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DEVELOPMENT COMMUNICATION

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SYLLABI-BOOK MAPPING TABLE
Development Communication

Syllabi	Mapping in Book
BLOCK I: Development and its Various Model **Unit - 1:** Development: Concept - Dynamics of development - Development issues - Development indicators - Dysfunctions of development - Communication perspective on development **Unit - 2:** Role of Communication in Development: Development motivation, Development participation Approaches to Development Communication. **Unit - 3:** Dominant paradigm of Development: Evolutionary model Psychological variable model **Unit - 4:** Cultural factors model, Economic growth model, Industrialization approach, The critique of the above models.	**Unit 1:** Development **(Pages 1-8)** **Unit 2:** Communication and Development **(Pages 9-24)** **Unit 3:** Models of Development I **(Pages 25-30)** **Unit 4:** Models of Development II **(Pages 31-36)**
BLOCK II: Communication Approaches and Development Support Communication **Unit - 5:** Introduction, Communication approaches of Dominant paradigm: Powerful effects model of mass media. **Unit - 6:** Diffusion of Innovations, Mass media in modernization, The critique of above models. **Unit - 7:** Alternative paradigms of Development and development communication: Basic needs programme, Integrated Development, Intermediate technology. **Unit - 8:** Self Development - Self reliance - Popular participation - New communication technologies - Traditional media use - Development support communication	**Unit 5:** Communication Approaches **(Pages 37-42)** **Unit 6:** Theories of Development Communication **(Pages 43-52)** **Unit 7:** Alternative Paradigms **(Pages 53-60)** **Unit 8:** Self-Reliance and New Communication Technologies **(Pages 61-68)**
BLOCK III: Analysis of India's Development in Various Sectors **Unit - 9:** Historical analysis of India's Development: Gandhi Metha model, Elawath experiment, Nilokheri experiment. **Unit - 10:** Five Year Plans, Models of Experimental Project: Rural Television - SITE, Kheda, Communications Project, Radio Rural Forum **Unit - 11:** Role of mass media organizations in Development Communication, Newspaper, Radio, TV, Traditional Media, PIB, DAVP, Song and Drama Division etc., Strategies of Development Communication, Role of NGOs in Development.	**Unit 9:** India's Development **(Pages 69-76)** **Unit 10:** Models for Rural India's Development **(Pages 77-84)** **Unit 11:** Mass Media Organizations and Development Communication **(Pages 85-98)**

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INTRODUCTION

The core concept behind the principle of development communication is media for the advancement of a nation's people or to support the target population. Communication aims towards serving the people without manipulation and encouraging sincere response. Communication is about gaining knowledge or vital understanding and can be about self-responsibility, social awareness and self-determination for correct decisions and social communication. The theory has been extended to societal reform.

Over time, the concept of development communication evolved from the perception of individuals as targets who were to be affected (one way) and the mechanism embedded in the SMCR model. The unilateral streaming of information was criticized for cultural hegemony. The socially constructed messages were disseminated by glorification of the circumstances of the rich nations for a campaign to influence the society of the poor countries.

Development communication today is about advocating economic growth and building incentives. The goal is to improve people's quality of life not just economically but also socially, culturally, politically, etc., through the use of technologies of development communication. Later, the concept became known for its use in developing countries and under developed countries. Subsequently, the principle of participation was introduced which paved the way for the model to be used for social change, development communication and the democratic-participant communication theory.

This book *Development Communication* has been designed keeping in mind the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the Introduction followed by the Objectives for the topic. The content is then presented in a simple and easy-to-understand manner, and is interspersed with Check Your Progress questions to reinforce the student's understanding of the topic. A list of Self-Assessment Questions and Exercises is also provided at the end of each unit. The Summary and Key Words further act as useful tools for students and are meant for effective recapitulation of the text.

BLOCK - I
DEVELOPMENT AND ITS VARIOUS MODELS

UNIT 1   DEVELOPMENT

Structure

1.0   INTRODUCTION

Development and communication are two terms heavily loaded with conceptions and a richness of uses and functions shaped by their various theoretical underpinnings. Such richness often leads to ambiguities and lack of clarity that affects the field of development communication. The wide range of interpretations of key terminology and the rapid evolution of some concepts have led to inconsistencies in the way basic terms are understood and used. What we have here, in fact is more of an approach than a discipline. As far as its definitions are concerned they usually consist of general statements. Thus, the communication media, in the context of development are generally used to support development initiatives by the dissemination of messages that encourage the public to support development- oriented projects. In this unit, we will discuss the concept of development in detail with its issues, indicators and dysfunctions in view.

1.1   OBJECTIVES

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

- Understand the concept of development
- Describe the dynamics of development
- Elucidate the development indicators and development issues
- Discuss the communication perspective of development

1.2 DEVELOPMENT: CONCEPT

Development is an all embracing concept encompassing economic, social, cultural educational and political aspects of the society. It is the sum of all-round, balanced and planned growth. Development means a change, growth, progress and modernization. However, there can be changes without development. Therefore, development stands for all that is good, positive and favourable.

Communication is sharing knowledge, information and experience and thus understands, persuade, covert or control one another. It is a two-way process. Nora Quebral defines development communication as 'as art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and larger fulfilment of the human potential'. Only after communicating with the people at their level, can we understand their problems in the right perspectives and assist development agencies in accelerating the pace of progress. Thus, the terms development and communication are engaged in symbiotic relationship in the process of fostering balanced growth and progress.

1.2.1 Dynamics of Development

Development is a continuous process a process of movement from a state of dissatisfaction to a state of satisfaction. It is dynamic, not static. The process of development will remain dormant unless all sectors and levels of people of a developing country are informed, motivated and influenced to use unfamiliar ideas, skills and instruments. Development depends on making use of the vast potential that communication can provide today and tomorrow.

1.2.2 Development Issues

Development issues are broadly classified into:

- Economic issue
- Social issue
- Political issue
- Environmental issue

Specific development issues form the basis for development goals. Identification of issues/goals varies from society to society, individual to individual due to the perception depends on the values, economic strength, cultural context, social structures, etc.

There are a number of development issues that remains to be tackled in the third world countries. Some of the major issues are illiteracy, overpopulation, malnutrition, health and hygiene etc. These issues cannot be solved by simply buying technology, skills and instruments necessary for development. Policy makers

and administrators overlooked this point for a long time. The people have to be informed and motivated to use these instruments.

1.2.3 Development Indicators

There are five borders indicators that reflect development:

- **Economic indicators:** These are indicative only when there is an increase in the following:
  - o National income
  - o Employment
  - o Industrialisation
  - o Standard of living
  - o Literacy
  - o Credit Cards
  - o Industrial de-licensing
  - o Foreign investment
  - o Foreign Trade
- **Infrastructure:** These are indicative only when there is an increase in the following:
  - o Transport
  - o Roads
  - o Power
  - o Banking and Financial institutions
  - o Capital markets
  - o Rural-Urban Linkages
- **Communication front:** These are indicative only when there is an increase in the following:
  - o Radio households
  - o TV households
  - o Number of newspapers
  - o Readership survey
  - o Mobile
- **Technology:** These are indicative only when there is an increase in the following:
  - o Science and Technology

- **Information Technology:** These are indicative only when there is an increase in the following:
  - o Computers: Hardware/Software
  - o Internet

1.2.4 Dysfunctions of Development

Peasants constituted a majority of the population in many Third World countries. For a country to modernize, it was necessary that the peasants were persuaded to change their traditional life ways.

A number of internal constraints were identified to have a dysfunctional consequence on development. Some of the constraints were:

- **Mutual distrust in interpersonal relations:** In general, peasants were suspicious, evasive and distrustful of others in the community and non-cooperative in interpersonal relations with peers.

- **Perceived limited good:** Peasants believed that all good things in life are available in limited quantities. Thus, one could improve one's position only at somebody else's expenses.

- **Familial bonds:** The family played an important role in the life of the peasant; peasants were prepared to subordinate their personal goals to those of the family.

- **Lack of innovativeness:** Peasants were reluctant to adopt modernising innovations had a negative attitude towards changes, and their behaviour was not fully oriented toward rational economic considerations.

- **Fatalism:** Peasants believed that their well-being was controlled by a supernatural fate or destiny.

- **Limited aspirations:** Peasants exhibited low aspirations for advancement.

- **Limited view of the world:** They were not time conscious that is to say, they were not growing with the world. They had no awareness of the world beyond their own narrow group.

- **Low empathy:** Peasants exhibited mental inertness. They could not imagine themselves in new situations or places.

1.2.5 Communication Perspective of Development

Any act of communication on development aspects has to be purposive and pragmatic in a planned and systematic manner. That means developed communication has to be goal-oriented

The process of development is linked with communication in order to enable the people understand their role in that process. Communication support is essential

to inspire the people to play a decisive role in transforming a traditional society into a progressive society. The success of development-oriented programmes depends on a sound communication support.

For development, communication calls for the active participation of the underprivileged in the mainstream of national life in general and in decision-making process in particular.

Role of communication

The role of communication or say, communication media, is to create proper atmosphere/climate for social change. Communication, in the context of development, seeks social change by transforming the society. It also seeks to maintain some of the old values and norms of the society. Communication contributes at two levels–general and specific: Programmes like mass literacy and family planning fall under general level. In the context of specific development programmes, communication acts through programmes such as Development Project Support Communication (DPSC).

Four important roles of communication or communication media are the following:

- Circulates knowledge that will inform people of significant events, opportunities, danger and changes in their community, the country and the world.

- Provides a forum where issues affecting the national or community development may be geared.

- Teaches those ideas, skills and attitudes that people need to achieve a better life.

- Creates and maintains a base of consensus that is needed for the stability of the state. Stability not merely in terms of political stability but in terms of social structure, etc.

Communication media can help in a big way to popularise the beneficial effects and the imperativeness of accepting various development programmes on large scale, especially in the rural and backward areas. Communication operations, oriented to development, can mount social justice, economic equality and political participation which in turn help weaker sections to be prepared for overall development. Communication opens the door for development.

Communication strives to make people play a participatory role in development projects. Communication scientist, Evertt M Rogers, says 'development is a widely participatory process of social change in a society intended to bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through gaining greater control over their environment'. In fact, the objective of communication

for development is to enables the weaker-sections to take part actively in development programmes so that they can be brought into mainstreams of national life and have a say in decision-making process.

Check Your Progress

1. Define development communication according to Nora Quebral.

2. Name the categories of the development issues.

3. What are the major development issues faced by third world countries?

1.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Nora Quebral defines development communication as 'as art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and larger fulfilment of the human potential'.

2. Development issues are broadly classified into:
   (a) Economic issue
   (b) Social issue
   (c) Political issue
   (d) Environmental issue

3. The major development issues that remain to be tackled in the third world countries are illiteracy, overpopulation, malnutrition, health and hygiene, etc.

1.4 SUMMARY

- Development is an all embracing concept encompassing economic, social, cultural educational and political aspects of the society. It is the sum of all–round, balanced and planned growth.

- Development depends on making use of the vast potential that communication can provide today and tomorrow.

- Specific development issues form the basis for development goals. Identification of issues/goals varies from society to society, individual to individual due to the perception depends on the values, economic strength, cultural context, social structures, etc.

- The role of communication or say, communication media, is to create proper atmosphere/climate for social change. Communication, in the context of development, seeks social change by transforming the society.

1.5 KEY WORDS

- **Development:** It is a continuous process of movement from a state of dissatisfaction to a state of satisfaction.

- **Communication:** It is sharing knowledge, information and experience and thus understands, persuade, covert or control one another. It is a two way process.

- **Fatalism:** It is a philosophical doctrine that stresses the subjugation of all events or actions to destiny.

- **Third World Countries:** During the Cold War, the term Third World referred to the developing countries of Asia, Africa, and Latin America, the nations not aligned with either the First World or the Second World. The three-world model arose during the Cold War to define countries aligned with NATO, the Eastern Bloc, or neither.

1.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on the concept of development.
2. What are the indicators for development?

Long-Answer Questions

1. Explain the communication perspective of development.
2. Discuss the internal constraints that were identified to have a dysfunctional consequence on development.
3. Analyse the symbiotic relationship between development and communication in the process of fostering balanced growth and progress.

1.7 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

MelKote, Srinivas R. and H. Leslie Steeves. 2015. *Communication for Development: Theory and Practice for Empowerment and Social Justice*. Delhi: Sage Publications India.

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NOTES

UNIT 2   COMMUNICATION AND DEVELOPMENT

Structure

2.0   INTRODUCTION

Communication for development has witnessed broader shifts in theories and models of economic and social development over a period of time. With the onset of decade of 50s the national governments, international community and the academia recognized the importance of meeting the information and communication needs of marginalised and vulnerable people, especially in integrating them with empowerment process. These development partners understood the role that communication can play in empowering people to influence the decisions that affect their quality of lives. Communication for development is one of the most critical and inclusive ways to expand access to these new opportunities. Communication for development is social process that promotes dialogue between communities and decision-makers at local, national and regional levels. Its goals are to promote, develop and implement policies and programmes that enhance the quality of life for all. The communication for development has emerged through a sustained churning process that encompassed the evolutionary stages of the development communication. In this unit, we will discuss the role of communication in development, difference between development motivation and development participation, along with different approaches to development communication.

2.1 OBJECTIVES

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

- Understand the role of communication in development
- Differentiate between development motivation and development participation
- Describe the approaches to development communication

2.2 ROLE OF COMMUNICATION IN DEVELOPMENT

The role of communication in development is based upon social responsibility theory. It is a normative theory, which explains how media should ideally operate in a given system of social values; and also asserts that media must remain free of government control, but in exchange media must serve the society.

Media, by and large, should accept and fulfil certain obligations to society. It can meet these obligations by setting high standards of professionalism, truth, accuracy and objectivity. Stanley J. Baran, a scholar on Mass communication, says that media should be self-regulating within the framework of the law: 'Media as a whole should be pluralistic, reflect the diversity of the culture in which they operate, and give access to various points of view and rights of reply.' Walt Rostow theorized that society's progress through specific stages of development on their way to modernity that is, the age of high mass consumption.

Common types of development

The three common types of development campaigns can be adopted for the development of society. Persuasion–changing what people do, Education changing social values, and Informing- empowering people by increasing knowledge. 'Informing' approach is considered to be most useful nowadays. Communication becomes important and plays a vital role for the change; but is not catalyst for the cause of change.

Population control, health and education and other development goals like rural education are some of the programmes which are followed in many countries for their effectiveness. We should remember the danger of development communication for development is to become a tool of practical containment and repression is exemplified in many cases. In development journalism, we join hands with the government to promote stories and articles, which contribute to the development of the country instead of publishing stories, which may undermine the credibility of the government.

Case stories

Many reports gathered as 'case stories' by different organizations on communication for a social change reveal that the community itself had to be in

charge of the communication initiative, even if the community had not originated it. This initiative should be rooted into the community's daily life.

The Community Based Organization (CBC) should also reinforce the strength of democratic values, culture and peace in the society. Also, the community should assimilate any new tools of information technology without jeopardizing local values and languages. There are some obstacles which happen to communication. The experiences between two persons should have a good distribution in common; if not communication becomes impossible. The communication from person is not just one identical message but is something with additions or subtractions with variations. The art of communication is in its beginning or in primitive stage, and the role of media is modern. 'AWARE' is an easy word for all of us in remembering how to communicate well.

A stands for Assemble-Assemble your message; order the things you want to say.

W stands for Watch-Watch your listener to see if you are getting through and to recognize distraction.

A stands for Adapt-Adapt your delivery according to the situation. Deliver it in the way it will be received best.

R stands for Relate-Relate your message in the order you assembled it. Relate it to the interests of your listeners.

E stands for Evaluate-Evaluate how well you have communicated by asking questions and observing actions.

In our life, the significance of communication is very much essential and the life of the human beings is based upon sheer communication from the dawn to the dark.

The role of communication in the sphere of development will be a great use in the whole process of change in socialization as well as in education. The new attitudes in communication are 'to be developed for the economic development, social equality, social mobility, social mobilization, participation and political maturity', says B. Kuppuswamy, an expert in mass communication.

2.3 DEVELOLMENT MOTIVATION

The motives most often studied by Indian researchers include the achievement motive, aspirations, values, 'love and sex, interest, intrinsic motivation, and future orientation. A few sporadic studies on power, approval motive and some other motives also appear. These will be reviewed in the following section.

Achievement motive

The achievement motivation continues to hold the interest of researches even after half a century. Recent work on this motive shows that Indian researches are beginning to show some ingenuity and are utilizing indigenous approaches to study

the basic motivational processes. G. Misra and his associates, in a series of studies have shown that while the notion of achievement in the west symbolizes unique individual achievement, it differs from culture to culture. In India, familial consideration, the well-being of others, and fulfilling one's duties towards others are all part of achievement goals. The perceived value of various achievement goals is determined by the expectations of significant others. This kind of analysis is important for dealing effectively with problems of motivation in diverse cultural and sub cultural groups because the salient hopes, fears, and goals, which develop in the greater perseverance is needed in order to be able to reconcile contradictory finding.

The dominance of needs at the community level has been explored by Indrayan et al. (1990). Aggarwal found that the electronic media fulfils the needs for stimulation, direction, relation, diversion, social learning, and general learning through interpersonal communication. The print media fulfils the three major needs of metal stimulation, social learning, and relaxation. A smaller sample also listed their personal aspirations and community-related needs. The emphasis on physical needs was greater in the less-developed sample villages. Education, opportunities for work and professional development, and improving the economic condition were emphasized. The respondents were optimistic regarding the future. The community related needs centred on the development of physical facilities for irrigation, communication, fertilizer, etc. The needs concerning social and moral domains varied. Fifty per cent of the respondents in Uttar Pradesh (UP), 33 per cent in Bihar, and 2 per cent in Madhya Pradesh (MP) expressed needs pertaining to these areas. The socio-political conditions prevailing in these states may be partly responsible for these differences. In the villages some of the information related needs, like general and social learning, have been found to be related to intentions of gaining and health related information from the electronic media, it may influence social interaction.

2.4 DEVELOPMENT PARTICIPATION

It is important to state that there is no single, all-purpose recipe to start a participatory development communication process. Each time we must look for the best way to establish the communication process among different community groups and stakeholders, and use it to facilitate and support participation in a concrete initiative or experimentation driven by a community to promote change. It is important to adapt one's intervention to each different situation and to each specific group of participants with whom research teams or practitioners will work. This being said, it is important to plan as well.

If we want to support a participatory process, project or research identification and planning should involve representatives of the community and other stakeholders with whom the researcher or development practitioner intends to work (for example an NGO, a department of natural resources, a community radio, etc.)

Participation in the planning process is important. The model presented here derives from the first models of development communication in which planning consisted in preparing and transmitting messages suitably adapted to target groups. We saw earlier that these first models have evolved considerably and now put the accent on two-way communication and participation. Therefore, if we want participants to become fully engaged in communication and development efforts, we must adapt this methodology and undertake participatory development communication that will foster dialogue and decision-making at each stage of the development process.

We have already stressed that using PDC demands from researchers and development practitioners a change of attitude. Traditionally, the way many research teams and practitioners used to work was to identify a problem in a community and experiment solutions with the collaboration of the local people. On the communication side, the trend was to inform and create awareness both to the many dimensions of that problem and to the solution community members should implement (from an expert point of view). We discussed earlier that this practice led to little impact, but many researchers and development practitioners still work along these lines.

Working with PDC means involving the local community in identifying the development problem (or a common goal), discovering its many dimensions, identifying potential solutions (or a set of actions) and taking a decision on a concrete set of actions to experiment or implement. It is no longer the sole responsibility of the researcher or the development practitioner and their organizations.

Using communication to support a participatory development or research process also means sharing both traditional and modern knowledge related to the analysis of problems as well as the identification of potential solutions. It also involves nurturing a process in which the experimentation design or implementation plan will be developed with the active participation of the end-users. This is the process we will be planning and nurturing.

Again, the model presented here must be used as a reference only. It has to be adapted to each different context. It is a logical process based on a prior familiarity with the local setting, begins with the expression of development needs in a given community, and involves specific stakeholders in addressing those issues, while supporting and accompanying this process of participation. The process of planning and developing PDC itself is however not sequential.

- **Step 1:** Establishing a relationship with a local community and understanding the local setting.

- **Step 2:** Involving the community in the identification of the problems.

- **Step 3:** Identifying the different community groups and other stakeholders concerned with the identified problem and initiative.

- **Step 4:** Identifying communication needs, objectives and activities.

- **Step 5:** Identifying appropriate communication tools.

2.5 APPROACHES TO DEVELOPMENT COMMUNICATION

The task of determining which communication approach and planning strategy to adopt in development communication projects is expected to be a deliberate and systematic endeavour. The execution of development communication programs and projects, therefore, takes as its starting point, both the 'felt needs' at the social system level, and the 'action needs' as identified by development planners. Translating information and complex socio-behavioural messages into creative and effective approaches that triggers dialogue among participants is often one of the most challenging tasks within the design and delivery of a communication for development initiative. Technically, sound and strategic communication initiatives run the risk of failure if they do not involve intended participants, consider local ethos and cultural modes of communication, or are perceived as boring, pedantic, insensitive, or disempowering by the participant groups. Development Communication takes as its starting point both the felt needs' at community or local level, and the 'action needs' as identified by planners. The operational strategy for meeting these two sets of needs follows four stages of activities. The first is identifying and analysing the innovations sought by the community and those that agents want to introduce to whom, when and with what material means. This is generally known as the diffusion stage in development communication. In the second stage, which is known as the social process stage, the thrust of activities is towards determining how existing social, cultural, psychological and indigenous communication factors, as well as government organizational factors, would help or hinder the adoption of new practise among the groups of people concerned. In the third stage, efforts are geared towards identifying existing media and how they relate to the people. Here, one looks at what combination of communication channels exist and how they can be used in the communities-traditional and interpersonal channels, as well as modern print and electronic media- for communication 'feed' both into and from the community or communities. Finally, after repeating these analyses for geographically or sector ally related projects, locally tailored communication programmes are drawn up and implemented in phases with the real action potential in the communities (taking into account available supplementary inputs from outside the community).

Three different approaches to putting the above stages into operation have been identified. These are the interpersonal approach which could be through the extension and community development method or through ideological and mass mobilization; the mass media approach which could be through centralized method or through localized method; and the integrated approach, which combines all the approaches and methods in appropriate ration depending upon the identified felt needs and socio-cultural situation in each community.

2.5.1 Extension and Community Development Method

This is the oldest method of using communication to generate development. It is basically oriented towards rural community development, although it can also be

applied to suburban and urban development efforts. The main thrust of this method is the communication of useful and practical information on such issues as agriculture, home economics, health, civic responsibility, law and order, sanitation, and so on, through face-to-face and interpersonal (handbills, letters, telephone, etc.) methods of communication.

The utilization of the method is predicated on the assumption that the following basic conditions are present; (a) that the communities or social systems are interested in the new ideas and practise in order to improve their living conditions; (b) that there are necessary and sufficient resources to support the development endeavour, that is, to enable the people to apply available new information toward the development goals; and (c) that there is a group of educated, intelligent, and public spirited leaders within the community or social system who can motivate the masses to positive development-oriented objective; these groups can be village Sarpanch/priests/community elders/tribes leaders. The basic principles of the method can be summarized as follows:

- That there are no solutions to problems that are imposed on local communities from the outside; that the people must be the principle actors in defining and finding solutions to their problems;

- That the development communicator (social animator) is to be as closely identified with the local community as possible

- That he/she is to be non-directive in his/her approach

- That communication's chief role is to help define the problem, not give the solution

- That community participation and social action is the goal, and therefore feedback from the community is an essential element.

One of the countries in which this method has been used is India. The country held, and rightly too, that the great mass of the illiterate and poor rural population is highly valuable development resource. Many tried to exhort that the individual rural family and the communities can be guided to the path of development if they were given practical knowledge of the social and natural sciences. The government decided that the best way to achieve the projected goals was to decentralize interpersonal communication to the community block level. Each community development block was served by a team of multi-purpose village –level workers supported by the subject matter specialists at the block level, and supervised and co-ordinated by the block development officer. The whole programme was planned, guided and supported by a national level community development organization. The multi-purpose village level workers are the key communicators in this method: They serve as a mediator between the rural elite and the development bureaucracy of the government.

2.5.2 Ideological and Social Mobilization Method

Social mobilization is often used by grassroots-based social movements but can also become a tool of elite and the state itself. The process usually takes the form of large public gatherings such as mass meetings etc., and is unique communication

methods that makes extensive use of interpersonal channels. In this method, the channels are activated not by development agents, but by the political party cadres. This is because this method sees development, especially rural development, as a process which begins with a radical change in the political orientation of the people, thus radically changing the ultimate result of the formation of new social relations. The main function of development communication, therefore, is seen as that of promoting and lightening' the political consciousness of the people. The primary goal of this method is the ability of workers and peasants to be self-reliant through mobilization of internal resources, and thus to be in a position to control their future. Physical and human development is subsumed under political consciousness because it is held that political awareness would motivate people to participate in development activities to satisfy their needs and aspirations. The operational structure of this method is virtually the same as that of the extension and community development method. But the structure and direction of message content are different. While the former deals directly with human and physical development problems, the latter lays emphasis on political awareness as a prelude to any other type of development.

2.5.3 The Mass Media Approach

The mass media have become instruments not only for information but also for education and development. Because of their unique characteristics of speedy delivery of messages and extensive reach (wide-area coverage), they have been found to be particularly useful in the dissemination of development messages to large and dispersed populations, and, when properly used, in immediate follow-up with opportunities for exchange of ideas on the information/messages provided. The use of media in development can be treated at two levels: mass media, often using television, radio, and print media in campaigns aimed at inducing the adoption of innovations or other changes in behaviours; and community media, mainly using radio and other folk expressions such as theatre, concerned with giving voice and representation to the various segments of local communities. Under this aspect, the programme tries to promote use of various media (including interpersonal relations and traditional mean of communication as much as the modern media) within systems of interactive or two-way communication that can be appropriated by groups or communities, and that are based not on the transmission of information or hortatory messages, but on facilitating the exchange of ideas. In any given context, the use of these systems must be linked to a process of community communication that will define the parameters under which they are designed or introduced, the conditions for setting them up, and the ways in which they can be evaluated.

The history of development communication in India can be traced to rural radio broadcasts in the 1940s in different languages. People who present these programmes speak in a language or dialect that the people in your area speak. The programmes may be about farming and related subjects. The programmes may comprise of interviews with exports, officials and farmers, folk songs and information about weather, market rates, availability of improved seeds and implements. There would also be programmes on related fields. During the 1950s,

the government started huge developmental programmes throughout the country. In fact, when Doordarshan started on 15th September 1959; it was concentrating only on programmes on agriculture. Many of you might have seen the 'Krishi Darshan' programme on Doordarshan. Later in 1975, when India used satellites for telecasting television programmes in what is known as SITE (Satellite Instructional Television Experiment), the programmes on education and development were made available to 2400 villages in the states of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan.

As far as the print media is concerned, after Independence when the Five Year Plans were initiated by the government for planned development, it was the newspapers which gave great importance to development themes. They wrote on various government development programmes and how the people could make use of them. If the print media have contributed to development communication, the electronic media- radio and television especially All India Radio and Doordarshan have spread messages on development as the main part of their broadcasts. However, amongst all the media that are used for development communication, traditional media are the closest to people who need messages of development like the farmers and workers. Such forms of media are participatory and effective. You may have seen construction workers cooking their meal of dal and rice over open fires in front of their tents set up temporarily on the roadside. They need to be educated about the values of balanced nutrition, cleanliness, hygiene and water and sanitation. Have you wondered how messages on such issues are communicated?

In various parts of India, groups of volunteers use street theatre as a medium for development communication. This is done through humorous skits and plays through which the importance of literacy, hygiene, etc. are enacted. The content for the skits is drawn from the audience's life. For example, they are told about 'balanced nutrition'. This means supplementing their staple diet of dhal and rice with green leafy vegetables known to cure night blindness, an ailment common among construction workers. Similarly, female construction workers and their children are taught how to read and write. However, problems in communication a message in an effective way have been a matter of concern to development workers. How can people be taught new skills at a low cost? What would be a good way to deal with sensitive topic such as health issues? How can complicated new research, like that in agriculture for example, be simplified so that ordinary people can benefit? One option has been the use of comics. But, in order to achieve the desired results, these comics should be created locally. But what are 'comics'? You must have all at some point of time read a comic. Comics involve story telling using visuals which must follow local ideas and culture in order to be understood correctly by people. The important thing about comics is that they are made by people on their own issues in their own language. So, readers find them closer to their day-to-day lives.

Programmes are organized in the remote areas of Jharkhand, Rajasthan, Tamil Nadu, and the North East to provide training to rural communicators to

enable them to use comics in development communication. Information on sensitive health issues such HIV/AIDS has been communicated through the medium of comics in several states. However, you must understand that development communication using various media is possible only with the active involvement of the following:

- Development agencies like departments of agriculture.
- Voluntary organizations
- Concerned citizens
- Nongovernmental organization (NGOs)

Whenever we speak about development, the contribution of voluntary groups, concerned citizens and nongovernmental organization cannot be ignored. Actually these groups help the government implementing development programmes. Of course the government, both central and state has various departments to reach out to people on various issues. The NGOs undertake studies, conduct research and develop appropriate messages for spreading awareness on various issues pertaining to development.

In the main, mass media approach to the use of communication for development finds expression in two methods: the Centralized Mass Media method and the Localized, or Decentralized, Mass Media method.

2.5.4 Centralized Mass Media Method

This method lays emphasis on centralised control of both mass media infrastructure and the direction and flow of mass media messages. If we were to construct a continuum with extension and community development at one end, centralized mass media method would be at the other. It relies wholly on the mass media for its messages flow and almost completely ignores the interpersonal system. Because it uses the mass media for dissemination, its coverage potential is substantial: and because the content of its messages is of a general nature, there is usually something of relevance, no matter how small, to different segments of the society. It is based on the assumption that a 'good and relevant message' is capable of being accepted by the individual on his/her own, irrespective of the origin of the message, and that the best and hopeful way to attract and hold a mass audience is to offer open and spontaneous and continuous vicarious satisfaction as well as education.

This is the method used by most countries in developing societies. Many agree that developing countries adopt this method because it is the cheapest and easiest method to use. However, research has shown that it is also the least effective in ensuring intelligent understanding and effectiveness of development messages. In this method, programmes/messages are planned, produced and disseminated by 'experts' and programme officers in the urban headquarters of media organization with very little or no reference to the views and opinions of the receiving audiences. Whether we are talking of radio, which is the most accessible mediums especially for rural audience, or of the newspaper,-whose content are meaningless unless one war literate, or of television—the urban elite medium—whose impact

in rural communities is very minimal, the procedure is always the same. Development messages are planned and executed without consultation with the audiences to whom the messages are eventually directed. The result is that message contents are usually at variance with the felt needs of the people and, therefore, have very little chance of succeeding. Not only is there no organization at the reception end, but also, because of the desire to reach the largest number of people, the messages are always of a general nature. Effective development messages demand some sort of organized action at the reception end, and also demand specificity in message content ensure relevance.

Centralized Mass Media method appears to have derived its operational strategy from the Development Media theory which requires the mass media to join the government in the task of nation-building and development. While the theory makes no reference to the people-the target audience-it requires control and sanction of the mass media by the government "in the interest of national objectives'. This is why centralization of activities is seen by media personnel or organization that use the method as imperative; such control helps to keep a sharp eye on everything that is done or not done, and therefore to avoid provoking the anger of the government. The method is primarily concerned with what the government want, and what ideas media personnel have to meet those wants, rather than with the construction of messages that would motivate the people to positive actions through intelligent understanding of their needs and of how to meet those needs. It is therefore no wonder that the result of using this method anywhere, especially in the developing world, has left much to be desired. It generally succeeds in generating affectedness of messages, that is, getting the messages to reach the target audiences; but it almost always fails in ensuring effectiveness of messages, that is, creating an understanding atmosphere in which the target audiences would accept the demands of the messages and act according to those demands.

2.5.5 Localized Mass Media Method

Through local media the people can talk to themselves, talk to the authorities, and participate fully in the construction and dissemination of development messages meant for them. There can be little doubt that media are instrumental in increasing knowledge and influencing attitudes and behaviours, but this influence is not as strong as originally believed, especially if it does not take the local context into account. For instance, the vibrant world of community radio that has emerged in recent years is often more empowering and influential than the more celebrated medium of television, at least at the local level. The blind faith placed on media in the past as a means to push or even leapfrog development in poorer countries resembles the current hype for ICTs. The rise of more sophisticated communication and information technologies, such as satellites or the Internet, has opened new horizons and opportunities. The potential of the new technologies has not only increased the penetration of mass media. For instance, through satellites, but it has also created new opportunities to enhance communication at the local level utilizing technologies such as the Internet or mobile telephones. The establishment of

'telecenters' in rural areas is spreading in many countries as a way to support local development in the social and economic dimension.

The knowledge of traditional channels and strategies of communication used in the various environments where the interventions are made to induce the people to take responsibility for the communication process has also been identified for the enhancement of local knowledge, to allow both for the bridging in of modern knowledge and valorisation of community knowledge. This method is also very much media oriented but, deriving its strength from the democratic participant media theory, it lays emphasis on interaction with the people and on establishment of local media channels to provide access for the people. The starting point in this method is the identification of the problems of the people through personal calls, meetings and discussions by media personnel who are required to enter into the socio-cultural contexts of the people. Because of the need for specificity in message content, localized method calls for the establishment of local media—local radio, rural press and/or television production/viewing centres. Each of these provides access and opportunities for participation of the rural population in the planning and production of development messages. Through local media, the rural population can talk to themselves, talk to the authorities and participate fully in the construction and dissemination of development messages meant for them. Such an interactive atmosphere based on correct interpretation of the needs and aspirations of the people creates an understanding climate in which confidence, credibility and willingness to make personal and community contributions are at their best. An investigation into the impact of Radio in India provides evidence to support the usefulness of the localized mass media method. Not only did many members of the rural community participate in the radio's activities, but also the participative acts of these members radiated to non-participants thus leading to wide range acceptance of the radio messages and consequent changes in behaviour according to the demands of the messages. The very act of participating in the planning and production of messages disseminated through these rural media, create self confidence in the participant and turn them into honorary messengers of development.

2.5.6 Integrated Approach

This is the approach which combines interpersonal and mass media approaches into one, avoiding their limitations and problem but taking advantages of their potentials. The integrated approach uses the mass media and interpersonal communication at the same time. Not only does the interpersonal component involve the use of the extension and community development method as well as the ideological and mass mobilization method, but the mass media component also involves the use of centralized and localized methods. All there are then linked up with traditional channels and modes of communication.

The structure of communication in any society is largely determined by the growth and development of technology and by economic and cultural institutions. To the extent that societies differ in their patterns of economic and socio-cultural

heritage, their communication patterns are also likely to differ from one another. In traditional societies or rural communities, direct fact to face communication is valued as the most reliable and authentic form of communication. In such societies, the purpose of communication is usually to promote social harmony rather than individual well-being; to reinforce stability and order rather than to bring about change and growth. However, the ultimate goal of development communication is to cause positive and effective change through the provision of necessary information (backed up by physical inputs) that would create understanding and build self-confidence and motivation to change. The trust of the integrated approach, therefore, is to feed the interpersonal and traditional network with information that would generate discussion which, in turn, would lead to intelligent understanding of development objectives and each person's role in achieving these objectives. To feed the interpersonal channels, development communication depends on the mass media which have the potential for rapid dissemination and wide-area coverage. The limits of interpersonal channels are soon reached if development takes on a national character. Then the importance of the mass media becomes obvious. They have the power to disseminate information and development messages rapidly and, across the nation, but they are generally not able to change people's attitudes. Interpersonal channel lacks the enhancing characteristics of the mass media, but is relatively effective in inducing attitude change and effective development behaviours, largely due to the impact of opinion leaders and peer-group pressures. Hence, the need for a communication model (integrated approach) that would link the mass media to interpersonal channels was felt.

In rural India, no communication strategy is likely to succeed unless it takes into account the five basic principles that underline the system of traditional communication—supremacy for the community, respect for old age, utility of the individual, sanctity of authority and religion as a way of life. These principles infuse relevance and context into communication within rural communities. Therefore, any communication strategy which completely ignores traditional modes and channels cannot successfully win and retain the people's attention for long. Any communication message which completely ignores the values that underlie the context in which the people communicate cannot produce the attitude and behavioural changes necessary for rural development. As research has shown, not only are two media better than one medium for effective communication, but also a combination of the mass media and interpersonal communication is better than using either alone.

To be effective, integration of all the approaches and systems must be based on existing traditional channels and modes of communication which are usually a reflection of the socio-cultural, economic and environmental conditions. Rural communities, especially those that most need development messages, by virtue of their conditions, still rely heavily on traditional media for information and messages. These traditional media and modes are what they have relied upon for years, and they have very strong confidence in them. Only the mass media strategies which utilize these traditional media and modes in collecting materials to be included in their modern media programmes, and in disseminating further, interpreting and

consolidating mass media messages would prove effective in rural development. The mass media are most effective when combined with interpersonal media as in media forums or with traditional media such a village theatre and travelling storytellers.

Check Your Progress

1. What does AWARE stand for?
2. What is achievement according to the West?
3. Who should be involved in order to support a participatory process?
4. What is the main thrust of Extension and Community Development Method?

2.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. AWARE stand for:

   A stands for Assemble

   W stands for Watch

   A stands for Adapt

   R stands for Relate

   E stands for Evaluate

2. For the West, achievement symbolizes unique individual achievement.

3. If we want to support a participatory process, project or research identification and planning should involve representatives of the community and other stakeholders with whom the researcher or development practitioner intends to work (for example an NGO, a department of natural resources, a community radio, etc.)

4. The main thrust of Extension and Community Development Method is the communication of useful and practical information on such issues as agriculture, home economics, health, civic responsibility, law and order, sanitation, and so on, through face-to-face and interpersonal (handbills, letters, telephone, etc.) methods of communication.

2.7 SUMMARY

- The role of communication in development is based upon social responsibility theory. It is a normative theory, which explains how media should ideally operate in a given system of social values.

- Media, by and large, should accept and fulfil certain obligations to society. It can meet these obligations by setting high standards of professionalism, truth, accuracy and objectivity.

- The achievement motivation continues to hold the interest of researches even after half a century. G. Misra and his associates, in a series of studies have shown that while the notion of achievement in the west symbolizes unique individual achievement, it differs from culture to culture.

- In India, familial consideration, the well-being of others, and fulfilling one's duties towards others are all part of achievement goals. The perceived value of various achievement goals is determined by the expectations of significant others.

- It is important to state that there is no single, all-purpose recipe to start a participatory development communication process.

- Each time we must look for the best way to establish the communication process among different community groups and stakeholders, and use it to facilitate and support participation in a concrete initiative or experimentation driven by a community to promote change.

- It is important to adapt one's intervention to each different situation and to each specific group of participants with whom research teams or practitioners will work. This being said, it is important to plan as well.

- The task of determining which communication approach and planning strategy to adopt in development communication projects is expected to be a deliberate and systematic endeavour.

- The different approaches to development are: Extension and Community Development Method, Ideological and Social Mobilisation Method, The Mass Media Approach, Centralised Mass Media Method, Localised Mass Media method, and Integrated Approach.

2.8 KEY WORDS

- **Social mobilization:** It is the process of bringing together all societal and personal influences to raise awareness of and demand for health care, assist in the delivery of resources and services, and cultivate sustainable individual and community involvement.

- **Street Theatre:** It is a form of theatrical performance and presentation in outdoor public spaces without a specific paying audience. These spaces can be anywhere, including shopping centres, car parks, recreational reserves, college or university campus and street corners.

- **Persuasion:** It is the act of persuading others by presenting ideas and notions in a logical manner.

- **Motivation:** It is defined as a driving force which stimulates an individual to initiate and sustain a behaviour.

- **Mediator:** It alludes to a person who mediates especially between parties at variance.

- **Mass media:** It is the medium to communicate to large masses through oral, written or broadcast to a larger audience.

2.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the premise of Integrated Approach?
2. Briefly mention the role of communication in development.
3. Write a short note on Ideological and Social Mobilization Method.

Long-Answer Questions

1. Explain the difference between Mass Media Approach, Centralised Mass Media Method, and Localised Mass Media method.
2. Describe development participation in detail.
3. Discuss the findings of various researchers with reference to achievement motive.

2.10 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

MelKote, Srinivas R. and H. Leslie Steeves. 2015. *Communication for Development: Theory and Practice for Empowerment and Social Justice*. Delhi: Sage Publications India.

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UNIT 3 MODELS OF DEVELOPMENT I

Structure

3.0 INTRODUCTION

Earlier, economic enlargement and industrialization were the only goals of the development. However, the spotlight in recent days has shifted to include satisfying basic needs of the people such as health care, nutrition, sanitation and shelter. Thus, communication also now is aimed at the common people to fulfil their needs and find and solution to their problems. In this unit, we will try to understand the dominant paradigm of development and focus on Evolutionary Model and Psychological Variable Model of development.

3.1 OBJECTIVES

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

* Understand the dominant paradigm of development

* Explain the Evolutionary Model of development

* Describe the Psychological Variable Model of development

3.2 DOMINANT PARADIGM OF DEVELOPMENT

During the three decades between 1940 and 1970, growth was viewed in terms of economic development. The year 1945 saw the birth of multilateral development assistance organizations like International Monetary Fund (IMF), World Bank, etc. However, the period of 1950s witnessed the emergence of Third World countries needing development in all spheres. Industrialization, urbanization and westernisation were considered critical for development.

The 1960s were described as the first decade of development and considered as the period of great optimism. The following conceptions of development were dominant:

- Economic growth through industrialization and urbanization
- Centralized economic planning
- Underdevelopment due to internal problems in a country (internal problems were attributed to biased social structure with traditional attitudes and behaviour impending development).
- Importance attached to diffusion of modernizing innovation.

The 1970s became the second decade of development. But then, this period struck a pessimistic note. There was disappointment with the rate and nature of development. This led to rethinking on development models, or say alternative conceptions of development. Before looking into alternative conceptions of development, it is imperative to note what models were dominant on development scenario.

3.3 EVOLUTIONARY MODEL

In the 1960s, sociologist, Parsons, identified and described structural features of systems in the West that helped them to survive in their environment in the process of societal development. The structural features, which he called evolutionary universals, were: bureaucratic organization, money, markets, democratic association, and a communication legal system. Parsons prescribed these universals as essential for modernization of the underdeveloped societies.

The Third World was expected to emulate the western countries which were treated as models of political, economic, social and cultural modernization. But then, there was a noticeable difference between the Third World and western countries. The advanced western nations had a wide range of systemic autonomy. They were able to cope with a range of social cultural, technological and economic issues in the process of social change. On the other hand, the Third world nations were limited in their capacity to cope with problems or crises or even master their environment. They lacked evolutionary universals.

3.4 PSYCHOLOGICAL VARIABLE MODEL

Modernization theories operate at macro and micro levels. At the macro level, we see institutional development with the character of society at large, whereas at micro level one finds the importance of the character of individuals.

Social theorist Weinser (1966) believed that attitudinal and value change of individuals was prerequisites to creating a modern, socio-economic polity. He joined other scholars as well in believing that neither modern science nor technology nor could modern institutions be successfully grafted on a society whose people

were basically traditional, uneducated, self-centred, or unscientific in their thinking and attitudes. Four important scholars in development discipline- Mc Clelland, Inkeles, Hagen and Learner- gave importance to individual values and attitudes.

David Mc Clelland was interested in identifying and measuring the variable that might be the impulse to modernization. He wanted to find out what impulse produced economic growth and modernization. What was impulse and where did it originate? Why did some nation 'take off' into rapid economic growth while others stood still or declined?

Interestingly, Mc Clelland separated a mental virus that made people behave in a particularly energetic way. He named the virus 'n-Ach' or need for achievement. It was identified in a sample of person's thoughts by examining whether the thoughts had to do with 'doing something better' than it had been done before, doing things more efficiently and faster with less labour.

Through several research examples Mc Clelland saw a direct relation between the virus and economic growth. One of the experiments Mc Clelland conducted was in Hyderabad in India in 1966. A group of businessman in that city were infected with the virus via a ten day self-development course. Later, he found that these men took their work more seriously, became innovative, and there was overall a genuine desire to excel.

Earlier in 1962, Evert Hagen made an empirical analysis of measures that influenced entrepreneurial activity. He introduced the concept of withdrawal of status respect', a complex psychoanalytic variable. According to him certain creative individuals rejected traditional values, took on a new role and became innovative. He gave examples of Soviet Russia, Japan, and Germany where economic development was sustained by such creative individual whose ancestors had sundered 'withdrawal of status respect'.

Hagen said the impetus for socio-economic development was provided by a psychological characteristic present in certain groups of people.

As early as in 1958, Daniel Learner based a significant part of his theory of modernization on social-psychological variables. The main feature of his model was a nucleus of mobile, change-accepting individuals. He distinguished these individuals by their high capacity for identification with new aspects of their environment. He called this attribute empathy, which signified the capacities of a person to put himself/herself in another person's shoes. Learner suggested the development of empathy as an indispensable skill for people moving out of traditional settings.

Over a period of three years between 1966 and 69, Alex Inkeles did a research on individual modernity. The research was carried out in six developing countries. He argued that the transformation of individuals was both a means to an end and an end in itself of the development process.

Inkless used nine attitude items to construct standard scales of modernity which he later used to identify the character of the modern person:

- Readiness of new experiences and openness to innovation

- Disposition to form and hold opinions

- Democratic orientation

- Planning Habits

- Belief in human and person efficacy

- Belief that the world is calculable

- Stress on personal and human dignity

- Faith is science and technology and

- Belief in distributive justice

The above mentioned psychological characteristic delineated Inkeles concepts of the spirit of modernity which he considered and essential prerequisite for economic growth.

Check Your Progress

1. In which year did the multilateral development assistance organizations develop?

2. What was the main feature of Daniel Learner's development model?

3. What is n-Ach?

3.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The year 1945 saw the development of multilateral development assistance organizations like International Monetary Fund (IMF), World Bank, etc.

2. The main feature of Daniel Learner's development model was a nucleus of mobile, change-accepting individuals.

3. Mc Clelland separated a mental virus that made people behave in a particularly energetic way. He named the virus 'n-Ach' or need for achievement. It was identified in a sample of person's thoughts by examining whether the thoughts had to do with 'doing something better' than it had been done before, doing things more efficiently and faster with less labour.

3.6 SUMMARY

- During the three decades between 1940 and 1970, growth was viewed in terms of economic development. However, the period of 1950s witnessed the emergence of Third World countries needing development in all spheres. Industrialization, urbanization and westernisation were considered critical for development.

- In the 1960s, sociologist, Parsons, identified and described structural features of systems in the West that helped them to survive in their environment in the process of societal development.

- The structural features, which Parsons identified, were called evolutionary universals; they were: bureaucratic organization, money, markets, democratic association, and a communication legal system. Parsons prescribed these universals as essential for modernization of the underdeveloped societies.

- Modernization theories operate at macro and micro levels. At the macro level, we see institutional development with the character of society at large, whereas at micro level one finds the importance of the character of individuals.

- Social theorist Weinser (1966) believed that attitudinal and value change of individuals was prerequisites to creating a modern, socio-economic polity.

- David Mc Clelland was interested in identifying and measuring the variable that might be the impulse to modernization. He wanted to find out what impulse produced economic growth and modernization.

- Mc Clelland separated a mental virus that made people behave in a particularly energetic way. He named the virus 'n-Ach' or need for achievement.

- As early as in 1958, Daniel Learner based a significant part of his theory of modernization on social-psychological variables. The main feature of his model was a nucleus of mobile, change-accepting individuals. He distinguished these individuals by their high capacity for identification with new aspects of their environment.

3.7 KEY WORDS

- **Psychoanalytic:** Relating to or involving psychoanalysis, which is a system of psychological theory and therapy which aims to treat mental disorders by investigating the interaction of conscious and unconscious elements in the mind and bringing repressed fears and conflicts into the conscious mind.

- **International Monetary Fund (IMF):** It is an international organization consisting of 189 countries working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world while periodically depending on the World Bank for its resources.

- **Empathy:** It is defined as the ability to understand the feelings and emotions of others by imaging the other person's situation.

- **Orientation:** It means to point yourself in a specific direction.

3.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What was the dominant conception of development during 1960s?
2. What are the nine attitude items used by Inkless to construct the standard scales of modernity?

Long-Answer Questions

1. Explain the significance of the Evolutionary Model of development.
2. Describe the concept of Psychological Variable Model of development in detail.

3.9 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

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UNIT 4   MODELS OF DEVELOPMENT II

Structure

4.0   INTRODUCTION

As we discussed in the previous units, the concept of development has undergone changes. From the economic point of view, it shifted to include other variables such as health, nutrition, shelter, psychological state, etc. Previously, we discussed two models of development. In this unit, we will examine the other models of development in detail.

4.1   OBJECTIVES

After going through this unit you will be able to:

- Understand the concept of Cultural Factors Model

- Explain the Economic Growth Model of development

- Describe the Industrialization Approach to development

4.2   CULTURAL FACTORS MODEL

Sociologist, philosopher, and economist, Max Weber, saw the oriental values and religious as a bulwark of traditionalism and a repository of ideas that were incompatible with modernity. He wrote a book titled, *Protestant Ethic and the Spirit of Capitalism* (1905), which is highly controversial for its attempt to attack the religions of developing nations. Hinduism was criticised for its asceticism, Islam for its tradition-bound rigidity and Buddhism for its other worldly emphasis.

Weber's book encouraged several sociologists to identify a set of cultural values in the third world nations that inhibited modernization. They saw Asian religions as obstacles to progress. Sociologists extended Weber's ideas to provide a recipe for modernization of India. That meant setting aside of the caste system, the joint family, ritualism, and almost all other practices, institutions and beliefs characteristic of Hinduism.

In this context, scholar, Rose argues that it is these practices and institutions that have kept India economically backward. According to Rose, the joint family system fosters dependency and submissiveness, while casteism hampers occupational mobility. Belief in superstitions and magic was rampant even among educated Indians. The tendency of Asians spending extravagant amounts of money over occasions such a marriage celebrations and religious festivals also came under attack. These practices were seen as not contributing to rationalised economy. Therefore, the cultural factors model vouches for delinking of certain value-normative aspects in the process of development.

4.3 ECONOMIC GROWTH MODEL

Scholar W.W. Rostow deals with the theory of economic growth in his book, *The Stages of Economic Growth: A Non-Communist Manifesto* (1991). He created a five-stage model of economic development:

- **Traditional society:** Traditional societies are hampered by limited production facilities and constrained by rigid social structure and irrational psychological attitudes.

- **Preconditions for take-off:** These preconditions were developed when insights of modern science were applied into mass production function in agriculture and industry. The idea spread that economic progress was possible and necessary for a better life. People started taking risks in pursuit of private profits. Institutions such as banks appeared to mobilise savings and there was development of infrastructure notably in transportation and communications. It was during this stage that a nation grows from a traditional state to a modern state.

- **Take-off:** The take-off is the interval period when the stumbling blocks and resistance to steady growth are finally overcome. Growth becomes its normal condition.

- **Drive to maturity**: It is the period when the rate of investment and savings increased from 5% to 10% of the national income. New industries expanded yielding huge profits which were re-invested in new physical capital and

institutions. The new factories stimulated the factors of capital and labour.

- **Stage of high consumption:** The society entered the stage of high mass consumption when there was an improvement in technology giving rise to new and more efficient industries. The economy found its place in profitable, international trade. Output was ahead of population increase. A large number of people gain command over consumption that went beyond basic necessities to include luxury goods and services. The countries of Western Europe, Japan and the US constitute examples of nations that have reached the final stage of mass consumption.

4.3.1 Industrialisation Approach

This approach refers to the process of introducing new technologies or production techniques in manufacturing goods in order to accelerate economic growth. This was the paradigm till 1960s.

4.4 CRITIQUE OF THE ABOVE MODELS

The models we saw so far have the Western conceptual framework. Present day scholars in the field of development communication do say that these models cannot be applied in the Third World nations recklessly without thinking of their pros and cons.

As has been noted earlier, the Evolutionary Model was not practicable for Third World nations as they were limited in their capacity to cope with problems or crises. Eisenstaedt in 1976 made it clear that the advance Western countries had a wide range of systematic autonomy to cope with all sorts of issues in the process of social change.

In relation to psychological Variable Model, Davie McClelland cautioned that 'n-Ach' (need for achievement) by itself was not enough. The other input which was equally important was social consciousness that is, working for the common good. He said the impulse to modernization consisted of both the personal variable (n-Ach) and the social virtue (interest in the welfare of others).

With regard to Cultural Factors Model, it is criticised that the Western thinkers have been of the view that the values embedded in the traditional culture are an obstacle to development and growth. But the India, modernization has taken place along with the retention of tradition. Although the Economic Growth Model has been taken from the West, scholars opine that it is possible to adapt it as it is. The emphasis is on economic growth. Rostow does not talk about social/ cultural

background. Adam Smith who advocated capitalist economy was the leader for Rostow's model.

The industrial approach is criticised in terms of possessing tendencies to concentrate industries in big cities that might lead to centralisation; encouragement of migration from rural to urban areas resulting in urban slums; low employment effects due to expensive, sophisticated, imported high technologies; widening gaps between the rich and poor; creation of pollution and other environment problems.

Check Your Progress

1. Who is the writer of *Protestant Ethic and the Spirit of Capitalism*?

2. What other variable apart from n-Ach was deemed necessary by Davie McClelland?

3. What is Industrialisation Approach?

4.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Max Weber is the writer of *Protestant Ethic and the Spirit of Capitalism*.

2. In relation to psychological Variable Model, Davie McClelland cautioned that 'n-Ach' (need for achievement) by itself was not enough. The other input which was equally important was social consciousness that is, working for the common good.

3. Industrialisation Approach refers to the process of introducing new technologies or production techniques in manufacturing goods in order to accelerate economic growth. This was the paradigm till 1960s.

4.6 SUMMARY

- In Cultural Factors Model, Sociologist, philosopher and economist Max Weber saw the oriental values and religious as a bulwark of traditionalism and a repository of ideas that were incompatible with modernity.

- The scholar Rose says that the joint family system fosters dependency and submissiveness, while casteism hampers occupational mobility. Belief in superstitions and magic was rampant even among educated Indians.

- The tendency of Asians spending extravagant amounts of money over occasions such a marriage celebrations and religious festivals also came under attack. These practices were seen as not contributing to rationalised economy.

- Scholar W.W. Rostow deals with the theory of economic growth in his book, *The Stages of Economic Growth: A Non-Communist Manifesto* (1991). He created a five-stage model of economic development.

- Industrialisation Approach refers to the process of introducing new technologies or production techniques in manufacturing goods in order to accelerate economic growth. This was the paradigm till 1960s.

- The models we saw so far have the Western conceptual framework. Present day scholars in the field of development communication do say that these models cannot be applied in the Third World nations recklessly without thinking of their pros and cons.

4.7 KEY WORDS

- **Casteism:** It means prejudice or discrimination on the grounds of caste.

- **N-Ach:** Need for achievement refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards.

4.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Briefly mention the basic paradigm of Cultural Factor Model.
2. Which variables are important in the Economic Growth Model of development and why?

Long-Answer Questions

1. Discuss the Economic Growth Model of development.
2. Critically analyse the models of development.

4.9 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

MelKote, Srinivas R. and H. Leslie Steeves. 2015. *Communication for Development: Theory and Practice for Empowerment and Social Justice*. Delhi: Sage Publications India.

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NOTES

BLOCK - II
COMMUNICATION APPROACHES AND
DEVELOPMENT SUPPORT COMMUNICATIONS

UNIT 5 COMMUNICATION APPROACHES

Structure

5.0 Introduction
5.1 Objectives
5.2 Communication Approaches of Dominant Paradigm
5.3 Powerful Effects of Model of Mass Media
5.4 Answers to Check Your Progress Questions
5.5 Summary
5.6 Key Words
5.7 Self Assessment Questions and Exercises
5.8 Further Readings

5.0 INTRODUCTION

The task of determining which communication approach and planning strategy to adopt in development communication projects is expected to be a deliberate and systematic endeavour. The execution of development communication programmes and projects, therefore, takes as its starting point, both the 'felt needs' at the social system level, and the 'action needs' as identified by development planners. Translating information and complex socio-behavioural messages into creative and effective approaches that trigger dialogue among participants is often one of the most challenging tasks within the design and delivery of a communication for development initiative. In this unit, we will discuss the communication approaches of dominant paradigm in detail with focus on Mass Media Model.

5.1 OBJECTIVES

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

- Understand the communication approaches of dominant paradigm
- Explain the significance of mass media
- Analyze the powerful effects of the model of mass media

5.2 COMMUNICATION APPROACHES OF DOMINANT PARADIGM

As mentioned earlier, the dominant paradigm of development model underlined the importance of economic growth through industrialization, capital-intensive and machine-intensive technology, a top-down structure of authority with economists in charge, and a certain attitude and mind-set among individuals.

The dominant paradigm of development also implied the role of mass media in development activities. For example, the scholar, Wilbur Schramm, in 1964 stated that the modernization of industry or agricultural sectors in developing nations required the mobilization of human resources. The mass media and education were vested crucial responsibility in the process of mobilization of human resources.

It was also identified that the major problem in developing countries was not a shortage of natural resources but underdevelopment of human resources. Thus, the mass media and education had the enormous task of building the human capital. The mass media channels were expected to prepare individuals for change by 'establishing a climate for modernization'.

In this unit, let us discuss the various communication approaches of the dominant paradigms. Three areas have contributed greatly to an understanding of the social-scientific foundations of communication and mass communication in general, and their role in development theory and practise in particular. These areas are:

- Powerful Effects of Mass Media Approach
- Diffusion of Innovations Approach
- Mass Media and Modernization Approach

5.3 POWERFUL EFFECTS OF MODEL OF MASS MEDIA

The idea that individuals were by nature rational proved to be unworkable with the advent of the First World War. People in the western countries were bombarded with War-inspired propaganda. Leaders began to realise propaganda's apparent power of mobilising people to fight and also maintain their morale in adverse conditions.

During this period, scholar Harold Lasswell came up with an innovation model of communication effects. His model suggested the following questions: WHO says WHAT in which CHANNEL to WHOM with what EFFECT?

Who → say what → in which channel → to whom → with what effect
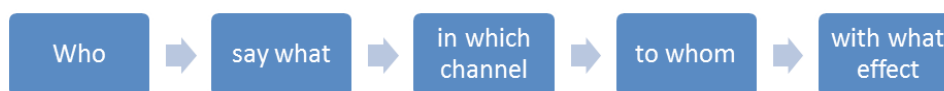
Lasswell's Formula

Believing that human behaviour is essentially irrational, Lasswell developed a paradigm which has been called the 'hypodermic needle' model of mass communication effects. Wilbur Schramm called this theory 'bullet theory'. Defleur named it 'stimulus-response' theory. Before coming to understanding the above mentioned theoretical models used to study mass media effects, a review of the term 'mass society' is necessary.

Mass society means the modern western societies that emerged in the early 19th century. Trends like industrialization, urbanization, and modernization occurred and they transformed these societies from feudal, agricultural, and pre-industrial communities to military-industrial complexes. These trends led to a profound change in the social order, stratification, norms, values and beliefs. In the process, traditional loyalties, norms and values eroded.

In this kind of society, the new mass media was provided to have immense power because their impact would not be constrained by other social and psychological influences on individuals. In other words, people in 'mass society' were more susceptible to the powerful influences of the mass media. Thus, the earliest theoretical models on media effects viewed the impact of the mass media as direct, powerful, and uniform on individuals.

The 'bullet theory' and the 'hypodermic needle theory' were colourful terms used to describe the concept of powerful mass media. In the bullet theory, the mass media were the guns and the messages the bullets which were shot at passive and defenceless audiences. Similarly, in the hypodermic needle theory, the medicine was the media content injected into the veins of the passive audiences who offered no resistant to it. Figure 5.1 denotes the powerful effects of mass media.

Mass Media	Effects on Audience
RadioTelevision	Powerful and Direct
Films	Passive
Newspapers and Magazines	Uniform effects on masses

Fig. 5.1 *Powerful Effects of Mass Media*

The stimulus-response (S-R) model also expresses the same kind of effect. Every stimulus S (or message) was thought to produce a definite response. Wilbur Schramm considered the mass media as 'magic multipliers'

Although the earliest models conceptualised the impact of mass media as direct, powerful, and uniform on individuals, there was a shift in opinion among scholars after World War II. New research showed the rather weak nature of the mass media in affecting important behavioural and attitudinal changes among receivers. It was found that the mass media could not directly influence personal decisions of individuals. At this point, communication scholars developed the 'two-step flow model of communication'. The two-step communication flow suggested

that the first step was from the mass media opinion leaders, while the second step was from these leaders to others in the community.

Check Your Progress

1. What is required for the modernization of industry or agricultural sectors in developing nations according to Wilbur Schramm?

2. Which of the three areas have contributed greatly in understanding the social-scientific foundations of communication and mass communication?

3. What do you mean by mass society?

5.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Wilbur Schramm, in 1964, stated that the modernization of industry or agricultural sectors in developing nations required the mobilization of human resources.

2. The three areas that have contributed greatly in understanding the social-scientific foundations of communication and mass communication, in general, and their role in development theory and practise in particular are:

    (a) Powerful effects of Mass Media Approach

    (b) Diffusion of Innovations Approach

    (c) Mass Media and Modernization Approach

3. A mass society means the modern western societies that emerged in the early 19th century. Trends like industrialization, urbanization, and modernization occurred and they transformed these societies from feudal, agricultural, and pre-industrial communities to military-industrial complexes.

5.5 SUMMARY

- As mentioned earlier, the dominant paradigm of development model underlined the importance of economic growth through industrialization.

- The idea that individuals were by nature rational proved to be unworkable with the advent of the First World War.

- During this period, scholar Harold Lasswell came up with an innovation model of communication effects. His model suggested the following questions: WHO says WHAT in which CHANNEL to WHOM with what EFFECT?

- Believing that human behaviour is essentially irrational, Lasswell developed a paradigm which has been called the 'hypodermic needle' model of mass communication effects.

- Mass society means the modern western societies that emerged in the early 19th century. Trends like industrialization, urbanization, and modernization occurred and they transformed these societies from feudal, agricultural, and pre-industrial communities to military-industrial complexes.

- The 'bullet theory' and the 'hypodermic needle theory' were colourful terms used to describe the concept of powerful mass media.

- Although the earliest models conceptualised the impact of mass media as direct, powerful, and uniform on individuals, there was a shift in opinion among scholars after World War II.

- New research showed the rather weak nature of the mass media in affecting important behavioural and attitudinal changes among receivers. It was found that the mass media could not directly influence personal decisions of individuals.

5.6   KEY WORDS

- **Paradigm:** It is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contributions to a field.

- **Industrialization:** It is the period of social and economic change that transforms a human group from an agrarian society into an industrial society.

- **Feudal:** This word refers to the system of feudalism wherein the nobility existed who owned the land and everyone else worked for it.

- **Mobilization:** It refers to the act of organizing or preparing for something such as a group of people with an objective in mind.

5.7   SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on powerful effects of mass media.

2. What is the difference between 'bullet theory' and the 'hypodermic needle theory'?

3. Comment on the role of education and mass media in the developing countries of the world.

Long-Answer Questions

1. Explain the Communication Approaches of Dominant Paradigm.

2. Discuss the Harold Lasswell's formula of mass media.

5.8 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

MelKote, Srinivas R. and H. Leslie Steeves. 2015. *Communication for Development: Theory and Practice for Empowerment and Social Justice*. Delhi: Sage Publications India.

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UNIT 6   THEORIES OF DEVELOPMENT COMMUNICATION

Structure

6.0   INTRODUCTION

As we have already discussed in the previous units, Communication for Development (C4D) refers to all the different types of communication that need to take place in societies for sustainable democratic development to take place. There are many theories that have been formulated with regards to Communication for Development. In this unit, we will discuss some of these theories.

6.1   OBJECTIVES

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

- Explain the concept of Diffusion of Innovation theory

- Discuss the role of mass media in Modernization

6.2   DIFFUSTION OF INNOVATION

According to E.M. Rogers, Diffusion of Innovations is the 'process by which an innovation is communicated through certain channels over time among members of a social system'. Diffusion of Innovations is one concept that changed the whole philosophy of development communication. The credit for the diffusion of innovations research goes to Everett Rogers. Rogers felt that diffusion of innovations was an off-shoot of mass media. He said the process of modernization will start

with the diffusion of new ideas which happens only with mass media. He went a step ahead and said diffusion of ideas can be done through interpersonal communication and mass communication. In diffusion of innovations theory, the emphasis was on communication effects: the ability of media messages and opinion leaders to create knowledge of new practices and ideas and persuade the target groups to adopt the externally introduced innovations.

The diffusion of innovations approach suggests that static societies are brought to life by outside influences, technical aid, knowledge resources and financial assistance and by diffusion of ideas. The necessary route for the change from a traditional to a modern person was understood as the communication and acceptance of new ideas from sources external to the social system. Diffusion of innovations, in simple terms means spreading of new ideas or practices among members of social system.

With successive groups of consumers adopting the new technology (blue), market share (red) will eventually reach the saturation level.
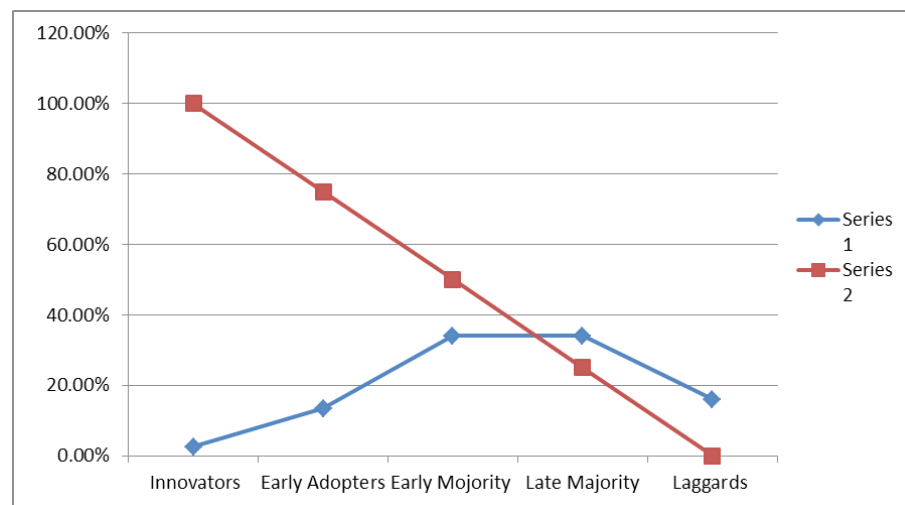
Fig. 6.1 *Adopter Categories and Cumulative Rate of Adoption*

The theory of Diffusion of innovations seeks to explain how, why, and at what rate new ideas and technology spread. Rogers argues that diffusion is the process by which an innovation is communicated over time among the participants in a social system. For Rogers (2003), adoption is a decision of 'full use of an innovation as the best course of action available' and rejection is a decision 'not to adopt an innovation'.

Rogers defines diffusion as 'the process in which an innovation is communicated thorough certain channels over time among the members of a social system'. As expressed in this definition, innovation, communication channels, time, and social system are the four key components of the diffusion of innovations.

Diffusion of innovation Theory (DIT) suggests that behaviour change is essentially contagious. DIT is a highly developed and structured system of describing and facilitating behaviour change in large populations.

Diffusion becomes self-sustaining after a sufficient number of people have initially adopted the innovation. It is important to note that an innovation may be a product or behaviour but it must be perceived as being 'new'-the first step in using DIT. Diffusion research has focused on five areas:

- The characteristics of an innovation which may influence it adoption
- The decision-making process that occurs when individuals consider adopting a new idea, product or practice
- The characteristics of individuals that make them likely to adopt an innovation
- The consequences for individuals and society of adopting an innovation
- Communication channels used in the adoption process.

Four key elements can be identified from the above-mentioned areas.

Element one: Innovation

There are twelve key characteristics but five of the main ones are the following:

- Three that apply before adoption:
  o Relative Advantage
  o Compatibility
  o Trial ability
- One that applies during adoption:
  o Complexity
- One that applies after adoption:
  o Observability

Second element: Communication channels

- These may be formal (media) or informal (interpersonal)
- With interpersonal communication, think social learning and homophily (share values)
- Shared values between change agents (that is, those who actively attempt to promote adoption of an innovation) and members of the target population increases likelihood of adoption of the innovation (new behaviour)

Third element: Time

- The innovation-decision process
- Five phases of change:
    - o Knowledge
    - o Persuasion
    - o Decision
    - o Implementation
    - o Confirmation/reinforcement

Fourth element: Social system

- The social system sets the boundaries for diffusion and the communication structures spread information about the innovation.
- Communication structures can be formal or informal- it is vital to know the difference between the two.

Application

Its applications are:

- DIT works best when the adoption of the innovation can be publicly communicated to others.
- DIT works best when the innovation or behaviour does not require daily repetition.
- DIT is an intervention approach that can efficiently produce population-level health behaviour change.

Community–Level of change

Change can be recognized at following levels:

- Community, as one level embedded in the social ecological model, is a complex and dynamic system.
- While we have multiple theories of individual change and organizational change, we have very few theories of community change.
- This is one of the least understood processes in public health, but perhaps the one with greatest potential to impact population health.

Types of innovation decisions

Two factors determine what type a particular decision is:

- Whether the decision is made freely and implemented voluntarily
- Who makes the decision

Accordingly, the types of innovation decisions are:

- **Optional Innovation:** Decision made by an individual who is in some way distinguished from others.
- **Collective Innovation:** Decision made collectively by all participants.
- **Authority Innovation:** Decision made for the entire social system by individual in position of influence or power.

Rate of adoption

The rate of adoption is defined as the relative speed at which participants adopt an innovation. Rate is usually measured by the length of time required for a certain percentage of the members of a social system to adopt an innovation.

Adopter categories

Five categories of adopters are innovators, early adopters, early majority, late majority, and laggards. Diffusion manifests itself in different ways and is highly subject to the type of adopters and innovation-decision process.

6.3   MASS MEDIA IN MODERNIZATION

What we saw in the 'diffusion of innovation approach' was the interplay of interpersonal communication and mass media at the micro-level or grass-root level. In modernization approach, the mass media is seen to play its role at the macro-level to bring about a successful transition from a traditional to a modern society.

In modernization, communication is not just interplay between the source and receiver. The mass media serves as agents and indices of modernization in the Third World nations. It serves a reinforcement function. Modernization was once described as westernisation. But Rogers defines it aptly: Modernization is the process by which individuals change from a traditional way of life to a more complex, technologically, advanced, and rapidly changing style of life. According to Daniel Learner, modernization comprises the following elements:

- Mobile individuals
- All powerful mass media system
- People's participation

Learner described traditional society as non-participant, and modern society as participant. In modern society, people went through formal schooling, read newspapers, were paid in cash for jobs, used cash to consume goods in a free and open market, were free to vote in elections and express opinions on matters external to their personal lives. The individual, in modern society, was perceived as a mobile personality. This person was equipped with a high capacity for identification with new aspects of his/her environment and internalised the new demands made by the larger society. In other words, this person had a high degree of empathy the capacity to see oneself in the other's situation.

The second important element in Learner's modernization or social development model was the mass media. The mass media performed a special function: by exposing individuals to new people, ideas, attitudes etc. The media accelerated the process modernization.

People in traditional societies could expand their empathy by exposure to the mass media, which showed them new places, behaviour, cultures etc. In short, the mass media, learner felt, had potential of blowing in the winds of modernization to isolated traditional communities and replacing the structure of life, values, and behaviour there with the ones seen in modern western society.

Learner said that social change occurred in three phases:

- First and most crucial was urbanisation. After about 10 percent urbanisation was reached, the take-off occurred.

- In the second phase, literary rates began to rise dramatically.

- In the third phase, with the increasing rates of urbanisation, literacy and industrial development there was as great spurt in the growth of the modern mass media. Learner said that the mass media systems flourished only in societies that were modern by other standards. Thus, the mass media functioned as important indices of modernization.

A close reciprocal relationship between literacy and mass media exposure was also identified. The literate developed the media, which in turn accelerated the spread of literacy. All these development trigger a rise in political participation that was found in all advanced modern society.

While Learner suggested the role of communication as the harbinger of new ideas from outside, Indian scholar Lakshmana Rao felt that new communication helped to smooth out the transition from a traditional to a modern community. Research works revealed that the mass media were the vehicles for transferring new ideas and models from the developed nations to the Third World and from urban areas to the countryside.

Wilbur Schramm said that in third world countries 'villages are drowsing in their traditional patterns of life the urge to developed economically and socially usually comes from seeing how the well developed countries or the more fortunate people live'. The mass media, thus, functions as a bridge to wider world. Rogers said that the mass media was entrusted with the task of preparing individuals in developing nations for rapid social change by establishing a 'climate of modernization'.

6.4 CRITIQUE OF ABOVE MODELS

The above discussed communication approaches of the dominant concept of development had their failures, frustrations and disappointment in developing countries. These shortcomings can be traced to the adherence to models of social change that are too simplistic to correspond to the real field situations.

Mass media, 'the magic multipliers', of Wilbur Schramm is said to have failed to perform the task assigned to them. The media may have propagated the messages but the developmental information has not reached the target audiences as expected. The emphasis by Rogers on the role of opinion leaders in the spread of information and adoption of innovation resulted in most of the development efforts concentrating on opinion leaders. But these opinion leaders turned out to be not the change-agents but information brokers. They became a privileged class and disseminated information selectively and sometimes on personal considerations. Development information thus became power.

Some of the findings of American and European researches were sought to be transplanted on the Indian soil by development planners and media men. The need of a developed mass media as precondition for the modernization of a society was emphasised. It was assumed that the massive flow information facilitated by the expansion of mass media could enlarge the world view, raise aspirations, focus public attention on development needs and enlist support for national policies. The media were to be used in formal education, agriculture, literacy and health campaigns. An informational climate in which development would be stimulated was sought to be created. But the kind of development that India has planned did not materialise. The pace of development was too slow. What was the snag? Did the media fail to do its job?

It was identified that for communication support to development, dependence on mass media alone was not enough. Learner, Rogers, Schramm and others propagated the extensive use of mass media. But scholars, like Joseph Klapper, had very closely found that communications through mass media are seldom

sufficient to produce direct changes of attitudes and behaviours of their own. Researches in India and abroad were repeatedly finding that in modernising societies inter-personal contacts were crucial.

Check Your Progress

1. Who is accredited with the theory of the diffusion of innovations?

2. Define diffusion according to Rogers.

3. What are the elements of modernization according to Daniel Learner?

6.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Everett Rogers is accredited with the theory of the diffusion of innovations.

2. Rogers defines diffusion as 'the process in which an innovation is communicated thorough certain channels over time among the members of a social system'.

3. The elements of modernization according to Daniel Learner are:

   (a) Mobile individuals

   (b) All powerful mass media system

   (c) People's participation

6.6 SUMMARY

- According to E.M. Rogers, Diffusion of Innovations is the 'process by which an innovation is communicated through certain channels over time among members of a social system'.

- The credit for the diffusion of innovations research goes to Everett Rogers. Rogers felt that diffusion of innovations was an off-shoot of mass media. He said the process of modernization will start with the diffusion of new ideas which happens only with mass media.

- The diffusion of innovations approach suggests that static societies are brought to life by outside influences, technical aid, knowledge resources and financial assistance and by diffusion of ideas.

- Diffusion becomes self-sustaining after a sufficient number of people have initially adopted the innovation. It is important to note that an innovation may be a product or behaviour but it must be perceived as being 'new'-the first step in using DIT.

- What we saw in the 'diffusion of innovation approach' was the interplay of interpersonal communication and mass media at the micro-level or grass-root level. In modernization approach, the mass media is seen to play its role at the macro-level to bring about a successful transition from a traditional to a modern society.

- In modernization, communication is not just interplay between the source and receiver. The mass media serves as agents and indices of modernization in the Third World nations. It serves a reinforcement function.

- The communication approaches of the dominant concept of development had their failures, frustrations and disappointment in developing countries.

- The shortcomings can be traced to the adherence to models of social change that are too simplistic to correspond to the real field situations.

6.7 KEY WORDS

- **Homophily:** It refers to the tendency for people to have (non-negative) ties with people who are similar to themselves in socially significant ways. The term itself (due to Lazarsfeld) specifically refers to an internal preference.

- **Observability:** In control theory, observability is a measure of how well internal states of a system can be inferred from knowledge of its external outputs.

- **Diffusion:** It refers to the action of spreading in different directions.

- **Interpersonal communication:** It is the process of exchanging ideas, feelings and notions between two or more individuals using verbal and non-verbal methods.

6.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the main concept of Diffusion of Innovations approach?
2. What is the significance of mass media in modernization?

Long-Answer Questions

1. Discuss the four key elements identified from the areas focussed upon by the Diffusion research.

2. Critically analyse the Diffusion of Innovations theory and mass media in modernization.

3. 'Diffusion of innovations, in simple terms means spreading of new ideas or practices among members of social system.' Elucidate the statement.

6.9 FURTHER READINGS

Ongkiko, Ila and Alexander Flor. 2006. *Introduction to Development Communication*. Quezon City, Philippines: University of the Philippines.

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UNIT 7 ALTERNATIVE PARADIGMS

Structure

7.0 INTRODUCTION

Development is an integral value-loaded, cultural process; it takes in the natural environment, social relations, education, production, consumption and welfare. The approach to consumption depends upon the local cultural or natural situation, not on any outside model. In other words, development springs from heart of each society, relying on its own strength and resources as far as possible.

Scholars contended that there was a begin neglect of social–structural and political constraints to develop because 'alien premises, objects and methods' influenced the field of communication research. The scientific knowledge, research, models, etc. that were exported primarily from the United States to developing countries, were best suited to the socio-economic, political, cultural and structural arrangements in the United States of America, and the US was no third world country. The mass media, in particular, were criticized for (i) their trivial and non-development content; (ii) for giving rises to a revolution of rising frustrations in developing nations; and (iii) for increasing the knowledge and disadvantaged sectors of the population. All of this gave rise to some alternative theories regarding development and development communication. We will discuss these theories in detail in this unit.

7.1 OBJECTIVES

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

- Understand the alternative paradigms of development and development communication

- Explain the Basic Needs Programme and the Integrated Development

- Discuss Intermediate Technology

7.2 ALTERNATIVE PARADIGMS OF DEVELOPMENT AND DEVELOPMENT COMMUNICATION

Although the 1970s were described as the period of pessimism in terms of development, the same decade led to conceiving alternative models for development. The 1980s saw a number of critical scholars proposing approaches to development communications that are alternative to both the 'modernization' and 'dependency' approaches. The focus is on the social and cultural identities of nations as well as on the external factors that inhibit all-around development.

The alternative conceptions envisaged reducing inequality and improving conditions of the poorest of poor; laid emphasis on active participation of people at the grassroots; encouraged self-reliance of local communities; gave importance to indigenous technology; stresses the importance of meeting basic needs of people, gave thrust to integrated rural development; defined new roles for communication media in development; and highlighted the role of folk media in development and the use of development support communication.

In Development communication, you see that there are two words 'Development' and 'Communication'. By now, you know what communication means. You have also learnt that communication is a message understood or sharing of experience. When we refer to communication, in the context of development, we refer to various types of communication like interpersonal group and mass communication.

Now, let's try and understood the term 'development'. It is not easy to define this as it depends on the context. Development is about change. It is about changing for the better. It could be about social or economic change for improvement or progress. When we refer to development communication, it is about such communication that can be used for development. It is about using communication to change or improve something. Here we use different types of messages to change the socio-economic condition of the people. These messages are designed to transform the behaviour of the people for their quality of life. Therefore, development communication can be defined as the use of communication to promote development. Those who write or produce programmes on issues related to development are called development communication.

7.2.1 Basic Needs Programme

The Basic Needs Programme or Basic Needs Approach is an approach that is used to measure the absolute poverty in developing countries. It basically means the absolute minimum resources, which is necessary for long-term, healthy life, usually in terms of consumption goods. In this context, the poverty line is defined

as the amount of income required to satisfy those needs.

The International Labour Organization introduced the Basic Needs Programme at World Employment Conference in 1976. Generally, basic needs include food, water, shelter and clothing. However, in modern times, sanitation, education, healthcare, and internet have been given equal importance. The programme is consumption-oriented, making it seems like 'that poverty elimination is all too easy'. Amartya Sen focused on 'capabilities' rather than consumption.

When it comes to development, the basic needs model emphasises on the measurement of an eradicable level of poverty. Development programmes following this programme do not invest in economically productive activities, rather it focuses on allowing the society to consume just enough to meet its basic needs. However, this approach is important for the measurement. Thus, the 1995 world summit on social development in Copenhagen declared that all nations are supposed to develop measures of both absolute and relative poverty and should formulate national policies to 'eradicate absolute poverty by a target date specified by each country in its national context.'

7.2.2 Integrated Development

'Integrated Development' emerged from the erstwhile World Bank President Robert McNamara's 'New Directions Policy' for developing countries. It aimed at developing the rural areas. An apparent result of this was India's Integrated Rural Development Programme'-shortly know as IRDP. Actually, the IRDP was necessitated by the not-so satisfactory-performance in agriculture by the 1952 Community Development Programme.

Before launching the IRDP in 1966, India adopted the new strategy for Agricultural Development based on the use of high-yielding varieties. This was followed by special area programmes such as Intensive Agricultural District Programme. These programmers raised agricultural productivity, but the benefits were reaped only by a handful of people who had resources to command access to the requisite inputs. The small and marginal farmers, agricultural labourers, rural artisans, carpenters, blacksmiths and many others virtually remained where they were. Their economic and social position worsened. The exploitation of small farmers by the rich farmers continued.

Concerned about the well-being of small farmers and other rural folks, programmes aimed at specific target groups, like Small Farmer's Development Agency and the Marginal Farmers and Agricultural Labourers Agency, were started during 1971-1972. The latest model of rural development in India is the IRDP operating since 1979. Both the IRDP and the earlier Community Development Programme are committed to integrated development. But the single most prominent

difference is that the IRDP is aimed at ameliorating the lost of the weaker sections in rural society. While the CD programme was available to everyone, the IRDP is open only to the rural poor.

Agricultural Universities of the country have assumed the leadership role in the IRDP. Their tasks under the programme include preparing an inventory of natural resources of the given area, and developing plans to raise agricultural productivity, creating non-farm occupations, promoting Agro-industries and looking after welfare needs. The Indian Council of Agricultural Research (ICAR) and the council for Scientific and Industrial Research (CSIR) also participate in the programme. Diversification of agriculture through animal husbandry, dairying, forestry, fishery, sericulture etc will benefit both the landless and the landholders and this forms an important plank of the programme.

The IRDP aimed at releasing as large a section of the rural population as possible from direct dependence on agriculture and imparting various skills and vocational training to them so that they could derive their livelihood from the non-form sector. The alternative conceptions also attached importance to small, indigenous technology in contrast to imported sophisticated technology.

7.2.3 Intermediate Technology

Modern mass communication began in the printing era with Gutenberg and his Bible in 1456.

By the early 19th century, power press printing brought the newspaper-the greatest challenge to the printed book. The 19th century also saw the inventions of the telegraph, the telephone and photography. The age of telecommunication began with Samuel Morse's telegraph in 1844 and was perpetuated by Marconi. Alongside, Thomas Edison came up with his phonograph and his movie camera.

The beginning of the 20th century opened up the new worlds of radio and television.

Wireless telecommunication predominated among the forms of communications until the advent of the computer in 1946. Satellite communication via television has now transformed the world into a 'global village'. Cable TV technology has made possible multi-channel and local broadcasting. The latter years of the 20th century witnessed significant developments in communication technologies. Home and small business computers proliferated at an unprecedented rate. So did software necessary to drive them. Desktop publishing was born. Cellular telephone came into vogue as did facsimile transmission.

Apart from these, there are certain distinct technologies like Teletext, Videotext, Interactive cable, Direct Broadcast satellite (DBS) video recorders, Fibre optic Cable and the Internet. Teletext consists of the text and graphic frames of information that ate transmitted by TV stations during the vertical blanking interval

of the TV signal. Videotext would include text and graphic frames sent to a receiving set via a telephone, cable or some other non-broadcast channel. It provides for a two way information flow wherein the user may request and receive information from a menu of information services provided by a videotext company. Interactive cable system provides for sending text and graphic frames as well as full video pictures, via cable. Direct Broadcast Satellite (DBS) consists of broadcasting television and other messages directly to small antennas located in household and other buildings. DBS is a very potential and forceful competition to cable television. Fibre optic cables, made of glass (silicon), provide a network for carrying a very large number of telephone or TV signals. The advantage of fibre optic cable over electric wire is that it has greater fidelity. The internet is a global web of computer connections. It was various networks to deliver text, sound and images.

We are living in an information society. The information revolution is going on. The age of software will offer more games, homemaking electronic shopping, video on demand, and a host of other service that separate us from physical contact. Technology promises more and more information for less and less effort. The new communication technologies and the information revolution are all set to bring about radical changes around the world.

Check Your Progress

1. What is the focus of alternative models of development and development communication?
2. Who introduced the Basic Needs Programme?
3. What is the main aim of 'Integrated Development'?
4. Define teletext.

7.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The focus of alternative models of development and development communication is on the social and cultural identities of nations as well as on the external factors that inhibit all-around development.

2. The International Labour Organization introduced the Basic Needs Programme at World Employment Conference in 1976.

3. The main aim of 'Integrated Development' is to develop the rural areas.

4. Teletext consists of the text and graphic frames of information that ate transmitted by TV stations during the vertical blanking interval of the TV signal.

7.4 SUMMARY

- Although the 1970s were described as the period of pessimism in terms of development, the same decade led to conceiving alternative models for development.

- The 1980s saw a number of critical scholars proposing approaches to development communications that are alternative to both the 'modernization' and 'dependency' approaches. The focus is on the social and cultural identities of nations as well as on the external factors that inhibit all-around development.

- The alternative conceptions envisaged reducing inequality and improving conditions of the poorest of poor, laid emphasis on active participation of people at the grassroots, encouraged self-reliance of local communities, gave importance to indigenous technology, etc.

- The Basic Needs Programme or Basic Needs Approach is an approach that is used to measure the absolute poverty in developing countries. It basically means the absolute minimum resources, which is necessary for long-term, healthy life, usually in terms of consumption goods.

- The 1995 world summit on social development in Copenhagen declared that all nations are supposed to develop measures of both absolute and relative poverty and should formulate national policies to 'eradicate absolute poverty by a target date specified by each country in its national context.'

- 'Integrated Development' emerged from the erstwhile World Bank President Robert McNamara's 'New Directions Policy' for developing countries. It aimed at developing the rural areas. An apparent result of this was India's Integrated Rural Development Programme'-shortly know as IRDP.

- The IRDP aimed at releasing as large a section of the rural population as possible from direct dependence on agriculture and imparting various skills and vocational training to them so that they could derive their livelihood from the non-form sector.

- Modern mass communication began in the printing era with Gutenberg and his Bible in 1456. By the early 19th century, power press printing brought the newspaper-the greatest challenge to the printed book. The 19th century also saw the inventions of the telegraph, the telephone and photography.

- The beginning of the 20th century opened up the new worlds of radio and television. Wireless telecommunication predominated among the forms of communications until the advent of the computer in 1946. Satellite

communication via television has now transformed the world into a 'global village'.

7.5 KEY WORDS

- **Absolute Poverty:** It was defined by the United Nations (UN) in its 1995 report of the World Summit for Social Development as 'a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services'.

- **Relative Poverty:** It is the condition in which people lack the minimum amount of income needed in order to maintain the average standard of living in the society in which they live.

- **Folk media:** This term refers to a group of people using songs and words to influence the thoughts and views of the masses and bringing about changes in the society.

- **Desktop publishing:** It uses programs like Adobe InDesign and QuarkXpress to create page layouts for documents to print.

7.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Briefly mention the Basic Needs Programme.
2. Why were the alternative paradigms of development and development communication formulated?
3. Write a short note on the information revolution pertinent in the present scenario.

Long-Answer Questions

1. Explain the significance of Integrated Development approach.
2. Discuss the development of technology with the passage of time.

7.7 FURTHER READINGS

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NOTES

UNIT 8   SELF-RELIANCE AND NEW COMMUNICATION TECHNOLOGIES

Structure

8.0   INTRODUCTION

As we have discussed in the previous unit, there were many alternative paradigms which emerged later in 20th century. All these theories and models revolved around the human development and their quality of life. It is the whole and integral value with cultural process taking place in the natural environment, including elements like social relations, education, and production, consumption and welfare. These are all dependent upon the local cultural situations. During the Post-World War II years, the countries of Asia, Africa, and Latin America were struggling for Independence, self-reliance and non-alignment. They wanted to find out a way for eradicating poverty, illiteracy and unemployment. At that time these alternative models provide a path to achieve self-development and self-reliance. In this unit, we will discuss the path that was created for achieving these self-development and self-reliance.

8.1   OBJECTIVES

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

- Understand the meaning of self-development and self-reliance

- Discuss popular participation and new communication technologies

- Elucidate the traditional media use

- Analyse the development support communication

8.2 SELF-DEVELOPMENT AND SELF-RELIANCE

The concept of self-development and self-reliance focus on freedom from external dependency strong self-reliant local communities, without the monopoly of the external forces in terms of economic subjugation. It also refers to rejection of the monopoly of sophisticated technology.

Self-Development would mean personality development, family development and national development. To realise this, programmes like adult education were conceived. The concept of adult education includes, in addition to literacy, functional knowledge, development of necessary skills, understanding the realities of life and the cultivation of ability to overcome the hurdles of development. This concept aims at making qualitative changes in personal attitudes, professional life and the socio-economic conditions of the individuals who are underprivileged as far as their educational and economic status are concerned.

Making self-development efforts meant assigning new roles to communication media. User initiated activity at the local level was considered essential for successful development at the village level. Communication was seen as catalyst for change rather than the sole cause. Dialogue between users and senders was emphasised.

The quality of rural life could be improved by achieving the increased incomes from bounces within the rural areas in agriculture, commerce and industry. Also, by improved levels of social physical mental well-being such as better health, nutrition and sanitation practices; smaller families, eradication of social injustices, land reforms, ensure freedom of religion. Speech, association and political participation, increased self-generating development of rural people through increased self-determinism, self-reliance and capacity to sustain will lead to continuous growth and development. Many scholars have underlined the need for 'self-reliance' in any attempts at development.

Dissanayake (1981) states that at the local level, people need to involve themselves more closely in the process of defining problems of development. If self-reliance is to come about, it is absolutely necessary for people. In the rural areas, millions of people will have to be taught that self-reliance and self-help are the main factors that can save them from their present dismal plight. In order to encourage self-reliance and self-development, popular participation, new communication technologies and development support communication are important.

8.2.1 Popular Participation

This mean involvement of people in all sectors and spheres, particularly at grassroot levels, in development programmes. In other words, it is decentralisation that brings the marginalised groups to the mainstream. Motivation acts as an impetus to participation which fosters development process.

8.2.2 New Communication Technologies

Internet can offer you an immense range of information services such as electronic mail; file transfer, database and multimedia. Internet also provides connectivity to mobile receivers through a wireless broadcasting service operating on satellite links.

- **Computer networks:** They have several advantages over interpersonal communication. Synchronicity, that is flexibility inherent in the system to enable information exchange without the need for the sender on the recipient to be present simultaneously, is one such advantage. However, it also suffers from various drawbacks like the lack of human touch, communication engineers constantly endeavour to improve the so called user friendliness of the system concerned by approximating into inter-personal interactions.

- **Teleconference:** It is a means by which individuals or groups located at different place can exchange date, speech visual materials lay graphs or diagrams, or moving pictures of themselves and any other relevant information. Teleconferencing is made possible by the integration of computers and communications in such a manner as to form a holistic system which can work in real-time.

- **Computer conferencing:** In this case, only computer data can be exchanged among multiple locations. Real-time interaction among the locations is possible, but only to the extent of computer data, the physical linkages among the several computers can be in the form of telephone wires or though wireless means as in the case of microwave or satellite.

- **Audio conferencing:** In this, the participants can actually talk to one another as if in a face-to-face situation. Facilities are provided for anyone location to talk to any another or all of them simultaneously. In addition, audio teleconferences also enable exchange of computer data on the same physical link (telephone cables or wireless) Audio Teleconferencing enables real-time exchange of information without losing the human touch.

- **Audio graphic conferencing:** This is more advanced form of audio teleconferencing in which in addition to audio and computer date, still graphics like drawings, maps, etc can also be exchanged. Further refinements in technology enable even slow-scan video picture to be exchanged as a part of audio teleconferencing system. The same pair of telephone wires would suffice to carry all the above by bandwidth compression techniques which are technically known as ISDN (Integrated Service Data Network).

- **Video conferencing:** This is the highest form of teleconferencing in which a two-way exchange of moving pictures is possible without any restriction in addition to audio and data. Teleconferencing is gaining popularity due to the minimal physical travel demanded of its participants. The time saving involved in this process is also significant factor. The experience of advanced

countries has been that, apart from economizing on time and travel, teleconferencing also helps in improving corporate efficiency and participatory management.

- **Teletext:** Teletext is form of broadcast technology by means of which several pages of textual information (say, latest weather reports, stock exchange figures, airline/train reservation, etc.) can be transmitted on an already existing television channel. The teletext information is encoded in the so called vertical blanking interval of the television screen which is invisible in the normal course of television view. However, when activated by a teletext decoder at the receiving end the television screen starts displaying the teletext information in lieu of the normal TV programmes. Facilities exist in teletext to enable to viewer to choose a particular page of teletext containing relevant information which serves their needs, and recall the particular page. Thus a business man wanting to know the latest trend in the stock exchange can press his decoder for the particular page containing stock market news and get the display on his TV screen instantly. He will be also to view that page as long as he wishes, or he can turn over to some other page or revert back to the normal TV programme as per his wish.

- **Radio text:** Radio text is to be seen as a value-added service on FM Radio. This technology essentially consist of transmitting data and other textual material piggy-back on the FM carrier so that the listeners/ viewers who are equipped with a radio text 'decoder' can extract this signal from an ongoing FM transmission and watch the same on computer screen which forms a part of the radio text receiving system. Facilities are available in a decoder to select either the radio text or the normal PM transmission at will. In addition to the listeners or viewers, as in the case of tele cast, will be able to select the particular page of information of their interest and hold on to it for any length of time.

- **Audio signal:** Speech quality of restricted bandwidth can also form part of a radio text signal. This would mean that institutions like Open universities can transmit their audio lessons or radio text, while simultaneously transmitting portion of their print material.

- **Videotext:** Videotext (please note the absence of 't' at the end of the word) is another form of interactive communication technology which is inside usage in several advanced countries, while the teletext operates on television and radio text in FM radio. Videotext works with the help of the public telephone connection on the domestic TV set/computer screen for integral components of a videotext system. Customers provided with video text facilities can make use of it for such varied applications as electronic shopping, access to data bases, tele-banking or exchanging messages with friends.

As videotext is essentially interactive it has much more to offer than teletext or radio text in terms of selective information exchange and retrieval. However, a well –developed and reliable telephone network is essential for operating a videotext

service. For this reason, as of now, videotext service is popular only in advanced countries.

Advancements in digital technology and fibre optics have resulted in further improve version of cable distribution. For example, viewers in advanced countries can now make use of the cable for receiving programmes of their choice at the press of button. The selected programme is then downloaded by the cable company into viewer's terminal as compressed digital packet in a matter of seconds. The program is held in the electronic memory off the receiving terminal, which can be viewed straightway, or some time at leisure. The synchronicity of interactive cable distribution system is a unique advantage in the gamut of new communication technologies. Transitional television, i.e. transmission of television programmes from one country to another became a reality with the development of communication satellites.

8.2.3 Traditional Media Use

The traditional or folk arts of India have been used for moral, religious, and socio-political purposes from ancient times. The folk media are not for pure entertainment alone. Down the ages, they have been schools of learning, courts of justice, and discussion fore. In contrast to the modern mass media, the traditional media are personal, familiar and more credible forms. They are close to the hearts and minds of people. Their appeal is at personal, intimate level. Their familiar format, content and the usage of colloquial dialects make for clarity in communication. They are less expressive.

The greatest advantage of the traditional media over the electronic media is their flexibility in accommodating new themes. For example, comments on current events are introduced into the traditional forms such as the *tamasha*, the *jatra* and the *keertan*. Although they cater to small audience at a time, the impact is at a much deeper level. Unlike the electronic media, the folk media involve audience participation. These art forms preserve and disseminate the tradition and culture of our forefathers.

The traditional media are very effective in the transmission of family planning, non-formal education and ahead development-related messages. Some of the countries which reported to have made use of traditional media for development programmes are Indonesia, Malaysia, Niger, India, Thailand, Pakistan, Iran, Taiwan and China.

India is cited as having one of the richest infrastructures for the use of traditional media. The infrastructure is described as having a theatrical tradition unsurpassed in the world in it antiquity and continuity. Almost every state in India has a traditional stage which is at least 2000 years old. These include theatres like *Tamasha, Jatra, Jhanki, Bhavai, Nautanki, Bhagwat Mela, Kuchipudi, Kathakali* and others.

Public and private organisation uses the folk and traditional media on a large scale in their efforts in community and national development. The largest

public body thus involved is the Song and Drama Division, a unit of the Ministry of Information and broadcasting, Government of India. This 'unit' is described as the Ministry's live media wing' which utilise the traditional folk and contemporary state forms like puppets, plays, dance, dramas, ballet ballads, and harikathas, for the purpose of communication, projecting the development activities in the country especially in rural areas.

8.2.4 Development Support Communication

The DSC was a term popularized by the UNDP and other United Nations organizations such as FAO, UNICEF, etc. The DSC has also been supported by the World Bank. It stands for connecting all organizations participating in the planned development work such as government leaders, policy makers, development administrators, content experts, field workers, opinion leaders, media officials, researchers and stakeholders who constitute the final points of distribution, and consumers of knowledge. Thus, the communications routes envisaged are not only vertical from top to bottom and from bottom to top, but also horizontal between the organizations and workers participating in the development process.

Check Your Progress

1. What does adult education include?

2. Name the countries which have made use of traditional media for development programmes.

3. Why is folk media considered better than electronic media?

8.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The concept of adult education includes, in addition to literacy, functional knowledge, development of necessary skills, understanding the realities of life and the cultivation of ability to overcome the hurdles of development.

2. Some of the countries which reported to have made use of traditional media for development programmes are Indonesia, Malaysia, Niger, India, Thailand, Pakistan, Iran, Taiwan and China.

3. Folk media is considered better than electronic media as unlike the electronic media, it involves audience participation. These art forms preserve and disseminate the tradition and culture of our forefathers.

8.4 SUMMARY

- The concept of self-development and self-reliance focus on freedom from external dependency strong self-reliant local communities, without the monopoly of the external forces in terms of economic subjugation.

- Self-Development would mean personality development, family development and national development. To realise this, programmes like adult education were conceived.

- Internet can offer you an immense range of information services such as electronic mail; file transfer, database and multimedia.

- The traditional or folk arts of India have been used for moral, religious, and socio-political purposes from ancient times. The folk media are not for pure entertainment alone. Down the ages, they have been schools of learning, courts of justice, and discussion fore.

- The traditional media are very effective in the transmission of family planning, non-formal education and ahead development-related messages.

- Public and private organisation uses the folk and traditional media on a large scale in their efforts in community and national development. The largest public body thus involved is the Song and Drama Division, a unit of the Ministry of Information and broadcasting, Government of India.

- The DSC was a term popularized by the UNDP and other United Nations organizations such as FAO, UNICEF, etc. The DSC has also been supported by the World Bank.

8.5 KEY WORDS

- **Bandwidth:** It is the maximum rate of data transfer across a given path.

- **Decoder:** It is a device capable of converting audio or video signals into a different form, for example from digital to analog.

- **Teleconference:** It is the practice of holding conference among people from different locations through the medium of telecommunication devices such as telephone.

- **Multimedia:** It is the integration of multiple forms of media such as text, graphics, audio, video and so forth.

8.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What is the Development Support Communication?

2. What do you mean by popular participation?

3. What is radio text?

Long-Answer Questions

1. Discuss the importance of self-reliance and self-development.

2. Explain the contribution of new communication technology in growth and development.

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BLOCK - III
ANALYSIS OF INDIA€™S DEVELOPMENT IN VARIOUS SECTORS

UNIT 9   INDIA'S DEVELOPMENT

Structure

9.0   INTRODUCTION

The development of rural areas has been a continuing process in India. In the Pre-Independence period, a number of experiments were attempted by eminent people in selected areas. Although they were successful in their experiments, they could not succeed in adopting their findings to the needs of all villages in India. Their dreams were never fulfilled. Yet the minds of the planners, economists and visionaries still concentrate on this subject. In fact rural development has assumed considerable significance, particularly after seventies. It has, therefore been accorded top priority in recent plans. The emphasis is on the development of agriculture allied activities rural industries and arts and crafts.

The word 'development' conveys the movement of the whole system towards an even larger measure of power for the people so that they may consciously participate in building their own future, in achieving higher production, equitable distribution, and maximum happiness for themselves-for producers as well as consumers. The most important aspect is the creation of an aesthetically and ecologically sound environment and continued happiness of people in rural areas. In this unit, we will trace's India's development by focusing on the models adopted in past.

9.1 OBJECTIVES

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

- Understand the historical development of India
- Examine the major models and experiments like Gandhian and Mehta Model of development
- Discuss Elawath experiment and Nilokheri experiment

9.2 HISTORICAL ANALYSIS OF INDIA'S DEVELOPMENT

India is a vast subcontinent with roughly 1.3 billion population. The rural sector constitutes nearly 76 percent of the population. Time and time again, ever since Independence, leaders, scholars and researches have proposed plans for overall national development. In this unit, let us examine some of the major models and the experiments that were conducted for development.

9.2.1 Gandhian Model

Gandhian Model of development is a micro level approach. He laid emphasis on the village economy. The model proposed:

- Creating powerful village communities
- Developing self-reliant village republics
- Encouraging the development of rural industries

Creating powerful village communities meant creating village Panchayati Raj system, breaking the social system like Varna System and empowering people at the grass-root level. The idea of self-reliant village republics envisaged economic development and self-sufficiency in terms of political affairs.

Gandhi emphasised and greatly believed in the cottage/village industries. To him, it was 'production by masses' not 'mass consumption.' Production by masses meant a large number of people being engaged in producing goods to meet their needs. According to Gandhi, this country has enough to satisfy the needs of the people, not their greed. He said greed, not need, is the motivating factor for corruption. Identification and fulfilment of village needs, going for Khadi and using the artisans are highlighted in the development of rural industries.

Gandhi vouched for simple economics. For him, commerce was not among countries but between villages. He propagated co-operative movement which, he

felt was the beginning of people's participation toward the betterment of villages. The Gandhian philosophy sums up thus: simple life and limited wants.

9.2.2 Mehta Model

The community development programme of 1952 introduced a new unit of development administration-namely the block which comprised about one hundred villages. The block was administrated by the state government functionaries who were expected to enlist the people's participation.

However, the programme began showing signs of being unable to meet expectations, and a probe was ordered. The result was the appointment of the team called Balwant Rai Mehta Committee by the Government of India in January 16, 1957 to examine the working of the Community Development Programme and the National Extension Service and to suggest measures for their better working. Balwantrai G Mehta was appointed as its chairman.

The committee was asked to suggest measures to correct the snags in the implementation of development administration of the block levels. As a way out, the committee recommended the formation of a hierarchic three-tier system of rural local government to be called Panchayati Raj. Panchayati Raj means rule by local councils. The three tiers are the Gram Panchayat (village level), Panchayat Samiti (intermediate level) and Zilla Parishad (district level).

The Balwant Rai Mehta Committee emphasised the decentralisation of democratic institutions. Its major recommendations were:

- To shift decision-making centre closer to the people
- To encourage their participation and
- Put the bureaucracy under local popular control.

The states were to accept these recommendations and devolve adequate powers to popularly elected Panchayati Raj bodies, making them responsible for development activities within their jurisdiction.

9.2.3 Etawah Experiment

The idea of this pilot project was conceived in 1945 but was put into action in September 1948 at Mehewa village about 11 miles from Etawah in united Province. Lieutenant Colonel Albert Mayer of USA was the originator of this project. Initially, 64 Villages were selected which then increased to 97. The government of UP and point-4 programme of USA provided for this project.

Objectives

Its objectives are:

- To see the extent of improvement possible in an average District
- To see how quickly results could be achieved
- To ascertain the permanency and applicability of results to other areas
- To find out methods of gaining and growing confidence of the villages
- To build up sense of community living
- To build up a spirit of self-help in the villages

Activities

The activities involved are:

- Broadening the mental horizons of the villages by educative and persuasive approach
- Training of village Level workers
- Coordination between Departments and Agencies.
- Conducting Demonstrations
- Covered Subjects like Crop Yield, Soil Conservation, Animal Husbandry, Sanitation and Social Education.

9.3.3 Nilokheri Experiment

Shri S.K. Dey up to 1965 was the Central figure of Nilokheri experiment. It was originally started to rehabilitate 7000 displaced persons from Pakistan. Later it was integrated with 100 Surrounding Villages making a rural cum urban Township. The Scheme is called 'Mazdoor Manzil'.

Objectives

Its objectives are:

- Rehabilitation of the displaced persons from Pakistan
- Self-sufficiency for the Township in all the essential requirements of life

Activities

The activities involve the development of:

- School
- Agriculture Farm

- Poly-Technique Training Centre
- Diary
- Poultry Form
- Piggery Form
- Horticulture Garden
- Printing Press
- Garment Factory
- Engineering Workshop
- Soap Factory

Check Your Progress

1. What did the Gandhian Model of development propose?
2. When and where was Etawah experiment put into action?
3. What were the objectives of the Nilokheri experiment?

9.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The Gandhian Model of development proposed:
   - (a) Creating powerful village communities
   - (b) Developing self-reliant village republics
   - (c) Encouraging the development of rural industries

2. The Etawah experiment was conceived in 1945 but was put into action in September 1948 at Mehewa village about 11 miles from Etawah in United Province.

3. The objectives of Nilokheri experiment were:
   - (a) Rehabilitation of the displaced persons from Pakistan
   - (b) Self-sufficiency for the Township in all the essential requirements of life

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9.4 SUMMARY

- Time and time again, ever since Independence, leaders, scholars and researches have proposed plans for overall national development in India.

- Gandhian Model of development is a micro level approach. He laid emphasis on the village economy.

- Creating powerful village communities meant creating village Panchayati Raj system, breaking the social system like Varna System and empowering people at the grass-root level.

- Gandhi vouched for simple economics. For him, commerce was not among countries but between villages. He propagated co-operative movement which, he felt was the beginning of people's participation toward the betterment of villages.

- The community development programme of 1952 introduced a new unit of development administration-namely the block which comprised about one hundred villages.

- The team called Balwant Rai Mehta Committee was appointed by the Government of India in January 16, 1957 to examine the working of the Community Development Programme and the National Extension Service and to suggest measures for their better working.

- The Balwant Rai Mehta Committee recommended the formation of a hierarchic three-tier system of rural local government to be called Panchayati Raj.

- The idea of this pilot project was conceived in 1945 but was put into action in September 1948 at Mehewa village about 11 miles from Etawah in united Province. Lieutenant Colonel Albert Mayer of USA was the originator of this project.

- Shri S.K. Dey upto 1965 was the Central figure of Nilokheri experiment. It was originally started to rehabilitate 7000 displaced persons from Pakistan.

9.5 KEY WORDS

- **Panchayati Raj:** It generally refers to the local self-government of villages in rural India as opposed to urban and suburban municipalities; this system was introduced by a constitutional amendment in 1992.

- **Varna System:** It is the social stratification based on the Varna, caste. Four basic categories are defined under this system—Brahmins (priests,

teachers, intellectuals), Kshatriyas (warriors, kings, administrators), Vaishyas (agriculturalists, traders, farmers) and Shudras (workers, labourers, artisans).

- **Bureaucracy:** It is an administrative system operated by a large number of officials.

- **Animal husbandry:** It is the branch of agriculture where animals are reared, bred and raised for meat, fibre, eggs, milk and other food products.

9.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What was the main idea behind the Gandhian Model of development?

2. Who was the central figure of the Nilokhari experiment up to 1965?

3. Comment on the Gandhian philosophy of development in your own words.

Long-Answer Questions

1. Explain the formation and recommendations of Balwant Rai Mehta Committee.

2. Analyse the significance of the Etawah Experiment.

9.7 FURTHER READINGS

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NOTES

UNIT 10 MODELS FOR RURAL INDIA'S DEVELOPMENT

Structure

10.0 INTRODUCTION

As we have discussed in the previous units, rural development is the main pillar of the nation's development. The reasons for this are obvious. In spite of rapid urbanization, a large section of our population lives in villages. National development cannot takes place without rapid rural development. Rural development has always been the prime concern of all governments in India. Thus, numerous projects and models were born in order to stimulate India's growth through the development of rural India. In this unit, we will discuss all the models and projects that were employed for rural India's development.

10.1 OBJECTIVES

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

- Analyse five year plans and their role in rural development

- Explain the models of experimental projects, specifically rural television

- Discuss the role of the models of experimental projects in rural development

10.2 FIVE YEAR PLANS

Attention to villages became more conspicuous in the fifties when India launched its first Five Year Plan in 1952. The plan document emphasised the need for giving the village panchayat an effective part to play actively in the process of development.

With the launch of the First Five Year Plan, the Community Development Programme was initiated. The programme was expected to cover the whole country by the end of the Third Five year Plan period. But the programme began showing signs of being unable to meet expectations, and a probe was ordered. The result was the appointment of Balwant Rai Mehta Committee.

The Second five year plan period saw the emphasis by the central as well as state governments on the Panchayati raj system. The Third Five Year Plan aimed at achieving self-sustained growth, with five per cent increase in the national income per annum. In order to achieve this goal the plan laid emphasis once again on increasing agricultural production. However, it called for expansion of heavy and basic industries, for reduction of industrial imports. Between 1966 and 1969, three annual plans were formulated on an ad hoc basis. The planning process and development, however, received a setback due to Indo-Pak conflict in 1965, famine conditions during 1966-67 and a steep rise in prices.

The Fourth five year plan, for the years 1969-74, aimed at accelerating the pace of development in conditions of stability and reduced uncertainties. It reiterated that weakness on the food front and dependence on foreign aid was the basic reasons for the lack of improvement in the economy. One of the important objectives of the Fourth five year plan was creation of more employment opportunities, particularly in rural areas, through labour-intensive Schemes. In terms of growth rate the plan envisaged an overall increase at 5.7 per cent compound rate for the year 1969-74.

The Fifth Five Year plan paid attention to the Hill Area Development Programmes. The fifth plan also saw the appointment of Ashoka Mehta Committee to suggest measures to strengthen the panchayat raj institutions. The committee's main thrust was on decentralized administration and people's participation.

The Sixth Five Year Plan of 1980-83, published in January 1981, highlighted the philosophy and strategy of the revised Integrated Rural Development Programme. The Plan viewed the IRDP as an anti-poverty programme. Of the established 350 million people below the poverty line in India, about 300 million are in the rural areas. They comprise small and marginal farmers, landless labourers, rural artisans and fisherman. They possess little to no assets and have to be provided with productive assets, appropriate skills and vocational opportunities. They also have to be backed with services so that they can increase their production and productivity.

In this context, the sixth plan expected the IRDP to chalk out schemes of specific, beneficiary-oriented assistance so that the rural people could be brought above the poverty line. The plan said: 'Any development strategy which aims at improving the lot of the rural poor must aim at creating new productive assets for them.' The improvement of the non-farm sector was emphasised.

The Seventh Five Year Plan provided Rs.700 Crores for the development of radio so as to reach the masses whose majority are in rural areas, reeling under poverty. A similar amount was allotted to the development of television.

The Eighth Five Year Plan's focus was on:

- Human development
- Restructuring of the economy
- Greater participation of the private sector
- Significant role for the market to infuse economic efficiency.

The Ninth Five Year Plan had two main objectives:

- To implement the development oriented Common Minimum Programme (CMP) by the year 2000.
- To boost agricultural investment, this has been stagnating since the sixth plan.

The Tenth Five Year Plan (2002-07) was prepared against a backdrop of high expectations arising from some aspects of recent performance. GDP growth in the Post-reforms period has improved from an average of about 5.7 per cent in the 1980s to an average of about 6.5 per cent in the Eighth and Ninth Plan periods, making India one of the ten fastest growing developing countries. Encouraging Progress has also been made in other dimensions. The percentage of the Population in poverty continued to decline, even if not as much as was targeted. Population growth has decelerated below 2 per cent for the first time in four decades. Literacy has increased from 52 per cent to 65 per cent in 2001 and the improvements are evident in all States. Sectors such as Software services, entertainment and IT enabled services have emerged as new sources of Strength creating confidence about India's potential to be competitive in the world economy.

The main points of Eleventh Five year Plan were:

- Its duration was from 2007 to 2012.
- It was prepared by C. Rangarajan.
- Its main theme was 'Faster and more inclusive growth'.
- Its target growth rate was 8.1 per cent but it achievement was only 7.9 per cent.

The Twelfth Plan period presented both challenges and opportunities. The plan commenced at a time when global economy was going through a second financial crisis, precipitated by the sovereign debt problems of the Eurozone which erupted in the last year of the Eleventh plan. The crisis affected all countries including India. Our growth slowed down to 6.2 per cent in 2011-12 and the deceleration continued into the first year of the Twelfth plan, when the economy is estimated to have grown by only 5 per cent.

This poses an immediate challenge of bringing the economy back to a higher growth path. Short term downturns occur in all economics. They do not necessarily indicate an erosion of longer term potential, but they do call for urgent corrective action. The twelfth Plan therefore emphasizes that our first priority must be to bring the economy back to rapid growth while ensuring that the growth is both inclusive and sustainable.

The potential of the economy to grow much more rapidly is evident from the Eleventh Plan experience, which produced an average growth rate of 8 per cent for the period 2007-08 tap 20011-12. This was lower than the Eleventh Plan target of 9 per cent, but the higher than the Tenth Plan achievement of 7.6 per cent and also the highest growth rate ever recorded by the Indian economy in any Plan period. The slow down witnesses in the first year of the Plan is partly due to the global environment, which has affected all countries, but it is also due to a number of domestic constraints which have arisen. While we cannot do much about the global slowdown, we can address domestic constraints and this must have top priority.

The economy faces macro economic imbalances; because the fiscal deficit expanded sharply after 2008, there has also been a parallel widening of the current account deficit of our balance of payments which is expected to reach about 5 per cent of GDP in 2012-13. This must be contained as quickly as possible. A number of infrastructure projects have run into implementation problems and this, combined with the depressed mood of investors in industrialized countries, has affected animal spirits of investors.

The Twelfth Plan, therefore, proposed a two pronged strategy focusing initially on the need to bring the macro economic imbalances under control and reverse the slow down, while also pushing for structural reforms in many areas that are critical for maintaining medium term growth.

Check Your Progress

1. Why was the Balwant Rai Mehta Committee appointed?
2. What is the full form of IRDP?

10.3 MODELS OF EXPERIMENTAL PROJECTS: RURAL TELEVISION

In post-independence there was much emphasis on the development of rural India. For this purpose, many experiments were conducted and new models of communication were adopted. In the following sections, we will discuss various models and experiments which were adopted through the medium of television.

10.3.1 SITE (Satellite Instructional Television Experiment)

The Department of Atomic Energy and India Space Research Organization started this experiment with a satellite sent free of cost for one full year by the National Aeronautics and Space Administration of the United States. Satellite Instructional Television Experiment (SITE), which began in August 1975, was the first ever to relay educational television programmes direct from a satellite to receivers in 2400 villages scattered over six selected regions in Orissa, Madhya Pradesh, Bihar, Rajasthan, Andhra Pradesh and Karnataka.

Earth stations at Delhi and Ahmedabad started telecasting for 4 hours every day. The programmes were mainly on education, agriculture, health and family planning. They were produced at AIR production Centres at Delhi, Hyderabad and Cuttack, with the help of Central and State Government representatives and experts from Universities, colleges and social workers.

School telecasts were allotted an hour and a half from the 4 hour daily telecast. They were aimed at pre-primary and primary children aged 5-12. But the gains achieved during SITE were described to be rather meagre.

10.3.2 Kheda Communication Project (KCP)

Surrounded by two tribal districts and the industrial districts of Ahmedabad and Baroda, Kheda is a small district in central Gujarat. The Space Application Centre (SAC) of Ahmedabad launched the Kheda Communication Project at the same time as SITE. The project, unlike SITE, became quite successful as the local villages wanted it to be continued. Over 600 Community TV sets were installed in 443 villages of Kheda. They were kept in the buildings of the Milk Producer's Co-operative Society or the Panchayat Ghar. The programmes, produced by the SAC and Doordarshan, were telecasted for more than an hour daily.

The significance of these programmes lies with the fact that they were produced after constant interaction with the people. The programmes are in simple *charotari*, a dialect of Gujarati. They are telecast only after pre-testing, and feedback obtained. Several serials on social themes were made. By one of the early serials, *Chatur Mota*, on the subjects of dowry and widow remarriage, had to be scrapped after the realization that the problems of dowry and widow remarriage were middle-class problems, not of the poor.

Then, the serial themes switched to untouchability, minimum wages and the need to cooperate to fight exploitation. The serial became very popular. The majority of the viewers were from the poorer classes. Woman and children were more regular viewers than men. There is also the special weekend programmes for women, apart from a series for children. The women's series aimed at increasing self-confidence among women, providing a sense of equality and creating a realization of social worth and economic importance. The series also aimed at ridding the rural poor from superstition, wasteful expenditure, evil of child marriage, and to provide new skills.

10.3.3 Radio Rural Forums

Inspired by the Canadians farm forum project, the Indian Government started Radio Rural Forums in Pune in 1959 in collaboration with UNESCO for community listening. Radio Rural Forums aimed at mobilising active listening membership from among all sections of the village community so that they could be well informed on agriculture, health and hygiene.

In 1965, there were about 12000 Forums in various parts of the country, but they reached only the more advanced sections of the rural population. Over

70,000 community radio sets were installed all over the country in the 1970s and 27,000 Forums are reported to exist now only a paper. A study by the Vidyalankar Committee founded that 50 per cent of the community radio sets were not in working order. The popularity of community listening dwindled, as the 'transistor' revolution began.

Check Your Progress

3. When was SITE started?

4. What was the aim of Radio Rural Forums?

10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. With the launch of the First Five Year Plan, the Community Development Programme was initiated. The programme was expected to cover the whole country by the end of the Third Five year Plan period. But the programme began showing signs of being unable to meet expectations, and a probe was ordered. The result was the appointment of Balwant Rai Mehta Committee.

2. The full form of IRDP is Integrated Rural Development Programme.

3. Satellite Instructional Television Experiment (SITE) was started in August 1975.

4. Radio Rural Forums aimed at mobilising active listening membership from among all sections of the village community so that they could be well informed on agriculture, health and hygiene.

10.5 SUMMARY

- Attention to villages became more conspicuous in the fifties when India launched its first Five Year Plan in 1952. The plan document emphasised the need for giving the village panchayat an effective part to play actively in the process of development.

- The Second five year plan period saw the emphasis by the central as well as state governments on the Panchayati raj system.

- The Third Five Year Plan aimed at achieving self-sustained growth, with five per cent increase in the national income per annum.

- The Fourth five year plan, for the years 1969-74, aimed at accelerating the pace of development in conditions of stability and reduced uncertainties.

- The Fifth Five Year plan paid attention to the Hill Area Development Programmes, while the Sixth Five Year Plan of 1980-83, published in January 1981, highlighted the philosophy and strategy of the revised Integrated Rural Development Programme.

- The Seventh Five Year Plan provided Rs.700 Crores for the development of radio so as to reach the masses whose majority are in rural areas, reeling under poverty.

- The Tenth Five Year Plan (2002-07) was prepared against a backdrop of high expectations arising from some aspects of recent performance.

- The Twelfth Plan proposed a two pronged strategy focusing initially on the need to bring the macro economic imbalances under control and reverse the slow down, while also pushing for structural reforms in many areas that are critical for maintaining medium term growth.

- Satellite Instructional Television Experiment (SITE), which began in August 1975, was the first ever to relay educational television programmes direct from a satellite to receivers in 2400 villages scattered over six selected regions in Orissa, Madhya Pradesh, Bihar, Rajasthan, Andhra Pradesh and Karnataka.

- The Space Application Centre (SAC) of Ahmedabad launched the Kheda Communication Project at the same time as SITE. The project, unlike SITE, became quite successful as the local villages wanted it to be continued.

- Inspired by the Canadians farm forum project, the Indian Government started Radio Rural Forums in Pune in 1959 in collaboration with UNESCO for community listening.

10.6 KEY WORDS

- **Eurozone:** Officially called the euro area, it is a monetary union of 19 of the 27 European Union member states which have adopted the euro as their common currency and sole legal tender. The monetary authority of the eurozone is the Eurosystem.

- **Space Application Centre (SAC):** It is one of the major centres of ISRO that is engaged in the research, development and demonstration of applications of space technology in the field of telecommunications, remote sensing, meteorology and satellite navigation.

- **Gross domestic product (GDP):** It is the final value of the goods and services produced within the geographic boundaries of a country during a specified period of time, normally a year.

- **Fiscal deficit:** This term is used to refer to the difference between the government's total revenue and total expenditure in a financial year.

10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on SITE.
2. Briefly mention the beginning and end of Radio Rural Forums.

Long-Answer Questions

1. Explain the objectives of the twelve Five Year Plans.
2. Discuss the themes and significance of the programmes which were telecast as part of the Kheda Communication Project.

10.8 FURTHER READINGS

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UNIT 11 MASS MEDIA ORGANIZATIONS AND DEVELOPMENT COMMUNICATION

Structure

11.0 INTRODUCTION

Mass communication functions in relation to actual events, policies and programmes and in terms of the needs and objectives that the nation sets before it. The TV and radio, for example, alter the minds of the people so intimately that through them people almost feel like they are actually participating in national affairs.

For communication a message is sent from the source through the media to its destination. The source may be government, the media is radio or press and destination is the receiver of the message that is, listeners or readers. The communication should be simple and easily understandable. It must be kept in mind that if the message is communicated through radio, the ear appeal is supreme. The communication should be concise yet convincing to have the desired effect on the listeners. In this unit, we will discuss the role of mass media organizations in development communication and the strategies employed in development communication. The unit will also discuss the role of NGOs in development.

11.1 OBJECTIVES

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

- Understand the role of mass media organizations in development communication

- Discuss the strategies employed in Development Communication

- Describe the role of NGOs in development

11.2 ROLE OF MASS MEDIA ORGANIZATIONS IN DEVELOPMENT COMMUNICATION

As we know, there are multiple forms of mass media organizations available. Among which newspaper, radio, TV, traditional media, PIB, DAVP, Song and Drama Division, etc. are quite important. In the following sections, we will discuss the role of mass media organizations in the sphere of development communication.

11.2.1 Newspapers

Let's examine the history of newspapers a little before we go on to discuss its role. The newspapers in India arrived during the colonial times, with first being published on 29 January, 1780 by James Augustus Hicky; it was called *The Bengal Gazette, Calcutta General Advertiser* or even *Hicky's Gazette.* Following that Messer B Messinck and Peter Read published their own *Indian Gazette* in November 1780, other newspapers were also started, namely Calcutta Gazette (1784), *The Bengal Journal* (1785), *Madras Courier* (1785), *Madras Gazette* (1795), *India Herald* (1796), *Bombay Herald* (1789), *Bombay Courier* (1789) and *Bombay Gazette* in 1791.

Despite such a prolific release, these newspapers didn't actually enjoy any journalistic freedom. They were under strict government control and censorship. However, in the year, 1811, *Calcutta Chronicle* was started under the editor, James Silk Buckingham. He initiated new journalistic practices and covered the problems of local people and their lives. He even started focusing on social issues and raised a voice against the evil practice of 'Sati'. This made the significance of newspapers apparent to social reformers like Raja Ram Mohan Roy, who started his own Bengali newspaper, *Sambad Kaumudi,* in 1822 and a Persian paper, *Mirat-ul-Akhbar* in 1822. From this time onward, many leading newspapers like *The Times of India, The Hindu* was started in the English language, which was mainly distributed in Tamil Nadu and Kerala.

Indian newspaper came into being during the British rule, and played an important role in the fight for independence in the nation. Newspaper, in reality, served as 'mouth pieces' of the movement for independence at the national and regional level. For that purpose alone, Bal Gangadhar Tilak introduced newspaper

Kesari and Mahratta, Mahatma Gandhi started *Young India* and *Harijan*, while Jawaharlal Nehru began the *National Herald*. Today, since the Independence, Indian newspapers have started to play the role of a 'watchdog' and have also been playing the role of catalytic agent to drive the country's social and economic growth cycle.

Newspapers act as an important check on strategies and actions of government and administrators. Even, if something goes wrong in society, press raises its voice. They lift their voices against tyranny, injustice and abuses. They keep us updated about what's going on in the world, as well. It plays a critical role in consolidating a nation's sovereignty and integrity. This also makes us mindful of the issues that people face. Data is supplied to the newspapers with the aid of number of agencies. The Press Information Bureau offers information on federal policies, services, and initiatives to the Press. It receives people's suggestions too.

11.2.2 Radio

Radio has played a significant role in development communication from the very beginning; this is primarily attributed to its ability to attract a vast number of people from the different sections of society. Universities and other educational institutions, especially the agricultural universities, carried the development communication experiment through their extension networks and international organizations under the UN umbrella. Community radio is another important medium that is becoming increasingly popular particularly in rural India. Here, the license is granted to NGOs and educational institutions to establish a local community radio station to broadcast developmental information and messages. Local group involvement is welcomed. Since community radio provides residents with a forum for communicating social issues, it has the power to bring constructive results.

All India Radio was the predecessor in the process of adopting the government supported communication policy. The 1956 project with the Radio Rural Forum included 156 villages. It contained two days a week's 30-minute show on diverse issues such as farming and varied subjects that could foster rural growth. Efforts are continually being made to use the radio to transform society. In addition to the rural radio forum, more ongoing efforts are being made to bring about development. As in the campaign initiated in the 1980s to encourage adult literacy, NGOs have also helped by broadcasting programmes on women's and human rights services, etc.

Based on the recommendation from the Verghese Committee (1978), which proposed a franchise system to encourage local radio for education and development, several NGOs continue their development efforts using local radio. Chetana of Kolkata, for example, documents their adult education programme, using local talent in the area. School programmes are transmitted from AIR's metro and other centres. Most teachers use this forum outstandingly for broadcast. AIR writes these programmes on the recommendations of Consultative Panels for School Broadcast.

11.2.3 Television

When television was launched in India in 1959, it started as a social communication project for which small teleclubs were established in Delhi and equipped with community television sets. Educational television began promoting middle and upper secondary education in 1961. Its work in science, mathematics and language teaching were successful and praised by many experts from UNESCO. A few years later the telecasts started in the form of Krishi Darshan for farmers. It was telecast for 20 minutes per day on Wednesdays and Fridays, and served 80 villages (around Delhi) with group TV sets. The Atomic Energy Department launched this pilot project in partnership with the Ministry of Information and Broadcasting, All India Radio, the Indian Agricultural Research Institute and the Delhi Administration.

All India Radio controlled and monitored Indian television in its infancy. TV was split from radio in 1976 and given a new name-Doordarshan. Many critics see this adjunct structure as an obstacle to television's normal growth during its initial years. Over the years, the public service broadcaster-Doordarshan has been used to transmit many important announcements. These provide information on family planning, immunization, mother and infant safety, and, among others, the need to curb prejudice towards the girl child. Experience shows some methods of communication have performed better than others. The lack of cooperation with field level organizations was a crucial factor in the failure of many development communication initiatives. While on the other side, other television-borne announcements have performed well. The health, hygiene, sanitation, and oral rehydration messages that people have embraced to a great degree are noteworthy in this group.

Educational broadcasting is another field that Doordarshan has made a significant contribution to. After television launched in India in 1959, one of its main roles has been to provide support for the country's education system. In October 1961, School Television (STV) was introduced as structured, systematic, and sequential service for formal school instruction. Teachers valued STV as a tool for teaching and delivering content. In 1984, the University Grants Commission's country-wide classroom project devoted to higher education started telecasting on Doordarshan with one-hour instructional programmes. While urban youth may not even be aware of these services, they have been found to be very effective in the country's small towns and rural areas where people have limited access to other media outlets. In partnership with the Ministry of Human Resource Development and the Indira Gandhi National Open University, a satellite channel dedicated exclusively to education, Gyandarshan, was launched in 2000 to boost educational telecasts.

For three decades since the advent of television, communication for development has been the dominant idea in order to enhance the standard of life for the vast majority of rural people. The rationale was that in an underdeveloped, predominantly rural world, television could be used to relay information about

agricultural improvement, health care, and family planning to millions of people without depending on the extension infrastructure, which such a function would usually need. Yet the irony was that none of this was done with ingenuity or appropriately.

Commenting on the shortcomings of India's educational and instructional broadcasts, the Verghese Committee, formed in 1977 to recommend an independent broadcasting system, observed that in the absence of cooperation with government departments and educational institutions concerned, the health, farming and academic broadcasts were not very successful. Another aspect in which the broadcast media felt insufficient was in fostering social justice and teaching the poor about their rights. Despite some of those inadequacies, Indian television also has significant initiatives to its name in order to promote social change in rural areas. The noteworthy ones are the SITE, the telecasts for education and the Kheda Communication Project. SITE has been one of the most comprehensive instructional and social research ventures, perhaps the world's biggest public television experiment.

11.2.4 Traditional Media

The important characteristics of the traditional media are as follows:

- The accessibility of the traditional media is very wide
- It involves more than one sense
- The potential for cognitive gain retention is possible but restricted
- Potential for effective change in the attitude of the people is high
- These is no change in the skill of the people
- The maintenance of particular message is not possible
- Interest arousal capability is very high
- Range of mode choice is narrow
- Less operational abilities and skill and
- Personal cost is not relevant

The type of media that is typically used to interact with society at the small cluster or local level, such as folk choral, drum beating, native riddles, folk dancing, wall chalking, poetry of local saints and the local theatres comes under the term traditional media. The traditional media has always been used for moral religious, agricultural and also for rural development. Rarely has it been resorted to for pure entertainment. It played an important role in many cultures. Some forms are dying out for lack of support and the onslaught of the modern mass media or as a result of disruptions in the society. The traditional media is personal, familiar and more credible with which the majority of literate and illiterate people in the village identify easily. However, these forms need to be used with understanding and sensitively. Vulgarization can easily set in if they are left to the mercy of the urban elite. A

deliberate distortion of the forms could easily alienate the masses. It must also be noted that folk forms are community and language specific and bear values and norms, which need to be taken into account.

The folk media would include literate, wall paintings, and other forms like songs, drama, stories, dances, local proverbs, riddles and sayings. They convey the message in the common and familiar language. As these are face-to-face interaction between the conveyor and the recipient there is scope for clarification of doubts and acquisition of full information. The influence on recipient is lasting. The employment of traditional media for effectively conveying rural development message in a language and style that will be comprehended and liked by the rural people leads to spectacular results. The feasibility of the traditional media in the development process is possible in the following areas: agriculture, medical and health programmes including family planning, cleanliness, food and nutrition programmes, adult education, political, awareness, social legislation, people's participation in rural development programmes, etc.

If the traditional media is infused with new themes, new purposes with financial and other back-up support, it can go a long way in preserving the invaluable treasures which area source of pride to the people, especially the rural poor, who may not feel at time in a world of modern mass media. Programme material for the mass media making them, more acceptable to both the rural and urban audiences. The folk media can be usually employed to educate the uneducated masses.

In India such media have played a role in the communication and promotion of new ideas and the adjustment to a new or evolving social or political situation. We know that interpersonal exchange cannot be dispensed with in the effort to change attitudes and behaviour. The folk media allow for such interactions, for they are essentially participatory, flexible, and familiar. Since they are not usually pure art forms, developmental messages can be introduced through them. It is evident that the local people identify most with their own forms and the characters in them (the performers, if they are well, are liked by the audience, and respected for their talent and skills). What is more, the forms-drama, song and drama, religious discourses can be adapted to suit local condition, local dialects and local concerns and interests. To sum up, the role of the traditional media in a country like ours is of paramount importance in enriching our culture and tradition as also disseminating information, and educating our rural folk.

11.2.5 PIB

The Press Information Bureau (PIB), Government of India under the Ministry of information and Broadcasting disseminates information about the policies, decisions and programmes of the Government of India through the media, print, and electronic and digital mediums, using appropriate means of communication. Its vision involves the following:

- Providing state-of-the-art information retrieval facilities from its website.
- Developing an all-encompassing electronic photo library, covering

development issues as well as photographs of historic interest.

- Organizing media outreach programmes.
- Providing friendly and efficient media facilitation for its clients.

Mission

The Press Information Bureau's core functions are as follows:

- Dissemination of information about Government of India policies, programmes and activities.
- Providing feedback from media to various Government Departments and Public Sector Organizations under various Ministries on how the policies and activities are received by the people.
- Advising the Government on its Information/ media strategy.
- Providing explanation and background on official pronouncements.
- Providing accreditation to media persons based in New Delhi.
- Organizing media outreach programmes like special media interactive sessions.

S.No	Services	Process	Fees	Time limit
1	Dissemination of information on policies and programmes of the Central Government through press releases, features, backgrounders, press notes through PIB HQs, 5 Zones divided into 19 Regional and 16 Branch Offices.	Accuracy and quality of materials Immediacy/ promptness in dissemination Use of modern means of communication for quick & prompt dissemination Simultaneous release in English, Hindi, Urdu, and regional languages for wider reach across the country through PIB HQs & Regional/Branch Office	No fee is required	Immediate
2	Announcement of important policies and programmes of the Central Government to the media through interactive sessions such as Press Conferences Press Briefings and coverage of events.	To ensure good media presence Issue of timely invite to media SMS and email alerts. Distribution of press material Issue of follow up release Live Tweets and posts on Social Media Platforms.		
3	Enhancing media visibility of the client Ministry/Deptt.	By clarifying queries from media. Periodic issue of backgrounders and features Creating photo opportunities Organizing periodic one to one interviews, briefings etc.		
4	Feedback service to the client Ministry/Deptt from the National and Vernacular Media	Scanning newspapers and providing press clippings to the client Ministry/Deptt on daily basis. Preparation of Daily Digest of News and views and Special Digests on emerging issues at Headquarters and Regional/ Branch Offices Advising ministries/ Departments on the coverage and trend of the media.		

11.2.6 DAVP

The Directorate of Advertisement and Visual Publicity (DAVP) is the Government of India's nodal agency for advertisement by various government ministries and organizations in India, including public sector undertakings and autonomous bodies. At the time of World War II, India's government requested leading advertising companies to form a coalition and set up a advertising unit at Shimla to manage war propaganda, counter gossip mongering, broadcast blackout notices, and manage armed forces recruitment. This consortium was transformed to its current form after the war ended.

It was established in 1955 and has headquarters in Delhi as well as regional offices in Bangalore and Guwahati. Two regional distribution centres at Kolkata and Chennai further facilitate its work. In addition to an audio-visual advertising section, the Division comprises 4 marketing wings, an advertisement wing for print, Audio-Visual (AV) wing, New media & Personal Media wing, exhibition wing, mass mailing wing, outdoor advertising wing, research wing, distribution wing, and the language wing.

11.2.7 Song and Drama Division

Song and Drama Division got an independent status in 1960 as a subordinate office of the Ministry of Information & Broadcasting. Prior to that, the division used to function as unit of All India Radio during the period of 1954-1960. The Division has 12 Regional Centres at Bhopal, Chandigarh, Delhi, Guwahati, Lucknow, Chennai, Pune, Calcutta, Bangalore, Ranchi, Dehradun and Rajpur. It has nine Sub-Centres located at Bhubaneshwar, Hyderabad, Patna, Imphal, Jodhpur, Darbhanga, Nainital Shimla and Srinagar (Jammu).

Aims and objectives

In spite of the development of non-personal modern media of mass communication like Radio, Television, Films and Press, the traditional media of live, face to face performance before audience, still hold an important place in the pattern of communication with the masses. The division aims to promote the live performances including the variety of folk forms. Live media comprising traditional and the folk forms is being used by the Song & Drama division for plan publicity. Important aspects of the country's life and development different fields are being showcased through drama, folk, traditional plays, dance-drama, folk recitals and puppet shows.

Functions

Its functions include the following:

- It creates awareness about social, economic and democratic ideals.
- People living in the borders area are given a sense of defence preparedness and cultural integrity with the rest of the country.

- Army Jawans manning the isolated forward areas are provided with live entertainments media which include both urban theatre forms and folk forms covering all the regions of the country.

- It presents special drama programmes with publicity contents through drama troupes maintained departmentally.

- It organizes programmes stressing national solidarity, unity, emotional integration, anti-aggression and defence, publicity in areas adjoining international borders.

- It organizes drama festivals with the active cooperation of the State Governments.

- It utilizes private troupes, artistes and other professional and amateur talent available in the country for presenting publicity programmes with a message through ballets, dramas, folk plays, poetic symposia, composite programmes, folk and mythological epics, folk recitals, puppet shows and others popular media in all regional languages.

- It acquires scripts in different languages on contemporary themes for use by troupes and artistes performing in the field on behalf of the Division.

- It presents special sound and light features on various themes.

Major wings of publicity programmes

Some of its major programmes include the following:

- **Sound and lights shows:** Inspired by European's Son-et-Lumiere, Sound & Light programmes of Song & Drama Divisions performed on a series of stages spread over a large area. Samar Yatra, Subramanya Bharti, Indramma Jag Chanan Hoya, Vidyapati, Mirza Ghalib, Akbar, Jhansi Ki Rani, Krishan Deva, Raya, Assi As and Assis, Vision 1919, Badhte Kadam, Swatantram Tanne Jeevitham, Karnataka Vaibhav, Ram Charit Manas, Amir Khusro, Amrtisar Shifti Da Ghar, Aur Kadam Badhte Rahe, etc., are some of the popular and well known Sound and Light productions prepared and presented by the Division.

- **Armed forces entertainment:** Established in 1967, Armed Forces Entertainment Wing's troupes give performances in coordination and liaison with Ministry of Defence. Programmes provided by the troupes include light songs, gazals, quwalis, dances, sketches, humorous skits etc. The objectives of this scheme are as follows:

  o To entertain the jawans in forward areas

  o To utilize the troupes in propagating Government policies in other areas also, when not required by the defence department

- **Border publicity:** The scheme of Border Publicity was started in 1966 utilizing small performing parties of 10 artist each on an average composed of dancers, singers and musicians to project message on security, unity,

national integration, defence publicity, patriotism etc. The troupes under this wing have been assigned the task of performing in the remote corners and on high altitude covering hilly and snowy areas.

Through the programmes, the division seeks to break the mental isolation of the people living in border area, and make them feel they belong to the nation. Different programmes are created by this division which help people living in the border areas take pride in their culture. They are also made to realize that it is in their own interest to stand together and repeal any hostile element which made to create dissatisfaction and unrest

- **Department drama:** There are six Department Drama troupes each located at Delhi, Srinagar, Patna, Bhubaneshwar, Pune and Hyderabad. Each troupe consists of 10 Actors 4 Actresses & 4 Technical Staff Headed by an Assistant Director or Manager. These drama troupes produce full length dramas for a duration of 90 to 120 minutes on a specific theme such as Communal Harmony, Nation Integration & Health related themes etc. Some of the popular drams produced by the Division are Darwaza Khol Do, Katghar, Jalchabi, Aapne Hindustan main, etc.

Check Your Progress

1. Who started the Calcutta Chronicle?

2. Which committee proposed a franchise system to encourage local radio for education and development?

3. Who launched Krishi Darshan for farmers on television?

11.3 STRAGETIES OF DEVELOPMENT COMMUNICATION

Development Communication has two functions, which are transforming and socializing. In transforming role, development communication seeks to conform to social reform that will offer the people a better quality of life while socializing position seeks to maintain the society's existing values. The importance of feedback in discursive dialogue for successful execution of development programs cannot be overlooked in the representation of such functions. This statement implies that majority of participation occurs when project developers engage in interactive communication to assist development activities.

The use of media and Information Communication Technology (ICT) promotes practices aside from direct and interpersonal communication. Wilbur Schram emphasizes that media's role in growth can be divided into three: informing, instructing, and participating. As an agent of social change, media communication spreads information, both locally and globally, among different citizens. For example, the prevalence of social networking platforms is testament to a global community that links people, aside from using mainstream media. Next, media has a role in

instructing people in such a way as media literacy encourages involvement in numerous development initiatives that not only provide products and services, but also improve lifelong leadership skills and awareness for sustainable development.

UNESCO or the United Nations Educational, Scientific, and Cultural Organization is one of the multilateral organizations which use communication planning for policy development. In one of its 1980 publications 'Approaches to Communication Planning', it discussed some of the most popular methods to be used by researchers, planners and practitioners.

As these policies are designed in the context of developing countries, cost-benefit considerations should be closely weighed before choosing the correct approach. There are various emerging technology, media, and strategies in the modern world open to a communication strategy planner. Using cost-benefit analysis and administrative feasibility one has to analyze these alternatives open to him. One always needs to have the target demographic in mind.

Check Your Progress

4. What are the three roles of media in development according to Wilbur Schram?
5. Why do NGOs have better understanding of poor people?

11.4 ROLE OF NGOS IN DEVELOPMENT

It is increasingly becoming clear that NGOs have a far better understanding of the people living below the poverty line than government agencies or the academic bodies. Their nearness to the grassroots and action programmes put the NGOs in an appropriate position to undergo the learning process needed to understand the poor and powerless before they preach environment issues to them. The NGOs are often able to reach the target groups that government agencies cannot. This is again particularly pertinent to India with its diversity in languages, culture, religion and environmental problems. Thus, the NGOs hold a great potential to be efficient and effective alternatives to government agencies in the delivery of programmes and projects.

The number of voluntary agencies, community groups, academic bodies and corporate entities, involved in environmental work in India had increased significantly in the last few years. Their numbers in India is larger than that in any other third-world country and probably matches the numbers found in Western countries. This may be attributed to the sharply growing awareness among the people about the depletion of natural resources due to the unsustainable development activities.

The NGOs are also displaying a far greater level of professional competence in questioning and projecting alternatives to official developmental programmes. Efforts by various prominent groups to set up cooperative networks around specific

projects as in the case of wastelands developments and the Silent valley Project in Kerala have proven successful.

11.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. *Calcutta Chronicle* was started in the year, 1811, under the editor, James Silk Buckingham.

2. Verghese Committee proposed a franchise system to encourage local radio for education and development.

3. The Atomic Energy Department launched Krishi Darshan for farmers on televisions in partnership with the Ministry of Information and Broadcasting, All India Radio, the Indian Agricultural Research Institute and the Delhi Administration.

4. Wilbur Schram emphasized that media's role in growth can be divided into three: informing, instructing, and participating.

5. The NGOs due to their nearness to the grassroots and action programmes are in an appropriate position to undergo the learning process needed to understand the poor and powerless before they preach about environmental issues to them.

11.6 SUMMARY

- As we know, there are multiple forms of mass media organizations available. Among which newspaper, radio, TV, traditional media, PIB, DAVP, Song and Drama Division, etc. are quite important.

- The newspapers in India arrived during the colonial times, with first being published on 29 January, 1780 by James Augustus Hicky; it was called *The Bengal Gazette, Calcutta General Advertiser* or even *Hicky's Gazette*.

- Indian newspaper came into being during the British rule, and played an important role in the fight for independence in the nation. Newspaper, in reality, served as 'mouth pieces' of the movement for independence at the national and regional level.

- Today, since the Independence, Indian newspapers have started to play the role of a 'watchdog' and have also been playing the role of catalytic agent to drive the country's social and economic growth cycle.

- Radio has played a significant role in development communication from the very beginning; this is primarily attributed to its ability to attract a vast number of people from the different sections of society.

- When television was launched in India in 1959, it started as a social communication project for which small teleclubs were established in Delhi and equipped with community television sets.

- Over the years, the public service broadcaster-Doordarshan has been used to transmit many important announcements. These provide information on family planning, immunization, mother and infant safety, and, among others, the need to curb prejudice towards the girl child.

- The Press Information Bureau (PIB), Government of India under the Ministry of information and Broadcasting disseminates information about the policies, decisions and programs of the Government of India through the media, print, and electronic and digital mediums, using appropriate means of communication.

- The Directorate of Advertisement and Visual Publicity (DAVP) is the Government of India's nodal agency for advertisement by various government ministries and organizations in India, including public sector undertakings and autonomous bodies.

- Song and Drama Division got an independent status in 1960 as a subordinate office of the Ministry of Information & Broadcasting. Prior to that, the division used to function as unit of All India Radio during the period of 1954-1960.

- It is increasingly becoming clear that NGOs have a far better understanding of the people living below the poverty line than government agencies or the academic bodies.

11.7 KEY WORDS

- **All India Radio:** All India Radio (AIR), officially known since 1956 as Akashvani, is the national public radio broadcaster of India and is a division of Prasar Bharati. It was established in 1936.

- **UNESCO:** The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations (UN) aimed at contributing to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

- **Community radio:** It is a type of radio service that fulfills the interests of the local audience of a particular area.

11.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on the role of radio in Development Communication.
2. What are the contributions of television in Development Communication?
3. What do you mean by DAVP?

Long-Answer Questions

1. Discuss the role of newspapers in Development Communication.
2. Describe the significance of traditional media in Development Communication.
3. Explain the functions and major programmes of Song and Drama Division?

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BLOCK - IV
DEVELOPMENT SUPPORT COMMUNICATION AND CASE STUDIES

UNIT 12 DEVELOPMENT SUPPORT COMMUNICATIONS IN DIFFERENT AREAS

Structure

12.0 INTRODUCTION

Development Support Communication or DSC refers to a multi-sectoral process of information sharing about development. It helps to connect planners, beneficiaries and implementers of development action. It obligates planners to be transparent about their goals, progress and roles in development, and explicitly provides opportunities for beneficiaries to participate.

DSC makes use of all available means of information sharing and is not limited to mass media alone. It makes use of both formal group and non-formal channels of communication such as women's and youth associations, as well as crowded places like markets, churches, festivals, and meetings. This unit will discuss the significance of Development Support Communication in areas such as agriculture, health and family welfare, education and literacy, environment, women empowerment, poverty and employment.

12.1 OBJECTIVES

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

- Understand the concept of Development Support Communication or DSC
- Discuss the significance of DSC in agriculture, health and family welfare, and education and literacy
- Explain the role of DSC in environment, women empowerment and poverty and employment

12.2 DEVELOPMENT SUPPORT COMMUNICATION

The practice of Development Support Communication, DSC, is a multi-sectoral process of information sharing about development agendas and planned actions. It links planners, beneficiaries and implementers of development action, including the donor community. It obligates planners and implementers to provide clear, explicit and intelligible data and information about their goals and roles in development, and explicitly provides opportunities for beneficiaries to participate in shaping development outcomes. It ensures that the donor community is kept constantly aware of the achievements and constraints of development efforts in the field.

Development Support Communication makes use of all available structures and means of information sharing. Therefore, it is not limited to mass media alone. It also uses both formal group and non-formal channels of communication, such as women's and youth associations, as well as places where people gather like markets, churches, festivals, and meetings. But its contribution is in using these in a systemic, continuous, co-ordinated and planned manner, to perform linkage and enabling functions. It requires analysis of the communication environment, of the available and needed communication competencies and resources (hardware, software, financial and human), and clearly indicates expected results from specific resource inputs, so as to maintain accountability.

In short, DSC is a legitimate function of development planning and implementation. DSC, therefore, needs to be examined as a valuable technology for using the social communication process to foster and strengthen sustainable development at local and national levels. It should be taken more seriously in programs of social change, and should be reflected explicitly in development policy and strategy. One way of doing so is through the enunciation of a national information and communication policy, which can be explicitly integrated into national development thinking and practice.

Some of the issues, which require national information and communication policy action, are:

- Media development: regulation and deregulation
- Enhancing communication professions and institutions

- Cultural development and social integration

- Human resources development and training

- Communications technologies: old, new and emerging

- Development Support Communication

- Regional and international cooperation

- Commercialization and Privatization

- Resource Mobilization and Allocation

Because of the multi-sectoral and comprehensive nature of national development needs and objectives, a national strategy on information and communication for sustainable development must be seen also as a multi-sectoral, multi-dimensional issue, around which different development stakeholders can find a rallying point, and to which they can make invaluable constructive contributions. Previous attempts in some countries to deal with information and communication policy issues, because they lacked an over-arching development-oriented framework and justification, have tended to be ad hoc, and overly politicized.

12.2.1 Agriculture

The development of rural areas has been a continuing process. The word 'development' conveys the movement of the whole system towards an even larger measure of power for the people so that they may consciously participate in building their own future. The most important aspect is the creation of an aesthetically and ecologically sound environment and continued happiness of people in rural areas. Agriculture development is vital and inseparable with rural life. So, modernization in agriculture will fetch higher farm income and greater productivity. It has to be attempted with totality or rural situation.

Many developing countries in the 1950s of the last century used agricultural extension training to increase the agricultural production. As in developing countries, despite the fact that a large part of the population is engaged in agriculture, small and marginal farmers are not able to produce adequate food because of the non-scientific method of farming (the traditional way of tilling the soil and reliance on the rain). Therefore, it was deemed important to help these farmers improve their agricultural practices, by means of methods of extension. During the 1950s, this method of spreading technology, new concepts, methods, and innovations to farmers became very popular as agricultural extension. Given the strong dependence of the agricultural extension on communication techniques and methodologies, communication applied to the agricultural extension of agriculture came to be known as Agricultural Communication in due course.

Agriculture is the mainstay of the Indian Economy. It contributes nearly 25 per cent of Gross Domestic Product (GDP) and about 70 per cent of the population is dependent on agriculture for their livelihood. The agricultural output, however, depends on monsoon, as nearly 60 per cent of area sown is dependent on rainfall. India is the third largest producer and consumer of fertilizers in the world after

China and USA. It contributes to 9.5 per cent of world production and 10.6 per cent of world consumption of NPK nutrients but sustain one sixth of world population. Since the mid eighties, the government identified horticulture crops as a means of diversification for making agriculture more profitable through efficient land use, optimum utilization of natural resources (soil, water and environment) and creating skilled employment for rural masses, especially women folk. There has been an improvement in adoption of technology resulting in higher production

Publicity and Public Relations Unit issued materials of current important to various newspaper, agriculture and current affairs magazines and electronic media and achievements of the council in agricultural research, extension and education have been covered adequately at national and regional levels. The video films prepared on important issues of immediate concern to farmers were distributed to various ICAR institutes, KVKs and Extension Directorate of SAUs for wider dissemination of information. A NICNET based public information and Facilitation Centre was established to bring greater transparency through better access to information.

12.2.2 Health and Family Welfare

The mission before India and other developing countries is not merely to produce improved outcomes within the current system of economic and social structures, but to shape and refashion them so that they can contribute successfully to the realization of wider and deeper social values. Adopting such an approach would mean that the emphasis should be on individuals instead of rendering mechanistic and deterministic messages. It would therefore be appropriate for development communication to be merely an aid to progress. This cycle needs to be constant and consistent in trying to lift people's aspirations and help them grow. In theory, DSC will increase the level of social consciousness among people, which will enable them to transform.

This barely needs any reiteration that the health and family welfare programmes are an important part of the country's overall growth programmes. Communication has, luckily, played a crucial role during the programme's numerous developmental phases through the effective use of multiple communication channels and methods. Despite concerted attempts to encourage and empower individuals to embrace small family norms, improve people's wellness habits, and implement spacing strategies, the programme's results have always fallen shy of anticipated outcomes. There is a moot problem as to whether communication activities were completely incidental to the actual adoption. Some studies have shown that factors such as resource shortages, conservative ethic, lack of education, diversity in languages and dialects, lack of cooperation between communication planners and policy makers, and general opposition to reform, are responsible for the failure of numerous initiatives in this system.

Most DSC practices in population control and family welfare are slowly losing their insightful elements and becoming propaganda in their eagerness to meet a wider audience. An example would be the IUD campaign or the mass

sterilization camps where slogans like '*Nasbandi Karao, Rupia Kamao*' were followed vigorously. Naturally, such propaganda has a short life, and does more harm to the system than good. Another thing that needs to be addressed is that the new DSC interventions in family welfare initiatives seldom include local-level expertise and talent. It is becoming more apparent that, at the expense of conventional media, the expensive mass media platform is gaining greater focus. However, it is not only appropriate and innovative but also economical to use traditional media.

The urgency of population control did not require communication policies and programme planners to pay due attention to the needs of the numerous socio-economic and tribal communities, distributed through different regions of the world. Therefore, due consideration could not have been paid to adequate communication planning. Putting signals into the mass media networks is believed to produce good outcomes. Less priority was given to the psyche, ethos, and economic and social milieu. Beyond these, the target audience's viewing preferences, their exposure to the media, the appropriateness of the channel, were not thoroughly and sufficiently researched.

Within the message content, media mix and organisation of media, the issues that are at the core of the family planning communication policy can be quickly subsumed. Decentralization of media, broader choice of appropriate media and a development-integrated approach, all help to give due attention to the country's socio-economic climate. The aim and emphasis of the future DSC strategy in the family welfare system must be community-based and targeted to the community and urban poor as its target market for a country such as India, where literacy rates and purchasing power levels are small, media preference assumes priority for any realistic strategy. The purpose of family welfare communication should be more information-oriented, and it needs to be complemented by the creation of communications by which practical and purposeful relationships among people may be established. This is important because family planning requires individual inspiration, and the topics related to it are in essence very personal and delicate. The treatment of these issues in terms of message content at the communication strategy stage needs to be treated with considerable care. The message content was profoundly influenced by the 'urban alienating culture', which has infused a feeling of social alienation, powerlessness and anger among people. If the message content contains information about the family welfare programme's economic benefits, rural and urban populations may not be drawn to adoption.

The most critical topic that needs attention is to integrate the DSC approaches and numerous welfare programmes as part of the larger whole. This method has been accepted in theory and in practice. But, for various reasons, it still lags behind in execution. The isolated communication approach has created inconsistencies within the developmental programmes. The family welfare programme has entered a point where rural communities appear to be convinced of the benefits of family welfare, but the socio-economic forces are working against it. The communication strategy would, in this case, address the socio-economic challenges that threaten

the rural and urban poor, rather than designing approaches for programme implementation vertically. Any DSC strategy, whether it is family welfare, health care or education, should be such that communicators treat rural people as educated, aware and willing to learn new things. This, of course, means that they are likely to be meaningless and counterproductive unless the media originate in and relate to the community's realm of beliefs and environment. The DSC will be a dependent rather than an independent variable, in the wider sense. In short, in the family welfare programme, the DSC approach must be so that it not only empowers but also encourages rural and urban poor people to make educated decisions regarding their personal and sensitive problems of population growth and family welfare.

Realizing the complexities of health behaviour, which is primarily driven by informal yet deep-rooted socio-cultural principles in the case of Indian culture, the country has introduced certain initiatives that help people stay healthy. Therefore, people's motivation process is attempted by mass media and interpersonal communication, based on a development-support strategy. The mass media and other forms of communication have enormous impacts on every area of human activity, but we must recognize that their influence is not consistent in all respects, nor can it be uniformly predicted.

Considering the limited role of mass communication in influencing health behaviour, one may think about interpersonal communication, which takes on greater meaning in the light of the complexities of health behaviour. Word-of-mouth and personal communication from a reliable source are far more efficient in this communication than mass communication from a distant source, however reputable the source might be. Innumerable studies have proven that interpersonal communication is more reliable than mass communication. Health and development support communication are closely intertwined and interdependent. In a country like India, a DSC strategy needs to be developed in a manner that can appeal to the needs of the various social and cultural background groups. Simply transmitting health knowledge to the public by mass media alone is not enough.

The goal of promoting improvement in health behaviour should be a key point of the DSC strategy, and activity in that sense is required. Therefore, the health communicator must perform the following actions if he wishes to bring about behavioural change:

- Evaluate community requirements or various target groups

- Determine the local resources needed to address such requirements

- Measure people's preference for different forms of communication

- Generate need for the programme

- Provide policymakers and decision-makers with scientific, relevant and essential details.

In the current scenario, where the function of an agent is not that of a knowledge provider, he needs to expand the scope of his roles, thereby fulfilling a

position of social activist or the agent for change. He cannot afford to disregard the factors which either integrate the society or disintegrate it.

12.2.3 Education and Literacy

Education is the mechanism of bringing about positive improvement in human behaviour. This can also be defined as the mechanism by which knowledge is imparted or gained by learning or research. If education is to be successful, a shift in knowledge, competency, mindset, and understanding must occur. Therefore, the greater focus in education should be put on a person's development and advancement, both physically and mentally. Growth and development must be constructive, and these must be reflected in his/her everyday life.

Education has concentrated on different levels in the advancement of society, such as child education, adult education, vocational education in the arts and crafts, health, physical education among many others. The education can be categorized as: (1) Formal Education, (2) Non-Formal Education, and (3) Extension Education. Formal education is basically a standardized, systematic and subject-oriented, full-time, continuous, hierarchically organized activity leading to the award of certificates, degrees and diplomas. Under this umbrella fell schools, colleges, and universities. Non-formal learning entails various organized learning circumstances that do not include the level of instruction, syllabus, accreditation and qualification associated with 'formal learning', however it does include greater structure than those associated with 'informal learning,' which usually happens naturally and accidentally as part of other tasks.

Extension or structured face-to-face communication is kept within the framework of the DSC. Extension offers a DSC medium, which may be more efficient than the mass media. Extension education in agriculture has proven to be very successful and has since been widely practiced throughout the world, especially in third world countries. Simple communication tools were thought to be enough to teach the farmers about different new technologies. If inspired, the latest hybrid seeds, fertilizers, machinery and so on will be used by them. This has happened and, as a result, over the last two to three decades the food production has increased manifold.

The Farmers' Functional Literacy Programme is the country's largest on-going adult education initiative. It is in fact, at its initial level, a dynamic non-formal education programme. The Central Government is responsible for its operation, and the scheme is known as a Central Sector Programme. The country has many development schemes and initiatives, whose successful execution is hindered by the low level of educational achievements. This is especially true of the High Yield Crop Varieties scheme, since the modernization of agricultural practices has to be accompanied and supported by a workforce development programme.

The Farmers' Training and Functional Literacy Programme, an inter-ministerial initiative jointly initiated by Agriculture, Education, and Information and

Broadcasting Ministries, is an effort to obtain a professional response to this fundamental challenge. The fundamental premise behind the initiative is that the physical and human capitals exist in direct correlation. In other words, it is an integrated approach to a holistic plan for rural growth, the 'Green Revolution'. The key goal of the scheme is to promote and strengthen one of the basic national objectives: food self-sufficiency, increase in crop production and growth in agricultural productivity.

Not only was the functional literacy aspect perceived in tandem with other developmental goals, but it was designed from the very beginning as a tool for educating farmers for development purposes, as a holistic non-formal educational system and as an opening to further schooling. It was decided that development support communication would accommodate the following: infrastructure (economic, technical, organizational/administrative); information management and transmission systems; (c) media, personnel, communicators; recipients; communication support services; structured interpersonal communication and extension services; quality of communication services; content; and goals. It was understood that the main emphasis was on mass communication, and a multi-media approach was required with inter-media comparisons. To sum up, the DSC for Education can play a powerful role in nation-building and development, and can make a substantial contribution to bringing about social change in the direction desired.

12.3.4 Environment

In India as many as 175 million hectares (53 per cent of India's total land area) is subject to environmental degradation. Nearly 70 per cent of available water sources are polluted beyond redemption. Over one million hectares of forests are removed every year and not more than 12 per cent or the country' total land surface is under adequate forest cover. Air pollution levels in major cities are escalating on daily basis. India has only 2 per cent of the world's land inhabited by wild life and is home to 5 per cent of known living organisms in the world. A little over 10% of flora and fauna face the threat of extraction. About 15,000 plants were found endangered. Some 1.5 million hectares of agriculture's land have been taken over in the past 30 years and in future 0.8 million will be lost by the year 2025. India has the largest number of river alley projects in the world. Nearly 50 per cent cooking energy needed by rural India deprives the forests of its priceless trees and shelters. Noise level in major cities has crossed 90 decibels. The much debated and alarming ozone depletion is the main cause of various environmental problems – that will lead to decline in harvest of food, crops in India. A recent study predicted that growth of harvest would decline around 30 per cent in Indian sub-continent by 2020.

Ignorance is a significant source of harm to the environment, and a severe barrier to finding remedies. This concept extends to international relations as well as poor families, as demonstrated by the worldwide harm done to the ozone layer

by CFCs and the severe consequences of indoor air pollution for family health, such as through smoking. First, understanding the truth is necessary; second, assessing priorities and evaluating the advantages and disadvantages of potential actions; third, ensuring that information on public and private options is available. Every Indian citizen needs to be educated environmentally because all of us contribute to environmental degradation individually and collectively what starts at micro level assumes macro level and the problem becomes multi dimensional. It is here that mass media have a vital role to play in educating the masses–because sensitizing the people is one of the surest ways to save environment.

The DSC in environmental issues is all about developing access to information. Many governments are promoting local community participation in resolving environmental concerns. But the local people need to be well-educated if such participation is to be successful. Several approaches to do this are:

- Actively sharing/providing information to local people when selecting a project;

- Addressing local environmental concerns with affected groups;

- Allowing public feedback on the DSC-inputs; and

- Promoting public debate and dialogue on the suggested environmental solutions.

Today what is needed is a whole lot of dedicated environmental communicators who can usher in a sea change in changing the attitude of present generations young and old to consider nature above self and to relish with restraint. A well-informed public is the need of the hour.

12.2.5 Women Empowerment

Women and empowerment suggests modes of explanation by examining the impact of trends in families, religion, and work on different groups of women and on individual women. The premise of identity empowerment theory is that women's behaviour and quality of life can be changed by increasing their awareness of the strength of social influence and of the interplay between intended and unintended consequences of women's decision and actions. Although the relative separateness of women's varied ethnic groups and social classes differentially limits their opportunities (Bernard, 1981), identity empowerment theory postulates that all women can make some constructive changes to enhance and improve their situations, however restricted those situations. To facilitate the accomplishment of creative change in women's lives, identity empowerment theory is used to suggest ways out of the morass of stresses and controls that dominate women. However, the issue of recognition of women's choice is crucial, because if the restrictions on women are not recognized and dealt with by women themselves, those restrictions will necessarily have deadening and deadly-consequences for all women. By consciously connection personal and public aspects of their lives, women can enlarge their world and participation in broader spheres of activity traditionally

reserved exclusively for men (Bernard, 1981). This impact is especially evident in the word of work. However, family and religion are also critical dimensions to consider in assessing the personal and public aspects of women's lives. Women's empowerment is the deliberate integration of women's biographies with society's history, a feat that can transform women's individual and social realities (Mills, 1967).

Identity Empowerment Theory

There are 10 concepts of identity empowerment theory: self, dyad, triad, family and religion, definition of the situation, reference group, class, culture, and society. Women's realization of these 10 selected subjective and objective dimensions of individual and group experience neutralize some of the inhibition and entrapments end emit to the conditions of their gender, age, and social class. Women's awareness that they play an active role in history may loosen some of the restriction they experience from their domestic role expectations (Beard, 1971). Identifying women's real interests, and deliberately sharing that interest with other women, increases women's individual and social motivations to work to change present circumstances (Caute, 1967; Mills, 1967). Although women are an extremely heterogeneous group, a few experiences – for example, family and work- are common denominators and can orient them towards meeting some of their divers needs. Just as innovative conceptualization in the social science lead to new syntheses of established knowledge and create new knowledge (Kuhn, 1970), the recently emerging discipline of women's studies present new paradigms and new views of individual and social realities (Andersen, 1988). It is in such a spirit of exploration and innovations that readers are invited to consider some of the new views of woman, women, and society that are explicit and implicit in identify empowerment theory and women and empowerment. Substantive Concerns unless specific substantive application are made from sociological theories, the theories may seems to obstruct and too far removed from reality. Women and empowerment uses both micro sociological and macro sociological dimensions of women's experiences to illustrate restrictions on women and how women's actions are freed.

At the most micro sociological level of analysis, the centrality and realities of the self are examined. Because women of all ages, classes, and ethnic groups are thoroughly conditions and habituated to place others themselves in thinking and acting, it is vital that women give highest priority to deepening their understanding of who they are and what they really want to do with their lives. Gender is inextricably related to self-concept. Stereotype and the expectations of women associated with those stereotypes permeate each woman's reality, especially during the earliest development stages of socialization. Only by recognizing and understanding the strength of these pervasive influences can women develop self sufficiently to be relatively independent of those influences? Families are the most significant emotional contexts of women's and men's lives. Women, dramatically more so than men, are bound by family responsibilities. Consequently, family ties

need to be scrutinized and assessed before other avenues of activity are explored. Self and gender, in large part, derive from the emotional programming people receive from their families. It is essential that women acknowledge the complex interrelationships of these factors in order to effectively carve out more freedom for themselves. Religions are another traditional site of women's oppression. Religion can be an insidiously powerful influence on women's lives, because it create and exerts inner controls on their behaviour. Although religion may be source of expansive motivation for some women, generally speaking religion tends to have the effect of limiting or inhibiting women's lives, whatever their age, ethnic groups, or social class. It is not so much the overall substance of particular denominational or sectarian beliefs that has such restrictive effect, but rather the emphasis within specific religious belief systems that is placed on women's family responsibilities and women's duty to be obedient. Major world religions, with the possible exception of Taoism, project many negative connotations of women and women's values. Women's freedom and empowerment reside in women facing the enormous strength of religious influences in their lives- whether or not individual women are religious themselves and in women's persistence in growing and pursuing long-range goals of their own, us spite of the restrictions on them. Women's everyday work, both in and out of the home, is influential in defining their life chances. Receiving financial and emotional rewards for work is essential for women's well being in their personal and public worlds. In most family situations, however, the combination of family and work demands overburdens lower-middle class women with stress. The stress results from women being held responsible for children and for family and household chores, in addition to work assignments out of the home. The circumstance of women's lives throughout the world affects all women. Women can learn great about themselves and their options.

Although there are many repeated patterns in women's varied cultural and historical circumstances, each situation is necessarily unique. Through examining a broad range of women's historical and cultural experiences, women can identify themselves and their own interest more clearly. This identification strengthens their sense of relatedness to other women as a distinct gender class as well as their sense of relatedness to humankind as a whole. Feminism is a political ideology that expressly addresses women's experience of subordination to men and women's need for equity. Although some women may not agree with or understand the tenets of feminism, it is important that all women take a stand in relation to feminism. This ideology is not a value and belief system that women can afford to ignore. Historically, feminism has influenced legislation and social attitudes, and today women in the United States stand on the shoulders of women activists who have gone before them. Women need to deepen their knowledge of feminism and act with that knowledge. Women's individual and collective empowerment results from their awareness and action in relation to self, gender, family, religion, work, world in general, and the ideology of feminism. Women's individual empowerment, as well as their collective empowerment, is forces for social change in that broad

social patterns result from women's individual decisions and actions. When women's perception's, priorities, and behaviour change, the world outside must adapt to them. Although legislative changes are essential and necessary to promote equality throughout society, women's value and attitude must also protect women and serve their real interests at all times. Direction women's empowerment can be thought of as a direction that beckons each and every woman. It is the invitation to live fully and to become legislated effectively; women's integrity, decisions, and actions will continue to be of paramount importance in defining every situation of their lives. Women's empowerment goes far beyond obtaining a legal minimum of coerced equality, to achieving increased self-respect and life- satisfaction and showing concern for the well- being of all human beings. Given the fact that the United State does not yet have legalized equality between women and men, the direction of women's empowerment in the United States necessarily includes reaching that particular legislative goal though women's political activity.

In the most essential respect, however, women's empowerment is a means to achieve many different kinds of changes that will enhance the quality of life for all. The selected substantive concerns outlined above are described more fully in women and empowerment. Each of this area of investigation provides clues to solving the puzzle of women's empowerment. Studying the empowerment process shows women how to understand more fully the vital signs of their weakness and strengths in their everyday lives. In this context, women and empowerment is a handbook or guide for both women's survival and their fulfilment. Choices in order to move in the direction of empowerment, women must make specific choices. Although options may be dazzlingly varied, given the rich contrasts in the particular circumstances of women, the following list suggests some of the concerns that women need to take seriously if they are to live as fully as possible:

- Women must consciously and deliberately choose to live fully if their other choices- about family, religion, and work- are to be effective.

- Women must choose to see their lives in the broadest possible social context if they wish to expand their vision and increase their options.

- Women must choose to become aware of the subtleties and intricacies in the relationships between their private and public domains if they are to functions optimally.

- Women must choose to see the interdependence of their individual status and the status of other women throughout the world if they are to understand themselves fully.

- Women must choose where they stand in relation to feminism if they are to know the depth of the influence of gender in their lives.

- Women must choose and their oppression themselves, rather than wait for legislation or other people to accomplish this for them, if they are to be truly empowered.

12.2.6 Employment and Poverty

If one were to cite one problem, which poses a challenge for world leaders, development practitioners (at the global as well as national levels), and policy makers alike, it is the stubborn persistence of poverty in many parts of the world. It is only in countries of East and South East Asia (ESEA) that real success in poverty reduction has been achieved, although that achievement also looked rather fragile during the economic crisis of the late 1990s. Progress in poverty reduction outside that region has been rather disappointing. This has been especially so in the low-income countries of sub-Saharan Africa and South Asia. While two-thirds of the world's poor live in Asia, South Asia is home for most of them. Although some projections (for example, those by the World Bank, 2003) indicate that the Millennium Development goal of reducing poverty by half by 2015 (from the benchmark level of 1990) would be attained at the global level, doubts remain about certain regions (for example, sub-Saharan Africa) and certain countries. In Sub-Saharan Africa, for example, the percentage of people living on less than US$1per day increased from 47.4 per cent in 1990 to 49.0 per cent in 1999, and is projected to decline only to 46 per cent by 2015. And if China is excluded, the per centage of people below poverty for the rest of the world is projected to decline from 28.5 per cent in 1990 to 15.7 per cent by 2015- thus remaining over half of the 1990 level (World Bank, 2003). The experience of countries, which succeeded in reducing poverty significantly, indicated the importance of sustained high growth in achieving this result. However, studies on poverty are replete with an equally important finding that high growth alone is not adequate; the pattern and sources of growth as well as the manner in which its benefits are distributed are extremely important from the point of view of achieving the goal of poverty reduction. And in the regard, the importance of employment as the key link between growth and poverty alleviation is often pointed out.

While this proposition has strong intuitive appeal, there is some scattered empirical support for it too. For example, a comparison between the experience of pre-crisis East and South East Asia on the one hand the South Asia on other clearly shows much higher employment elasticity of economic growth in the former where the record of poverty reduction was also much more impressive (Islam 2001). This kind of evidence, however, needs to be compiled and analysed more systematically in order to make a case of an employment-intensive growth strategy. In other words, the nexus between economic growth, employment and poverty alleviation needs to be fully articulated and empirically substantiated. While this would involve some analytical work, a good deal of empirical work is required to monitor the labour market outcomes from the perspective of raising the incomes of poor households, and to identify policies, programmes and interventions that could have a positive, poverty alleviating impact on such outcomes. The kind of work mentioned above is especially important because a large number of developing countries are currently engaged in formulating poverty reduction strategies; and yet policies for using employment as a route out of poverty are not often integrated

into such strategies. Likewise, the Millennium Development Goals relating to poverty reduction do not explicitly mention employment as a means for achieving them. But given the challenge ahead, it will be necessary to mobilized and effectively employ all possible mechanisms for achieving those goals. And employment could be critical in that respect. It is against the above background that the present paper undertakes an empirical analysis based on cross-country data of the nexus of economic growth, employment and 2 poverty reductions. And the purpose behind this is to argue that for economic growth to be pro-poor, it has to be accompanied by employment growth with rising productivity. Linkage between Economic Growth, and Poverty Reduction: A Gap in the Literature Analysis of the relationship between economic growth and poverty reduction has gone through various phases in the literature on development. For example, an important premise of the very early theories of development was that the benefits of economic growth would trickle down to the poor. Since then, questions have been raised on the assumption of an automatic link between growth and poverty reduction and attempts have been made to understand the mechanisms through which the benefits of growth may get transmitted to the poor.

Some of the latter categories of studies do also refer to the role of employment; and yet, a rigorous analysis of the role of employment in the linkage between economic growth and poverty reduction appears to be missing. Following on the Kuznets (1955) hypothesis of an inverted U shape of the relationship between economic growth and income inequality, Adelman and Morris (1973) was one of the earlier studies to question the automaticity of the relationship between economic growth and benefits to the poor. And then came the influential contribution by Chenery, etal. (1974), focusing on the importance of redistribution alongside economic growth. Economic growth, however, came back to fashion once there were studies casting doubt on the suggestion that higher growth could be associated with increased poverty, and re-asserting that growth, almost always, reduced poverty.

- The decade of the 1980s witnessed renewed emphasis (especially on the part of the international development partners) on economic growth; but studies on growth contributing to poverty reduction again came in good numbers during recent years.

- While growth continued to occupy the centre stage in development literature, there have been studies, especially in recent years, arguing that although growth is necessary for poverty reduction, it is not sufficient.

- Some studies have pointed out that the pattern of growth is important from the point of view of its effectiveness in reducing poverty. However, none of these studies explicitly examine the employment nexus in the linkage between economic growth and poverty

- Squire (1993), for example, recognizes that "economic growth that fosters the productive use of labour, the main asset owned by the poor, can

generate rapid reductions in poverty"; and yet, his empirical analysis does not include this aspect. Thus, a gap in the literature on the linkage between economic growth and poverty reduction is the absence of an analysis of the role of employment in the working of this link. Such analysis becomes particularly important in the current context where the rate of poverty reduction needs to be accelerated, and all possible means need to be found to make economic growth more pro-poor. The primary motivation behind the present paper is to make a contribution towards filling the gap in the literature mentioned above. And in doing so, the paper also makes an attempt to identify possible elements of pro-poor economic growth in terms of output growth coupled with growth of employment and rising productivity.

- Linkage between Output Growth, Employment and Poverty: In Quest of Elements for pro-poor Growth Conceptually, the linkage between output growth, employment and poverty can be analysed at both macro and micro levels. At the macro level, the linkage between poverty in its income dimension and output growth can be conceptualized in terms of the average productivity of the employed work force which in turn gets reflected in low levels of real wages and low levels of earnings in self-employment. At the micro level of a household, the same linkage between poverty and employment operates through the type ad low productivity of economic activities in which the earning members of a households are engaged, the low level of human capital of the members of the workforce, the dependency burden that limits participation in the workforce, and the mere availability of remunerative employment. A low average productivity of the work force can be due to the deficiency of capital relative to labour and the use of backward technology. When high rates of economic growth lead to sustained increase in productive capacity, employment opportunities with rising productivity are generated. This in turn allows for a progressive absorption and integration of the unemployed and the underemployed into expanding economic activities with higher levels of productivity. In the process, the poor may be able to achieve higher productivity and increase their incomes in their existing occupations, or shift to new occupations involving higher level skills and/or better technology. The results of the process described above could be reflected in:

o Improved productivity of various sectors and occupations

o A shift in the structure of employment towards occupations with higher levels of productivity, and

o Increases in real wages, earnings from self-employment, and earnings from wages employment. It may be noted that while World Bank (1990) had pointed out the importance of labour-intensive growth in reducing poverty, World Bank (2000) did not put the same emphasis

on labour incomes as its earlier counterpart. ILO (2003) argues the case for 'decent work' as the foundation for poverty reduction, and within that framework, points out the importance of employment. Although the term 'pro-poor growth' is used frequently in the current discourse on development, there have been few attempts of define it. One exception is White and Anderson (2001). Higher levels of earnings resulting from the process mentioned above would enable workers to spend more on education and skill formation of their children, thus raising the productive capacity of the future workforce, and creating necessary conditions for achieving higher levels of economic growth. The process would thus complete the virtuous circle of economic growth leading to poverty reduction via growth of employment with rising productivity, and reduced poverty creating the possibility of further increases in productivity and higher rates of economic growth. The kind of growth with such a virtuous circle in operation can be termed as pro-poor growth. Indeed, the conceptual framework outlined above for analysing the linkage between economic growth, employment and poverty basically follows a demand-supply approach. The variables that are expected to influence incomes of the poor from the demand side include employment intensity of growth, shifts in the employment structure towards higher productivity sectors, technology, creation of assets for the poor, etc. From the supply side, an important factor is the ability of the poor to integrate into the process of economic growth and get access to the jobs that are created. Levels of education and skills of the workforce are amongst the key variables that determine the ability of the poor to integrate into and benefit from the growth process.

A summary indicator of the employment growth that is associated with a given output growth is provided by the employment elasticity of output growth, for promoting such an approach to poverty reduction. There are, of course, other factors that influence the ability of the poor to participate in the growth process; access to capital and productive assets is important in that respect. Higher expenditure on health, education and skill development increased productive capacity 5 as the proportionate change in employment divided by the proportionate change in GDP during a given period. This implies that employment elasticity reflects the inverse of labour productivity. While an elasticity higher than unity implies decline in productivity, a lower than unity elasticity means that employment expansion is taking place along with an increase in productivity. A rise in productivity would lead to a reduction in employment elasticity. Therefore, raising employment elasticity in individual activities cannot be the objectives as that would mean a further lowering of productivity in economies that may already be characterized by widespread low-productivity employment.

Two further questions need to be raised in the context of levels as well as changes in employment elasticity. Regarding the level, the desirability of an elasticity of lower than unity has been mentioned above. How much lower than unity it should be (i.e., the right order of magnitude for the elasticity of employment) depends on the levels of development and the relative factor endowment of the country concerned. The magnitude would also have a good deal of sectoral variation. The overall elasticity being a weighted average of sectoral elastic ties, greater allocation of investment in more labour-intensive sectors and higher growth rates in such sectors could yield a situation where the overall employment elasticity increases (even with declining elastic ties in some sectors). And the result could be higher employment growth with given GDP growth on employment-intensive growth.

A simple illustration may be useful in indicating the magnitude of employment elasticity (and output growth) that may be desirable for an economy in order to quickly absorb its surplus labour. With a labour force growth of 205 per cent per annum and an overall employment elasticity of 0.4, a GDP growth of 6 per cent would be required merely to absorb the annual additions to the labour force. And in order to have an employment growth so as to enable the economy to absorb its backlog of the unemployed and surplus labour, the required GDP growth would be of the order of 7 per cent. On the other hand, if this hypothetical economy could achieve a high growth of its more labour intensive sectors (e.g., labour intensive manufacturers, construction and services), the overall employment elasticity could perhaps be raised (say, to 0.6) and a lower GDP growth (say, of six per cent) could enable it to achieve the same objective (viz., the absorption of surplus labour in modern sectors). A couple of words about the estimation of employment elastic ties may be in order. The overall employment intensity of growth should be measured by the GDP elastic city of employment: the proportionate change in employment divided by the proportionate change in GDP. It is, however, very difficult to obtain reliable estimates of aggregate employment in many developing countries – particularly where there are large unorganized sectors for which estimates of employment at constant intensity of employment are difficult to come by.

In such situations, it may be practical to focus on sectors (for example, manufacturing industries) for which estimates of output and employment would be more reliable and more easily available. Of course, whenever possible, employment elastic cities of other major sectors should be estimated in order to gauge the direction of the employment intensity of growth. Regarding methodology of estimating the elastic cities, it is important to note the availability of alternatives, ranging from the simple measurement of arc elastic city (i.e., using date from two points in time) to more rigorous econometric estimates. The choice of a particular method is often dictated by the availability of data. But whenever necessary time series data are available it would be advisable to use the econometric method in order to avoid problems caused by fluctuations in the data. Even after employment

elastic cities are estimated, their links to poverty remain to be examined. In cross-section study with data from a reasonable number of countries, it may be possible to examine such linkage. Doing this for a single country may not be so straight forward, especially if data on the incidence of poverty as well as estimates of employment elastic cities are not available for an adequately long period of time. What should be possible, however, is to see if the level and direction of change in this statistic is appropriate form the point of view of its level of development, incidence of poverty and the existence of surplus labour. Such an analysis can be done against the benchmark of countries which are regarded to have demonstrated success in achieving employment intensive proper growth and in either abolishing poverty altogether or in reducing it substantially.

The analysis of the summary indicator of the employment-intensity of economic growth as indicated above would need to be supplemented by a more detailed examination of whether and how growth has led to structural changes in an economy which has benefited the poor. In that regard, the first important thing to examine would be the sectors and occupations where the poor are concentrated and what the trends in productivity and earnings in various occupations are like. The second important task would be an examination of whether there are discernible shifts in the structure of employment towards occupations with higher productivity. The third important element in the channel of transmission of benefits of growth to the poor would be real wages and earnings of wage-paid workers and real earnings of the self employed. An examination of the linkage between real wages and productivity would enable one to examine whether the benefit of growth has reached the poor. The above discussion focussed basically on a macro level analysis of how economic growth could contribute to poverty reduction through increases in employment in higher productivity sectors/occupations and a rise in real wages. A similar analysis could be carried out at the micro (household) level to examine the impact of employment and labour market related variable on poverty. Conceptually, it is possible to think of a number of such variables which could influence the probability of a household being poor in terms of inadequate income. The variables could be asset-related (for example, the possession of income generating assets), human capital related (for example, education and skill levels of the working members of a household) or employment related (for example, the sector and quantity of employment of the workers, wages, productivity etc.).

Once necessary data are available for quantifying variables of the kind mentioned above and for identifying whether a particular household belongs to the poor or non-poor category, standard econometric methods (for example, the estimation of a PROBIT model) can be applied to examine the influence of employment and labour market related variables on the probability of a household being poor. In the above discussion, pro-poor growth is conceptualized in terms of the employment outcome of growth and employment serving as the line between growth and poverty reduction. However, a critical element in this link is the income of the poor resulting from growth and employment. Hence, pro-poor growth can also be conceptualized in terms of the share of the poor in the additional output

that is produced. Based on this criterion, growth can be characterised as pro-poor only when the share of the poor in the additional output increases, or in other words, when the distribution of income improves. Of course, it is possible for the income of the poor to increase (and the incidence of poverty to decline) even when the distribution of income does not change or worsens. But the poverty reducing effect of economic growth in such cases would be lower than in the case of growth with improved income distribution.

Check Your Progress

1. Which of the communication channels are used by Development Support Communication for sharing information?

2. How should DSC strategy be developed in a country like India?

3. What are the various types of educational systems?

4. Mention any two ways by which local people can be well-educated for their participation in DSC activities.

12.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Development Support Communication makes use of all available structures and means of information sharing. Therefore, it is not limited to mass media alone. It also uses both formal group and non-formal channels of communication, such as women's and youth associations, as well as places where people gather like markets, churches, festivals, and meetings.

2. In a country like India, a DSC strategy needs to be developed in a manner that can appeal to the needs of the various social and cultural background groups.

3. The various types of educational system are: Formal Education, Non-formal Education, and Extension Education.

4. Local people can be well-educated for their participation in DSC activities by:
   a. Actively sharing/providing information to local people when selecting a project
   b. Addressing local environmental concerns with affected groups

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12.4 SUMMARY

- The practice of Development Support Communication, DSC, is a multi-sectoral process of information sharing about development agendas and planned actions. It links planners, beneficiaries and implementers of development action, including the donor community.

- Development Support Communication makes use of all available structures and means of information sharing. Therefore, it is not limited to mass media alone. It also uses both formal group and non-formal channels of communication.

- In short, DSC is a legitimate function of development planning and implementation. DSC, therefore, needs to be examined as a valuable technology for using the social communication process to foster and strengthen sustainable development at local and national levels.

- Agriculture development is vital and inseparable with rural life. So, modernization in agriculture will fetch higher farm income and greater productivity. It has to be attempted with totality or rural situation.

- Many developing countries in the 1950's of the last century used agricultural extension training to increase the agricultural production.

- Given the strong dependence of the agricultural extension on communication techniques and methodologies, communication applied to the agricultural extension of agriculture came to be known as Agricultural Communication in due course.

- Most DSC practices in population control and family welfare are slowly losing their insightful elements and becoming propaganda in their eagerness to meet a wider audience.

- Education is the mechanism of bringing about positive improvement in human behaviour. This can also be defined as the mechanism by which knowledge is imparted or gained by learning or research.

- Extension or structured face-to-face communication is kept within the framework of the DSC. Extension offers a DSC medium, which may be more efficient than the mass media.

- Extension education in agriculture has proven to be very successful and has since been widely practiced throughout the world, especially in third world countries.

- DSC for Education can play a powerful role in nation-building and development, and can make a substantial contribution to bringing about social change in the direction desired.

- Ignorance is a significant source of harm to the environment, and a severe barrier to finding remedies. This concept extends to international relations as well as poor families, as demonstrated by the worldwide harm done to the ozone layer by CFCs and the severe consequences of indoor air pollution for family health, such as through smoking.

- The DSC in environmental issues is all about developing access to information. Many governments are promoting local community participation in resolving environmental concerns.

- The premise of identity empowerment theory is that women's behaviour and quality of life can be changed by increasing their awareness of the strength of social influence and of the interplay between intended and unintended consequences of women's decision and actions.

- There are 10 concepts of identity empowerment theory: self, dyad, triad, family and religion, definition of the situation, reference group, class, culture, and society.

- Women's realization of these 10 selected subjective and objective dimensions of individual and group experience neutralize some of the inhibition and entrapments end emit to the conditions of their gender, age, and social class.

12.5 KEY WORDS

- **Multi-Sectoral:** It means something that consists of many sectors. When we talk of Multi-Sectoral approach, it is in an approach in which we try to address the problem from various angles.

- **CFCs:** It refers to any of a class of compounds of carbon, hydrogen, chlorine, and fluorine, typically gases used in refrigerants and aerosol propellants. They are harmful to the ozone layer in the earth's atmosphere owing to the release of chlorine atoms on exposure to ultraviolet radiation.

12.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the issues which require national information and communication policy action?

2. Write a short note on DSC in agriculture.

3. How can DSC be helpful with reference to environment?

Long-Answer Questions

1. How can DSC for education play a significant role in the nation's development?

2. Describe the application of DSC in reducing poverty and unemployment.

3. Discuss the Identity Empowerment Theory**.**

12.7 FURTHER READINGS

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UNIT 13 CASE STUDIES I

Structure

13.0 INTRODUCTION

India is a developing country with lot of achievements in all the fields of modern day life including that of science & technology, agriculture and industry. Now, development communication is such a tool of development that it is highly necessary for a developing nation like us. The active participation of people has increasingly been considered as an essential component of sustainable development. Any intervention with the intent of achieving a real and sustainable improvement in the living conditions of people is doomed to failure unless the intended beneficiaries are actively involved in the process. Unless people participate in all phases of an intervention, from problem identification to reach and implementation of solutions, the likelihood that sustainable change will occur is less. Development communication is at the very heart of this challenge: it is the process by which people become leading actors in their own development. Communication enables people from becoming recipients of external development intervention to generators of their own development

Because it is communication with social conscience, development communication is heavily oriented towards man that is towards the human aspects of development. Even though it is primarily associated with rural development, it is also concerned with urban, particularly suburban problems. It plays two broad roles. The first is transformational role through which it seeks social change in the direction of higher quality of life and social justice. The second is a socialization role through which it strives to maintain some of the established values of society that are consonant with development. In playing these roles, development communication creates an enhancing atmosphere for the exchange of ideas that produce a happy balance in social and economic advancement between physical output and human relationships. In this unit, we will discuss case studies based on Development Communication Experiences and the role played by NGOs in development.

13.1 OBJECTIVES

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

- Understand the case studies based on development communication experiences
- Critically analyse the case studies based on development communication experiences
- Discuss the case studies based on the role of NGOs in development

13.2 CASE STUDIES BASED ON DEVELOPMENT COMMUNICATION EXPERIENCES

We have discussed about Development Communication in the previous units, now we shall discuss some case studies, which will give you the experience of implementing development communication.

Case study

Indonesia's 'Scavenger Development Programme' provides a strong case study to highlight the argument that carefully planned communication policy will lead to the human and social development. This case study is highly important under Indian circumstances, considering the crucial role played by factors of social and economic status impeding the development process. In many developed nations, rivers and canals clogged with plastic bags, smouldering street trash dumps and illegal landfill sites in abandoned compounds are a frequent sight. In Indonesia, large cities suffer from water and air pollution exacerbated by 'wild' dumping and waste burning. There is a group of people counteracting this catastrophe movement by dire straits-scavengers rather than by ecological consciousness.

The status of these rural migrants in the informal urban sector is contentious, as officials and the public perceive them to be criminals, tramps or even untouchables. The scavengers however perform essential roles. They bear part of the sustainable growth costs in environmental terms by recycling waste. The state saves the financial expenses of social security compensation, because they are self-employed. As for the formal economy, the raw material from discarded waste transforms to gold because it has an annual worth of US$ 50 million in Jakarta alone. Problems with the scavenger lie in their unclear legal and social standing. Along with a lack of overt competitiveness and economic dependency, they are easy targets for middlemen, private sector and local authorities to threaten, expel, influence and manipulate. And historically, the scavengers were refused access to municipal decision-making, grants, schooling, public facilities, and the media-their efforts were left unrecognized.

Some people, however, remembered the scavengers' needs and efforts. The 'Scavenger Development Program,' financed by the Deutsche Gesellschaft fur technichi Zusamrnenarbiet (GTZ) and sponsored by the Department of Indonesian Home Affairs, has been in service since mid-1991. Implemented by the NGOs in three major cities, Jakarta, Bandung, and Surabaya, the initiative uses an integrated media strategy to promote the scavengers' well-being, develop their social and communication abilities, and increase awareness about waste disposal, conservation, and scavengers' plight.

The Integrated Media Strategy aims to influence change at different political, economic and social levels by:

- Campaigning for regulatory reforms to improve their legal status;

- Enhancing their public profile and social status;

- Raising their efficiency and added value in recycled goods by enhanced bargaining power;

- Enhancing their participation in municipal decision-making;

- Incorporating suitable solutions within the context of an Urban Integrated Resource Management System; and

- Educating the public about environment.

The preferred strategy seeks not to be 'for' or 'about' the scavengers, but to be 'with' and 'by' them. The change process is intended to take place internally within the scavenger population by increasing their self-confidence and capacity to command support and services, and externally within the broader urban society by engaging with people about the lives, struggles and commitment of this scavenger population.

Street theatre of the scavenger

The systemic deprivation of the scavengers was attributed to a lack of bargaining power, that is, a lack of the capacity to express the core factors of everyday life required for successful involvement in the social, political and economic spheres. However, when their opinions are converted into a medium, like the theatre, that is simultaneously informative and enjoyable to the audience, communication succeeds. With this possibility, the scavengers will interact with others who would not even consider them otherwise. The preparation required to acquire this communicative skill is facilitated through a local NGO's community media activities.

The plot focuses not only on the challenges, but also on the solutions proposed and the help needed by the scavenger groups. The scavengers do their own study for the scripts. Their own life experiences, humour and word games, cultural idioms and other ways of conversation become vehicles for feedback and eye-opening observations in a manner that is socially appropriate to audience of citizens and elected authorities from the neighbourhoods where the scavengers live and operate.

Performances at the theatre also become a starting point for a more coherent discussion. The success also heightens understanding.

13.3 CASE STUDIES BASED ON THE ROLE OF NGOS IN DEVELOPMENT

In the modern times, the role of NGOs has become a challenging one. In the current scenario of the 21st century as observed by Anita Cheria and Edwin, the NGOs face the dual task of collaborating critically with the state and at the same time, fighting against the anti-people/anti-marginalized policy. Such a dual task cannot be discharged effectively unless the NGOs have autonomy based on the self-reliant capabilities. NGO sustained intervention will depend very much in future on their self-reliant capacity and local resource mobilization.

At the national level, NGOs' work can be seen in two of the poorest states, Bihar and Jharkhand. Contraceptive use has increased gradually in India. This poses a risk to women in health: 8.9 per cent of maternal deaths in Bihar state are caused by unsafe abortions. Janani started expanding the availability of Intrauterine Device (IUD) and medical abortion facilities in two of India's poorest provinces, Bihar and Jharkhand. Janani's approach blends social marketing capabilities with a clinic-based service delivery system and a franchisee network in which local physicians offer low-cost services.

Janani's network of franchised Titli ('Butterfly') centres is run by more than 22,000 rural medical practitioners certified by Janani to sell condoms, oral contraception, and over-the-counter pregnancy tests. Each rural health practitioner works in collaboration with women from local communities who serve as the gateway between the clinics and rural communities. Clients seeking health care, including abortions, are sent to local Surya hospitals, which pay a fee for their referral to the Titli centres. The Surya clinics have testing facilities and adhere to the quality standards which Janani management has ensured. There is a mobile medical center for accessing the remotest areas. This facility provides important resources for the family planning and reproductive health programs. The Indian government's condom and pills subsidies further keep the goods affordable. State funding also allows Janani to hold down the rate of IUD implants. Innovative promotional campaigns were a significant aspect of the execution of the programme.

Check Your Progress

1. In which states of Indonesia 'Scavenger Development Program,' was implemented?

2. Why has the role of NGOs become a challenging one in the present scenario?

13.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. 'Scavenger Development Program,' was implemented by the NGOs in three major cities, Jakarta, Bandung, and Surabaya, the initiative uses an integrated media strategy to promote the scavengers' well-being.

2. The role of NGOs has become a challenging one as in the current scenario of the 21st century the NGOs face the dual task of collaborating critically with the state and at the same time, fighting against the anti-people/anti-marginalized policy.

13.5 SUMMARY

- Indonesia's 'Scavenger Development Programme' provides a strong case study to highlight the argument that carefully planned communication policy will lead to the human and social development.

- Problems with the scavenger lie in their unclear legal and social standing. Along with a lack of overt competitiveness and economic dependency, they are easy targets for middlemen, private sector and local authorities to threaten, expel, influence and manipulate.

- The systemic deprivation of the scavengers was attributed to a lack of bargaining power, that is, a lack of the capacity to express the core factors of everyday life required for successful involvement in the social, political and economic spheres.

- When scavengers' opinions are converted into a medium, like the theatre, that is simultaneously informative and enjoyable to the audience, communication succeeds.

- In the modern times, the role of NGOs has become a challenging one. In the current scenario of the 21st century as observed by Anita Cheria and Edwin, the NGOs face the dual task of collaborating critically with the state and at the same time, fighting against the anti-people/anti-marginalized policy.

- Janani's network of franchised Titli ('Butterfly') centres is run by more than 22,000 rural medical practitioners certified by Janani to sell condoms, oral contraception, and over-the-counter pregnancy tests.

13.6 KEY WORDS

- **Proselytizing:** It is the action of attempting to convert someone from one religion, belief, or opinion to another.

- **Intrauterine Device (IUD):** It is a small, often T-shaped birth control device that is inserted into a woman's uterus to prevent pregnancy. IUDs are one form of long-acting reversible birth control.

- **Migrant:** It refers to a person who moves from one place to another especially in search of work.

- **Social marketing:** Its main objective is to influence behaviour of people for their social good.

13.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. How does Integrated Media Strategy aim to influence change at different political, economic and social levels?

2. In what ways the scavengers' conditions were dire?

Long-Answer Questions

1. Discuss the case studies which provide the experience of implementing development communication.

2. Describe the role of NGO in Bihar and Jharkhand's development.

13.8 FURTHER READINGS

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UNIT 14 CASE STUDIES II

Structure

14.0 INTRODUCTION

Development Support Communication (DSC) can only be effective as the project itself. Even the most well-designed communication strategy will fail if the overall objectives of the project are not properly determined, if they do not enjoy a broad consensus from stakeholders, or if the activities are not implemented in a satisfactory manner. Sometimes, communication experts are called in and asked to provide solutions to problems that were not clearly investigated and defined, or to support objectives that are disconnected from the political and social reality on the ground. In such cases, ideal solution is to carry out field research or communication-based assessment to probe key issues, constraints and feasible options. Tight deadlines and budget limitations, however, often induce managers to put pressure on communication experts to produce quick fixes, trying to force them to act as short-term damage-control public relations or spin doctors. In such cases, the basic foundation of development communication is neglected, and the results are usually disappointing, especially over the long-term. In order to understand the impact of DSC, we will discuss case study based on its applications in agriculture, health, family welfare and literacy.

14.1 OBJECTIVES

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

- Understand the applications of Development Support communication (DSC) through case studies

- Discuss the case studies on the application of DSC in agriculture and health

- Analyse the case studies on the application of DSC in family welfare and literacy

14.2 CASE STUDIES ON THE APPLICATION OF DEVELOPMENT SUPPORT COMMUNICATION (DSC)

We will discuss the case studies on the application of Development Support Communication (DSC), which will clarify its importance and impact.

14.2.1 Agriculture

The scheme, Swajaldhara, launched to deal with the problem of drinking water. In this, the beneficiary villagers are required to contribute 10 per cent of the project cost. Our people are prepared to bear a part of the cost if the various governmental schemes and programmes. This establishes a sense of ownership among them and helps in proper implementation.

The Union Rural Development Ministry has made Panchayati Raj Institutions (PRIs) responsible for its implementation. This is a new trend under which the centre is providing the Panchayat with the necessary resources as well as giving them the responsibility for implementation.

Yojana Haryali

Yojana Haryali launched just one month after the launch of Swajaldhara. India is constantly facing severe water problems, but this is neither because of lack of adequate sources of water nor because it receives less rainfall. The problem lies in our inability to conserve all the rainwater. It lies in our failure to take good care of our traditional sources of water. We now have to reverse this trend. We have to start a big drive for the revival, renovation and maintenance of all the available sources of water. We have to make necessary policy changes for the rapid expansion of use of techniques like drip irrigation. There is a lot of wastage of water in our canals. It also leads to soil degradation. This has to be stopped. In short, we have to save every drop of water. We have to turn water conservation into a people's movement.

Under watershed management, our villages can take up many small works to conserve water for drinking, irrigation, and fisheries and afforest ration. This will not only add 'haryali' to the rural landscape, but also create new employment opportunities for the rural poor.

14.2.2 Health and Family Welfare

The Family Planning communication Programme got a big push with the creation of the Mass Education and Media (MEM) Division within the newly established Department of Family Planning in 1966. The adoption of the 'extension education' approach, with fieldworkers reaching out to people to motivate them to adopt family planning practices, meant the creation of a network of field personnel at the national, state, district and block levels, following the patterns of the agricultural

extension services already established by them. Radio and Film also began to be used in a limited way. Films, owing to their powerful impact as an audiovisual medium, were also seen as a major vehicle of communication and the district units of the MEM Division were equipped with audiovisual vans for exhibiting motivational films. It was in this period that a strategy for communication and a pinpointed, clear and specific message to the family were articulated for the first time. A Triangle symbol for family planning was developed and slogans propagating 'two or three children- enough' and the small family norm began being used as a mass campaign.

This approach did not take into consideration the socio-economic conditions of specific audiences and the producers based in big cities had hardly any experience of rural reality. Centralised production of films, which were then dubbed in different languages, had its own drawbacks as audiences found it difficult to identify with the images and cultural context. Very often, the messages promoted through the films had no connection to the services available on the ground. The rational argument in favour of small families did not properly address the situation of rural families where infant mortality was high and additional hands for family labour meant additional income. The family planning extension staff in primary health centres had limited facilities and little control over the exhibition of films or training and preparation to use them in their work.

This lack of coordination between a centralised system of preparation and distribution of audiovisual media materials and the hard reality of the audiences in villages and the dissonance between the projected promise of services and what was available locally created a credibility gap regarding the mass media projections of the government.

14.2.3 Literacy

Eradication of adult illiteracy was one among the five Technology Missions established in the 90s to address basic problems. Operation Blackboard (OB), which aimed to provide every child easy access to primary education and set down norms of basic facilities that were to be available in all primary schools, and the National Literacy Mission (NLM), which aimed to make 80 million adults literate by 1995, were the two countrywide and significant programmes launched with great enthusiasm.

Beginning with the discussion on the New Policy on Education in 1986, there has been a consistent shift in public perception regarding the need for greater emphasis on basic education, particularly for girls. The launch of the National Literacy Mission (NLM) in 1988 as a societal mission to make 80 million adults in the age group 15-35 years literate by 1995 was a major initiative that was adequately picked up by the media. When Ernakulam district became fully literate through the literacy campaign initiated in the district with the active cooperation of the district administration, educational institutions and a prominent NGO-Kerala Shasta Sahitya Parishad (KSSP), it was a significant achievement. Publicity and coverage in the media helped in the adoption of the campaign mode as the strategy

for NLM. Kerala achieving fully literate status soon afterwards, in 1990, which was also the International Literacy Year (ILY), made news and brought literacy to front-page headlines of newspapers. In that sense, the Jomtien Meeting and the Education for All (EFA) declaration came when India was poised for a shift in priority and public opinion reflected in the editorial coverage and political manifestos endorsed the commitment towards the goal of Education for All by 2000.

In brief, the problem of the NLM was to enlist the support and participation of educated people in the programme as trainers, motivators and volunteers; enhance the performance of the existing delivery system through improvement in the quality of services to attack learners; and better-trained literacy instruction/supervisors and efficient management (resource utilisation). It was also necessary for NLM to become more sensitive to the problems of the field and for the internal communication system to become more responsive to the needs and requirements of the field.

It is against this background that NLM had to develop a communication strategy that focused on women as new learners and change-agents, engaged and mobilised the community to participate as volunteers and teachers, and created a positive environment wherein literacy (even for adults) was perceived as a necessary skill in the modernisation process.

It is necessary to mention at the very outset that communication support does not refer only to the products or media materials (posters, booklets, films, slides, and videos) but also includes consideration of the process by which such products are developed. For instance, it is possible that a literacy instructor may develop a set of flash cards to be used in class with the participation of the learners. The preparation of the materials through the participatory process is a learning experience that improves participation in and awareness about the functional literacy programme among the learners. Generally, this process is regarded as a 'demystification' process by which the learner and instructor (applicable at all levels)share their common pool of knowledge and experience gathered individually over time and collectively evolve to a higher plane of understanding/ awareness and skill. This is the essence of participatory leaning process for which interpersonal communication (with or without media support) is the key. Unless there is an acknowledgement of equality between the participants at a human level, obstruction/ attitudinal barriers will block the adult learning process, particularly in the case of poor women and SCs and STs who suffer from a sense of historical injustice that Paulo Freire has called 'the culture of silence' (Freire 1972).

In keeping with this perspective, where winning the confidence of the adult learner and establishing a relationship of trust between the learner and instructor were the key objectives, the role of communication was broadly grouped under the following heads:

- **Advocacy/public awareness:** It was necessary to create a favourable climate for adult literacy such that the objectives of NLM were accepted

and supported by all sections of society. Cynicism and doubt had to be dispelled with cogent reasoning based on sound economic, political, cultural and human arguments. Mass media, small-group media using audiovisual means, print publicity and direct mail, apart from discussion and dialogue were required for this purpose. Also, the public awareness campaign had to cut across all economic classes, social groups, business organisations, different government departments, urban and rural milieu, students and teachers, women and men.

- **Motivating the learners/instructors:** Adult literacy was a difficult task and required tenacious effort on the part of the learner and patience and skill on the part of the instructor. The need and importance of literacy had to be felt by the learner and constant support and encouragement were necessary for both partners (whether in a one-to-one situation or a classroom/centre situation). Supplementary communication materials that were visually attractive and stimulating, audiovisual and video programmes that were informative and enjoyable, game, and puzzles, cultural and recreational activities that were relaxing and, above all, a physical space that was secure and comfortable, especially for poor rural women and persons from SC/ST communities, all contributed to enriching the learning situation and helped the learner and instructor in their collective endeavour.

- **Training in communication skills:** A variety of communication materials were required to improve the communication skills of the instructor, supervisor and other management personnel at the district and state levels. The renewed objectives of NLM, with its emphasis on participative learning, literacy through dialect, increased use of audiovisual inputs, post-literacy materials and mission management system, had to be understood and internalised by the functionaries. In addition, the basic teaching-learning materials for the adult learner like the literacy primer required improvement and support from additional materials like charts, flash cards, slides, audio cassettes, radio, TV and video programmes.

- **Documentation/learning from sharing experience:** Adults had a wealth of experience in overcoming difficulties, stimulating learning and innovation in field situation. This constituted a rich repository of learning 'material' in a participative and creative learning process. Such experiences had to be documented and shared widely to encourage others to think without fetters and learn from one another's experience. The documentation (written and audiovisual) also provided informal feedback to NLM so that the field process could be supported further. Success stories, problem solving skills and interdepartmental cooperation at all levels, but especially at the village, block and district levels, needed to be highlighted and shared.

The approaches that NLM set out to adopt to achieve the communication objectives outlined above were the following:

- Energising the existing structures at the centre, state, district, block, project and village (adult education centre) levels. The focus was on retaining clarity about NLM objectives, accountability and improved performance, faster flow of information and feedback, and a commitment to improving the quality of the programme rather than achieving notional targets of learner enrolment. Supportive supervision with a team-based approach had to be inculcated among functionaries.

- Decentralised planning, production and effective utilisation of communication materials. However, identification of priorities, specific focus on different target groups, choice of media and communication planning had to be coordinated at the state level and between states. The Directorate of Adult Education (DAE) under NLM had to be the nodal agency to give effect to this ordinate decentralisation effort.

- Inter-departmental cooperation between agriculture, health and family welfare, rural development, women and child development and education functionaries was necessary so that field activities for social mobilisation could be planned together at the state and district levels, thereby enhancing the level of cooperation at the block and village level. This was indeed a difficult task but had to be done.

- Intensive effort in particular areas had to be initiated with the objective of complete eradication of illiteracy in selected district, especially in states that showed a weak performance. Use of innovative materials, flexible operation, experimental project modes and careful planning and monitoring were the salient features of such intensive effort.

- Integrating a quick method of evaluation and mid-course correction in any effort was another crucial aspect of the communication strategy. This helped in aborting projects and avoiding wastage as well as in intensifying successful efforts and planning for the spread of such efforts. The key to achieving this was to speed with which such evaluations could be executed through the existing internal communication system such that the response could also flow through the same structure quickly.

Check Your Progress

1. Name the government body/institution appointed by the Union Rural Development Ministry for implementing the scheme, Swajaldhara.

2. Why is India constantly facing severe water problems?

3. What is the full form of KSSP?

14.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The Union Rural Development Ministry has made Panchayati Raj Institutions (PRIs) responsible for implementing the scheme, Swajaldhara.

2. India is constantly facing severe water problems because of its inability to conserve all the rainwater and take good care of traditional sources of water.

3. The full form of KSSP is Kerala Shasta Sahitya Parishad.

14.4 SUMMARY

- The scheme, Swajaldhara, launched to deal with the problem of drinking water. In this, the beneficiary villagers are required to contribute 10 per cent of the project cost.

- Yojana Haryali launched just one month after the launch of Swajaldhara. Under watershed management, our villages can take up many small works to conserve water for drinking, irrigation, and fisheries and afforest ration.

- The Family Planning communication Programme got a big push with the creation of the Mass Education and Media (MEM) Division within the newly established Department of Family Planning in 1966.

- Films, owing to their powerful impact as an audiovisual medium, were also seen as a major vehicle of communication and the district units of the MEM Division were equipped with audiovisual vans for exhibiting motivational films.

- Centralised production of films, which were then dubbed in different languages, had its own drawbacks as audiences found it difficult to identify with the images and cultural context.

- Eradication of adult illiteracy was one among the five Technology Missions established in the 90s to address basic problems.

- Operation Blackboard (OB) aimed to provide every child easy access to primary education and set down norms of basic facilities that were to be available in all primary schools.

- Beginning with the discussion on the New Policy on Education in 1986, there has been a consistent shift in public perception regarding the need for greater emphasis on basic education, particularly for girls.

- The launch of the National Literacy Mission (NLM) in 1988 as a societal mission to make 80 million adults in the age group 15-35 years literate by 1995 was a major initiative that was adequately picked up by the media.

- The problem of the NLM was to enlist the support and participation of educated people in the programme as trainers, enhance the performance of the existing delivery system through improvement in the quality of services; and better-trained literacy instruction/supervisors and efficient management (resource utilisation).

14.5 KEY WORDS

- **Operation Blackboard:** It is a scheme, which was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country.

- **Nodal Agency:** It is a direct concern office which is deputed either for consultation, execution/implementation or supervision or combined of all above for a particular scheme or project initiated by the government. It can be defined for state as well as central.

14.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on Yojana Haryali.
2. What were the problems faced by the MEM Division?

Long-Answer Questions

1. Discuss the case studies on the application of DSC in literacy.
2. Explain the approaches that NLM set out to adopt to achieve the communication objectives.

14.7 FURTHER READINGS

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