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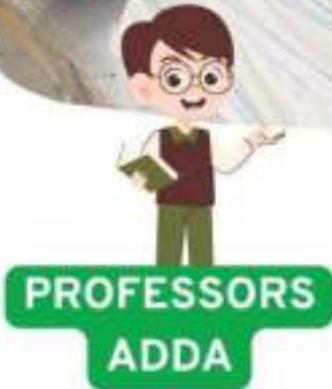


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Margdarshika Booklet UPDATED 2025 Edition

Margdarshika booklet what is this,

Why read this?

- It is a well-planned roadmap to simplify the vast and complex syllabus of UGC NET. It is like a Guru showing you the path to success in the subject. You do not need to depend on anyone.
- Its main aim is to give clear answers to questions like "what to read, where to start, and how deep to read". Focus points are explained.
- It gives a systematic direction to your preparation by dividing it into small (manageable) parts. It tells you what is the new trend of the exam these days.

What's that for?

- It is useful for students preparing for UGC NET, PGT, Asst Professor
- It is very useful for those who are preparing at home, those who are working, those who are not getting proper guidance, those who do not want to watch videos. It is a one stop solution for them

Key Features and Benefits

- **Benefits:** Explains important concepts, theories and examples of the subject.
- **Time saving:** Guides you in the right direction by saving you from unnecessary information. 100% exam oriented
- **Complete coverage:** Ensures that no important part of the syllabus is missed.
- **Increased confidence:** Having a clear plan reduces nervousness regarding preparation.

How to make best use of it?

- Make sure to remember the most important
- Follow the order given in the guide.
- Have a strong grip on the basics of each topic.
- While studying, focus on those topics in ProfessorsAdda Booklets.
- Try to establish a connection between different concepts.
- Solve MCQ practice questions and old question papers based on the guide. All this is given in ProfessorsAdda MCQ + PYQ booklet which is complete, quality updated.
- It works like your personal guide.

HOW TO Study Unit 1 - Mass Communication and Journalism

This guide will help you navigate the provided material for Unit 1: Mass Communication and Journalism, focusing on how to read and what to prioritize for the UGC NET exam.

General Tips for UGC NET Preparation:

- **Understand the Syllabus Thoroughly:** While this booklet covers Unit 1, ensure you are familiar with the entire UGC NET Mass Communication and Journalism syllabus. This includes knowing the weightage of different sections if available and understanding the scope of each topic mentioned.
- **Conceptual Clarity:** Focus on understanding the core concepts, theories, and definitions rather than just memorizing facts. The exam often tests your analytical and application skills. For instance, instead of just knowing the name of a theory, understand its assumptions, key arguments, and potential criticisms.

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- **Previous Year Question Papers:** Solve as many previous years' question papers and mock tests as possible. This will help you understand the exam pattern, types of questions asked (e.g., assertion-reasoning, match-the-following, comprehension-based), and identify frequently tested or important topics. Analyze your performance to pinpoint weak areas.
- **Note-Making:** Create concise notes, mind maps, or flashcards for quick revision. Highlight key terms, definitions, theorists, models, significant dates, and landmark events. Use diagrams and flowcharts where applicable to simplify complex processes or theories.
- **Revision:** Regular and spaced revision is crucial for retaining information in the long term. Plan your revision schedule systematically.

How to Read and What to Read in This Unit:

The provided booklet is structured into several key areas. Here's a breakdown of what to focus on within each section:

1. Communication (Fundamentals)

- What to Read:

- Definition and Nature of Communication:

- **Latin root 'communis'**: Emphasizes sharing, making common, imparting. Communication is more than transmission; it's about establishing commonality.
- **Exchange of meaning**: This implies a shared understanding. Meaning is not inherent in messages but is constructed by senders and receivers based on their experiences, culture, and context.
- **Two-way process**: Even in seemingly one-way communication, there's often an anticipated or delayed feedback loop. It's an interaction, not just an action.
- **Continuous Process**: Communication is ongoing and cumulative. Past interactions influence present ones, and present interactions shape future ones. It doesn't have a definitive start or end.

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- **Objective-driven:** Communication usually has a purpose, whether conscious or unconscious (e.g., to inform, persuade, entertain, build relationships).
- **Dynamic and Systemic:** Communication is not static; it adapts to changing contexts, participants, and goals. It operates within systems (e.g., a family, an organization, a society), where each part affects the others.

◦ Objectives of Communication:

- **Providing Information:** Sharing facts, data, news (e.g., a news report, a lecture, instructions for a task).
- **Motivating People:** Inspiring action or change in behavior (e.g., a manager encouraging a team, a public service announcement on health).
- **Creating Interest:** Arousing curiosity or engagement (e.g., a movie trailer, an advertisement for a new product).
- **Providing Instructions and training:** Guiding on how to perform tasks (e.g., a user manual, a workshop).

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- **Entertaining the audience:** Providing amusement or diversion (e.g., a comedy show, a fictional story).
- **Building relationships:** Establishing and maintaining social connections (e.g., a friendly conversation, a team-building activity).
- **Facilitating change:** Helping individuals or groups adapt to new situations (e.g., communication during organizational restructuring).
- **Problem Solving:** Collaboratively finding solutions (e.g., a brainstorming session, a negotiation).

◦ Process of Communication:

- **Sender (Encoder):** The originator who conceptualizes the idea. Their credibility, communication skills, attitudes, knowledge, and socio-cultural background influence the message.
- **Encoding:** Translating thoughts/ideas into a symbolic form (words, gestures, images) that can be transmitted and understood. This is a crucial psychological process influenced by the sender's frame of reference.

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- **Message:** The actual physical product of encoding (e.g., a speech, a letter, a facial expression). Messages have content and relational dimensions.
- **Channel:** The medium through which the message travels (e.g., airwaves for sound, paper for written text, internet for digital messages). Channel choice can affect message richness and effectiveness.
- **Receiver (Decoder):** The recipient who perceives and interprets the message. Their skills, attitudes, knowledge, and socio-cultural background affect decoding.
- **Decoding:** Translating the received symbols back into meaning. This is also a psychological process, and the decoded meaning may not be identical to the encoded meaning.
- **Feedback:** The receiver's response to the message, which indicates understanding, agreement, or reaction. It can be verbal or nonverbal, immediate or delayed. It allows the sender to adjust their communication.

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- **Noise:** Any interference that distorts the message or hinders the communication process.
 - *Physical noise:* External sounds (e.g., traffic, loud music).
 - *Psychological noise:* Internal biases, prejudices, or emotional states of communicators.
 - *Semantic noise:* Misunderstanding of words or symbols (e.g., jargon, ambiguous language).
 - *Physiological noise:* Biological factors affecting communication (e.g., fatigue, hearing impairment).

◦ Barriers to Effective Communication:

- **Physical Barriers:** Environmental or medium-related obstacles. Examples: Faulty equipment (e.g., a crackling phone line), distance, closed doors, poor lighting, uncomfortable seating. These make it difficult to send or receive the message accurately.
- **Semantic Barriers (Language Barriers):** Problems arising from the use or understanding of language. Examples: Using overly technical jargon with a lay audience, ambiguous words with multiple meanings,

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poorly structured sentences, different interpretations of the same word due to cultural or regional variations (e.g., "football" means different sports in the UK and US), incorrect translations.

- **Psychological Barriers:** Cognitive or emotional factors within individuals. Examples: Pre-existing attitudes and beliefs (e.g., confirmation bias), premature evaluation (judging before fully understanding), lack of attention, distrust of the sender, emotional distress (fear, anger), selective perception (hearing only what one wants to hear).
- **Physiological Barriers:** Related to the physical state of the sender or receiver. Examples: Hearing or sight impairment, speech disorders (e.g., stuttering), dyslexia, fatigue, pain, or illness affecting concentration.
- **Cultural Barriers:** Differences in cultural norms, values, and practices. Examples: Varying interpretations of gestures or eye contact (e.g., direct eye contact is respectful in some cultures, disrespectful in others), different approaches to time (monochronic vs. polychronic), varying social

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etiquette, differences in power distance and individualism vs. collectivism.

◦ Types of Communication:

- **Verbal Communication:** Use of words (spoken or written).
- **Oral Communication:** Face-to-face conversations, speeches, telephone calls, video conferences, interviews. Strengths: Immediate feedback, personal touch. Weaknesses: No permanent record, potential for mishearing. Importance of tone, pitch, volume, speed, and clarity.
- **Written Communication:** Emails, letters, reports, memos, articles, books. Strengths: Permanent record, can be reviewed. Weaknesses: Delayed feedback, lacks non-verbal cues. Importance of grammar, vocabulary, sentence structure, clarity, and conciseness.
- **Non-Verbal Communication:** Communication without words. Often conveys emotions and attitudes more effectively than words.

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- **Vocalics (Paralanguage):** How something is said. Includes pitch (high/low), volume (loud/soft), rate (fast/slow), vocal quality (e.g., breathy, harsh), verbal fillers ('um', 'uh'), pauses, pronunciation, enunciation, articulation, and silence. A sigh can indicate boredom or relief.
- **Kinesics (Body Language):** Body movements. Includes facial expressions (smile, frown), gestures (hand movements), posture (slouching vs. upright), and gait. A firm handshake can convey confidence.
- **Oculesics (Eye Language):** Eye movement, gaze, eye contact. Can indicate interest, attention, honesty, or intimacy. Avoiding eye contact might be seen as dishonesty in some cultures.
- **Haptics (Touch):** Communication through physical contact. Examples: A handshake, a pat on the back, a hug. The meaning of touch is highly context-dependent and culturally variable.
- **Proxemics (Space):** Use of personal space and distance. Edward Hall's zones: Intimate (0-1.5 ft),

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Personal (1.5-4 ft), Social (4-12 ft), Public (12+ ft). Cultural norms dictate appropriate distances for different interactions.

- **Chronemics (Time):** Use and perception of time. Punctuality, willingness to wait, and how time is structured in communication (e.g., interrupting, turn-taking) can send messages. Being late for a meeting might be perceived as disrespectful in some cultures.
- **Formal Communication:** Follows officially established channels and rules within an organization. Usually documented.
 - **Downward:** From superiors to subordinates (e.g., instructions, policies, feedback). Advantages: Clarity of authority. Disadvantages: Can be slow, information distortion.
 - **Upward:** From subordinates to superiors (e.g., reports, suggestions, grievances). Advantages: Feedback for management, employee involvement. Disadvantages: Filtering of negative information.

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- **Horizontal (Lateral):** Between individuals at the same hierarchical level (e.g., coordination between department heads). Advantages: Faster problem solving, teamwork. Disadvantages: Can lead to conflicts if not managed.
- **Diagonal (Crosswise):** Between individuals at different levels and in different departments (e.g., a project manager communicating with a team member from another department). Advantages: Efficient for specific tasks. Disadvantages: Can bypass formal channels.
- **Informal Communication (Grapevine):** Unofficial communication channels, often based on social relationships. Spreads rapidly, can carry rumors but also useful information. Advantages: Fast, satisfies social needs. Disadvantages: Prone to distortion, hard to control.
- **Cross-Culture Communication:** Communication between people from different cultural backgrounds. Requires awareness of and sensitivity to cultural differences in language, non-verbal cues, values, and communication styles to avoid misunderstandings.

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◦ The 7 Cs of Effective Communication:

- **Clarity:** Message should be easy to understand, purpose clear. Ambiguity leads to confusion.
- **Correctness:** Information should be accurate, grammar and language correct. Errors damage credibility.
- **Conciseness:** Brevity without sacrificing completeness. Unnecessary words waste time and obscure the main point.
- **Concreteness:** Specific, definite, and vivid rather than vague and general. Using facts and figures enhances concreteness.
- **Completeness:** Provides all necessary information the receiver needs. Incomplete messages lead to further queries and delays.
- **Coherence:** Logical flow of ideas, all points connected to the main topic. Incoherence makes the message hard to follow.

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- **Courtesy:** Polite, respectful, considerate of the receiver's perspective and feelings. Rudeness creates defensiveness.

◦ Levels of Communication:

- **Intra-personal Communication:** Communication with oneself (self-talk, thinking, planning, reflecting). Influences self-esteem and decision-making.
- **Inter-personal Communication:** Communication between two or more people, typically face-to-face. Can range from impersonal to highly personal. Develops and maintains relationships. Dyadic (two people) is a common form.
- **Group Communication:** Communication among three or more people interacting to achieve a shared goal (e.g., a committee meeting, a study group). More formal and task-focused than interpersonal. Dynamics like leadership, roles, and norms become important.

2. Mass Communication

- **What to Read:**

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◦ Meaning and Definition:

- Involves the use of **mechanical or electronic devices/technologies** (e.g., printing press, radio transmitters, television cameras, internet servers) to **manifold (reproduce) messages**.
- Messages are disseminated to a **large, anonymous, and heterogeneous audience** simultaneously or over a short period.
- "Large" implies an audience beyond a small group, often geographically dispersed.
- "Anonymous" means senders generally don't know individual receivers, and receivers don't know each other.
- "Heterogeneous" means the audience comprises individuals from diverse backgrounds, demographics, and interests.
- Differs significantly from interpersonal communication which is typically direct, personal, and allows for immediate feedback.

◦ Elements of Mass Communication:

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- **Sender (Source):** Often complex organizations (e.g., media houses, film studios, publishing companies) rather than single individuals. Senders are professional communicators.
- **Message:** Content is "mass-produced," often standardized, and designed for a broad appeal. It can be informational, entertainment, persuasive, etc. (e.g., a news broadcast, a movie, an advertisement).
- **Channel (Medium):**
 - **Print Media:** Newspapers, magazines, books, pamphlets. Characterized by permanence, literacy requirement.
 - **Electronic Media:** Radio (audio), Television (audio-visual), Cinema (audio-visual). Characterized by immediacy, wider reach (can bypass literacy).
 - **New Media (Digital Media):** Internet (websites, social media, streaming services, blogs, podcasts). Characterized by interactivity, convergence, user-generated content, global reach.
 - **Traditional Media (Folk Media):** Though not always "mass" in the modern technological sense,

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they can reach large community gatherings (e.g., folk theatre, puppetry).

- **Receiver (Audience):** Large, dispersed, and often unknown to the sender. Audience members are typically not in direct contact with each other during reception. Audience segmentation is used by media to target specific groups.
- **Feedback:** Primarily **indirect, delayed, and inferential**. Senders gauge audience response through ratings, circulation figures, market research, letters to the editor, online comments, social media analytics, etc. It's not as immediate or direct as in interpersonal communication.
- **Gatekeeping:** The process of selecting, filtering, and controlling information before it reaches the audience. Gatekeepers (e.g., editors, producers, censors) decide what content is disseminated. This process significantly shapes public knowledge and perception.
- **Noise:**

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- *Channel noise*: Technical issues in transmission (e.g., static on radio, misprints in a newspaper, buffering in online video).
- *Semantic noise*: Misinterpretation of messages due to cultural differences, varying levels of education, or use of unfamiliar jargon by the media.

◦ **Characteristics of Mass Communication:**

- **Mostly one-way (or limited interactivity):** Traditional mass media flow is primarily from sender to receiver, though new media allows more interactivity.
- **Indirect, non-existent, or delayed feedback:** As explained above.
- **Directs messages toward relatively large, heterogeneous, and anonymous audience:** Core defining feature.
- **Messages are transmitted publicly (no privacy):** Content is open for anyone to receive.

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- **Short duration message for immediate consumption (often):** Especially true for news and broadcast media.
- **Need for fewer media to reach vast and widespread audience because of wide reach of each:** A single TV broadcast can reach millions.
- **Communication is done by social institutions which are responsive to the environment in which they operate:** Media organizations are influenced by social, political, economic, and cultural factors.
- **Cost per exposure per individual is minimum:** High initial production costs but low cost per individual reached due to scale.
- **Source belongs to organization or institutions:** Professional communicators working within formal structures.
- **Involves good deal of selection:** Media chooses its audience (e.g., a business newspaper targets professionals), and audiences choose media based on their needs and preferences.

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- **Functions of Mass Communication (often linked to Lasswell's "Who says What in Which channel to Whom with What effect?"):**
 - **Surveillance of Environment (News Function):** (Schramm's "watchman" role). Providing information about events, issues, and developments in society and the world. This includes warnings about dangers (e.g., natural disasters, health crises) and instrumental news (e.g., stock market updates, weather forecasts).
 - **Information:** Beyond news, providing general information that educates and empowers individuals (e.g., documentaries, educational programs, how-to articles).
 - **Entertainment:** Providing amusement, diversion, relaxation, and aesthetic enjoyment (e.g., films, music, TV serials, sports, fiction). This is a major function and revenue source for many media.
 - **Persuasion (Influence Function):** Shaping attitudes, beliefs, and behaviors.

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- *Source Credibility:* The perceived expertise and trustworthiness of the sender.
- *Message Presentation:* How the message is structured, its emotional appeal, use of evidence.
- *Media factor:* Different media have varying persuasive capabilities (e.g., visual power of TV).
- *Audience factor:* Pre-existing attitudes, needs, and group affiliations of the audience.
- *Examples:* Advertising, public relations, political campaigns, social awareness campaigns (e.g., Swachh Bharat Abhiyan).
- **Instruction (Education Function):** Transmitting knowledge and skills, socializing members of society (e.g., educational TV channels, distance learning programs, content that teaches social norms).
- **Correlation (Interpretation Function):** (Schramm's "forum" role). Explaining and interpreting the meaning of events and information, helping to shape public opinion and build consensus. Editorials, commentaries, and expert analyses perform this function.

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- **Debate and Discussion:** Providing a platform for public discourse on important issues, allowing various viewpoints to be expressed (e.g., talk shows, opinion columns, online forums).
- **Cultural Promotion (Transmission of Cultural Heritage):** Reflecting and shaping cultural values, norms, and traditions. Transmitting culture from one generation to the next and between different social groups. Can also lead to cultural exchange or sometimes cultural imperialism.
- **Integration:** Fostering a sense of shared identity, community, and social cohesion, especially in diverse societies (e.g., national broadcasts of significant events, promoting national symbols).
- **McQuail's additional functions:**
 - **Personal Identity:** Reinforcing personal values, finding models of behavior, gaining self-insight.
 - **Integration and Social Interaction:** Gaining social empathy, finding a basis for conversation, substituting for real-life companionship.

◦ Channels of Distribution:

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- **Print Media:** Newspapers (dailies, weeklies), magazines (general interest, specialized), books, journals, pamphlets. Oldest form, requires literacy, offers depth and permanence.
- **Electronic Media:**
 - **Radio:** Audio-only, wide reach (transcends literacy barriers), portable, cost-effective.
 - **Television:** Audio-visual, powerful impact, wide reach, primary source of entertainment and news for many.
 - **Films (Cinema):** Audio-visual storytelling, major cultural influence, primarily entertainment but also for social commentary.
- **New Media (Digital/Online Media):** Internet-based platforms including websites, social networking sites (Facebook, Twitter, Instagram), video sharing platforms (YouTube), streaming services (Netflix, Hotstar), blogs, podcasts, online news portals. Characterized by interactivity, convergence of different media forms, user-generated content, and global, instantaneous reach.

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MASS COMMUNICATION UNIT - 1



Definition & Origin:

Communication is fundamentally the intricate process of exchanging ideas, messages, and information between two or more individuals or groups. This exchange occurs through a chosen medium, with the primary aim of ensuring that both the sender and the receiver interpret the message in the same way, thereby developing a common understanding.

Without this shared meaning, communication fails. The term "communication" itself is derived from the Latin word 'communis,' which translates to "to share," "to impart," "to participate," "to exchange," "to transmit," or "to make common." This etymology underscores the core idea of

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sharing common information, ideas, and messages, moving beyond the mere issuance of orders or instructions.

Communication is not a static event but an ever-continuing, dynamic process integral to the existence of all living things. The need for effective communication is as basic as the physiological needs for food and drink, perhaps even more so, as it underpins our ability to connect, collaborate, and survive.

It is both an **individual need**, fulfilling our desires for expression and connection, and a **social need**, enabling the formation of relationships, communities, and societies. The Encyclopedia Britannica aptly defines communication as 'the exchange of meaning between individuals or groups through a common system of symbols or language.

' Everyday activities such as dreaming (a form of intrapersonal communication), conversing with a friend, engaging in a debate, delivering a public speech, reading a newspaper, or watching a television program are all manifestations of communication. We are constantly exchanging thoughts, ideas, and emotions to satisfy our physical, emotional, or practical needs, or to accomplish tasks. Thus, it is evident that communication is an indispensable part of life, and society itself cannot function or thrive in its absence. A breakdown in communication can lead to misunderstandings, conflict, and inefficiency in personal and professional settings alike.

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Nature of Communication:



The nature of communication is multifaceted and can be understood through several key characteristics:

- **Two-way Process:** Communication predominantly functions as a two-way interaction, involving at least two parties: a sender who initiates the message and a receiver who interprets it. The effectiveness of this exchange often depends on the interplay and feedback between these roles. However, communication can also be **intrapersonal**, where an individual communicates with themselves, such as

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during self-reflection, decision-making, or rehearsing a speech.

- **Continuous Process:** Communication is not an isolated event but an ongoing, continuous process. It is perpetually present at all levels of organizations and in all aspects of life. Organizations, much like living organisms, cannot exist without it; communication acts like the circulation of blood, facilitating the vital exchange of ideas, facts, and information necessary for their functioning and survival.
- **Objective Driven:** All communication is driven by one or more goals or objectives. Whether it's to inform, persuade, entertain, or build relationships, there is an underlying purpose. When both the sender and receiver are aware of these objectives, the communication is more likely to achieve its intended outcome and maximum functional utility. For instance, a sales pitch aims to persuade, while a news report aims to inform.
- **Consistency:** The communication process strives for comprehension, proper understanding, and the sharing of information that is applicable for making informed decisions. Consistent messaging over time builds credibility and reinforces understanding, reducing ambiguity and the likelihood of misinterpretation.
- **Verbal and Non-verbal:** Communication encompasses a wide spectrum of modes. It includes **verbal** elements (spoken and written words) and **non-verbal** elements (gestures, posture, signs, facial expressions, body language, and other cues). Often,

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these two forms occur simultaneously and interact to convey the full meaning of a message. For example, saying "I'm fine" with a slumped posture and a sad facial expression conveys a different message than saying it with an upright posture and a smile.

- **Dynamic Process:** Communication is not static; it is a dynamic process that adapts and changes based on various factors. It takes on different mediums and forms depending on the specific needs, the target audience, and the intended goals. For example, communication might be formal in a business report but informal in a casual conversation with a colleague. The context, relationship, and environment all influence how communication unfolds.
- **Mutual Understanding:** For communication to be truly effective, it is paramount that both the sender and the receiver achieve a state of mutual understanding. This means they must share an identical interpretation of the message. The receiver must understand the message precisely as the sender intended it. This requires clarity from the sender and active listening and interpretation from the receiver, considering shared context and potential ambiguities.

OBJECTIVES OF COMMUNICATION

Communication objectives are the reasons that a business or an individual may choose to interact, or

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communicate, with customers, employees, coworkers or other businesses and what the business hopes to gain from the exchange. This communication may come in the form of conversations, written statements, marketing campaigns or any other strategy that conveys information.

Core Topics & Study Tracker

S.N o.	Major Topic	Sub-Topic (Detailed)	Key Concepts/Theorists/ Examples
1	Concept of Journalism & Mass Communication	Definitions, Nature, Process of Communication	Communication Cycle (Sender, Message, etc.), Types of Communication (Intrapersonal to Mass), Functions of Mass Media (Inform, Educate, Entertain, Persuade, etc.)
2	History, Growth & Development of Media in India - Print	Major Landmarks (Indian languages), Role in Freedom Struggle & Nation Building, Post-Independence Developments	Hicky's Bengal Gazette, Raja Ram Mohan Roy, Kesari, Mooknayak, Press Commissions (1st, 2nd), Press Council of India (Functions)
3	History, Growth &	History, Growth, Development of	Vividh Bharati, AIR's role in public service,

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	Development of Media in India - Electronic (Radio)	Radio (AIR, Akashvani, FM, Community Radio)	Advent of FM, Community Radio significance
4	History, Growth & Development of Media in India - Electronic (TV)	History, Growth, Development of Television (Doordarshan, Private, SITE)	Doordarshan's monopoly, SITE experiment, Satellite TV boom, Cable TV Act
5	History, Growth & Development of Media in India - New/Digital Media	Emergence & Growth (Internet, Social Media, Online News, Mojo), Impact on Media Landscape	Web 1.0 to Web 3.0, Facebook, Twitter, WhatsApp, Blogs, Citizen Journalism
6	Media Criticism & Media Literacy	Understanding Media Criticism, Media Literacy (Importance, Skills, Initiatives)	Approaches to media criticism (e.g., ideological, ethical), Media literacy education, Disinformation/Misinformation
7	Media Policies of GoI since	Key Policies & Regulations (Print, Electronic,	Article 19(1)(a) - Freedom of Speech & Expression,

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	Independence	Digital), Evolution of Media Policy	Broadcasting Bill, IT Act
8	Models & Theories of Mass Communication - Early Models	Linear Models (Lasswell, Shannon-Weaver, Berlo), Interactive/Transactional Models (Osgood-Schramm, Westley-MacLean)	Lasswell's "Who Says What...", SMCR elements, Feedback loop, Gatekeeping
9	Models & Theories of Mass Communication - Normative Theories	Authoritarian, Libertarian, Social Responsibility, Soviet, Development, Democratic-Participant	Role of state vs. individual, Responsibilities of media, Media for national development, Citizen participation
10	Models & Theories of Mass Communication - Effects Theories (Limited)	Two-step Flow, Multi-step Flow, Agenda-Setting, Uses & Gratifications, Cultivation, Spiral of Silence	Opinion leaders, Media's influence on salience, Active audience, Mean World Syndrome, Public silence on controversial issues
11	Models & Theories of Mass	Hypodermic Needle/Magic Bullet,	Direct media influence, Cultural industries, Dominant ideologies,

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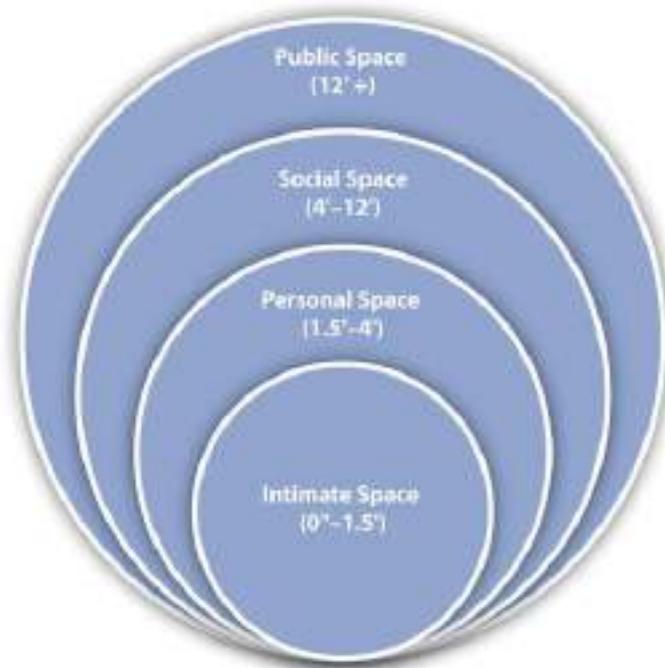
	Communication - Effects Theories (Powerful & Critical)	Propaganda, Frankfurt School, Cultural Studies, Hegemony, Political Economy	Ownership & control of media
12	Models & Theories of Mass Communication - Other Theories	Technological Determinism (McLuhan), Information/Knowledge Societies	"Medium is the Message", Global Village, Digital divide, Knowledge creation
13	Indian Traditions & Approaches to Communication	Communication concepts (Vedic to 21st century), Traditional/Folk Media	Oral traditions, Storytelling, Puppet shows, Nautanki, Ramlila, Mahabharat
14	Media & Culture	Framework for understanding culture (Globalization), Impact of Media on Culture/Values/Lifestyle	Cultural imperialism, Hybridization, Westernization vs. Localization, Consumerism

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Process of Communication:

Communication is a dynamic and cyclical process that involves a series of interconnected actions and reactions, all aimed at achieving a specific goal. It is inherently a two-way process, meaning that the ability to effectively receive and interpret a message is just as crucial as the ability to send it. For communication to be successful and achieve its intended purpose, feedback is of paramount importance. Feedback indicates how the receiver is interpreting the message, allowing the sender to clarify or adjust if necessary. It can either strengthen or break down the communication process.



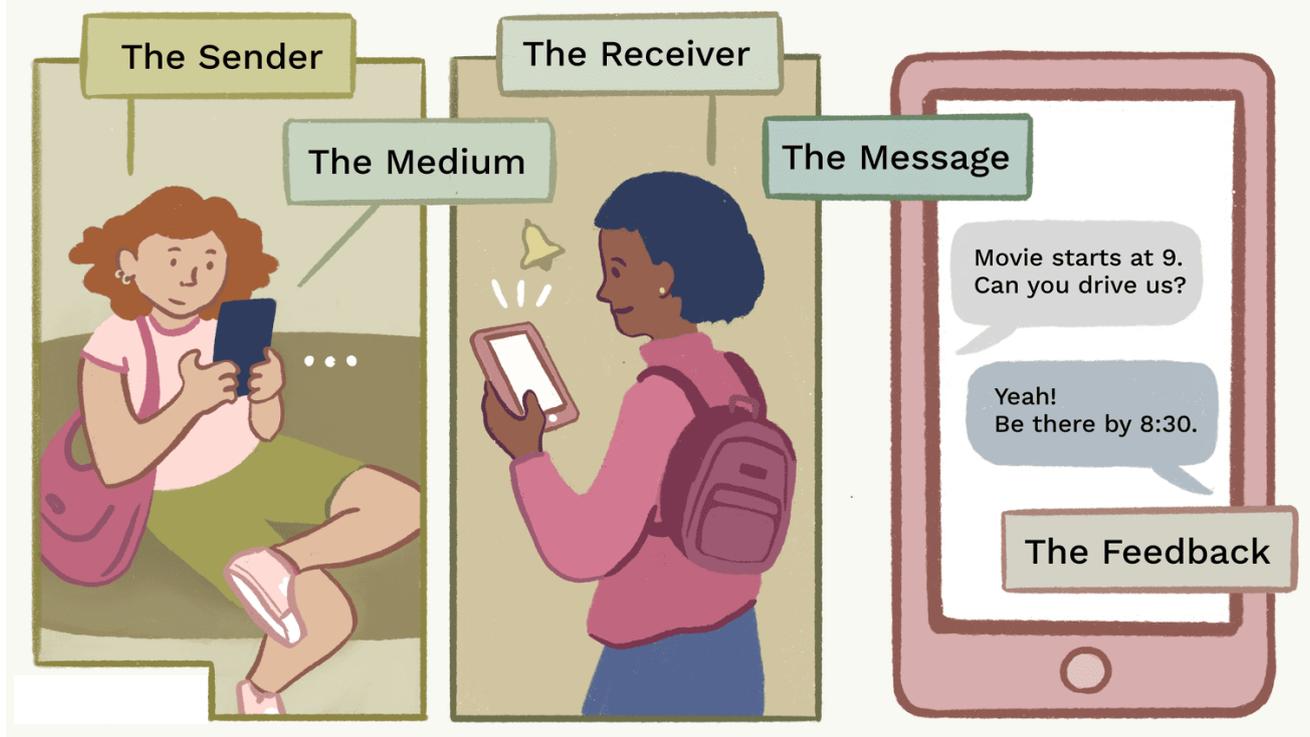
Here the communicator is the encoder, the message is symbol (verbal or nonverbal), the channel is one of the transmission medium, the receiver is the decoder, feedback is the response to the message, and noise is any interruption that breaks down the communication.

These, in fact, are the essential elements or ingredients which facilitate the communication process, Let us examine

what role each element plays in the entire communication process and how all of them are important in making communication effective.

Communicator (Sender)

Elements of the Communication Process



The essential elements or ingredients that facilitate the communication process are:

1. **Communicator (Sender/Encoder):** The individual or entity who initiates the communication process. This could be an editor, reporter, filmmaker, teacher, writer, speaker, leader, or anyone who takes the initiative to start a dialogue. The sender is responsible for conceptualizing the message and then encoding it. The effectiveness of the communication heavily depends on the sender's

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communication skills, knowledge level, attitude, and their intention regarding how they wish to affect the receiver. Key attributes of a good communicator include the ability to think clearly, organize thoughts logically and quickly, and express themselves effectively and persuasively.

- 2. Encoding:** This is the cognitive process of formulating the message in the communicator's mind. The sender translates their purpose (ideas, thoughts, or information) into a tangible message. This also involves deciding on the most appropriate medium (e.g., speaking, writing, signaling, gesturing) to communicate the planned message effectively. The choice of medium must consider the receiver's ability to comprehend; for instance, an illiterate receiver will not understand a written message but might grasp it if conveyed orally. Using overly technical jargon with a non-technical audience is an example of poor encoding.
- 3. Message:** The message is the actual product that the communicator produces for transmission. It can take various forms, such as spoken or written words, photographs, paintings, films, posters, data charts, etc. A great deal of skill and effort is required to formulate a clear, concise, and understandable message. The core purpose of any communication is to influence the receiver and elicit a favorable response, leading to appropriate decisions or actions. Therefore, the success of communication hinges significantly on *what* is said

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(the content) and *how* it is said (the delivery and tone).

4. **Channel (Medium):** The channel is the vehicle or pathway through which a message is carried from the communicator to the receiver. There are numerous channels of communication, including written (letters, emails, reports), spoken (face-to-face conversations, phone calls), verbal (using words), non-verbal (body language, gestures), and mass media (television, radio, newspapers, books, internet). The selection of the right channel is critical; an inappropriate channel can lead to miscommunication or failure to reach the intended audience. For example, conveying urgent, complex information might be better done in person or via video call than through a brief text message.
5. **Receiver (Decoder):** Positioned at the other end of the communication process, the receiver is the recipient of the message. For effective communication, the receiver must possess a similar orientation or understanding framework as the communicator. If the receiver lacks the ability to listen attentively, read carefully, or think critically, they will not be able to receive and decode the message in the manner the communicator intended. The receiver is arguably the most important link in the communication process, as the message has no impact if not properly received and understood.
6. **Decoding:** Decoding is the interpretation of the message by the receiver. The receiver attempts to

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extract the meaning from the message, ideally aligning with the meaning intended by the sender. This process is influenced by the receiver's past experiences, knowledge, beliefs, cultural background, and emotional state. Successful decoding leads to shared understanding.

- 7. Feedback:** Feedback is the response, reaction, or acknowledgment the receiver provides to the communicator's message. The communication exchange is only truly complete and interactive if the receiver responds. Feedback can be verbal (e.g., asking questions, making comments) or non-verbal (e.g., nodding, frowning, eye contact). Even subtle cues like fluttering eyelids, raising an eyebrow, or a shift in posture can provide feedback. Through this feedback loop, the message can be shaped and reshaped by both participants until the meaning becomes clear. In face-to-face communication, feedback is often natural, direct, and immediate, allowing the communicator to adjust their message on the fly. Feedback provides an invaluable opportunity to evaluate the effectiveness of the communication and make necessary improvements. It helps regulate the conversation and reinforces the ideas being communicated.
- 8. Noise:** Noise refers to any interruption, interference, or barrier that can creep in at any point during the communication process and render it ineffective or less effective. Environmental factors are a major cause of noise, such as literal noise from a busy

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roadside, constant chattering, a blaring loudspeaker, or a faulty transmission (e.g., a bad phone connection). Noise can also manifest in other forms: poor handwriting, a heavy accent or overly soft speech, communication in a poorly lit room, a cluttered email, or even psychological factors like prejudice or distraction. These are essentially barriers to effective communication. For smooth and effective communication, it is crucial to identify and eliminate or reduce noise as much as possible.

Barriers to Effective Communication:



Messages can be delayed, distorted, or wrongly conveyed due to various barriers in effective communication. These barriers can thwart the purpose of the message being transferred,

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potentially resulting in a complete failure of the communication process or an outcome that is adverse or unintended.

The barriers to effective communication can be categorized as follows:

1. **Physical Barriers:** These are environmental or situational obstacles. Examples include faulty equipment (e.g., a malfunctioning microphone), excessive ambient noise (e.g., construction work), closed doors, poorly designed office layouts (e.g., cabins that isolate employees), poor lighting, uncomfortable temperatures, or even geographical distance between communicators. These factors can physically prevent or distort the transmission or reception of information.
2. **Semantic Barriers (Language Barriers):** These barriers arise from problems with the words and symbols used in communication. Words can have multiple meanings, and if the sender and receiver attribute different meanings to the same word, misunderstanding is inevitable (e.g., the word "crane" can refer to a bird or a piece of construction equipment). Inappropriate use of jargon (specialized language of a profession or group), technical terms without explanation, local slangs, ambiguous phrasing, or poorly structured sentences can all cause confusion and hinder understanding. Differences in dialect or accent can also pose semantic challenges.

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3. **Psychological Barriers:** These originate from the mental and emotional states of the communicators. Important elements include:
- **Fields of Experience:** If the sender and receiver have vastly different backgrounds, experiences, or knowledge, they may struggle to find common ground for understanding.
 - **Filtering:** Senders may intentionally or unintentionally filter information, conveying only parts of it, often to make it seem more favorable. Receivers may also filter messages based on their own biases or what they want to hear (selective perception).
 - **Psychological Distance:** Feelings of superiority or inferiority, mistrust, or lack of rapport between communicators can create distance and inhibit open communication.
 - Other psychological barriers include premature evaluation (judging before fully understanding), lack of attention, emotional interference (e.g., anger, fear, anxiety affecting interpretation), and fixed ideas or prejudices.
4. **Physiological Barriers:** These barriers arise when a sender or receiver has a physical or biological condition that hinders their ability to express or receive messages clearly. Examples include hearing impairments, speech disorders (like dyslexia or aphasia), visual impairments affecting reading, nerve disorders that interfere with speech or motor

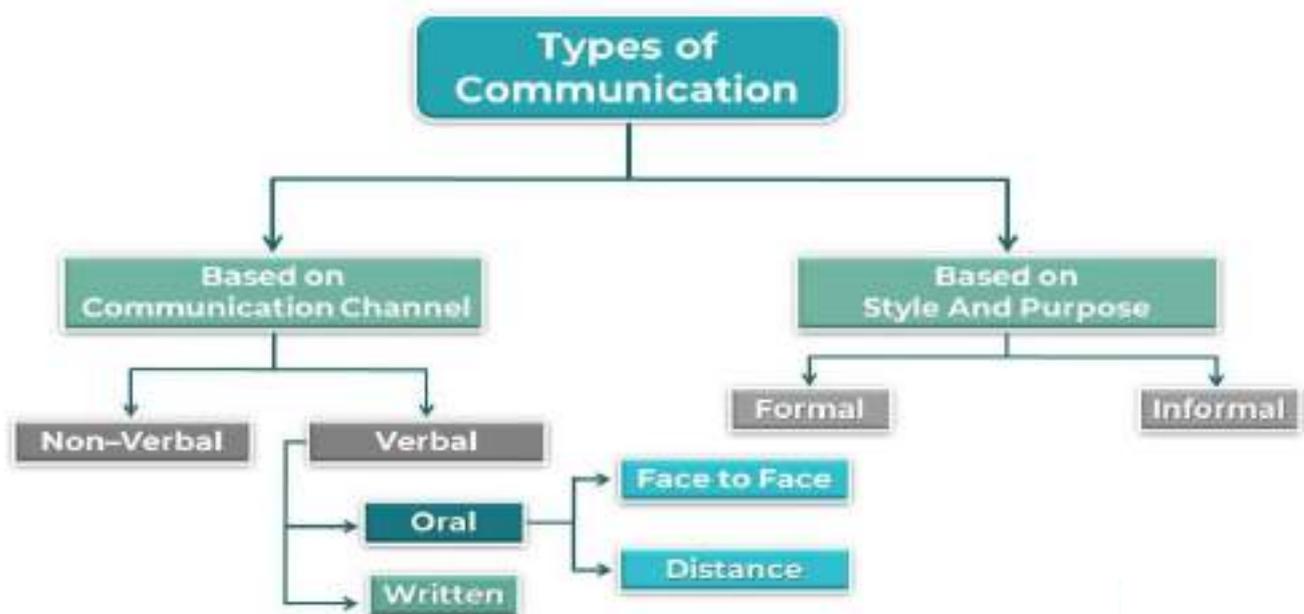
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control for writing/gesturing, or even temporary states like fatigue, pain, or illness that reduce concentration and comprehension.

5. **Cultural Barriers:** These barriers stem from a lack of similarities or understanding between different cultures across the world or even within diverse societies. A term, gesture, or behavior that is harmless or polite in one culture can be regarded as offensive or slang in another. Moreover, various beliefs, values, social norms, and etiquette differ significantly from one culture to another. For instance, the meaning of direct eye contact, personal space, or even colors can vary widely, leading to misinterpretations if not understood and respected.

Types of Communication:



Communication can be broadly classified into two primary types:

1. Verbal Communication:

Verbal communication describes the process where the exchange of information takes place primarily using words, either spoken or written.

There are two main types of Verbal Communication:

- **(a) Oral Communication:** This involves messages transmitted through spoken words. Examples include face-to-face conversations, speeches, telephonic conversations, video conferences, voice chats over the internet, meetings, presentations, and interviews. In oral communication, major elements influencing effectiveness include **pitch** (highness or lowness of voice), **volume** (loudness), **speed** (rate of speaking), and **clarity** in speaking (enunciation and pronunciation). Advantages include immediate feedback and the ability to convey emotion through tone. Disadvantages include the lack of a permanent record and potential for mishearing.
- **(b) Written Communication:** In this process, communication is predominantly achieved through written signs and symbols. The message can be in printed or handwritten form. Ideas and information are interchanged via mediums such as emails, letters, reports, memos, circulars, orders, forms, questionnaires, newsletters, newspapers, manuals, magazines, handbills, posters, and books. The effectiveness of written communication is heavily influenced by **vocabulary** and **grammar**, writing **style**,

adherence to **format**, **precision** of language, and the **clarity** of thought expressed. Advantages include providing a permanent record, allowing for detailed and complex information to be conveyed, and giving the receiver time to review. Disadvantages include the lack of immediate feedback and the potential to be perceived as impersonal.

2. **Non-Verbal Communication:** Nonverbal communication is the transmission of messages or signals through a nonverbal platform. This occurs without the use of words and includes cues such as eye contact, facial expressions, gestures, posture, and body language. It also encompasses the use of social cues, kinesics (body movement), proxemics (distance and space), physical environments/appearance, vocalics (paralanguage or voice qualities), and haptics (touch). Verbal exchanges often account for only a fraction of the messages people send and receive. Research has consistently shown that a significant portion, estimated to be between 70 and 90 percent, of the entire communication spectrum is non-verbal. Non-verbal cues can support, contradict, or replace verbal messages and are often perceived as more indicative of true feelings.

ARISTOTLE'S MODEL OF COMMUNICATION

Aristotle was the first (around 350 BC) to provide a basic model of communication. According to this model, the speaker plays an important role in transmitting information. Here, the speaker is given the entire charge of communication. He/she has to prepare clear and meaningful content from the message which can reach the listener easily and the listener will respond according to the influence of the message. It explains that the entire authority of fluent communication is laid on the sender only. The sender should wisely choose the words for the message depending on the targeted audience.



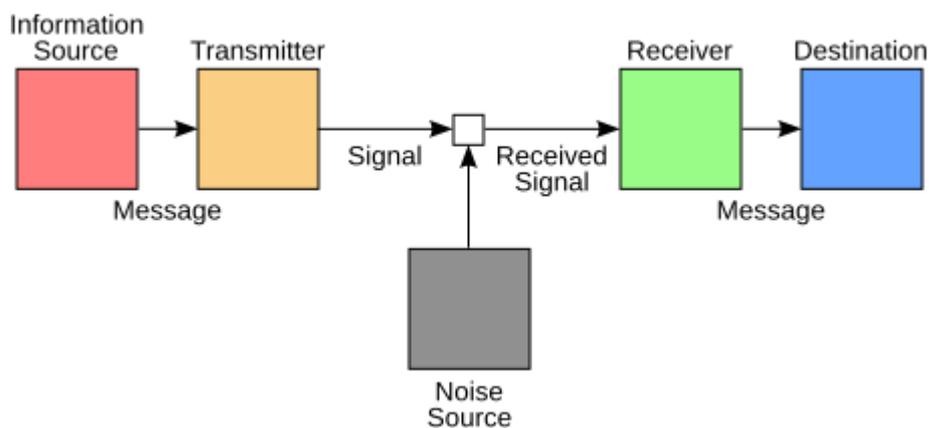
HAROLD D LASSWELL'S MODEL (1948)

This model of communication attempts to understand a communication event by asking five important questions:

1. Who? The one who wants to convey the message
2. What? The message that is to be conveyed
3. Which channel? The medium used to convey the message
4. To whom? Whom is the message conveyed?

5. What effect? What effect did it have on the receiver?

SHANNON AND WEAVER MODEL (1949)



This model is also known as 'mother of all models'. Claude Shannon and Warren Weaver were the first to provide a model that highlights the role of 'noise' in communication, which can disrupt or alter a message between sender and receiver.

The model deals with various concepts like Information source (sender), transmitter, channel, message, noise, receiver, encoding and decoding.

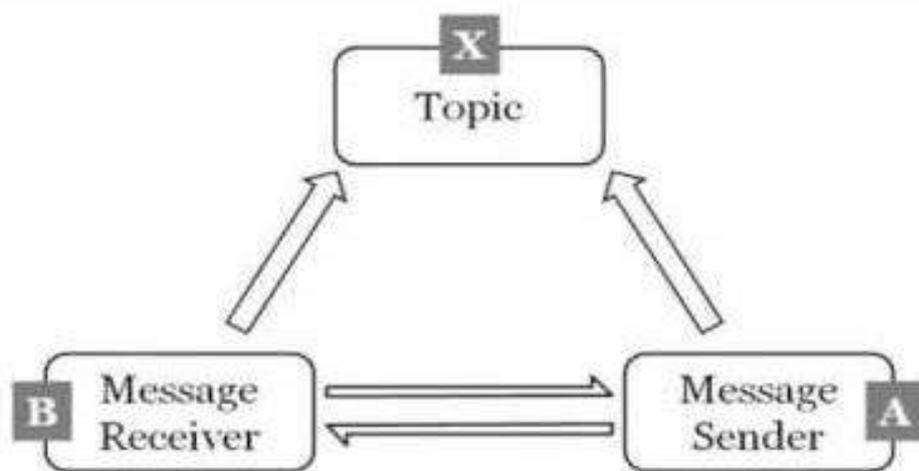
- **Sender:** The originator of message or the information source selects desire message
- **Encoder:** The transmitter which converts the message into signals
- **Channel:** mediums through which you can send a message to its intended audience

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- **Decoder:** The reception place of the signal which converts signals into message. A reverse process of encode
- **Receiver:** The destination of the message from sender
- **Noise:** an unwanted signal which interferes with the original message signal and corrupts the parameters of the message signal.

NEWCOMB'S ABX MODEL (1953)



The Newcomb's Model

Theodore M. Newcomb published a new social approach in the field of communication showing all communication as a means of sustaining relationships between people.

The Newcomb's model works in a triangular format or A-B-X system and represented interpersonal communication

- A -Sender
- B -Receiver

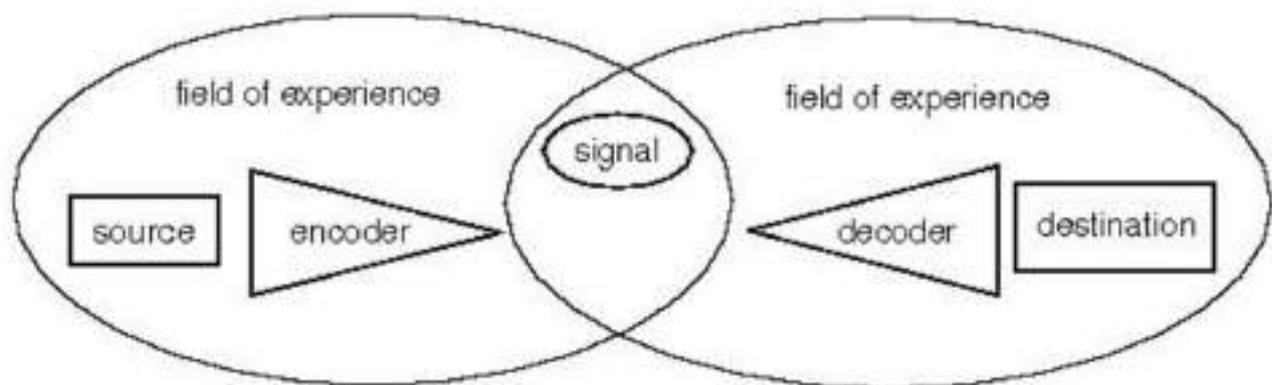
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➤ X -Matter of Concern

ABX is a system which means that its internal relations are interdependent: if A changes, B and X will change as well or if A changes his relationship to X, B will have to change either his relationship with X or with A. ABX will be in equilibrium only if A and B have similar attitude to X. But if A likes X and B does not then A and B will be under pressure to communicate until both adopt similar attitude to X. The more important a place X has in their social environment, the more urgent will be their drive to share an attention towards it.

WILBUR SCHRAMM'S MODEL (1954)



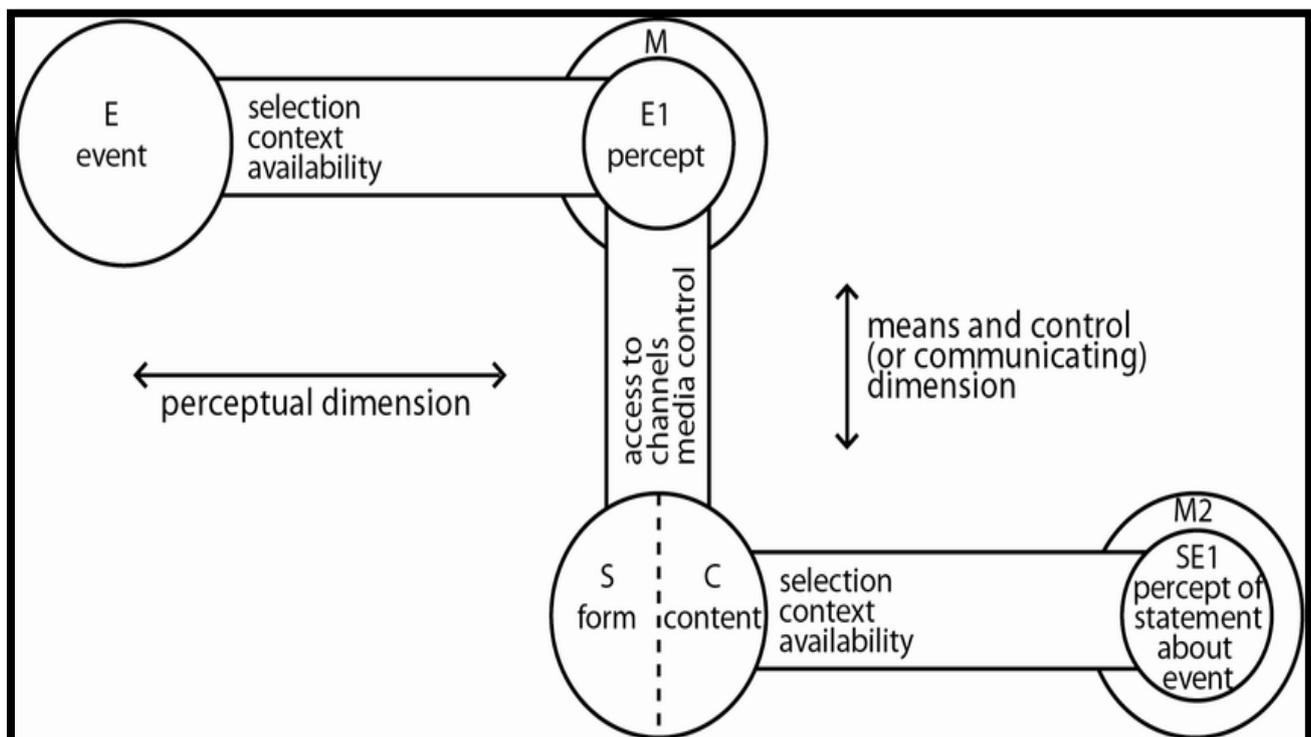
Wilbur Schramm's model of Communication is an extension of Shannon and Weaver's model of communication. It emphasizes that for communication to happen, it is important that receiver is able to understand the message and is able to provide a

meaning feedback. Thus, emphasizing on the process of encoding and decoding. It suggests both sender and receiver have a common field of experience. This model incorporates the study of human behavior in the communication process.

Schramm's Model included following concepts:

- **Feedback:** Information that comes back from the receiver to the sender and tells him how well he is doing
- **Field of Experience;** On individual's belief, values, experiences and learned meanings, both as an individual or part of group

GEORGE GERBNER'S MODEL (1956)



George Gerbner is one of the pioneers in the field of communication research. He stressed on the dynamic nature of communication in his work and also the factors which affect the reliability of communication.

Gerbner proposed two dimensions for the communication model: 'the perceptual dimension' and 'the means and control dimension'.

Perceptual Dimension

In the perceptual dimension, E is an event or situation in life that is perceived by M (man or machine). The event or situation that is observed becomes E_i in this model.

E_i is only part of the event or situation because the observer is M, who has perceived it within the context of his personality, mood, attitude, culture and other factors. This is known as "Perceptual Dimension"

These 3 factors are involved between 'E' and 'M'

1. Selection
2. Context
3. Availability

M (man or machine) cannot perceive the entire content of the event "E". So M selects the interesting or needed content from the entire event and filters the others. The context occurs in the event and Availability

is based on 'M's attitude, mood, culture and personality.

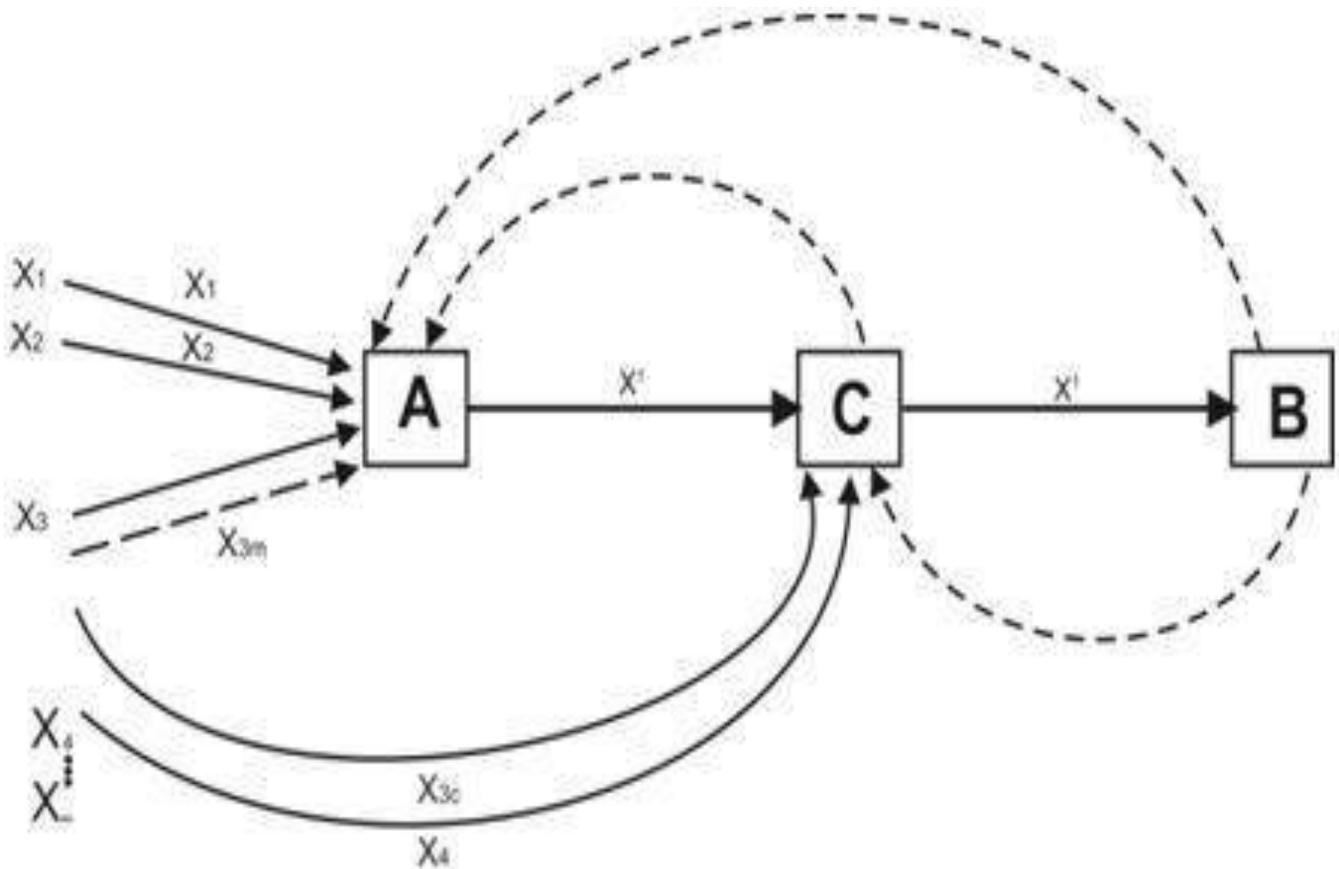
For e.g. How a journalist perceives the messages from the event and also can't focus the whole event, so they filter the unwanted or unrelated content from the event. This filtered content is not same as like the actual event content because the journalist edits the content based on his attitude, mood and cultural background or press policies.

Means and Control Dimension

E2 is the event content which is drawn by M. Here M becomes the source of a message about E to send someone else. M creates a statement or signals about the message and Gerbner termed its Form and content as "SE2". S (Signal or Form) it takes and E2 (Man's content). Here Content (E2) is structured or formed (S) by 'M' and it can communicate in a different ways or based on the structured ways. M has to use channels (or media) over to send the message which he has a greater or lesser degree of control. The question of 'control' relates to M's degree of skill in using communication channels. If using a verbal channel, how good is he using words? If using the Internet, how good is he at using new technology and words?

This process can be extended to infinitum by adding on other receivers (M2, M3etc.) who have further perceptions (SE3, SE4 etc.) of the statements about perceived events.

WESTLEY AND MACLEAN'S MODEL (1957)



Bruce Westley and Malcolm S Maclean Jr. proposed this model in 1957. This model can be viewed in two contexts, interpersonal and mass communication. And the point of difference between interpersonal and mass communication is the feedback. In interpersonal, the feedback is direct and fast. In the mass, the feedback is indirect and slow.

Westley and Maclean realized that communication does not begin when one person starts to talk, but rather when a person responds selectively to his/her

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physical surroundings. This model considers a strong relation between responds from surroundings and the process of communication. Communication begins only when a person receives message from surroundings. Each receiver responds to the message they received based on their object of orientation.

X1, X2, X3 and X4....-are news articles or information, Feedback (f), Clients (A), Reader or Audience (B) and Gate Keeper (c)

1. Feedback Loop between Reader (B) and News Paper (C) - fBC
2. Feedback Loop between News Paper (C) and Client (A) - fCA
3. Feedback loop between Reader (B) and Client (A) - fBA.

Example

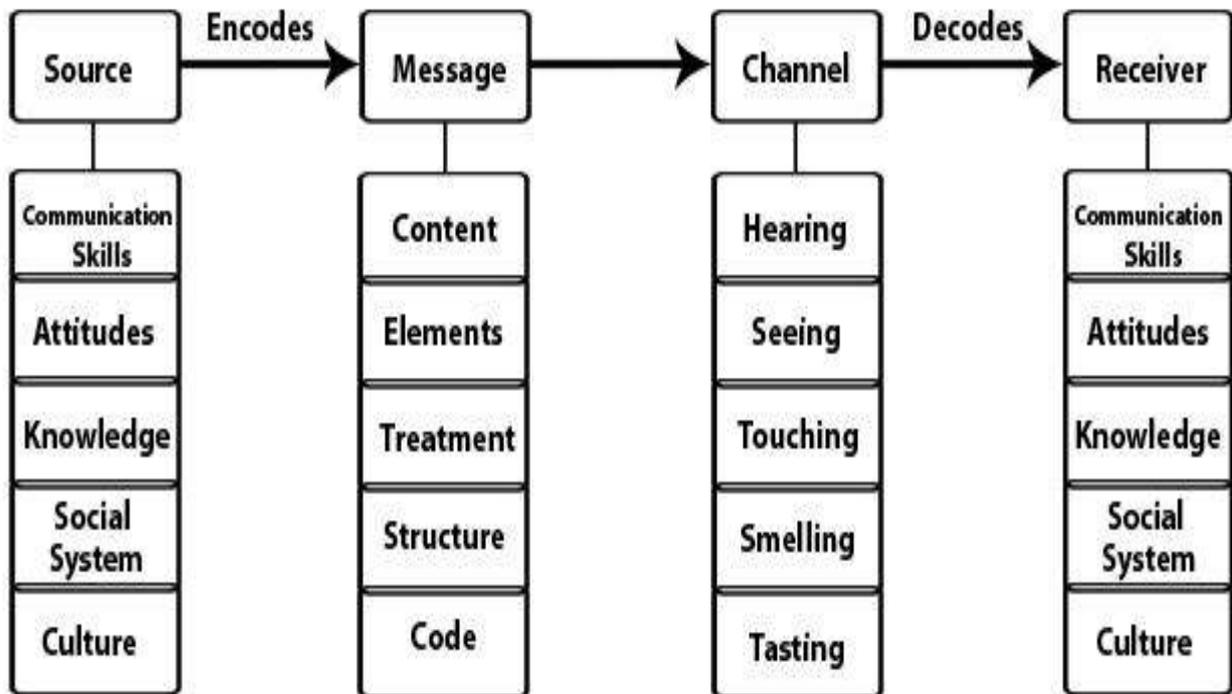
A Daily News Papers will receive many Press releases from Many Public Relations Agencies on behalf of their clients. In this case, News paper will publish the selected Press release due to the space constraints. Then, Readers can directly respond to the client or they can respond to the News daily which published in the Newspaper. If Readers responded to daily News paper, it will communicate the feedback to concern PR Agency.

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BERLO'S SMCR MODEL

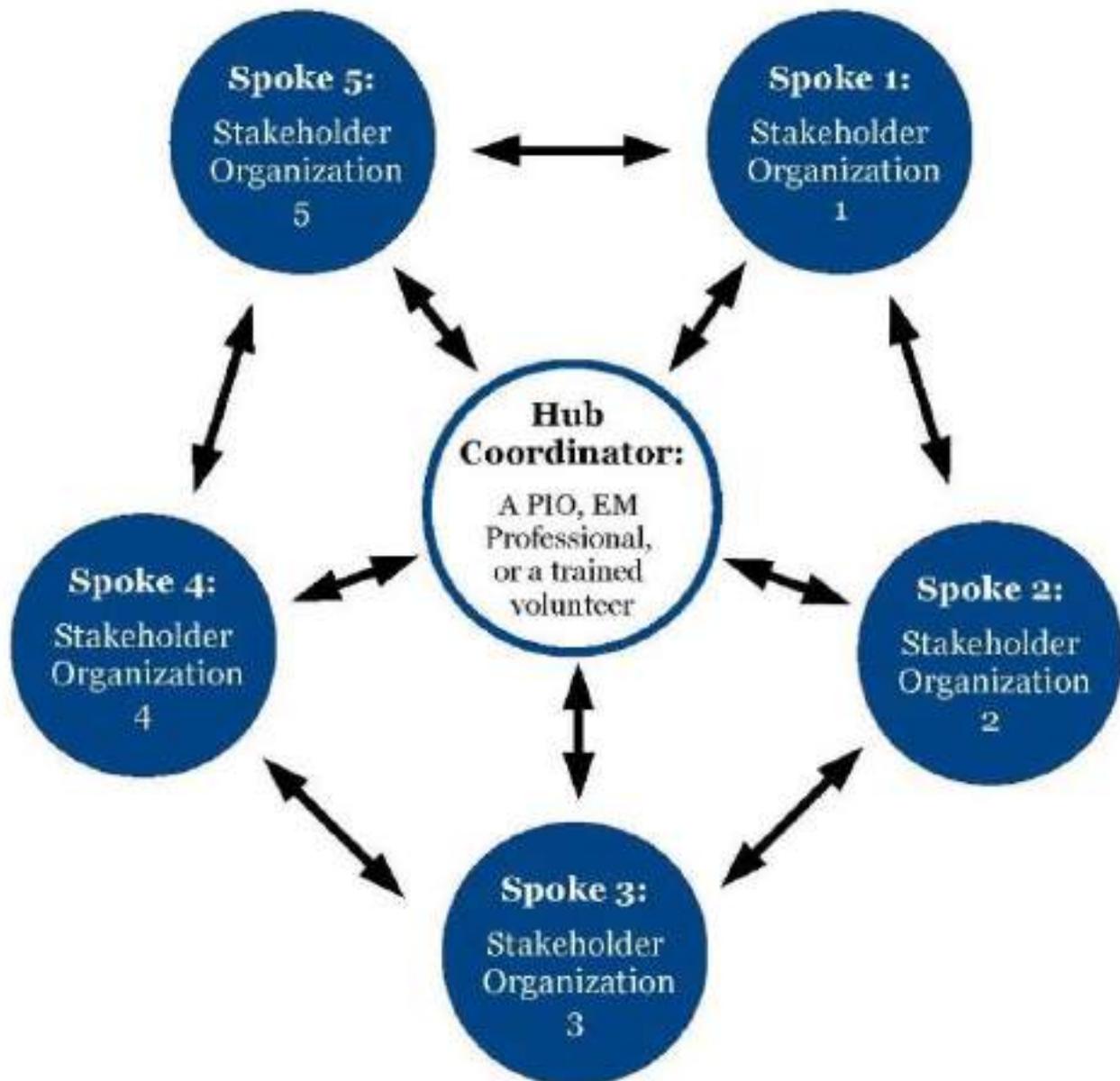
Berlos's SMCR Model of communication



In 1960, Berlo's Model gave a model that has basically four components to describe the communication process. They are source, message, channel and receiver. Each of the components is affected by many factors.

According to him, factors affecting the individual components in the communication make communication more efficient. This model promises to be helpful in identifying specific factors to use in experimentation.

HUB MODEL



Hiebert, Ungurait & Bohn designed this model. It shows the mass communication process as circular, dynamic & ongoing. It pictures communication as a process similar to the series of actions that take place when one drops a pebble into a pool. The pebble causes a ripple that expands outward until it reaches

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the shore & then bounces back to the center. The content of communication (an idea or event) is like a pebble dropped into the pool of human affairs. So, many factors affect the message as it ripples out to its audience & bounces back.

The model pictures communication, codes, gatekeepers, media, regulators, filters & audiences as concentric circles through which the content/message must pass. Feedback is the echo that bounces back to communication while noise & amplification can both affect the message & the feedback as they travel are the steps in the process.

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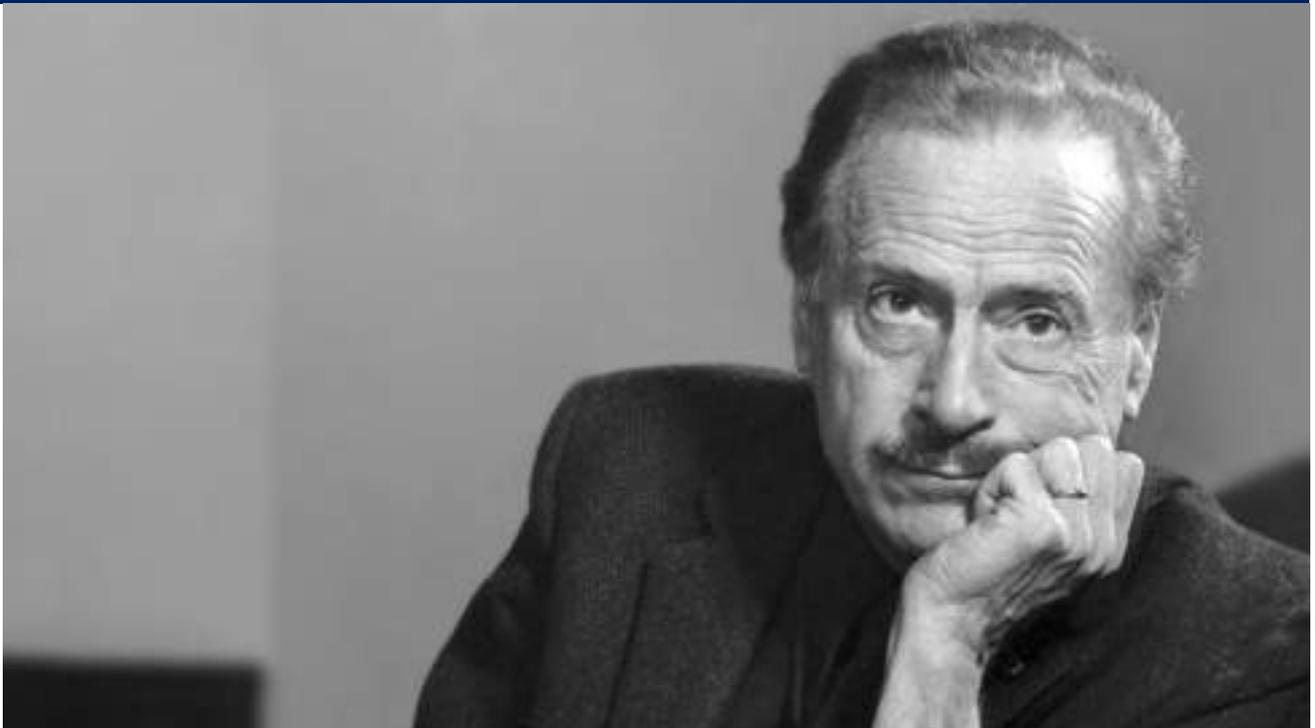
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MASS COMMUNICATION TOPER TOOL KIT SUPER REVISION

Thinker 1: Marshall McLuhan (1911–1980)



1. **Introduction:**

A Canadian philosopher and communication theorist, Herbert Marshall McLuhan is renowned for his groundbreaking work on media theory. His ideas challenged conventional thinking by focusing on the transformative power of communication technologies on society and culture. 1

2. **Major Contributions:**

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- **Media Analysis:** McLuhan shifted the focus of media studies from the content of messages to the medium itself, arguing that the technology transmitting the information has a more profound impact on society than the information itself.
- **Foreseeing the Digital Age:** He anticipated the rise of the internet decades before its invention with his concept of a "global village," a world interconnected by electronic media.
- **Classification of Media:** He categorized media as "hot" or "cool" based on the level of audience participation required. This framework provided a new way to analyze and understand different media forms.

3. Key Concepts:

- **The Medium is the Message:** This is McLuhan's central idea, proposing that the medium used to send a message shapes and controls the scale and form of human association and action. The technology itself, not the content, is the primary agent of change.
- **Global Village:** McLuhan envisioned that electronic media would collapse space and time barriers in human communication, enabling people to interact and live on a global scale, much like they would in a traditional village.
- **Hot and Cool Media: Hot media** (e.g., print,

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radio, film) are high-definition and data-intensive, requiring low audience participation. **Cool media** (e.g., television, telephone, cartoons) are low-definition and provide less data, requiring high audience participation to fill in the gaps.

4. **Key Books/Works:**

- *The Mechanical Bride: Folklore of Industrial Man* (1951)
- *The Gutenberg Galaxy: The Making of Typographic Man* (1962)
- *Understanding Media: The Extensions of Man* (1964)
- *The Medium is the Massage: An Inventory of Effects* (with Quentin Fiore) (1967)

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Thinker 2: Harold Lasswell (1902–1978)



1. **Introduction:**

An American political scientist and communication theorist, Harold Dwight Lasswell was a leading figure in modern political science and a pioneer in communication studies. He is best known for his model of communication and his work on propaganda analysis.

2. **Major Contributions:**

- **Propaganda Analysis:** During World War II, Lasswell conducted extensive research on propaganda techniques, providing a systematic

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framework for analyzing political communication and its effects on public opinion.

- **Communication Model:** He developed a concise and influential model of communication that breaks down any act of communication into five essential components. ²²
- **Policy Sciences:** Lasswell was a key advocate for "policy sciences," an interdisciplinary approach that uses social sciences to solve practical public problems.

3. Key Concepts:

- **Lasswell's Model of Communication:** Summarized as "Who Says What in Which Channel to Whom with What Effect?" This model provides a simple yet comprehensive framework for analyzing the process of communication by focusing on the communicator, message, medium, audience, and effect.
- **Functions of Communication:** Lasswell identified three primary functions of communication in society: (1) Surveillance of the environment (collecting and distributing information); (2) Correlation of the parts of society in responding to the environment (interpreting information); and (3) Transmission of the social heritage from one generation to the next (education and socialization).

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- **Garrison State:** A concept describing a society where the military and security apparatus dominate, leading to a state of perpetual readiness for war and suppression of civil liberties.

4. **Key Books/Works:**

- *Propaganda Technique in the World War* (1927)
- *Psychopathology and Politics* (1930)
- *Politics: Who Gets What, When, How* (1936)
- *The Structure and Function of Communication in Society* (1948 article)

Thinker 3: Paul Lazarsfeld (1901–1976)

“Obviously something is wrong with the entire argument of “obviousness”.”

Paul Lazarsfeld

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1. Introduction:

An Austrian-American sociologist, Paul Felix Lazarsfeld was a foundational figure in 20th-century empirical sociology and communication research. He is known for his pioneering work on market research, voting behavior, and the effects of mass media, representing the "administrative traditions in communication." 33

2. Major Contributions:

- **Audience Research:** Lazarsfeld developed sophisticated research techniques, including the use of surveys and focus groups, to study the effects of media on audiences. His work shifted the focus from speculative theory to empirical, data-driven analysis.
- **Limited Effects Paradigm:** His research challenged the prevailing belief that media had a direct and powerful influence on audiences. Instead, he found that media effects were limited and moderated by social and psychological factors.
- **Two-Step Flow of Communication:** Lazarsfeld and his colleagues proposed this influential theory, which posits that media messages first reach "opinion leaders" who then pass on their interpretation to the wider public.

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3. Key Concepts:

- **Two-Step Flow of Communication:** This model suggests that most people are not directly influenced by mass media but rather form their opinions under the influence of opinion leaders who have consumed the media content.
- **Opinion Leaders:** These are influential individuals within a community who are active media consumers and are looked to by others for information and advice. They act as intermediaries between the media and the general public.
- **Selective Exposure:** The idea that people tend to expose themselves to media messages that are consistent with their existing attitudes and beliefs, thereby reinforcing them.
-

4. Key Books/Works:

- *The People's Choice* (with Bernard Berelson and Hazel Gaudet) (1944)
- *Personal Influence: The Part Played by People in the Flow of Mass Communications* (with Elihu Katz) (1955)

Thinker 4: Wilbur Schramm (1907–1987)



1. Introduction:

An American scholar and a founding father of the field of communication studies, Wilbur Lang Schramm played a crucial role in establishing communication as a legitimate academic discipline. He developed foundational communication models and was a key theorist in development communication. 4444

2. Major Contributions:

- **Institutionalizing Communication Studies:**
Schramm founded the first PhD programs and

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research institutes in communication at the University of Iowa and the University of Illinois, effectively creating the institutional framework for the field.

- **Development Communication Theory:** In the post-war era, Schramm was a leading proponent of the "dominant paradigm" of development, arguing that mass media could be used to spread modern ideas and practices to traditional societies, thereby fostering economic and social development.
- **Communication Models:** He developed several influential models of communication (e.g., Schramm Model, Schramm-Osgood Model) that emphasized the importance of a shared field of experience between sender and receiver.

3. Key Concepts:

- **Field of Experience:** Schramm's models highlight that for communication to occur, the sender's and receiver's "fields of experience" (their cultural backgrounds, experiences, and shared understandings) must overlap. The greater the overlap, the more effective the communication.
- **Fraction of Selection:** A formula developed by Schramm to explain how audiences choose media content. The formula is: $(\text{Expectation of Reward}) / (\text{Effort Required})$. It suggests that people are more

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likely to select content that promises high reward for low effort.

- **Role of Media in Development:** Schramm argued that mass media could act as a "magic multiplier" for development by disseminating information, promoting new norms, and raising aspirations in developing nations.

4. **Key Books/Works:**

- *Mass Communications* (1949)
- *The Process and Effects of Mass Communication* (1954)
- *Mass Media and National Development: The Role of Information in the Developing Countries* (1964)
- *Men, Messages, and Media: A Look at Human Communication* (1973)

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Thinker 5: Kurt Lewin (1890–1947)



If you want truly to understand something, try to change it.

— Kurt Lewin —

AZ QUOTES

1. Introduction:

A German-American psychologist, Kurt Lewin is considered one of the modern pioneers of social, organizational, and applied psychology. In communication, he is celebrated for developing the concept of "gatekeeping," a theory that remains central to understanding news production and information flow.

2. Major Contributions:

- **Action Research:** Lewin coined the term "action research," a method that involves researchers and participants working together to diagnose problems and develop solutions in a cyclical process of planning, acting, observing, and reflecting.

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- **Leadership Styles:** His influential work on leadership identified three primary styles (authoritarian, democratic, and laissez-faire), which became a foundational concept in organizational psychology and management theory.
- **Field Theory:** Lewin proposed that human behavior is the result of the individual and their environment, a concept he represented in the formula $B = f(P,E)$. This holistic approach emphasized the importance of context.

3. Key Concepts:

- **Gatekeeping:** Lewin's most significant contribution to communication theory. It describes the process by which information is filtered for dissemination, whether for publication, broadcasting, or the internet. "Gates" are the checkpoints (e.g., editor, reporter) where decisions are made about what information will pass through to the audience. ⁵
- **Force Field Analysis:** A framework for decision-making that involves identifying and analyzing the driving forces (factors that favor a change) and restraining forces (factors that oppose a change) in any given situation.
- **Group Dynamics:** Lewin pioneered the study of groups, arguing that they are dynamic systems in

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which the behavior of any member is influenced by the group as a whole.

4. **Key Books/Works:**

- *A Dynamic Theory of Personality* (1935)
- *Principles of Topological Psychology* (1936)
- *Resolving Social Conflicts: Selected Papers on Group Dynamics* (1948, posthumous)

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Introduction to Journalism and Mass Communication UNIT 1

1. Status of print media during post-independence is
 - A. Advertising has been the major source of income
 - B. Owning a newspaper was only business
 - C. Creativity was little
 - D. Industry started more creative advertising along with factual advertising
2. The theory that some needs are more basic than others and, therefore, provide us with greater motivation than others is
 - A. Maslow's Hierarchy of Needs
 - B. Uses and Gratifications Theory
 - C. Einstein's Theory of Relativity
 - D. The Agenda Setting Hypothesis
3. According to Abraham Maslow, is/are the most basic order(s) of needs people have.
 - A. Safety needs
 - B. self-esteem
 - C. self-actualization
 - D. physiological needs
4. Identify the correct chronological order of the following communication models:
 - A. HUB, Schramm's, Shannon and Weaver, Westley and MC Lean

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B. Schramm's, Shannon and Weaver, HUB, Westley and MC Lean

C. Westley and MC Lean, Schramm, Shannon and Weaver, HUB

D. Shannon and Weaver, Schramm's, Westley and MC Lean, HUB

5. Cultivation analysis is a:

A. Hierarchal perspective

B. Political perspective

C. Non-creative perspective

D. Stalagmite perspective

6. King and Cushman have described grassroots participation, local knowledge and cultural beliefs as:

A. New myths

B. Old myths

C. New fads

D. Cultural fashion

7. Walter Lippmann's public opinion reflects the early perception of:

A. Direct media effects

B. Indirect media effects

C. Passive media effects

D. Unclear media effects

8. Henri Lefébvere, in relation to mass media, proposed the concept of:

A. Social conflict

B. Media oligarchy

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- C. Commonplace commodity
- D. Spectacle

9. One of the emancipatory uses of media is:

- A. Collective production
- B. Centrally-controlled programs
- C. Depoliticisation
- D. Production by specialists

10. Immanuel Kant developed:

- A. Deontological theory
- B. Teleological theory
- C. Relativism
- D. Justice theory

11. Neil Postman used the word to criticize the medium's strong overtones of entertainment.

- A. Rattling radio
- B. Insipid internet
- C. Junk television
- D. Wayward print

12. The two-step model of communication ignores the direct impact of:

- A. the audience
- B. the opinion leader
- C. the mass media
- D. the designer media

13. The already said is the still being said' This statement is made with reference to the medium of:

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- A. Magazines
- B. Newspapers
- C. Folk performance
- D. Television

14. The information processing theory argues that our cognitive resources are:

- A Large
- B. Superfluous
- C. Limited
- D. Unreliable

15. Which folk drama is known for its humor and social criticism?

- A. Yakshagana of Karnataka
- B. Nautanki of Uttar Pradesh
- C. Kariyala of Himachal Pradesh
- D. Mohiniyattam of Kerala

16. The Limited Effect Theory was developed by:

- A. Coillion Cowper
- B. John Abraham
- C. Elihu Katz
- D. Joseph Klapper

17. In innovation diffusion theory, those who directly influence early adopters are known as:

- A. Rejectors
- B. Enforcers
- C. Commentators
- D. Change agents

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18. E.M. Rogers' work of 'diffusion of innovations illustrates the power of:
- A. Meta-analysis
 - B. Content analysis
 - C. Group analysis
 - D. Cognitive effects
19. Identify one of the key recommendations of the First Press Commission:
- A. Setting up of the office of Registrar of Newspapers of India
 - B. Abolition of Press Council of India
 - C. Introduction of Article 19 (1) (A)
 - D. Special privileges to newspaper owners
20. Assertion (A): The convergent technology is transforming the socio-cultural orders all over the world.
- Reason (R): The new media have offered expanded options for the users to experiment with.
- Code:
- A. Both (A) and (R) are true
 - B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
 - C. (A) is true, but (R) is false
 - D. (A) is false, but (R) is true
21. Assertion (A): The distinctions among different media are getting erased fast.
- Reason (R): The convergent digital technology has made the hybrid media possible.

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Code:

- A. Both (A) and (R) are true
- B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- C. (A) is true, but (R) is false
- D. (A) is false, but (R) is true

22. Assertion (A): The counter-hegemonic media practices will be marginalized in due course.

Reason (R): It is to neutralize the threat they pose to the established media order.

Code:

- A. Both (A) and (R) are true
- B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- C. (A) is true, but (R) is false
- D. (A) is false, but (R) is true

23. Find out the correct chronological sequence of the following Newspapers.

- A. Forward, Bombay Chronicle, Swarajya, National Herald
- B. National Herald, Bombay Chronicle, Swarajya, Forward
- C. Bombay Chronicle, Swarajya, Forward, National Herald
- D. Swarajya, National Herald, Forward, Bombay Chronicle

24. Identify the correct Chronological sequence of the following television networks.

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- A. Rupavahini, STAR, Zee TV, Al Jazeera
- B. STAR, Zee TV, Al Jazeera, Rupavahini
- C. Zee TV, Al Jazeera, Rupavahini, STAR
- D. Al Jazeera, Rupavahini, STAR, Zee TV

25. Find out the correct chronological sequence of the following films.

- A. Sita Bibaha, Joymati, Kalidas, Ayodyacha Raja
- B. Kalidas, Ayodyacha Raja, Joymati, Sita Bibaha
- C. Ayodyacha Raja, Joymati, Sita Bibaha, Kalidas
- D. Joymati, Sita Bibaha, Ayodyacha Raja, Kalidas

26. The first Indian language newspaper was:

- A. Bangadoota
- B. Samachar
- C. Digdarshan
- D. Mirat-ul-Akhbar

27. In wheel type of communication, dominant. is

- A. One person
- B. One group
- C. One chain
- D. One nation

28. According to Haebermas, modern mass media are influenced by: nintol

- A. A high degree of ethical conduct
- B. New cultural trends
- C. Massive public participation
- D. Empty political spectacle

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29. Jean Baudrillard has described mass media as a:
- A. Social powerhouse
 - B. Prosperous middle man
 - C. Political institution
 - D. Speech without response
30. When an operating model of communication represents some aspect of reality, it represents:
- A. Stimulation
 - B. Stagnation
 - C. Simulation
 - D. Stratification
31. Initial stage of interpersonal communication is called:
- A. The phatic stage
 - B. The intimate stage
 - C. The personal stage
 - D. The public stage
32. In cultivation analysis, when viewers identify the television contents with their daily events, this phenomenon is known as:
- A. Redundancy
 - B. Cultural cues
 - C. Proxy
 - D. Resonance
33. Critical theories of mass communication are in character.
- A. Political
 - B. Insignificant

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- C. Symbolic
- D. Iconic

34. Grid card is related to:

- A. Broadcast media
- B. Newspapers
- C. Outdoor media
- D. Magazines

35. A time period that precedes or follows prime time on television is identified as:

- A. Stage time
- B. Trial time
- C. Adjacent time
- D. Fringe time

36. Cover x frequency will lead to:

- A. Hard facts
- B. Direct exposure
- C. Gross rating points
- D. Tie in

37. Assertion (A): Modern mass media are responsible for destroying the folk communities.

Reason (R): The media fare provides scope to have individual judgements to decide what is amoral and what is not.

Code:

- A. Both (A) and (R) are true
- B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)

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- C. (A) is true, but (R) is false
- D. (A) is false, but (R) is true.

38. The correct chronological sequence of the following theories is:

- A. Libertarian, authoritarian, social responsibility, communist
- B. Social responsibility, communist, authoritarian, libertarian
- C. Communist, libertarian, authoritarian, social responsibility
- D. Communist, libertarian, authoritarian, social responsibility

39. In communication, relational information is:

- A. non-interpretative
- B. uncritical
- C. non-transferable
- D. emotional

40. Media of the third degree contain forms of representation. processed

- A. personally
- B. impersonally
- C. digitally
- D. conventionally

41. Media texts are considered as:

- A. passive
- B. static
- C. dynamic

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D. negative

42. The theory of frame analysis was developed by:

- A. Erving Goffman
- B. Samuel Huntington
- C. F. Inglis
- D. Carl Hovland

43. Identify the researcher who distinguished the functions of mass media as manifest and latent:

- A. Robert Merton
- B. Charles W. Wright
- C. P.J. Tichenor
- D. G. Tuchman

44. One of the barriers to persuasive communication is:

- A. Income
- B. Level of education
- C. Age
- D. Religion

45. The most important limitation of information-flow theory is

- A. Message-centric
- B. Source-dominance
- C. Channel problem
- D. Receiver-specific

46. The organization, International Freedom of Expression Exchange, is located in:

- A. the USA

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- B. the UK
- C. Australia
- D. Canada

47. A construct is

- A. Incomplete in presentation
- B. A false statement
- C. A personal statement
- D. An abstract statement

48. Identify the chronological sequence of following AIR broadcasts:

- A. Vividh Bharathi, School broadcasts, External services, Rural broadcasts
- B. School broadcasts, Rural broadcasts, Vividh Bharathi, External services
- C. External services, Vividh Bharathi, Rural broadcasts, School broadcasts
- D. Rural broadcasts, External services, School broadcasts, Vividh Bharathi

49. When codes of communication are not meaningfully shared, it leads to:

- A. Physical noise
- B. Mechanical noise
- C. Semantic noise
- D. Psychological noise

50. A type of theory that describes an ideal way for media systems to be structured and operated is referred to as:

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- A. Value system
- B. Normative theory
- C. Scientific theory
- D. Archaic theory

ANSWERS

1	D	19	A	37	D
2	A	20	A	38	C
3	D	21	A	39	D
4	D	22	A	40	C
5	D	23	C	41	C
6	B	24	A	42	A
7	A	25	B	43	A
8	D	26	C	44	B
9	A	27	A	45	B
10	A	28	D	46	D
11	C	29	D	47	D
12	C	30	C	48	D
13	D	31	A	49	C
14	C	32	D	50	B
15	C	33	A		
16	D	34	A		
17	D	35	D		
18	A	36	C		



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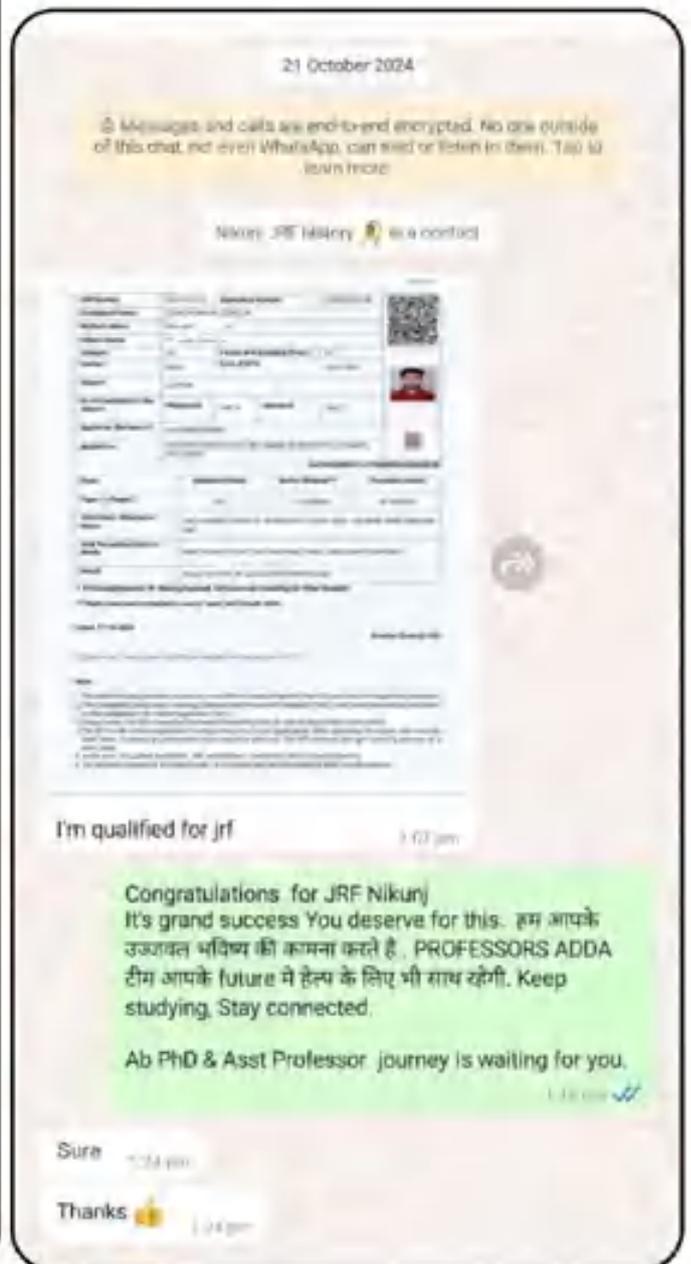
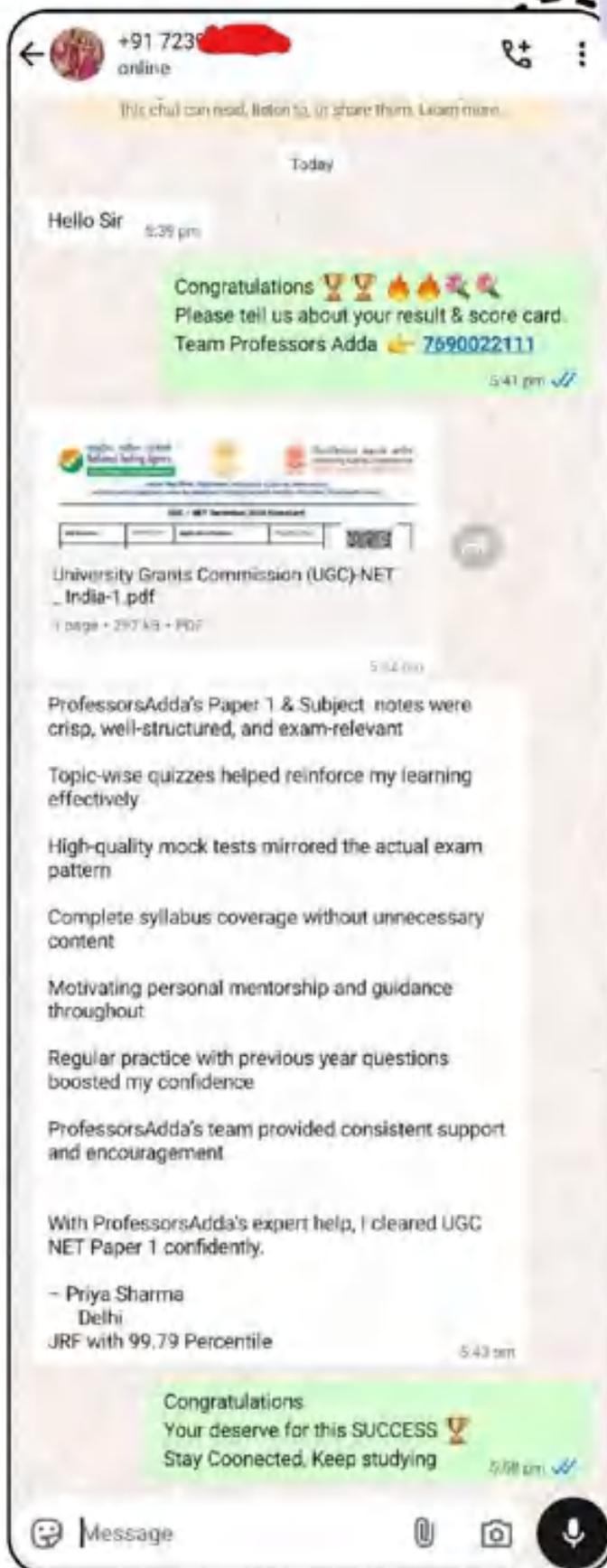
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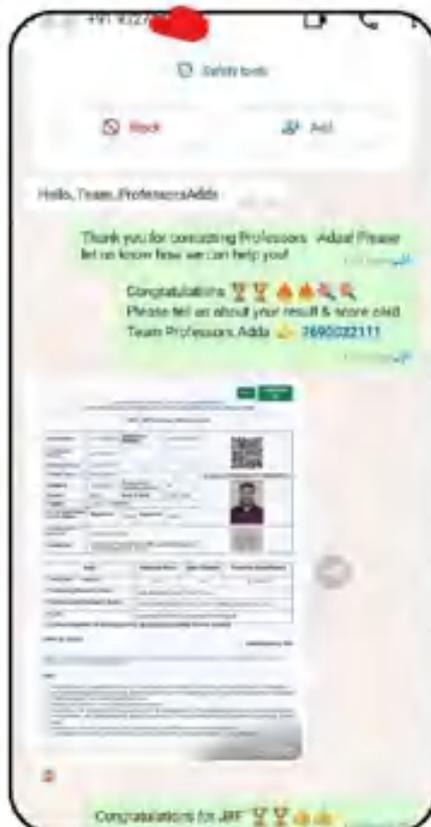
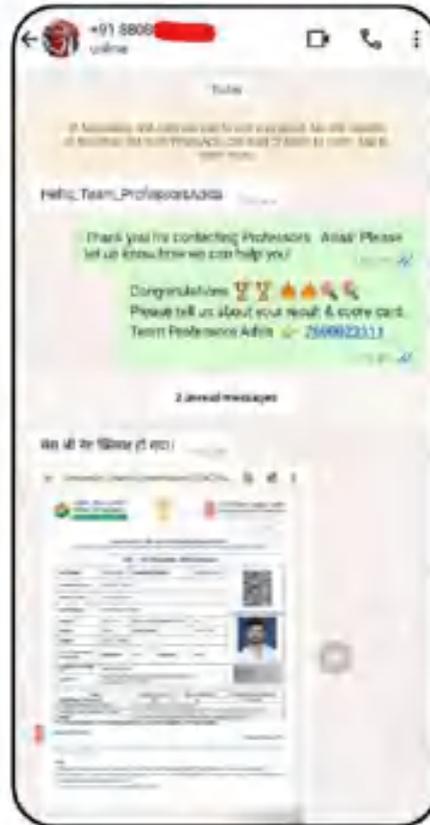
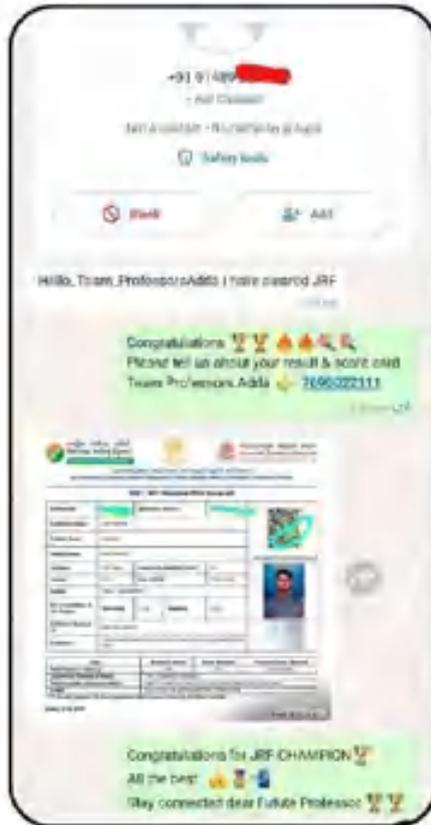
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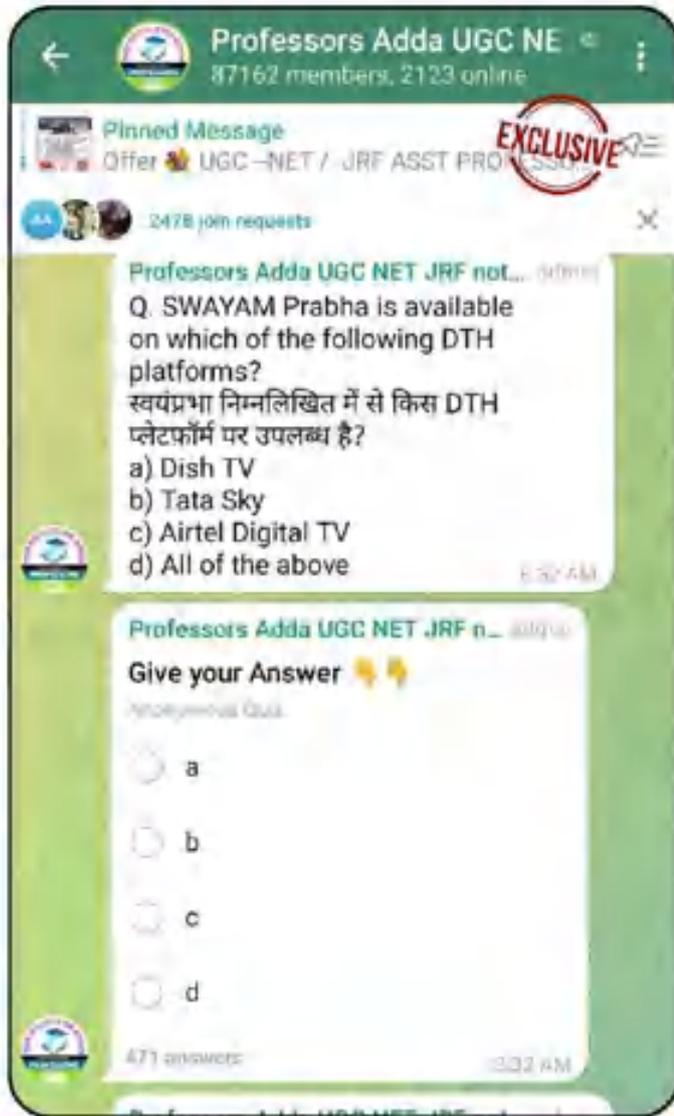
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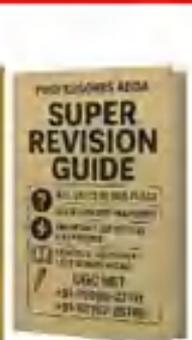
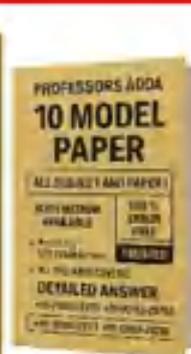
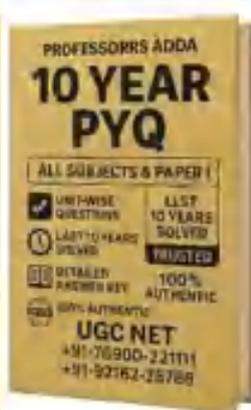
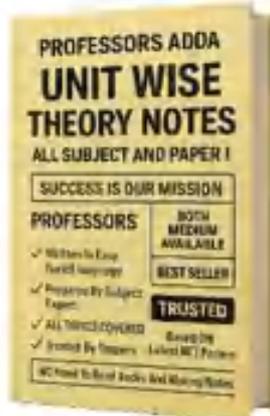
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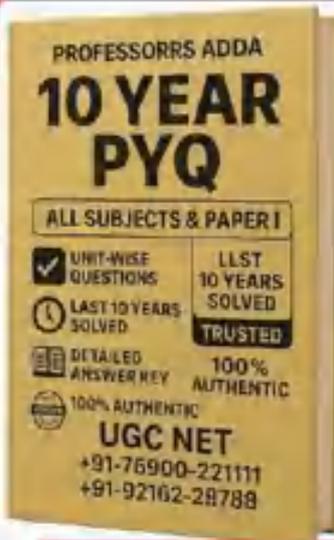
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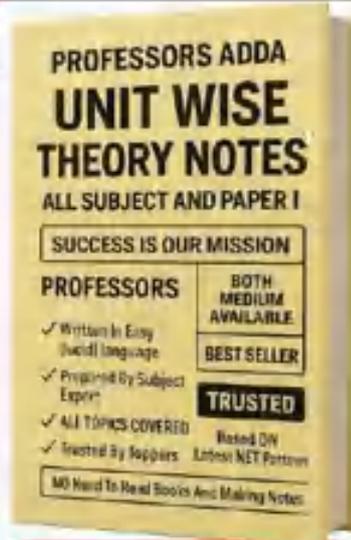
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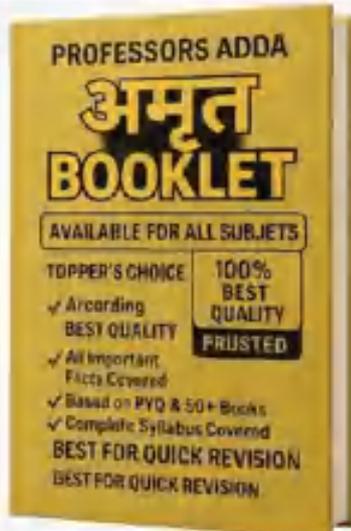
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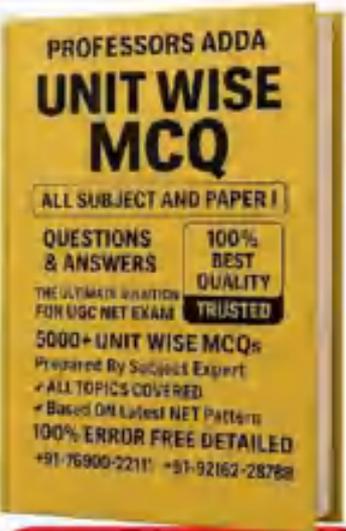
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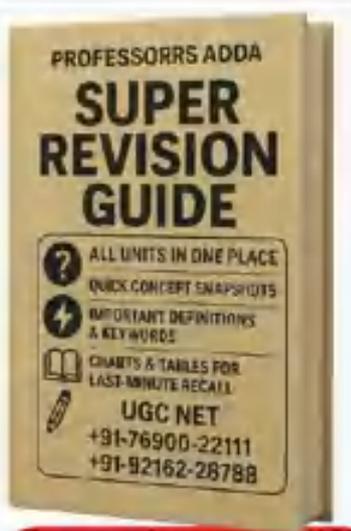
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