you subscribe at home and why?
- In addition to the subscribed newspaper, which other newspapers you read? Why?
- Did you ever come across the newspaper section of a library and go through the different newspapers?
- Are there any differences in their contents?
- What are the major characteristics of newspapers? Why do they still survive as a favourite mass medium?
- The learners identify the major newspapers and the characteristics of newspapers and consolidate the major points in the activity log book.

**Teacher consolidation**

*Characteristics of newspapers: predominance of news-oriented content, regular periodicity, future reference facility, choice of the time, literates' medium, low cost, textual medium, etc.*

Then teacher guides the learners’ attention to some of the earlier newspapers and today’s prominent newspapers in the world.

**Content Analysis**

**Content Analysis: Teacher Tips**

- Analysis of data
- Reliability
- Validity
- Sources of data
- Conclusion
Assign learners to collect major English and Malayalam newspapers. Let them analyze the content of these newspapers and present a summary of the content analysis findings.

✓ The learners analyze their content and present their findings.

Teacher consolidates the differences in the content of those newspapers.

Report writing

Asks the learners to identify the changes in the format of newspapers over the years and writes a report on it.

Report Writing : Teacher Tips

- Introduction, body and conclusion
- Analytical thinking
- Formal style
- Neat presentation
- Bibliography

Teacher input

The largest circulated newspaper in the world is Asahi Shimbun of Japan.

The largest circulated multi-edition English newspaper in India is The Times of India with a circulation of 33,21,702. The largest circulated single edition daily in India is Ananda Bazar Patrika in Bengali with a circulation of 11,60,404. The largest circulated language newspaper in India is Dainik Jagran in Hindi having a circulation of 31,12,560.

In Kerala Malayala Manorama (22,32,585) leads the circulation war followed by Mathrubhoomi (14,58,796) and Deshabhimani (3,51,224) as on 14th May 2014, according to the circulation figures of Audit Bureau of Circulation.

Hyperlink- www.auditbureau.org

Give them a hint on the difference between subscription newspapers and free newspapers in our country. Adayar Times & Mylapore Times in Tamilnadu are examples of free newspapers. They are circulated free of cost. They mainly concentrate on public service journalism and particularly cover local news of day to day life.
E-newspapers are quite common today. All newspapers have their own e-versions. Give an assignment to students to collect web addresses of some e-newspapers.

The format is different in newspapers such as **Broadsheet**, **Tabloid** and **Berliner**. Broadsheets are largest newspapers and are characterized by long vertical pages. Most of the Malayalam newspapers are in broadsheet format. Tabloid newspapers are smaller and about half the size of broadsheets, usually they are seen in evening dailies. Sports Star, Rashtra Deepika, Big News etc are examples. The Berliner format is slightly taller and marginally wider than the tabloid format; and is both narrower and shorter than the broadsheet format.

**b) MAGAZINES**

**Experience sharing**

Divides the class into two groups. Provide some newspapers to the first group and magazines to the second. Share their experience in reading a newspaper and magazine.

✓ The learners and the teacher share their mutual experience in reading a newspaper and magazine.

**Comparative study**

Asks the two groups to compare and differentiate a newspaper from a magazine. Let them analyze the size, content, periodicity, production, price and target audience differences exist between a newspaper and a magazine. Asks each group to prepare reports based on the discussion of each of these media and present it in the class.

✓ The groups present the comparative study report based on their discussion and findings.

Teacher describes the etymology and the main features of magazines

Draw the learners’ attention to various types of magazines.

**Collection**

Asks the learner to collect some specialized and general interest magazines which deal with current affairs, business, women, children, photography, science and technology, education, career, health, fashion, automobile, entertainment and travel.

✓ The learners collect as many magazines as possible and present it for evaluation.
Guided discussion

Guided discussion on the characteristics of magazines and write the main points in the note book.

Teacher consolidation:

The characteristics of magazines include:
- regular periodicity
- contains light reading material from poems to comics and cartoons to photo features
- printed in high quality paper
- provides room for in-depth analysis and criticism and have different editions
- Variety in content unlike newspaper
- It deals with current events and it can be read over a period of time.

Teacher input

Major magazines in India and the World:-


c) BOOKS

Power point presentation

Teacher presents a power point of the names of famous authors and their works. Asks the learners to identify each author and prepare a list of some other famous works.

✓ The learners collect the names of some famous books and prepare a list.

Narration

Narrates a story having some ethical value. Mention the book from which you narrate the story. Asks the students to share such information they obtained from books.

✓ The learners share some of their interesting experiences related to book reading.
Teacher consolidation:

Papyrus rolls of Chinese are considered as the ancestors of modern books. Lead the students’ attention to clay tablets used by Babyloni ans and animal skins used by Romans for writing. Teacher also mentions the first book in India and in the Malayalam language.

Group discussion and seminar presentation

Divides the class into four groups and organize a group discussion on the characteristics of books as mass media. Asks each group to present a seminar on it.

✓ The learners discuss in groups and present the seminar report before the class.

Teacher consolidation:

The important characteristics of books: portable, compact, printed form, future reference, audience-specific language, etc.

ELECTRONIC MEDIA

Discussion

Teacher starts the class with an initial discussion on the origin of film, radio and television. Then take a brief tour to the history of each medium.

✓ The learners prepare a list on the origin of film, radio and television.

Teacher consolidation

Film ⇐ 1895 ⇐ Lumiere Brothers
Radio ⇐ 1901 ⇐ Guglielmo Marconi
Television ⇐ 1925 ⇐ John Logie Baird

Screening of films & TV documentaries / Playing radio documentaries

Screens some classic films in the class.

Screens Sir David Attenborough’s TV documentaries / any other relevant TV programmes such as live news telecast.

Plays the radio drama ‘War of the Worlds’ by Orson Wells (download the audio from Mercury Theatre)

✓ The learners recognize some characteristics of electronic media such as audio - visual appeal, infotainment etc.
Teacher input

Total number of TV channels in India is 828. The enormity of this figure shows that the Indian population’s greater dependency towards mass media. Majority of them are news channels.

Guided discussion

The teacher initiates a discussion on the characteristics of electronic media in general and instructs the learners to write notes consolidating the points.

✓ The learners identify the characteristics of electronic medium and prepare notes in the activity log.

Chart preparation

Asks the learners to prepare a chart depicting the characteristics of radio, TV and film as individual and specific components of electronic media.

✓ The learners prepare a chart highlighting the characteristics of radio, TV and film.

Teacher consolidation

- Radio is a medium for ears but television and films are for both ears and eyes.
- One needs to have some technical knowledge to use electronic media.
- The technology of these media is changing at a very fast pace due to frequent technological upgradations.
- The programmes in radio and television are available 24 hours a day.
- Radio, television and film are enjoyed by illiterates and even by visually challenged people.
- Satellite transmission makes electronic media programmes instantly available over a wider geographical area.
- Programmes in radio and television are transient in nature. Once they are delivered it will disappear in the air.
- Live coverage is possible on radio and television.
NEW MEDIA

ICT Presentation

Presents before the learners the various facilities and services available in the web through a computer network. Asks the learners to notice the facilities available in the web and make a list of these facilities in the portfolio.

✓ The learners identify the various services and facilities available in the web and prepares a list.

Teacher consolidation

The new media comprises the latest technological developments in the field of communication. Some examples of the facilities available in new media comprises e-mail, camera, e-books, blogging, Twitter, WhatsApp, SMS, 2G, 3G and 4G.

Group discussion

Divides the class into five groups and conducts a group discussion on the characteristics of new media.

✓ The learners identify the characteristics of new media.

Power point presentation

Prepares a power point presentation covering all the new media and their characteristics and present it in the class.

Makes the learners prepare notes on the characteristics of new media.

Teacher consolidation:

New media have the following characteristics:
- facilitate instant interaction
- easy accessibility
- Hyper textual language
- digital format
- convergence of technologies, etc.

Seminar

Teacher briefly mentions about the emergence of social media as the fifth estate. Asks the learners to prepare individually a seminar on the latest developments in social media environment. Teacher selects a
moderator from the learners and randomly chooses 10 learners to present the seminar. Instructs others to prepare consolidated notes highlighting the major points about the seminar paper presented. Also asks them to modify their seminar report on the basis of the presented papers, moderator consolidation and teacher consolidation.

Teacher consolidation
✓ The learners present the seminar paper.

FUNCTIONS OF MEDIA

Content Analysis

Provides some newspapers to each learner and instruct them to analyze its contents.
✓ The learners analyse the content of the newspaper.

Guided discussion & chart preparation

Guided discussion on functions of mass media.
Helps them to consolidate the functions and prepare a chart.
✓ The learners identify the functions of mass media through guided discussion and prepare a chart on the major functions of mass media.

Teacher consolidation:

The major functions of mass media are information, education, socialization, entertainment, political awareness, cultural transmission and a catalyst to development.

Collection

Asks the learners to collect some news cuttings that satisfies these functions and paste it on the scrap book.
✓ The learners collect news items and paste it in the scrap book.

a) INFORMATION AND EDUCATION

Content Analysis

Teacher starts the class with the content analysis of a newspaper and let the learner identify various news items that satisfy the informational and educational needs of the reader.
✓ The learners identify the news items with information and educational values.
Teacher Text

Presentation & discussion

Teacher presents some examples in the newspaper and initiates a discussion to help them identify that the core of media’s content is to inform and educate the public. Makes them prepare notes on the information and education function of mass media.

✔ The learners participate in the discussion and prepare notes.

b) SOCIALIZATION

Presentation

Draws the attention of the learners to some current social issues like child labour, atrocities against women and children by presenting print media reports on those social issues.

✔ The learners recognize the role of media in dealing with such social issues.

Group discussion & seminar

Conducts a group discussion on the socialization function of mass media.
Instructs them to present a seminar on power point presentation on the basis of above discussion.

✔ The learners prepare power point slides related to the socialization function of mass media.

Teacher consolidation:

Mass media functions as an agency for socialization. It helps us to know the cultural and social norms and maintains communal harmony in the society.

c) ENTERTAINMENT

Listing

Asks the learners to analyze the content of a day’s programme schedule of any Radio FM or TV channel and list out some entertainment programmes.

✔ The learners pick out and prepare list of entertainment programmes.

Speech

Makes some learners present a brief speech regarding their views on their favourite entertainment programme.

✔ Some learners project their views.
Speech: Teacher Tips

- Content & organization of language
- Perception of time
- Communication skills
- Kinesics
- Fluency & voice quality
- Vocabulary/Semantics
- Cognitive aspects of communication

Write-up

Let the other learners prepare write-ups on the basis of the speech highlighting the present day status of entertainment programmes in mass media.

✓ The learners formulate write-ups on the basis of their views and ideas.

Teacher consolidation:

The mass media breaks the monotony of our hectic and stressful life. Cartoons, comics and puzzles in newspaper, short stories, novels and satires in magazines, sports, reality shows, serials, music, dance, comedy, animation and fashion in TV and radio. Films satisfy the entertainment needs of the audience.

d) POLITICAL FUNCTION

Group discussion

Teacher initiates a group discussion on the political functions of mass media and asks the learners to consolidate the points.

✓ The learners prepare consolidated brief notes.

Content analysis

Teacher analyses the political content in a newspaper or a magazine and asks the learners to draft a report about it.

✓ The learners will write a content analysis report.
Teacher Text

Explanation by teacher

The teacher explains agenda setting and fourth estate and asks them to prepare short notes on those two topics.

 ✓ The learners identify the concept of agenda setting and fourth estate and develop brief notes.

e) CULTURAL TRANSMISSION

Presentation & analysis

Teacher presents media contents in newspapers, magazines, radio and television having cultural background and asks them to analyze and write your notions in the activity log regarding its need and importance in a culturally diversified country like India.

 ✓ The learners analyse and record their notions in the activity log.

Collection

Collect such items from newspapers & magazines which can be a part of portfolio.

 ✓ The learners collect similar items from newspapers & magazines and present it in the portfolio.

Debate

Divides the class into two groups and conducts a debate on ‘How media shape the culture of a society?’

 ✓ The learners present their views

The teacher consolidates.

e) CATALYST FOR DEVELOPMENT/ DEVELOPMENT SUPPORT COMMUNICATION

ICT presentation

Show suitable video clips of news, views, advertisements etc. on development.

 ✓ The learners recognise the concept of development.

Guided discussion

Guided discussion on developmental aspects covered by media.

 ✓ The learners identify the need and importance of mass media serving developmental aspects.
Editorial writing

Instructs them to write an editorial on- ‘Do mass media support the development of a nation?’

Editorial writing : Teacher Tips

- Objectivity
- Explanation & interpretation
- Pattern & style
- Organising ideas
- Logical sequence
- Building the argument
- Providing solutions

✓ The learners formulate and write the editorial.

MEDIA LITERACY

Group discussion

Guided discussion on media literacy.
✓ The learner identifies the need for media literacy.

Debate

Divides the class into five groups and conducts a debate on - ‘Whether media literacy is essential for every citizen in a country’.
✓ The learners present their views and interpret the views of others.

Assignment

Instructs them to write an assignment on ‘What are the benefits of media literacy?’
✓ The learners write the assignment by using proper references and teacher consolidation.
Assignment: Teacher Tips

- Analysis of the topic
- Operationalising the concept
- Reflective writing
- Structuring
- In-text references
- Bibliography

Teacher consolidation:

Media literacy involves learning to use media wisely and effectively, evaluates media messages and their credibility and recognizing media’s influences on beliefs, attitudes, values, behavior and in the democratic process. The successful students of media have learned to question - even to interrogate - their sources of information and entertainment.

Note to the Teacher:

Teacher should also discuss the following points in the class as part of this chapter:

- Media effects or influences - both positive and negative.
- The representation of women and children in media.
- Gender issues in media messages.
- Virtual world created by media.
- How do media manipulate social issues?
- Biases in media content.
- Possibilities of media education in India.
- Familiarize them with the media training institutes in India and around the world.

Continuous assessment

- Participation in an experience sharing situation related to mass media / in reading a newspaper and a magazine.
- Presentation and involvement of Seminar on: Technological developments in media / Sociological significance of traditional media.
/ The characteristics of books / The latest developments in social media environment / The socialization functions of mass media.

- Capability of narrating earlier forms of communication / of a story having ethical value
- Attempting a review on traditional media forms.
- Preparation of a photo album on traditional media forms which can be a part of portfolio.
- Participation, presentation and interpretation of views in the debate on : The advantages and disadvantages of traditional media / How do media shape the culture of a society? / Whether media literacy is essential for every citizen in a country?
- Analyzing the content and recording the findings of : Major English & Malayalam newspapers / The political contents in a newspaper or a magazine / Media content in newspapers, magazines, radio and television having cultural background.
- Report writing on the changes in the format of newspapers over the years which can be a part of portfolio.
- Presentation of a comparative study report by analyzing the differences between a newspaper and a magazine
- Chart preparation on : The characteristics of radio, TV & film / The functions of mass media.
- Collection of news cuttings that satisfies : Mass media functions / Cultural content items from newspapers & magazines.
- Preparation and presentation of Speech regarding their views on their favourite entertainment programme.
- Write-up on the present day status of entertainment programmes in mass media which can be a part of portfolio.
- Editorial on- ‘Do mass media support the development of a nation?’
- Assignment on ‘What are the benefits of media literacy?’
- Evaluation of notes on activity log book.
- Participation, involvement and interaction in stimulating a group discussion on mass media, types of mass media and functions & characteristics of mass media.
**Teacher Text**

**Unit assessment**
- MCQs
- Open Book
- Quiz
- Class Test

**Self assessment**

**Tool 1**
Complete the table

<table>
<thead>
<tr>
<th>Media Group</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.................... Magazines</td>
<td>Vanitha, Balarama,</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
</tr>
<tr>
<td>....................</td>
<td>Club FM, Radio Mango,</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
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<td></td>
<td>..............................................</td>
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<tr>
<td>....................</td>
<td>Malayala Manorama, The Hindu,</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
</tr>
<tr>
<td></td>
<td>..............................................</td>
</tr>
<tr>
<td>TV ............ Channels</td>
<td>India Vision, Times Now, Reporter,</td>
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<td>..............................................</td>
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<td>..............................................</td>
</tr>
</tbody>
</table>
Tool-2

Give two examples each for:

I. Traditional media: a) ................. b) .................
II. Print media: a) ................. b) .................
III. Electronic media: a) ............. b) .................

MODEL TEACHER PLANNER

Name of the lesson : Massmedia and society
Date : 08-08-2014
Expected time : 2hrs
Theme : Types of mass media
Learning outcome : The learner will be able to classify massmedia
Skills : Observation, analysis, correlation and presentation
Values and attitudes : Socialisation, Cultural preservation and Media literacy
Learning tools : Photographs, newspapers, radio, TV, video clippings
Expected outcome : Flow chart giving the types of massmedia

<table>
<thead>
<tr>
<th>Process</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process including activities and assessment</td>
<td>Feedback by learners/ Teacher’s observation</td>
</tr>
<tr>
<td>Group discussion, experience sharing : The teacher starts the class with an initial discussion on mass media by eliciting the learners previous knowledge and ask some questions. The teacher narrates his/her experience with the mass media and let the students to share their experiences.</td>
<td>The learners will identify various mass media and classifies them with the contemporary media scenario. Teacher notes down the students’ experiences.</td>
</tr>
</tbody>
</table>

Signature of the teacher
Review Questions:-

1. Laymen use the term ‘mass’ in different contexts like mass audience, mass petition, mass movement and so on. As a journalism student state your views on the term ‘mass’.

2. ‘Society and mass media are interlocked’. Do you agree with this statement? Explain with examples.

3. While returning home you may notice people in different walks of life use media for various purposes. Try to depict five different situations of such media use.

4. Do you agree with the opinion that mass media is essential for your daily life? Justify your answer.

5. Compare the advantages and disadvantages of print medium over electronic medium.

6. Would you prefer to watch a cricket match on TV or listen to it on radio? State reasons.

7. A lot of changes in our society is the result of effective media intervention. Can you cite any two changes from recent incidents?

8. The media club of your school has decided to conduct a seminar on ‘Media Literacy’. As the secretary of the club prepare a speech about media literacy.

9. ‘All the messages in the media are constructed’. How far do you agree with this statement? Substantiate your views with suitable examples.

10. The press is considered as the ‘fourth estate’ whereas the social networking sites, advertisements and PR are considered as the ‘fifth estate’. Compare these two media concepts in the light of the present day media environment.

11. Name any five traditional media forms in Kerala.

12. Match the following

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Kerala Kalamandalam</td>
<td>a) Thripunithura</td>
</tr>
<tr>
<td>b) Lalithakala Academy</td>
<td>b) Cheruthuruthy</td>
</tr>
<tr>
<td>c) Folklore Academy</td>
<td>c) Thrissur</td>
</tr>
<tr>
<td>d) Chithrakala Museum</td>
<td>d) Vadakara</td>
</tr>
<tr>
<td>e) Sangeetha Nadaka Academy</td>
<td>e) Thrissur</td>
</tr>
</tbody>
</table>
13. Write an appreciation about the performance of any one of traditional art forms.
14. Which is the largest circulated newspaper in the world?
15. Which is your favourite print medium and state its reasons?
16. How will you differentiate a newspaper from a magazine?
17. The movable type was invented by — — — — — — — — — — — — — — — — — — — .
18. Expand HTML
19. How do media create opinion among people?
20. VICTERS is a — — — — — — — — — — — — channel.
   a) Educational
   b) Sports
   c) Employment
   d) Entertainment
21. What are the qualities of a media literate person?

EXTENDED ACTIVITIES

Activity 1
Conduct a seminar on the challenges faced by the various folk media forms in the present day Kerala society.

Activity 2
Make a list of the educational pullouts of Malayalam newspapers and prepare a writeup about their content highlighting their nature, characteristics, strengths and weaknesses.

Activity 3
If possible, conduct an interview with a folk artist.

Recommended readings
1. Kuppuswamy, B (1967), Communication and Social Development in India, New Delhi, Sterling Publishers Ltd.
2. McQuail, Denis (2005), Mass Communication Theory, New Delhi, Vistar Publications.
4. Fitzpatrick, Anne (2010), Democracy, Minnesota Anne Fitzpatrick, Creative Education


6. Hust and Brown Dominant Themes in Children’s and Adolescent’ Media,

