



MASTER OF ARTS
MASS
COMMUNICATION
AND JOURNALISM
CENTRE FOR OPEN AND
DISTANCE LEARNING
(CODL)



MMC 304 : COMMUNICATION
FOR SOCIAL CHANGE AND
DEVELOPMENT
BLOCK I

CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY (A CENTRAL UNIVERSITY)
TEZPUR, ASSAM - 784028
INDIA

Vision

To grow to be a leading centre for human resource development through distance, open and universal learning system.

Mission

To provide quality higher education at door step through barrier-less, flexible and open learning mode in conformity with national priority and societal need.

Objective

- **To offer degree, diploma, certificate level programme of study through distance learning in various emerging subjects across the disciplines.**
- **To offer job oriented and vocational programmes in flexible terms in the line of the national and regional level demand of manpower.**
- **To offer various programmes under lifelong learning contributing to the local and regional level requirements and as per the need of the society at large.**
- **To undertake various research and academic activities for furtherance of distance education in the region.**
- **To contribute to conserve and promote cultural heritage, literature, traditional knowledge and environment conducting short programmes, workshops, seminars and research in interdisciplinary field.**

MMC 304: COMMUNICATION FOR SOCIAL CHANGE AND DEVELOPMENT



CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY (A CENTRAL UNIVERSITY)
TEZPUR, ASSAM-784028
INDIA

MMC-304: COMMUNICATION FOR SOCIAL CHANGE AND DEVELOPMENT

ADVISORY COMMITTEE

Dr. Joya Chakraborty	Associate Professor & Head, Department of Mass Communication and Journalism, Tezpur University
Dr. P. Anbarasan	Associate Professor, Department of Mass Communication and Journalism, Tezpur University
Dr. Uttam Kumar Pegu	Associate Professor, Department of Mass Communication and Journalism, Tezpur University
Ms. Madhusmita Boruah	Assistant Professor, Mass Communication, Centre for Open and Distance Learning, Tezpur University

CONTRIBUTOR

Module I	Mr. Muktikam Hazarika	Assistant Professor, Department of Mass Communication Journalism and Media Studies, Cotton University
Module II	Ms. Ujjaini Chakrabarty	Research Scholar, Dpt. of Mass Communication and, Tezpur University
	Ms. Lohita Raulo	Research Scholar, Dpt. of Mass Communication and, Tezpur University
	Ms. Richa Chattapadhyay	Research Scholar, Dpt. of Mass Communication and, Tezpur University

EDITOR

Dr. P. Anbarasan

Associate Professor, Department of Mass
Communication and Journalism, Tezpur
University

Copyright © reserved with Centre for Open and Distance Learning (CODL), Tezpur University. No part of this work may be reproduced in any form, by mimeography or any other means, without permission in writing from CODL.

Any other information about CODL may be obtained from the Office of the CODL, Tezpur University, Tezpur-784028, Assam.

Published by Director on behalf of the Centre for Open and Distance Learning, Tezpur University, Assam.

BLOCK I

MODULE I: COMMUNICATION AND DEVELOPMENT

UNIT 1: UNDERSTANDING DEVELOPMENT

UNIT 2: AGENCIES IN DEVELOPMENT

UNIT 3: COMMUNICATION FOR DEVELOPMENT
MEANING AND CONCEPT

UNIT 4: MODERNISATION PARADIGM

MODULE II: APPROACHES IN DEVELOPMENT

UNIT 5: DEPENDENCY PARADIGM

UNIT 6: MULTIPLICITY AND ALTERNATIVE PARADIGM

UNIT 7: APPROACHES IN COMMUNICATION FOR
DEVELOPMENT

UNIT 8 : PARTICIPATORY APPROACHES TO
COMMUNICATION FOR DEVELOPMENT

TABLE OF CONTENT

MODULE I: COMMUNICATION AND DEVELOPMENT	
UNIT 1: UNDERSTANDING DEVELOPMENT	
1.1 Introduction 1.2 Objectives 1.3 Origin of the concept of Development 1.4 Approaches to Development 1.5 Indicators of Development 1.6 Summing Up 1.7 Questions 1.8 Recommended Readings	
UNIT 2: AGENCIES IN DEVELOPMENT	
2.1 Introduction 2.2 Objectives 2.3 Role of Government in development 2.4 National and International NGOs in development 2.5 UN agencies in Development 2.6 Summing Up 2.7 Questions 2.8 Recommended Readings	
UNIT 3: COMMUNICATION FOR DEVELOPMENT MEANING AND CONCEPT	
3.1 Introduction 3.2 Objectives 3.3 Definitions of Development Communication 3.4 Evolution of Development Communication 3.5 Need and significance 3.6 Summing Up 3.7 Questions 3.8 Recommended Readings	

UNIT 4: MODERNISATION PARADIGM	
4.1 Introduction 4.2 Objectives 4.3 Mass media the magic multiplier 4.4 Diffusion of Innovation 4.5 Development Support Communication 4.6 Summing Up 4.7 Questions 4.8 Recommended Readings	
MODULE II: APPROACHES IN DEVELOPMENT	
Unit 5: DEPENDENCY PARADIGM	
5.1 Introduction 5.2 Objectives 5.3 Dynamics of Development <ul style="list-style-type: none"> 5.3.1 Characteristics of social change 5.3.2 Terms associate with social change 5.4 The concept of Development of underdevelopment 5.5 Development of underdevelopment <ul style="list-style-type: none"> 5.5.1 Theories of development <ul style="list-style-type: none"> 5.5.1.1 Modernization Theory 5.5.1.2 Dependency Theory 5.5.1.3 Participatory theory 5.6 World system theory 5.7 NWICO <ul style="list-style-type: none"> 5.7.1 NAM and NWICO 5.7.2 MacBride Commission 5.7.3 Recommendation of the MacBride Commission 5.8 Summing Up 5.9 Questions 5.10 Recommended readings	
UNIT 6 : MULTIPLICITY AND ALTERNATIVE PARADIGM	
6.1 Introduction 6.2 Objectives 6.3 Understanding Multiplicity and Another Paradigm <ul style="list-style-type: none"> 6.3.1 Two major approaches to participatory communication <ul style="list-style-type: none"> 6.3.1.1 Dialogic Mode 6.3.1.2 Self-management, Access and Participation 6.4 Development as Empowerment	

6.4 1 Elements of communication for empowerment 6.4 2 Components of communication for empowerment 6.5 Development as Freedom 6.6 Development as Grassroots Governance 6.7 Summing Up 6.8 Questions 6.9 Recommended Readings	
UNIT 7 :APPROACHES IN COMMUNICATION FOR DEVELOPMENT	
7.1 Introduction 7.2 Objectives 7.3 Behavior Change Communication 7.4 Social Marketing 7.5 Entertainment Education 7.6. Advocacy 7.7 Summing Up 7.8 Questions 7.9 Recommended Readings	
UNIT 8 : PARTICIPATORY APPROACHES TO COMMUNICATION FOR DEVELOPMENT	
8.1 Introduction 8.2 Objectives 8.3 Historical evolution of the idea of participation 8.4 Distinction between Diffusion and Participatory approach 8.5 Approaches to Participatory Communication 8.6. Arnstein's Ladder of Citizen Participation 8.7 Participatory tools for data collection 8.8 PRA and RRA approaches 8.9 Summing Up 8.10 Questions 8.11 Recommended Readings	

COURSE INTRODUCTION

This course Communication for Social Change and Development (MMC 304) , aims to develop your understanding about the significant relationship between the concepts of communication and development. From this course, you will know how communication accelerates the process of development in different aspects of the society including its political, economic and cultural growth. This course is comprised of two blocks including **Block I** and **Block II** and each block includes eight units and six units respectively. The **Block I** is comprised of Module I and Module II based on the aspects of Communication and Development and Approaches in Development respectively. On the other hand, Block II contains Module III and Module IV which discuss the topics of Media and Development and Strategies for Development respectively.

The Unit 1 in **Module I** focuses on the concept of development, its origin , approaches and indicators. The Unit 2 discusses different agencies in development including government, national and international NGO's and also role of United Nations in development. The concept of communication for development is discussed in the Unit 3 which gives the definition of the concept as well as evolution of the concept, its need and significance. Unit 4 of the Module I discusses the Modernization Paradigm including the topic of mass media as a magic multiplier, diffusion of innovation, etc. On the other hand, the **Module II** discusses different approaches in development including Dependency Paradigm in Unit 5, Multiplicity and Alternative Paradigm in Unit 6. Unit 7 explains the approaches in Communication for development such as Behaviour Change Communication, Social Marketing, Entertainment Education , etc. The last unit in Block I, i.e. Unit 8 includes the topic of participatory approaches to Communication for Development discussing the topics such as diffusion vs participatory, levels and types of participation, participatory tools for data collection, etc.

The **Module III** of Block II is based on the topic of media and development. The units under this module discuss the different issues including strategic planning and situational analysis, role of different media in development and also role of information and communication technologies in development in context to explaining the relationship of media and development. **Module IV** is about the strategies for development communication discussing environmental and sustainable approaches in development under Unit 12. Unit 13 gives the idea of media and nation building, family planning and other health communication strategies and also communication for development in rural agricultural economy within the context of Indian scenario. The Unit 14 under this Module III discusses women's movements, education and food security , free speech and information right etc. within the purview of communication for development.

MODULE I: COMMUNICATION AND DEVELOPMENT

UNIT 1: UNDERSTANDING DEVELOPMENT

UNIT STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Origin of the concept of Development
- 1.4 Approaches to Development
- 1.5 Indicators of Development
- 1.6 Summing Up
- 1.7 Questions
- 1.8 Recommended Readings

1.1 INTRODUCTION

This course, Communication for Social Change emphasizes on understanding the relationship between communication and development. From this course you will learn how implication of communication strategies leads to social changes. In this context, understanding the concept of development is important before you learn the role of communication in the development process. Therefore, this unit aims to give you an idea about the origin, approaches and indicators of development along with special reference to the differences in needs of first world country and third world countries. It also discusses the term development as inclusive in nature that involves the socio-political and economic growth in the society irrespective of class ,caste, religion, and creed.

1.2 OBJECTIVES

A thorough study of this unit shall enable you to

- To understand the idea of Development
- To learn the important approaches to Development

- To understand the different pointers with regards to Development

1.3 ORIGIN OF THE CONCEPT OF DEVELOPMENT

Development means different things to different scholars and practitioners. The theory and practice of development cannot be meaningfully discussed without defining development as well as communication. If we trace the concept of development in its modern form, it dates back to World War II. Those years witnessed the political emancipation of most of the Third World from colonization and the birth of UN, marking the formal beginning of development aid to Third World Countries.

In 1949, the four point program was proposed by US president Truman in response to the plight of the people. He observed that:

More than half the people of the world are living in conditions approaching misery. Their food is inadequate. they are victims of disease. Their economic life is primitive and stagnant. their poverty is a threat both to them and to more prosperous areas. For the first time in history, humanity possesses the knowledge and skill to relieve the suffering of these people.

The four point program's four points were:

1. First, the US would support the UN and help strengthen its ability to enforce its decision.
2. Second, the US would continue its work in revitalizing the world economy.
3. Third, the US would strengthen freedom-loving people around the world against the evils of aggression.
4. Fourth, the US would embark on a new program of modernization and capital investment.

So the entire concept of development was equated to capital development. This included insertion of Western cornucopia of advances in agriculture, commerce, industry and health through infrastructure development,

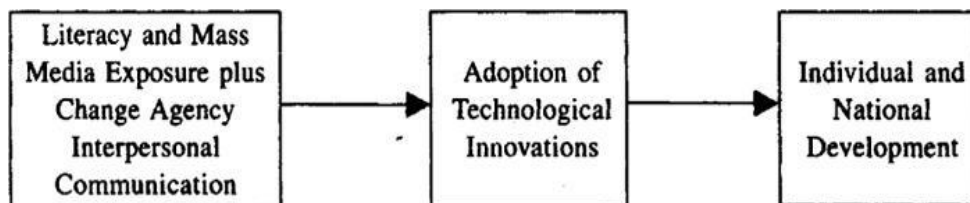
technological advancement and so on. This was called the *pro-innovation bias*. Later, it was realized that the needs and demands of the Third World is completely different. The Third World didn't have any base or the minimum requirement for them to accept these new advancements and flourish. Base of expertise or infrastructure with the communication of ideas and skills were required to adopt the new innovations successfully. This is when a *pro-persuasion bias* was added to the *pro-innovation bias* which is a concept developed by Melkote and Srinivas (2001). A set of campaigns was set in motion with influence-oriented messages following the top-down communication.

Fig 1.1: Pro-persuasion Model of Development (Melkote & Srinivas, 2001).



Later, Learner examined the correlations between the expansion of economic activity being equated with development and a set of modernizing variables, chief among which were urbanization, literacy, mass media use and democratic participation. It was believed that this would help the masses to eventually break free of their stupefying bonds of traditionalism, heralding, as it were, the passing of traditional society.

Fig 1.2: Change Agency Communication and Mass Media Model of Development (Melkote & Srinivas, 2001).



In this model, the mass media was considered to inject the information amongst the masses creating awareness of, and interest in the innovations espoused by the aid agencies. The messages contained persuasive components, by some alchemy of bullet theory of communication. This was done to bring a *climate of acceptance*. It was pre-assumed that, over time, the innovation introduced at one level of the Third World society would trickle down to the rest of the community. However, the expected diffusion of innovation in the Third World did not eventuate as it had done in Western countries.

Was there something wrong, something intrinsically unattractive about the innovations selected for diffusion? Were the channel linkages between the source and the receiver sufficient to the task of reaching all the potential adopters adequately? Or was there something perversely recalcitrant about the Third World farmers? This put forward many questions to the development scholars.

According to development scholars, there are three perspectives or ways of development. Though most would agree that development means improving the living conditions of society, there has been much debate on what constitutes improved living conditions and how they should be achieved. The first is modernization, based on the neo-classical economic theory, and promoting and supporting capitalist economic development. This perspective assumes that the western model of economic growth is applicable elsewhere, and that the introduction of modern technologies is important in development. Evidence of modernization can be readily observed in local-level projects that aim to persuade people to adopt technologies, and also in macro-level policies of governments and aid organizations that pressure Third World countries to sacrifice education and human services for economic growth.

Critical perspective constitutes a second way of thinking about development. These perspectives challenge the economic and cultural

expansionism and imperialism of modernization; and they argue for political and economic restructuring to produce a more even distribution of rewards in society. These perspectives do a good job of exposing and critiquing the flaws of modernization, yet they have been less successful so far in proposing concrete alternatives, and they seldom form the primary basis of development projects.

Liberalization or monastic perspective constitute the third area of scholarship and practice on development. The Brazilian educator Paulo Freire is among the most well-known proponents of development as liberation. These perspectives derive largely from liberation theology, which prioritize personal and communal liberation from oppression, as the key to empowerment and self-reliance, which is the goal of development. Liberation theology assumes that all people want to become fully human, which means free and self-reliant, and that they have the internal capacity to develop themselves on their own terms. However internal and external forms of oppression restricts their ability to do so. therefore, the purpose of development is liberation from oppression, with a focus on both individuals and communities.

It is important to highlight that these three perspective are neither mutually exclusive nor exhaustive. Furthermore, there are other themes in the scholarship and practice of development that intersect with these three that have challenged their assumptions and methodologies. these include the basic needs, sustainable development, and women and development perspectives all introduced in the early 1970s.

Unilinear Development Models

Walt Rostow's Economic Growth Model (1960) where he constructed a five stage transition which started from the traditional society and stopped at the modern industrial complex. The five stages are:

1. The traditional society
2. Preconditions for take off

3. Take off
4. Drive to maturity
5. Age of high mass consumption

According to Rostow, every society will go through these stages. In Rostow's model, the traditional society was "hampered by limited production facilities, based on pre-Newtonian notions of science and technology, and constrained by rigid social structure and irrational psychological attitudes".

The preconditions for take-off were developed when insights of modern science were applied to new production functions in agriculture and industry. people increasingly believed that economic progress was necessary for a better life and also were willing to save and take risks in pursuit of private profit. institutions such as banks appeared to mobilize savings, infrastructure developed, notably in transportation and communications. It was during the take-off stage that a nation transformed from a traditional into a modern state. After take-off, a steady rate of growth in the economy could be regularly sustained. Output was ahead of population increases, there was an improvement in technology giving rise to new and more efficient industries, and the economy found its place in profitable international trade. Finally, the society entered the stage of high mass consumption. Large number of people gained command over consumption that went beyond basic necessities to include luxury goods and services. The United States, Canada, Japan and countries of Western Europe constitute examples of nations that have reached the final stage of mass consumption.

Lerner saw the dynamic of social development as; a nucleus of mobile change-accepting personalities, a growing mass media system to spread the ideas and attitudes of social mobility and change, the interaction of urbanization, literacy and industrialization, higher per capita income and political participation. he believed that these institutional developments (which already occurred in Western nations) would lead to a take-off

towards modernization. Lerner also suggested a psychological prerequisite among individuals called empathy. Lerner saw systematic interconnections between the various institutional developments. As Schramm noted: “the essential point was that the growth is one of these spheres stimulates growth in others, and all spheres of society moved forward together toward modernization”

1.4 APPROACHES TO DEVELOPMENT

Starting from the early 1950s to the present date, there are three concepts/approaches to development; Modernization, Dependency and Another Development/Multiplicity.

From the beginning it was standardized that the western societies are the epitome of development and the Third World nation need to adapt and follow these development standards. The western society believed that the development is to discard the traditional way of living and living as per the western society’s development scale.

The concept of Modernization developed a complex structure where these third world nation became dependent on the western society. The wealth and development occurred in the third world society but the ideas on how to channelize it, where and how to exercise it, all the ideas came from the western society. This affords the top-down, one-way communication approach, whereby the rich and developed source disseminates information deemed salient for the development of the receiver that needs to be uplifted.

The concept of Dependency, employed the transmissive, and the diffusion models of communication. This model focused on the stimulus as a key to the getting target audience developed as in transmissive models; and underscored knowledge of the receiver and his/her socio-political environment as prescribed in the diffusion models. Rogers, states that for the stimulus to be effective to create persuasive graphic messages to

facilitate the decision to adopt and confirm adoption of development messages, it is necessary to have knowledge of the receiver and the social system variables. This is because development and socio-political processes are intertwined.

However, these two paradigms were inadequate because they did not produce the desired development of target audience. Garland, citing MacBride states that:

The former models used communication especially for disseminating information, getting people to understand the 'benefits' promised by development and the 'sacrifices' it demands. The initiation of a development model on the hypothesis that wealth, once acquired, will automatically filter down to all levels of society, including the propagation of communication practices from top-bottom. The effects were a long way from the effects that were expected.

This led to the concept of development. Another Development or Multiplicity, which employ the participatory communication strategies. The concept of Another Development or Multiplicity emphasizes interaction and participation of all stakeholders with particular emphasis on the target audience in the development process: Diagnosis, Planning, Intervention or Experimentation, and Assessment. Here communication has a special place as it is seen as an essential tool for participation. Understanding the needs and demands of the audience, including them in the process is the main essence of this approach. It uses the participatory methods of communication and understanding to identify, assess and address the needs. As the name suggests, it understands that there is no single road to development but requires multiplicity approach/mixed methods. It is an example of two way, free and transparent flow of information and resources.

Both modernization and dependency viewed development as aid from the more developed countries (source) to less developed countries (receivers). This projects a top-down idea of information and resource flow which is a one-way approach, vertical and hierarchical in nature. Whereas the participatory approach (1990s to present) believes in two-way process, horizontal in nature and seeks collaboration & participation of all the stakeholders.

1.5 INDICATORS OF DEVELOPMENT

As discussed earlier, development is a multidimensional concept and the meaning changes with person, time, geography, social structure, economic condition and other countless factors. Similarly, to talk of a fixed indicator of development would not do justice to the flexibility of the concept. Every state and country has their own way of measuring development. Combining different indicators, we came up with the following indicators. These are not fixed indicators, one can add up or remove as per the situation and need.

1. Economic growth and transformation
 - a. GDP growth
 - b. Real per capita GDP growth
 - c. Foreign direct investment (FDI)
 - d. Gross fixed capital formation
 - e. Budget surplus or deficit before borrowing
 - f. Government debt
 - g. Interest rates: real and nominal
 - h. Inflation measures: CPI
 - i. Bond points spread
 - j. Expenditure on R&D
 - k. Information and communications technology
 - l. Patents
 - m. Knowledge-based economy index
2. Employment

- a. Employment
- b. Unemployment
- 3. Poverty and Inequality
 - a. Per capita income
 - b. Living standards measure
 - c. Inequality measures
 - d. Poverty headcount index
 - e. Poverty gap analysis
 - f. Social-assistance support
- 4. Household and Community Assets
 - a. Meeting housing needs
 - b. Potable water
 - c. Sanitation
 - d. Electricity
 - e. Land restitution
 - f. Land redistribution
- 5. Healthcare and Diseases
 - a. Early childhood care
 - b. Life expectancy
 - c. Infant and child mortality rate
 - d. Severe malnutrition under five years
 - e. Immunisation coverage
 - f. Maternal mortality ratio (MMR)
- 6. Education
 - a. Early childhood development
 - b. Class ratio in public ordinary schools
 - c. Student-teacher ratio
 - d. Enrolment rates
 - e. Dropout rates
 - f. Adult literacy
- 7. Social Cohesion
 - a. Strength of civil society

- b. Voter participation
- c. Voters per province
- d. Women who are members of legislative bodies
- e. Confident in a happy future for all races
- f. Public opinion on race relations
- g. Identity based on self-description

8. Safety and Security

- a. Victims of crimes
- b. Number of all crimes
- c. Contact crime
- d. Drug related crimes
- e. Sexual offences
- f. Property crimes
- g. Aggravated robberies
- h. Detection rate
- i. Charges referred to court
- j. Conviction rate
- k. Total number of inmates
- l. Rehabilitation of inmates

9. Good Governance

- a. Tax returns
- b. Audits
- c. Corruption perceptions
- d. Budget transparency
- e. Public opinion on delivery of basic services
- f. Ease of doing business
- g. Greenhouse gas emissions
- h. Transport infrastructure
- i. Energy profile
- j. Demographic trends

10. International Relations

- a. Peace operations

- b. Democratically elected governments
- c. Real GDP growth
- d. International agreements

ASSESS YOUR PROGRESS

1. Explain the Economic growth and transformation as an indicator of development with special reference to India.

2. “Development is a multidimensional concept and the meaning changes with person, time, geography, social structure, economic condition and other countless factors”. Discuss.

1.6 SUMMING UP

This unit discusses the concept of development from the aspects of different approaches of development such as modernisation, dependency and multiplicity/ another development explaining the relationship between the first world countries and the third world countries. The dependency and modernisation approaches of development are based on a top-down model of development in which the third world nations become dependent on the modernised western societies. On the other hand, the multiplicity or another development approach emphasizes on a two process of development through collaboration between both the developed countries and less developed countries. However, the concept or nature of development varies based on different parameters and different contexts, but there are some basic indicators of development such as Economic growth and transformation, Employment, Poverty and Inequality, Healthcare, education, etc.

1.7 QUESTIONS

1. What are the stages of Walt Rostow's Economic Growth Model? Discuss the model.
2. Discuss the three approaches of development.
3. Who proposed the four points programme? What are the four points mentioned in this programme?

1.8 RECOMMENDED READINGS

Melkote, S. & Steeves, L. (2001). Communication for Development in the Third World: Theory and Practice for Empowerment. New Delhi: Sage

Sylvester, E. Vol. 10 (3), Serial No.42, June, 2016: 317-337. Major Development Communication Paradigms and Practices: Implications for Graphic Communication

UNIT 2: AGENCIES IN DEVELOPMENT

UNIT STRUCTURE

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Role of Government in development
- 2.4 National and International NGOs in development
- 2.5 UN agencies in Development
- 2.6 Summing Up
- 2.7 Questions
- 2.8 Recommended Readings

2.1 INTRODUCTION

Agencies which include government organisations and Non-Governmental Organisations (NGOs) play a very significant role in accelerating the development process. In this unit, we are discussing different aspects related to the role of agencies in development and also the responsibilities for maintaining equilibrium in the society. From this unit you will learn about different international agencies working for social justice in different fields. A communication perspective in the strategies of development process indicates the significance of balanced information flow in order to eliminate the gap between the privileged and the deprived. Therefore, the basic goal of government agencies and non-governmental organisations should be to establish a balanced information system with a purpose to sustaining equity in the society. The United Nations is such an international organisation which is continuously supporting sustainable development for a better future of the world. It has different agencies such as International Labour Organization, Food and Agriculture Organization, United Nations Development Programme, etc. which are working in various specialised areas for inclusive growth globally.

2.2 OBJECTIVES

A thorough study of this unit shall enable you to

- To understand the role of government in the development models and approaches.
- To understand the concept of NGOs and their role in development.
- To know about the different agencies working in the development sector.

2.3 ROLE OF GOVERNMENT IN DEVELOPMENT

What role does government play in the development remains a vital question. Government may be narrowly limited to perform the essential task of protecting each individual's right to his life, liberty, and property. Or it may be used to try to modify, influence, or dictate the conduct of the citizenry. From the lens of communication for development, it is expected from the government to be effective, inclusive and responsive.

The government has long back laid down many guidelines which we identify as constitution. It guarantees existence, freedom, expression, life and many more values to an individual. Again, it is not always necessary that these rights are actually exercised by an individual. There are *n* number of factor which stops individual to reach out and access the rights. Not just this but this dilemma is also true in case of schemes and other facilities provided by the government. This is how the system has been running in the country since generations. Not that there has been no improvisation but a lot is still to be done.

Another important factor is inclusivity. Schemes and services are designed in a way which often fails to consider the niche reality and need of its target audience. The government do run a pilot and test their plan before actually launching it on a big scale but they must decide on what to measure and how, always with an eye on the overall goal of the program or initiative. In short a credible collection of performance data should be in priority. Clean,

reliable data can then inform the design or refinement of government initiatives.

Many institutions/bodies/individuals/communities have also complained of the local authorities and authorities thereafter to be ignorant and unresponsive. One blank response/ignorance can lead to many other issues. Though giving response every time may not resolve the issue then and there but it ensures the general public that they have a body to whom they can reach out to.

Hence, when it comes to development the major role we see is; being an effective, inclusive and responsive government. Though these are not the limited roles that they can play. Apart from the roles listed above there can be other umpteenth contribution that will always increase the credibility in the longer run.

2.4 NATIONAL AND INTERNATIONAL NGOS IN DEVELOPMENT

The term “non-governmental organization” was created in Article 71 of the Charter of the newly formed United Nations in 1945. Their activities include, but are not limited to, environmental, social, advocacy and human rights work. They can work to promote social or political change on a broad scale or very locally. NGOs play a critical part in developing society, improving communities, and promoting citizen participation. There are an estimated 10 million (non-governmental organizations) NGOs worldwide providing humanitarian and medical services to serve the ailing humanity.

NGOs have immense role in bringing about social change and development. Development, is a multi- faceted process, which essentially involves the aggressive participation of the people, addressing issues from a varied perspective with the idea of sustainability. This is not possible until there is a transparent information flow, action oriented awareness resulting into advocating for the rights and entitlements. There are n

number of organizations working on different issues, using different techniques and strategies but the larger objective always remains the same i.e., the social development and justice for one and all.

To name a few NGOs across India, we have:

1. Goonj
2. Quest Alliance
3. Drishti
4. ANANDI (Area Network and Development Initiatives)
5. Pratham
6. Smile Foundation
7. Jan Vikas
8. S M Sehgal Foundation
9. Shramik Bharti
10. YUVA (Youth for Unity and Voluntary Action)
11. North East Network

To name a few international NGOs, we can look at the work of:

1. Amnesty International
2. Acre International
3. OXFAM
4. One World
5. NASSCOM Foundation
6. CRY (Child Rights and You)
7. UNICEF
8. UNDP
9. Bill and Melinda Gates Foundation

2.5 UN AGENCIES IN DEVELOPMENT

The United Nations (UN) operates numerous agencies that support social and economic development around the world. At present there are 15 specialized sub agencies under the UN. These agencies cover every sector

from agriculture to sustainable energy and procure very large quantities of goods and services each year. Almost all their development programs are delivered by UN country offices and are often implemented by national authorities in the recipient country.

The major UN development agencies are the following:

- **International Labour Organization (ILO)**

The ILO was founded in 1919, in the wake of a destructive war, to pursue a vision based on the premise that universal, lasting peace can be established only if it is based on social justice. The ILO became the first specialized agency of the UN in 1946.

The main aims of the ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

- **Food and Agriculture Organization (FAO)**

The Food and Agriculture Organization (FAO), founded in 1945, is a specialized agency of the United Nations that leads international efforts to defeat hunger.

The goal of FAO is to achieve food security for all and make sure that people have regular access to enough high-quality food to lead active, healthy lives. With over 194 member states, FAO works in over 130 countries worldwide. We believe that everyone can play a part in ending hunger.

- **International Atomic Energy Agency (IAEA)**

The IAEA was created in 1957 in response to the deep fears and expectations generated by the discoveries and diverse uses of nuclear technology.

The Agency's genesis was U.S. President Eisenhower's "Atoms for Peace" address to the General Assembly of the United Nations on 8 December 1953.

Widely known as the world's "Atoms for Peace and Development" organization within the United Nations family, the IAEA is the international centre for cooperation in the nuclear field. The Agency works with its Member States and multiple partners worldwide to promote the safe, secure and peaceful use of nuclear technologies.

- **United Nations Procurement Division (UNPD)**

The United Nations Procurement Division of the United Nations Secretariat is one of main organs of the United Nations and carries out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council and the other organs.

- **International Civil Aviation Organisation (ICAO)**

The ICAO is a UN specialized agency, established by States in 1944 to manage the administration and governance of the Convention on International Civil Aviation (Chicago Convention).

ICAO works with the Convention's 192 Member States and industry groups to reach consensus on international civil aviation Standards and Recommended Practices (SARPs) and policies in support of a safe, efficient, secure, economically sustainable and environmentally responsible civil aviation sector. These SARPs and policies are used by ICAO Member States to ensure that their local civil aviation operations and regulations conform to global norms, which in turn permits more than 100,000 daily flights in aviation's global network to operate safely and reliably in every region of the world.

ICAO also coordinates assistance and capacity building for States in support of numerous aviation development objectives; produces global plans to coordinate multilateral strategic progress for safety and air navigation; monitors and reports on numerous air transport sector performance metrics; and audits States' civil aviation oversight capabilities in the areas of safety and security.

- **United Nations Development Programme (UNDP)**

UNDP is based on the merging of the United Nations Expanded Programme of Technical Assistance, created in 1949, and the United Nations Special Fund, established in 1958. UNDP, as we know it now, was established in 1965 by the General Assembly of the United Nations.

UNDP works in about 170 countries and territories, helping to achieve the eradication of poverty, and the reduction of inequalities and exclusion. It help countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results.

- **United Nations Office for Project Services (UNOPS)**

UNOPS origins trace back to 1973, and until 1994 the Office for Project Services was part of the UN Development Programme. By decision of the UN General Assembly, UNOPS became a separate, self-financing entity within the UN development system on 1 January 1995.

UNOPS helps the UN and its partners provide peace and security, humanitarian and development solutions. Their mission is to help people build better lives and countries achieve peace and sustainable development.

They are focused on implementation, committed to UN values and private sector efficiency, and are the only part of the UN not receiving core funding from taxpayers.

Their services cover infrastructure, project management, procurement, financial management and human resources. Their partners call on them to supplement their own capacities, improve speed, reduce risks, boost cost-effectiveness and increase quality.

- **International Fund for Agricultural Development (IFAD)**

The International Fund for Agricultural Development (IFAD), a specialized agency of the United Nations, was one of the major outcomes of the 1974 World Food Conference.

The conference was organized by the United Nations in response to the food crises of the early 1970s, when global food shortages were causing widespread famine and malnutrition, primarily in the Sahelian countries of Africa.

IFAD works where poverty and hunger are deepest: in the most remote regions of developing countries and fragile situations, where few development agencies venture. They invest in rural people, empowering them to increase their food security, improve the nutrition of their families and increase their incomes. They help them build resilience, expand their businesses and take charge of their own development.

- **United Nations Educational, Scientific, and Cultural Organization (UNESCO)**

UNESCO's founding vision was born in response to a world war that was marked by racist and anti-Semitic violence.

Political and economic arrangements of governments are not enough to secure the lasting and sincere support of the peoples.

Peace must be founded upon dialogue and mutual understanding. Peace must be built upon the intellectual and moral solidarity of humanity.

In this spirit, UNESCO develops educational tools to help people live as global citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens bonds among nations. UNESCO fosters scientific programmes and policies as platforms for development and cooperation. UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development.

ASSESS YOUR PROGRESS

1. Discuss strategies and policies of different government agencies working in any specialised field from your state.

2. Discuss the goals and activities of different NGO's in India.

2.6 SUMMING UP

From this unit you have learnt the interrelationship between agencies and development. Inclusivity is the foundation of a development process in order to establish social justice in the society. Inclusivity means development for all and it requires goodwill of the government as well as citizens. Development as a multifaceted concept, it needs to emphasize on

comprehensive growth of the society including health, education, culture, agriculture, etc. Apart from government, the role of citizens in accelerating this process can not be underestimated and through NGOs they can participate in this continuous process. However, the progressive partnership between the government and non-government organisations enhances participation in the development process.

2.7 QUESTIONS

1. Critically discuss the role of government in the development process. Give examples for your arguments.
2. Elaborate the interrelationship between agencies and development from a communication perspective.

2.8 RECOMMENDED READINGS

1. Nonprofit Action: Facts and Stats about NGOS Worldwide. Available at <http://nonprofitaction.org/2015/09/facts-and-stats-about-ngos-worldwide/>
2. The Canadian Trade Commissioner Service. Available at <https://www.tradecommissioner.gc.ca/development-developpement/un-dev-agencies-organismes-dev-onu.aspx?lang=eng>

UNIT 3: COMMUNICATION FOR DEVELOPMENT: MEANING AND CONCEPT

UNIT STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Definitions of Development Communication
- 3.4 Evolution of Development Communication
- 3.5 Need and significance
- 3.6 Summing Up
- 3.7 Questions
- 3.8 Recommended Readings

3.1 INTRODUCTION

This unit Communication for Development: Meaning and Concept emphasizes on understanding the idea and significance of the process of communication for development. From this unit you will learn the definitions and evolution of the concept of development communication. The unit also elaborately underlines the different schools of development communication and, highlights the position of each school under the larger framework of development communication. It also discusses the relationship between the terms development and communication in an in-depth manner reflecting upon how both the concepts are inter-linked. In short, the unit will give you a better understanding of the idea of development communication and the different nuances of it.

3.2 OBJECTIVES

A thorough study of this unit shall enable you to

- To understand different definitions of Development Communication
- To understand and track the history of Development Communication
- To understand the significance of Development Communication

3.3 DEFINITION OF DEVELOPMENT COMMUNICATION

Development communication is formed of two words; development and communication which are both intertwined to each other. By now you know what communication and development are. Now, when we refer to development communication, it means using communication as a tool to facilitate development/developmental goals. Development communication according to Mefalopulos Paolo, engages stakeholders, establishes conducive environments, assesses risks and opportunities and promotes information exchanges to bring about positive social change via sustainable development. Development communication techniques include information dissemination and education, behaviour change, social marketing, social mobilization, media advocacy, communication for social change and community participation.

Development according to Marxist, is about class conflict, what then is the role of communication in development? Is it to spread the idea of the elites who subjugate the lower class and impose the ideas of development on them or provide alternative means through which the thought of the subordinate classes can be assessed on development?

Communication for development according to Manyozo is basically about three strategies: from the perspective of Marxist historians such as Edward

Thompson, communication for development is, first and foremost, a struggle to rescue the development discourse from the perspective of the underclasses by building their consciousness and knowledge of development. Second, from a postcolonial theoretical perspective, communication for development engages in a Gramscian war of position against the orientalist, technologically deterministic, fatalistic and modernist discourses of development that are authored off-site. Third, from Marxist perspectives, communication for development is in itself an exercise in advocacy that works towards the transformation of the political economy of development itself in order to allow a greater number of people achieve what Quebral describes as greater socio-economic equality and individual potential.

There are umpteenth definitions that can be found around. These divergent ideas and views converge to one important question; whose development are we talking about? Is it the development imagined, conceived and proposed over a conglomerate of the capitalists, or the development that emanates from the grassroots, which met their needs, where they participated in, believed in?

The development communication division of World Bank say, “Development communication, as an interdisciplinary field, is based on empirical research that helps to build consensus while it facilitates the sharing of knowledge to achieve a positive change in the development initiative. It is not only about effective dissemination of information but also about using empirical research and two-way communications among stakeholders.

Rome Consensus of World Bank marked it is a social process based on dialogue using a broad range of tools and methods. It is also about seeking change at different levels, including listening, building trust, sharing knowledge and skill-building policies, debating and learning for sustained meaningful change. It is not public relation or corporate communication.

Bessette defined development communication as a "planned and systematic application of communication resources, channels, approaches and strategies to support the goals of socio-economic, political and cultural development". Development communication is essentially participatory, because, according to Ascroft and Masilela "participation translates into individuals being active in development programmes and processes; they contribute ideas, take initiative and articulate their needs and their problems, while asserting their autonomy."

Development communication has been labeled the *Fifth Theory of the Press*, with "social transformation and development," and "the fulfillment of basic needs" as its primary purposes. Jamias articulated the philosophy of development communication which is anchored on three main ideas, namely: purposive, value-laden and pragmatic. Wilkins and Mody defined development communication as a process of strategic intervention towards social change, initiated by institutions and communities.

3.4 EVOLUTION OF DEVELOPMENT COMMUNICATION

With the various ideas and models developed around the concept of development, it was assumed that the diffusion of innovations will evaluate as it did in the Western countries but this turned out negative. In the industrialized West, when the rate at which innovation diffused throughout a social system from the earliest adopter to the last laggard was cumulative plotted over time, an S shaped curve resulted. But when these studies were replicated in the Third World, the curves which were considerably less than the total 'S', signifying adoption by very few people.

There was constant attempt to find the bottlenecks containing the adoption of the diffused innovations. The findings highlighted a few reasons, one of the major external constraint on adoption was the paucity of adequate, reliable, relevant, and timely information to overcome a lack of knowledge and skills about recommended innovations among potential adopters. If

they were not receiving information at all, or if they were receiving it in a form which they were unable to translate into useful knowledge and skills. The information sources and messages constructed were to be put under greater scrutiny? Or the mass and interpersonal communication somehow at fault - encoded, structured, and treated in ways not useful to consumers? How and when were faulty communications strategies used? Did faulty communications at the outset fail to identify problems with the innovation(s) to be diffused? Were the channel linkages between sources and receivers too distant to encompass all receivers?

Some students, started to question and challenge the style and manner of US dominated development research. They began to focus their attention on searching for factors that could presumably make development projects/initiatives more relevant to the needs of the disadvantaged groups. They realized that earlier, not much attention was given on the communication constraint. Their efforts, therefore, resulted in the conceptualization of communication as an integral part of development projects/initiatives. The term "development communication" was coined in 1972 by Quebral, who defines the field as:... *"the 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 the larger fulfilment of the human potential"*.

After her initial definition, Quebral later re-defined the concept of development communication. Quebral (2002:16) redefines development communication as *"the art and science of human communication linked to a society's planned transformation, from a state of poverty to one of dynamic socio-economic growth, that makes for greater equity and the larger unfolding of individual potential"*. There are three crucial aspects of Quebral's revised concept of communication for development that have become widely accepted in theory and practice. The first is that communication for development focuses on human beings and that media

technologies are just instruments for advancing this communication agenda. Second is that participation is a fundamental component of both development and communication for development, which allows for the articulation and incorporation of multiple voices and interests in the design, implementation and evaluation of development policy. Last, communication for development strategies should be driven by coherent theory and clear methods in order to strengthen the external validity. The major change in Quebral's definition is planned change and of course, a recognition that such change cannot be speeded up, as it depends on other social-economic and political factors.

Schools of Thought in Media, Communication and Development

As a result of different approaches towards challenging development theories and models, different models of development communication have emerged within specific cultural, geographical and ideological contexts. Concurring with Ansu-Kyeremeh's and Amin's rejections of postcolonial euro-centralisation of knowledge, Manyozo, suggested that development communication be discussed in plural and divided into six schools. These six schools of thought in development communication comprise: Bretton Woods, Latin American, Indian, African, Los Banos and the Communication for Development and Social Change schools. These categorisations are based on planned, systematic and strategic communication strategies; coherent method; attachment to academic, training and research institutions; and sources of project funding.

The Bretton Woods School: Emphasis on Media for Development and Media Development

Origins of the Bretton Woods School can be formally located within the post-Second World War Marshall Plan economic strategies and the subsequent establishment of the World Bank and the IMF in 1944. The school's modernist development communication paradigm has often propagated the dominant view of development promoted by Western

institutions and governments — the production and planting of development in indigenous and uncivilised societies. The Bretton Woods School's financial and academic institutions have, over the years, comprised, among others, UNESCO, FAO, Rockefeller Foundation, Department for International Development (DFID), Ford Foundation and universities like Michigan State, Texas, Cornell, Ohio, Wisconsin, Leeds, Columbia, Iowa, Southern California or New Mexico.

As the Manyozo observes, there were two major developments that contributed to the emergence of this school. First were the early farm radio experiments in the US in the early 1900s, which were marked by the University of Wisconsin using the earliest ham radio inventions to broadcast weather reports on a daily basis. Such micro-power radios provided important agricultural information to regional and remote communities about weather, soil and air, market reports, flood warnings and other information affecting farming communities. These experiments were strengthened by the involvement of major public and national broadcasters who later embarked on farm radio programming for rural and farm areas, and were later joined by the US Department of Agriculture. Second were the development communication experiments in Canada which comprised of farm radio forums (in the late 1930s) and the Fogo Process participatory video and film experiments, in which the screening of locally generated videos on rural poverty provided a space where local people were conscientized about local development and then challenged to improve their livelihoods.

For this school, it was not development that was a problem. What was needed was to find creative and more participatory ways of communicating this very development that had been exposed for promoting gross structural and social inequalities by the Latin American postcolonial critiques. What makes this school modernist is not the fact that it initially advocated and supported the modernisation approaches, but the fact that its communication approaches are located within the dominant development

paradigms. Even when overwhelming evidence suggests the failure of modernisation development paradigms in eradicating poverty and underdevelopment, the Bretton Woods School has continued to promote superficial revisionism of theories, concepts and approaches.

This approach to development communication was criticized by Latin American researchers such as Luis Ramiro Beltran and Alfonso Gumucio Dagron, because it emphasized problems in the developing nation rather than its unequal relation with developed countries. They claimed that it proposed industrial capitalism as a universal solution and that many projects failed to address obstacles such as lack of access to land, agricultural credits and fair market prices

Amin observes that the 'objective failure' of the modernisation model in the 1970s gradually motivated developing countries to "embark upon a new strategy with the aim of consolidating" their political and economic independence. Communication thinking (as in development communication) has always been shaped by dominant development theory. Resulting from the dependency/structuralist criticism of modernisation, communication scholars also critiqued the modernisation communication approaches, which opened a way for a rethink of concepts of culture, communication and participation.

Latin American School: Emphasis on Media for Development and Participatory Communication

The emergence, growth and expansion of the Latin American School was built not on Western development theory, but rather on post coloniality (as a rejection of a specific historical experience of colonial and neo-colonial subjugation), religious Catholicism (especially liberation theology) and adult literacy. Manyozo argues that Latin America may have introduced the earliest experiments in development communication. Emerging largely independent of Western development theory and influences, the Latin American School can be partially traced to 1947 in Colombia, when Radio

Sutatenza was established by a Roman Catholic priest, Jose Joachim Salcedo. Radio Sutatenza pioneered and perfected the concept and practice of las escuelas radiofonicas (or radio schools), promoted by the country's Accion Cultural Popular (ACPO). The ACPO itself was formed in an attempt to broaden and diversify the Catholic Church's distant education initiatives. It was an independent organisation whose cultural division was responsible for structured and unstructured adult educational initiatives, largely comprising a radio network through which the institute offered training lasting between six months and three years. The Sutatenza rural development education experiment would later receive funding from UNESCO and the Colombian government in order to scale up and scale out its programmes. It can even be argued that this specific approach, combined with Freirean concepts of conscientisation and transcendentalism, would formulate the theoretical backbone of the edu communication movement and approach within the formal education system in Brazil, Latin America and the world. For Diaz Bordenave, Gumucio and Manyozo, Sutatenza's approach was rooted in the liberation philosophy of the Catholic Church, which emphasises total independence from ideological and material institutions and structures of oppression. Such a theology was clarified when the Second Vatican Council was organised.

The Second Vatican Council, held in Latin America, released a number of documents and declarations in relation to liberation theology that also specifically detailed the role of media and communication as instruments of empowerment and poverty eradication. One of such declarations was the Decree on the Media of Social Communications, *Inter Mirifica*, which recognises the role and power of 'new avenues of communicating', to "reach and influence, not only individuals, but the very masses and the whole of human society, and thus can rightly be called the media of social communication". This specific Decree provides guidelines, not only on how the 'media of social communication' can promote citizenship, good governance and humanity, but also the utilitarian values and principles of

such media. The Decree even places responsibilities -with producers, publishers and broadcasters as well as audiences, observing that: “The Church recognizes that these media [of social communication], if properly utilized, can be of great service to mankind, since they greatly contribute to men's entertainment and instruction as well as to the spread and support of the Kingdom of God....”

By the 1970s, the Latin American School was strengthened further by the adult literacy work of Paulo Freire in Brazil; the Economic Commission for Latin America's (ECLA), critique against the inequalities inherent in the capitalists' approaches towards modernisation and the entertainment-education approach of Miguel Sabido in television. The works of Freire and the dependistas at ECLA was built on a long tradition of Marxist postcolonial critiques against capitalist modernization.

For Freire, critical dialogue has to be the foundation of formal and non-formal education, in order to produce students who would question their own position and status of subalternity, and in the process, begin to speak and unspeak their world—that is, to participate in the reconstruction of a better society. Alongside the more radical approaches towards development were the entertainment-education approaches in public television, which was built on social marketing models in order to sell behaviours and products.

To support research and intellectual dialogues, the Latin America School publishes journals such as *Signo Pensamiento*, published by the Department of Communication at the Pontificia Universidad Taverian

The Indian School: Emphasis on Media for Development and Media Development

The origins of the Indian School of development communication can be traced to three sources. These were: (a) the rich traditions of folk media and indigenous knowledge communications that go as far as back before the arrival of the earliest explorers and missionaries; (&) the entertainment-

education experiments (for example, the television soap Hum Log (We People) that was broadcast from 1984 whose strategic communication approaches were borrowed from the pioneering Latin American campaigns; and (c) the early 1900s development and science journalism experiments, when 'rural radio listening communities' were formed in the Bhiwandi region in Hyderabad in order to listen to rural broadcasts in the indigenous Marathi, Gujarati and Kannada languages. In the Hyderabad State, the growth of an indigenous language press was meant to disseminate information, promote language and literature and develop an informative and healthy atmosphere, as a means of "moulding -public opinion in constructive directions". These rural newspapers, however, provided different ideological coverage, with some supporting the political dynasty and others opposing it. By the 1950s and 1960s, the Indian School would begin to specialise in development broadcasting and educational ICT experiments with much significance being placed on using educational programming to "convert people with bad behaviour" as well as initiate social change within the country.

What makes the Indian School stand out as a school is that over the years its institutes and organisations have been able to develop coherent theory to explain its own praxis. Some of these initiatives were provided with logistical and financial support by Western governments and organisations. In fact, the initial theoretical capital within which some of these projects were conceptualised was very Eurocentric and Western-centric—to an extent. Over the years, however, the Indian School has been able to locate and define its own theoretical and methodological approaches within research institutions such as the Tata Institute of Social Sciences (TISS). For example, the production of the entertainment-education television Hum Log -was carried out with the active collaboration of India's national television authority (Doordarshan) with Mexico's Televisa, of course, with the involvement of the Population Communications International. The television programme Hum Log thus enabled India to experiment with the

knowledge generated in the global south and adapt that to suit the country's development needs, by focusing on family planning, gender equality and social harmony.

Alongside the development communication school in the Philippines, the Indian School was theoretically coherent and methodologically sound, even though much funding and logistical support initially came from the Bretton Woods School. As in the Philippines, Indonesia and Sri Lanka, the school also relied on academic institutions to experiment in development communication. Notable among the academic centres were the University of Poona, the Centre for the Study of Developing Societies, the Christian Institute for the Study of Religion and Society and the University of Kerala. There were also other institutes and colleges affiliated to the Delhi University that have, over the years, contributed to the growth of development communication. Yet, the political economy of these experiments favoured the government, private enterprises and donor organisations. It is partially for this reason that development communication was associated with government propaganda.

By 1975, the Indian government introduced two rural television projects—the Satellite Instructional Television Experiment (SITE), which would be followed up by the Kheda Communication Project. The SITE expired in 1976 and the Kheda Communication Project's cycle ended in the mid-1980s. Under the SITE and Kheda Project initiatives, India embarked on both rural television and television for development programmes, with the assistance of a Bretton Woods School institution, American Satellite ATS-6, under which 'community television sets were installed in village schools and the programmes were received directly' from locally installed satellite receivers. The design and implementation of these projects was carried out with the collaboration of two government institutions, the Doordarshan (the Indian Public Service Television Broadcaster) and the Indian Space Research Organisation. The projects survived on community involvement in the research and production of programming, as such content was based

on local themes such as dowry, widow remarriage, women's empowerment or j early marriages.

According to Manyozo, within the Indian School, the systematic, theory-based and method-informed experiments in development communication eventually emerged in the 1960s with the establishment of the Press Foundation for Asia (PFA). The foundation, based in Manila would, through its flagship publication, the Depth News(development, economic and i population themes news) pioneer the first experiments in development journalism. Development journalism has been conceptualised as the strategic reporting of development issues in line with national development goals. For India, development journalism has been implemented as rural journalism, considering that the subcontinent, then as well as now, remains largely rural, poor, illiterate and underdeveloped.

When the PFA was established in 1968, George Verghese, the then editor of the Hindustan Times introduced and began publishing a column about village life, known as 'Our Village Chhatera', based upon a village located about 25 miles from Del. Verghese himself observes that this development journalism experiment enabled the Hindust Times newspaper to 'win the affection of a village community and encouraged it to grow'. The newspaper's reporters became extension workers, change agents and public relations officers and were able to "play the role of catalysts, planting new ideas in the minds of the villagers and articulating their aspiration'.

Despite such clear policy guiding the implementation of communication projects with developmental objectives, India has lagged behind in offering communities an opportunity to control and own rural radios. One challenge facing India's development communication has been the widening unequal social relations, resulting from the political economy of media and communication that favour the elites and those who own the means of production. This has been the case because the efforts to centralise media and communication, marked by the intervention of the state and the public

sector. Such intervention has been marked by liberalisation of the economy, deregulation of the telecommunication industry and the easing of cross-media ownership as well as convergence and concentration.

The African School: Emphasis on Participatory Communication

The African School of development communication emerged a little earlier or around the 1960s, largely out of the postcolonial and communist movements, which provided a springboard from which African scholars began to rethink concepts of culture, communication and development. During the period of its emergence and growth, the school comprised of two faculties, folk media and rural radio. Its growth should be directly connected to the independence and negritude movements, especially in Francophone Africa. Negritude is both a concept and a practice. It is a concept in post-colonial theory that refers to a movement of largely French-speaking African and Caribbean black intellectuals who have used the ideological platform of 'black pride' or 'black is beautiful' to speak back against colonial oppression of indigenous African values, identities and knowledge. Negritude has also been a strategic practice of black liberation theology, in which social movements (such as the Nation of Islam, the Black Panthers or Rastafarians) have become forms of organised social consciousness that reject the political, social and moral domination of the West, whilst emphasising the pride and consciousness of being black.

A major proponent of the negritude movement, Leopold Sedar Senghor, used his poems to idealise the intellectual strength and renaissance at play within indigenous and traditional Africa, though he totally rejected the concept of 'racial purity'. Other negritudists such as the Senegalese Egyptologist, Cheikh Anta Diop or Walter Rodney vehemently denounced the West for destroying the cultures and economies of Africa and the Caribbean through slave trade, colonisation and supporting illegal armed conflicts that destabilise the continents. Alongside the negritudist movement, postcolonial thought and practice also evolved in the 1950s

during the liberation wars against colonial governments. In *The Wretched of the Earth*, Fanon draws on the moral, political and material violence of French colonialism in Algeria to propose a radical approach towards decolonisation for the whole continent. It is a theme that also appears in his other book, *A Dying Colonialism*, in which he discusses the nature of colonial relationship as well as forms of resistance that the 'wretched' can engage in.

For theorists emerging after independence (such as Ngũgĩ wa Thiong'o), postcolonial critique would focus on criticising the newly independent governments and the phony nature of independence. WaThiong'o takes on corruption, nepotism, tribalism and violence as key criticisms against the new colonisers, the undemocratic governments that succeeded the European colonizers. Among many modern thinkers, postcolonial theory has become a tool for destabilising the centre in relation to questions of power in everyday lives. For example, Mbembe examines the questions of the banality of power, how everyday practices and behaviours either consolidate or challenge established power structures and processes.

For Africa, three institutions have played a huge part in the growth and expansion of the theory and practice of communication for development. First, the early missionaries who came to the continent on a modernisation mission understood the importance of theatre as a tool for civilising the African other. Second, the universities in post-independent Africa adapted the indigenous practice of travelling troupes into the concept of travelling theatres and started advancing the notion of 'taking theatre to the people'. Such travelling theatre plays started off by taking European plays to local community halls, but later on began to create educational indigenous language plays on popular themes. Third are the non-governmental organisations (NGOs) whose emergence as subsidiary service providers have allowed them to use theatre, music and dance for mobilising and empowering communities to become active participants in the development

process. Communication for development, as it is practised using theatre, dance and music, still retains these attributes.

Theatre for development is a term describing a group of methodologies which strategically and consciously employ song, drama and dance as modes of sensitising and empowering communities to improve their status quo. The objective is to strengthen initiatives towards development and social change through the employment of performance as a communication process rather than one oriented towards communicating development content. In theatre for development, therefore, theatre becomes a discourse and a forum through which local people critically analyse development issues, linking effects to causes, thereby attaining mental liberation or conscientisation in the Freirean praxis. University travelling theatres have, since the 1980s, moved away from performing English plays in the Shakespearean tradition and started developing indigenous language plays which carry social educational messages on popular issues of alcoholism, adultery, witchcraft or agriculture. The plays draw from oral cultures, including music and religious symbolism, and building on these, the troupes perform traditional social functions of providing community education.

Alongside the theatre for development movement has been the rural and community radio sector. Ilboudo traces the development of rural and community radio on the continent, from indigenous language programming on development through farm radio forums, rural stations linked to public broadcasters and then finally to independent rural and community stations. In francophone West Africa, the development of rural radio involved huge state intervention (of course, with financial and technical assistance from foreign governments and development organisations), whilst in anglophone Sub-Saharan Africa, the development of the sector has been led by the civil society sector. Today, however, there seems to be a convergence of the different communication for development trajectories. Theatre for development and other participatory action research strategies are being

increasingly employed by networks of development NGOs and community broadcasters in order to increase audience participation in message and content generation to support various development projects. The expansion of the ICT sector has also enabled radio stations to become increasingly connected to the knowledge society, which helps programme producers to use internet and other ICT-based knowledge resources to improve their reach in terms of meeting audience needs.

Los Banos School: Emphasis on the Three Approaches

The origins of theory-based and method-informed 'development oriented communication practice' can be traced to two sources. First were the land grant universities in North America, where most UPLB professors would be sent for graduate studies. Second was the College of Agriculture at the University of Philippines where academics intensified the efforts to extend the results of agricultural sciences research to the farmers and other end users the new knowledge and technology. Like the case of other schools the Los Banos School received logistical and financial support from the Bretton Woods School. But over time, it recreated itself into an autonomous institution and eventually managed to develop its own theories and methodologies.

Development communication at Los Baños became an academic field rather than a techniques programme. Systematic study and practice began at the University of the Philippines Los Baños in the 1970s, through the establishment of the Department of Development Communication in the College of Agriculture, which offered undergraduate and master's degrees.

Quebral coined the term "development communication" while at the university's Office of Extension and Publications, now the College of Development Communication (CDC). According to Felix Librero, the term was first used by Quebral in her 1971 paper, "Development Communication in the Agricultural Context," presented in at a symposium at the University of the Philippines Los Baños. In her paper, Quebral

argued that development communication had become a science, requiring the tasks associated with communicating development oriented issues be based on scientific inquiry. At the time the field was limited to agricultural and rural development.

The Communication for Development and Social Change School

The Communication for Development and Social Change School comprises institutional collaboration involving research and development organisations from the five schools of thought, as well as between the north and south. It must be observed that this collaboration has not been smooth, as there seems to be some disagreement over concepts of social change, communication process, training and methodological approaches. As a result, there are broadly two saliently tenuous approaches towards studying or teaching development communication: the development theory approach and the communication theory approach, since "we are talking about processes that go hand in hand". The development theory approach has involved researchers and practitioners locating the origins, definitions and practices within dominant development paradigms as having formulated the springboard for the emergence of development communication. Quebral argues that development communication is "coloured" more by how we define development, which is "the stronger principle in the tandem" to the extent that, when the definition of development changes, the "definition of development communication also changes". The development theory approach, on the one hand, offers parallel comparisons between the evolution of development communication in relation to development theory. Research and training programmes working within this approach have often located their initiatives in agricultural extension, rural development, rural sociology, community health development or indigenous knowledge systems. This is the approach that has dominated the research and training programmes in much of Africa and Asia.

The communication theory approach on the other hand, involves practitioners and scholars focusing on examining histories of how media and communication experiments impact governance, democracy and livelihoods. Such approaches have usually been built on bodies of work in media effects research, social theory, political economy or liberal democratic political theory. The concept of social change has become key to this, especially in the Americas. The models of training programmes that are being promoted by the Communication for Social Change Consortium reflect this approach. An increasing number of universities in Latin America are adopting this social change training model, whose origins can be attributed to the 'media of social communication' declarations by the Second Vatican Council as well as Goran Hedebrö's book, *Communication and Social Change in Developing Nations: A Critical View*. Without comparing the two approaches, Servaes emphasises the centrality of participation in conceptualising development communication. Dismissing the emphasis on diffusion within the two approaches, especially with regard to their reliance on the persuasive power of media, that is, being sender-and-media-centric in nature, Servaes contends that understanding development communication can only be successful if built on participation theories advocated by UNESCO and Freire, an undertaking that must be accepted as common sense.

With strong financial resources, the Bretton Woods School seems to be dictating the communication agenda again, as it controls access to funding, conferences, workshops and publishing avenues. For instance, replacing the Development Communication Report has been *Mazi*, a newsletter being published by the Rockefeller Foundation-funded Communication for Social Change Consortium. A new *Global Journal of Communication for Development and Social Change* is being published by Hampton Press, and its production is being coordinated by Jan Servaes, arguably the leading scholar in the field alongside Quebral, Thufte, Cadiz, Gumucio, Rodriguez and Tomaselli.

As a theory, practice and field of study, development communication has reoriented itself to focus on social challenges of the first world as well as issues like child prostitution, art forms, human rights and culture, because by being "seamless in nature", human development entails economic, social, political and cultural independence. Rockefeller Foundation researchers and practitioners have started 'asserting' the relevance of development communication 'in the context of developed countries' and as such, a 'new and longer label', communication for social change, is being proposed. For others, the term communication for development and social change is more appealing.

The collaboration of different schools has produced interesting results with regards to testing theory against practice. The Isang Bagsak network has involved community-based natural resource management initiatives by Latin American, South East Asian, African and Canadian institutions. Bessette observes that IsangBagsakis a research and development initiative that empowers development partners to employ participatory development communication (PDC) tools and approaches in order to promote community-based natural resource management. The PDC is a communication tool with which to facilitate community involvement in local development. The implication of Bessette's assertion is that communication systems and approaches should be 'indigenised', a process that involves the deliberate implication and inclusion of indigenous communication systems into the mainstream communication systems so as to create holistic communication initiatives. In terms of rural radio and development, major contributions of the Communication for Development and Social Change (CFD&SC) School have been to clarify the concept of rural radio in relation to development journalism and rural radio forum, which were largely restricted to either rural or agricultural communications by all these schools.

Development communication has two modes of application: monologic mode and dialogic mode. The participatory model mainly deals with

dialogic communication. The monologic mode is broadly equivalent to the diffusion perspective and is based on the transmission model. It adopts one-way communication to send messages, disseminate information, and awareness generation for changing behaviour. The dialogic mode is closely associated with the participation perspective and uses two-way communication methods to build trust, exchange knowledge and perception, achieve mutual understanding and assess the risk and opportunities. Dialogic approaches guarantee that relevant stakeholders have their voice to be heard.

ASSESS YOUR PROGRESS

1. What is participatory communication with reference to the African school of communication and development?

2. Discuss the communication for development and social change school.

3. 5 NEED AND SIGNIFICANCE

In the current times, methods and approaches like development communication plays out a significant role. Under the highly complex structure of how things are running around the globe and how development is understood.

Development communication is purposive communication, it is value-laden; and it is pragmatic which deals with issues in a more sensible and realistic way that is based on practice. Also, it not only considers cases only in economic terms, but also in terms of social, political, cultural, and moral

values that make a person's life whole, and that enable a person to attain his or her full potential.

Contradictory Perspectives on Communication and Development Goals

Communication and Development Goals Viewed from Top/Center	Communication and Development Goals Viewed from Bottom/Periphery
National security and power Social and political mobilization National unity and identity Economic growth Political socialization Education/professional competence Information control Communication surveillance Government authority Central authority and control Cultural and artistic direction (sometimes censorship)	Group/Individual choice and freedom Social mobility and political access/circulation Subnational unity and identity Distributive justice Political participation Education/professional opportunities Information access Communication privacy Citizen power Regional and local autonomy Cultural and artistic creativity (sometimes subversion)

Source: Tehrman, 1996: 50

If you look at the table above, it becomes much more easier to understand the relevance of a development support communication/communication for development approach.

Access to information is the basic requirement when we talk of a fair and just practice of communication to facilitate development. Again, there is overflow of information which are necessarily not the need of the hour for the people at grassroots. Development communication not only opens the scope of access to information but access to information which actually meet their needs. Also the flow of information is vertical in nature unlike other approaches.

The other clear interest accompanied with other interests is empowerment where an environment is created in which people at the grassroots are equipped with communication tools and left free to decide, direct and structure communication activities or applications as they saw fit.

Communication for Development blurs out the distinction between audience and producers. A lot of time, it happens that the power to identify, plan and act is limited to a few. This curtails the right to speech, participate, live and many such rights. Whereas in development communication practice, those who formerly were regarded as audience participate in defining the content, the choice or construction of media, the process itself, and evaluation of effectiveness and outcomes. It eliminates or minimizes the degree to which people are manipulated, understanding that they are the central character to the entire process. This results in the application to issues and problems at the grassroots level which touch on structural issues in the lives of those affected.

3. 6 SUMMING UP

This unit extensively discusses about the concept of Development Communication by referring to the different schools of thoughts pertaining to the ideas of communication, media and development. The unit elaborately tracks the overall evolution of the concept of development communication in general and, also traces the growth of each school of thought in particular. In addition to that the unit contextualizes the methods and approaches concerning development communication and lays down its significance in modern times. The unit clearly reflects how development is perceived amidst the highly complex structures of today's society.

3. 7 PROBABLE QUESTIONS

1. What is development communication? Discuss the evolution of the idea of development communication.
2. Discuss any two schools of thoughts pertaining to the ideas of development, media and communication.
3. Explain the need and significance of communication for development and social change in today's parlance.

3. 8 RECOMMENDED READINGS

Ganiu,O. (2014). Historical development of communication for development Available at

https://www.academia.edu/31886865/OKUNNU_GANIU_O._HISTORICAL_DEVELOPMENT_OF_COMMUNICATION_FOR_DEVELOPMENT

UNIT 4: MODERNIZATION PARADIGM

UNIT STRUCTURE

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Mass media the magic multiplier
- 4.4 Diffusion of Innovation
- 4.5 Development Support Communication
- 4.6 Summing Up
- 4.7 Questions
- 4.8 Recommended Readings

4.1: INTRODUCTION

This course Modernization Paradigm emphasizes on understanding the role of mass media, personal communication as well as use of different communication technologies in order to achieve desired social change and development. In this context, corresponding with the modernization philosophy, the diffusion and development support communication approaches are important to be studied in detail. Therefore, this unit aims to give you an overall idea about the diffusion of innovation model, development support communication and its types along with special reference to developmental planning and implementation. It also discusses how development support communications projects are implemented in different ways and could become successful in its realm of operations.

4.2: OBJECTIVES

A thorough study of this unit shall enable you to

- To understand the role of mass media in development
- To learn about Development Support Communication and its types
- To understand different ways of developmental project planning and implementation

4.3: MASS MEDIA THE MAGIC MULTIPLIER

Mass Media is called the magic multiplier as it can multiply the messages and reach a number of people very fast and at one go. Its output does have great potential and modernizing effect. It is their content that is the key to use in development. Mass media are important in spreading awareness of new possibilities and practices, but at the stage where decisions are being made about whether to adopt or not to adopt; personal communication is far more likely to be influential. Therefore, the general conclusion of this line of thought is that mass communication is less likely than personal influence to have a direct effect on social behaviour.

Wilbur Schramm (1964), in his book 'Mass Media and National Development' which was produced for UNESCO became almost a blueprint (programme of action) for development communication. Schramm stated that content is the key to their use in development. Social change of great magnitude can be accomplished when people informed, persuaded, educated. Information must flow at all levels so that they can participate in the acts and decisions of nation building. He also argued that each person would have requirement of information of the work he would undertake, and there being millions of workers would require information of various types.

The conventional channel of communication would never be able to meet this demand. Therefore, modern communication technologies would be of great use to meet this demand by multiplying the messages and reaching each and every worker simultaneously.

We need magic multiplier for the following reasons:

1. For social change of great magnitude, people must be informed, educated, motivated and persuaded. Information must flow, not only to them but also from them, so that their needs can be known and they might participate in the acts and decisions of nation-building.
2. As the required amount of information and learning is vast so the targeted population. Work should be organised and skills should be learnt at all levels of society for better utilization of the resources of society.
3. The available channels of communication like inter-personal, group-communication, traditional media are incapable to undertake this task, as this will require a lot of time and resources. For a developing country, it's difficult to gather a large pool of resources and wait for such a long time. Mass media with its magical reach can do this job in less time and resources.

4.4: DIFFUSION OF INNOVATION

The Main Characteristics of the Diffusion Model are:

1. Derived from a worldview of dominance over one's environment, the Western conception of communication is overwhelmingly oriented towards persuasion. Akin to the modernization paradigm in both theory and ideology, the communication approach is unidirectional, from the informed 'source' to the uninformed 'receiver'.

2. Congruent with the modernization philosophy, the diffusion and development support communication approaches tend to assign responsibility for the problem of underdevelopment to peoples residing in those societies.
3. Development as modernization and communication as one-way persuasion reached their zenith through the diffusion of innovations, the two-step-flow, and other 'social marketing' strategies of attitude and behaviour change directed at 'underdeveloped' peoples.
4. Mass media play the pre-eminent role in the campaign of development through communication, and early predictions were of great effects. Bi-directional models and strategies such as feedback were added to render the initial message more effective.
5. Mass audiences were 'influenced' with predispositions towards development and social institutions. Such media technology has been taken either as the sole solution, the driving force, or simply a value-free tool in the process of development.
6. Research of the diffusion approach, like the modernization theory, suffers from an overemphasis on quantitative criteria to the exclusion of social and cultural factors. As a result, the manner in which foreign media hardware and software interact within a cultural context is largely unexplored.

The Diffusion Model mainly builds on approaches such as Development Support Communication (DSC), multimedia and campaign strategies, training and research. Organizations adopting this model stress the need for careful planning of communication and implementation, but also emphasize the importance of creativity and flexibility in the planning process.

ASSESS YOUR PROGRESS

1. Explain the role of mass media as magic multiplier.

2. Explain the characteristics of the Diffusion of Innovations Model

4.5: DEVELOPMENT SUPPORT COMMUNICATION

There are seven threads that have gone into the make-up of the communication and development fabric. These seven threads are namely, UNDP thread, extension thread, community participation thread, population IEC and health communication threads, social marketing thread, institutional-building thread and, ICT thread.

The practice of Development Support Communication (DSC) falls under the UNDP thread. 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- markets, churches, festivals, and meetings. But its

contribution is in using these in a systemic, continuous, coordinated 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 expertise 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 (FAO, 2002).

4.5.1. Types of Development Support Communications

1. Broad public motivation. Every UN project is attempted, with national counterpart, in a general ‘reservoir’ of public attitudes towards development in general, or the particular sector involved. The UN Family should automatically seek to assist in and encourage development support communication programmes that will motivate the public more effectively. In sectoral terms, a project may be launched at a time when, by sheer coincidence, public attention to that sector of development may be low- the national information media may never, nor not for several years, have presented the need for development in the sector concerned. It is often true that the first support communications requirement for project implementation is simply (not necessarily easily) to ‘get people thinking about’ the sector concerned.

2. Motivation-orientation of project implementers. For projects of any size in investment, in geographical scope, and in project-community, one of the earliest needs may be a complete information-communications programme designed for these levels-quite possibly an orientation motivation film for government personnel; a pamphlet; a basic Plan Ops chart; perhaps a radio or TV programme. UN Family field personnel presently have to spend grossly wasteful amounts of time simply trying to ensure that even a small number of overburdened, under-paid civil servants know even the elementary facts about a project-who is running it; what the chain of command and trouble shooting is; where supplies come from; what the roles of possibly two or three UN agencies are; what needs to be accomplished in Year One, and then and only then in Year Two, and so on. All of this is development support communications for project implementation. At present, we leave the whole crucial process, in the overwhelming majority of projects, to the word-of-mouth and formal correspondence efforts of a tiny handful of UN project field officers who do have a few other things to do as well.

3. Specific elite and government-level information. There are other often absolutely vital kinds of support locations at these levels- without proper attention to which, as the authors have witnessed in countless instances, an entire project runs into trouble. Among many, we would cite here: Inter-departmental awareness of a given project and of its needs now and in the phased future is immensely important. More and more UN-assisted projects are bi- or multi-sectoral, requiring for their very functioning the coordination of several ministries at national and field levels. This simply does not happen because it is stipulated in a Plan Ops. It happens only as a result of consistent, advance-planned, purposive communication-inevitably requiring special materials in one or more media. It is almost in the nature of sectorally organised government authorities everywhere not to coordinate. The idea that lack of coordination occurs only in developing countries is among many myths. But in efficient and cost effective project

implementation, it is in such countries that we and they can least afford uncoordinated effort. UN field personnel talk themselves hoarse on this subject day after day because, to date, we have furnished them with nothing except their voices and formal correspondence office capacity to try to communicate this need of inter-departmental coordination. Motivation for expansion and follow-up is another problem that is sheer communication in development Project Implementation at elite and government-service levels. It follows from the above needs and actions, but it ought to be planned in advance. At certain fairly precise dates in the forward 'history' of a project, decision-makers and financial controllers in Government have to authorize further steps without which the original project-investment may become largely a nonsense. More counterpart personnel must be authorised, budget-allocated, and recruited and trained; Government has to take over technical assistance costs; physical and human resource investments of other kinds have to be implemented by Government. All of this may have been foreseen and set down in the PlanOps. That does not mean that it will happen when it should happen. Once again, the first requirement is communication to the relevant decision-makers (and decision-influencers, even outside Government, through press and other media) of the approaching needed actions, and of the progress of the project that justifies those actions. Anyone in the UN Family who has worked in development in the field will be all too familiar with this problem and how, invariably too late because it was never advance-planned, the need is perceived for some decent press reporting on the project a set of good slides, at the least, that can be used by the fully committed government officers to persuade and convince their key associates to authorize the necessary budget in time. It is [characteristic] of this problem, like so many others in development support communications that the people who need to be reached cannot be physically brought to a place where the purpose and progress of the project can be seen by them with their own eyes. The project has to be brought to them—again, an

exercise in planned communications using modern techniques and materials.

4. Project cadre–training communication needs.

The project-field where perhaps the greatest awareness of the role of planned, purposive support communications has been evident is, of course, in training. But here again, as (by now) literally thousands of UN-recruited training instructors and their counterparts could relate, we can perceive neglect in quality and quantity that is far, far more serious for training in developing countries than in industrialized ones. We have referred earlier, in the introduction, to this special phenomenon of the diffusion of innovations in developing countries inherently needing more systematic exploitation of modern techniques of communication than in the countries from which the innovations derive. Our instructors are in need of every conceivable kind of aids- films, slides, better charts and other printed aids- designed for their trainees. Many UN-recruited instructors have experience in making audio-visual aids: but all too often we learn of such personnel imploring headquarters, from their field posts, for possibly quite minute extra sums of money to finance production of better teaching aids- and of months passing during which the very training course itself expires before authorisation is given, if it is given at all. We believe that it can be stated categorically that no training project should be formulated without, there and then, its locally-attuned training-aids component having been assessed, budgeted, and production planned. This will in many cases (as with virtually every other element of this new [approach] of Development Support Communications) require prior survey and appraisal in the project country concerned by experts in communication techniques. Only by such local assessment can any realistic appraisal be made of the extent to which the national media can produce the aids needed in time and the extent to which the UN agency concerned will have to supplement national-resources. Such prior survey will cost money (less if the experts already

stationed at regional level to serve all such project-appraisal and implementation needs). But any clinical assessment of the effectiveness of existing training projects will quickly show that the aid-investment in them has in very many cases been vitiated by neglect of this element. We believe it is entirely legitimate to assert that in training, as in all other kinds of projects under discussion in this paper, the time has come for decision to invest in communication in order to save UN assistance funds. Communication support for training projects embraces many needs beyond the actual aids in the class of demonstration site. Among these we would mention trainee recruitment: without planned communication, no training project can possibly select the best candidates from the optimum number and level of applicants drawn from the geographical base actually envisaged for the project. We and our national partners repeatedly face the element of urbanisation in this field the problem of training people who will stay (or at least are more likely to stay) in rural areas or at least provincial towns. Formulation of training projects should include a planned programme, worked out with Government in advance, for the widest possible dissemination of the opportunities offered. Occupation-status improvement is another widespread need in such projects, and is again a problem of communication. More especially in ex-colonial countries, generally throughout developing regions, the status image of needed occupations by no means conforms to known manpower requirements. The topsy-turvy ratio of doctors to nurses in countries where nursing is frowned upon for girls is a well-known example. We know of a vocational training scheme that is finding it extremely difficult to recruit trainees for carpentry because wood-working has become a lesser-status occupation. A planned and country-tailored communications programme may not, by itself, resolve these very complex problems. What is quite certain is that nothing else will even begin to apply the effort to resolve them, for in most such cases it is not economic incentive that is missing; if the job opportunity were known and the social stigma were removed or lessened, potential recruits would learn that the pay or reward was superior to their otherwise

likely income. In whatever project, a problem of the social status of a given occupation is, in part if not in whole, a problem of communications.

5. Applied research dissemination. Another and widespread example of the factor immediately above-referred may be seen in the case of the numerous UN-assisted institutes for applied research in a given development sector. The Plan Ops may have been only for the establishment and development of the institute itself, with the implicit assumption that Government (and educational establishments) would separately see to the dissemination of the practical technology produced in the institute. In some cases, such institutes do carry a project element of industrial-use dissemination but not, for example, extension-dissemination. The field observations of the authors of this paper compel two suggestions about such projects. At the very least, the UN Family should plan to ensure that the work of the institute and the innovations it develops be made generally known to the public and elite through a communications document (film, brochure, as may be judged best) that can also be used in schools and colleges. At the most, we are bound to put forward the question whether, in the appraisal of all requests for such institute projects, the Family ought not to adopt the standard discipline and criterion-question to Government: 'Precisely how will the technology to be developed be disseminated for urgent practical use for development?' If once this question is asked as an automatic exercise, we believe that in many cases the judgement and the shaping of the project itself may alter. Accumulating practical experience indicates that it is from many such institutes themselves that the best chain of innovation-diffusion (possibly the very organization and cadre-training of extension personnel, for example) will flow, if so planned and agreed. At the least, we believe that experience shows that it is in the early life of such institute projects, before the UN element is phased out, that concrete programming of innovation diffusion located somewhere in very close nexus with the institute should begin. It is extremely likely that if the whole UN investment is to be maximally

effective, the UN agency concerned should be prepared to assist in this innovation-diffusion as well. In all such cases it will be obvious by now that the same kind of advance-researched, advance planned Support Communications Programme should be built into the project PlanOps as an outright component the experts' permanent counterpart personnel, the materials to be produced, and the appropriate share of financing needed. Institutes are ivory towers without planned communications.

6. Close project-support communications. Finally, in this necessarily broad summary of types of support needs, there is what we call 'close-support' work for projects of all kinds. In virtually all UN-assisted projects under discussion here, there are fairly specific 'project communities' and implementing cadres. A project may be nation-wide in scope, but it usually has defined sectors, and often operates either phased by expansion-phase or in one specific district or region entirely (i.e., a dam, a river-valley development, etc.). Assuming that the communications work at Government-services level is in hand, and that there are broad national awareness and receptivity, the project still needs very considerable close-in communications support. At this as at other levels, we and our partners in national development service have scarcely begun to use the potential of planned, project-attuned communications techniques. At very little extra cost per project-year, we could be helping to equip each such project with a properly researched and phased schedule of information-communication aids, first, to prepare the project-community for the very 'arrival' of the project (for example, that matter of the 'surveyors' stakes); second, to explain to the people what the project seeks to achieve for them, in their terms of reference at that time, and to answer both the easily anticipated questions they will have and (by proper prior socio-economic research) the deeper worries which the project-disturbance will unleash; third, to motivate the people to participate for reasons that are tangible to them, and to demonstrate to them what resources of their own they can bring to bear on the effort; fourth, in careful phasing with the actual forward history of

the project, to introduce to the community the specific innovations- in production, work methods, environment-exploitation and management, hygiene, whatever the sector-their adoption of which can alone make the project successful. It needs to be heavily emphasized that, at present, the overall picture of project implementation at this level is extremely deficient in the above methods and in communication aids that are fashioned from them.

4.6. SUMMING UP

This unit discusses the concept of development from modernisation paradigm lens. The unit elaborately highlights about the Diffusion of Innovations model, its characteristics and the role of mass media as a magic multiplier. The unit also explicitly highlights about the process of Development Support Communication and its role. Underlining the different ways in which Development Support Communication can take place; the different ways in which development projects could be planned and implemented and in addition to that talking about the use of communication technologies in development, the unit comprehensively gives an idea about the various facets of development.

4.7 PROBABLE QUESTIONS

1. What is Diffusion of Innovations (DoI)? Discuss the DoI model within the purview of modernization paradigm.
2. Discuss the role of Mass Media as a Magic Multiplier. Highlight the role of communication technologies in development.
3. What are the different types of Development Support Communication? Discuss each one of them.

4.8 RECOMMENDED BOOKS

Essays, UK. 2018). Approaches to Development Communication. Available at <https://www.ukessays.com/essays/media/approaches-development-communication-4898.php?vref=1>

Servaes, J. January (2018). Communication for Development and Social Change. New Delhi: Sage

MODULE II: APPROACHES IN DEVELOPMENT

UNIT 5: DEPENDENCY PARADIGM

UNIT STRUCTURE

5.1 Introduction

5.2 Objectives

5.3 Dynamics of Development

5.3.1 Characteristics of social change

5.3.2 Terms associate with social change

5.4 The concept of Development of underdevelopment

5.5 Development of underdevelopment

5.5.1 Theories of development

5.5.1.1 Modernisation Theory

5.5.1.2 Dependency Theory

5.5.1.3 Participatory theory

5.6 World system theory

5.7 NWICO

5.7.1 NAM and NWICO

5.7.2 MacBride Commission

5.7.3 Recommendation of the MacBride Commission

5.8 Summing Up

5.9 Questions

5.10 Recommended readings

5.1: INTRODUCTION

Development is a crucial sector for any nation. For decades the West ruled the international markets, economy, politics and resources of the world. From the 1970s, the situation changed and the developing countries also raised their voice to be included in the development process. As such, for an inclusive development of the world, many theories were developed after analysing and understanding the reasons for the disparity that exists between nations. This unit focuses on discussing dependency paradigm as a theory of development. The term dependency in context to development communication implies the dependency of the third and fourth world nations on the first world countries which maintains a centre-periphery relationship. The developed countries being the centre become the determinants of the development process of the developing or underdeveloped countries in terms of its multifaceted aspects. These multifaceted aspects include economic, banking and finance, education, sports, media and different other aspects which are related to human resource development.

5.2: OBJECTIVES

A thorough study of this unit will enable you to

- To understand the concept of development.
- To explain the various processes of social change.
- To gain insight into the various theories related to development and their impact.

5.3: DYNAMICS OF DEVELOPMENT

Before you learn the concept of dependency paradigm, you need to understand the dynamics of development and its relation to social change. For a long time, development was understood as progress and then as growth, changes and so on. Development means different things to different scholars and accordingly, its definitions and meanings change. In general, it implies the improvement in the living conditions of people.

Dependency paradigm talks about a development process of the underdeveloped countries which is determined by the resources of the developed countries. In this process, upliftment of the living condition as well as socio-economic factors of the underdeveloped countries are dependent on a social change governed by the first world nations. So, there is a interrelationship between the process of development and social change. Change is an inevitable natural phenomenon. It takes place in any given society. To understand the processes of social change, it is imperative to understand the meanings of 'social' and 'change'. The term 'Social' relates to the human society, its organisation, structure and culture. 'Change' refers to the difference or moving from one state to another. Hence, social change implies any modification caused in the prevalent state in the society. It also refers to the change taking place in human relations and communication. These can be understood in terms of social processes.

The term 'social change' can be used to describe the modifications occurring in any aspect of social processes, patterns and organisation, which has a long lasting impact on the society. It refers to the ways in which the functioning and the structure are altered for bringing in progress and improve the standards of living of the people.

5.3.1 Characteristics of Social Change

The characteristics of social change are as follows:

- a. **It is universal-** Every society undergoes change. Its institutions, structure, culture, etc keeps changing with regard to the need of the society.
- b. **It is not uniform-**The pace of social change is not uniform. It varies from period to period. It is slower in traditional society and faster in the modern society. Also, it is faster in urban areas than in rural areas.
- c. **It is continuous-** Social change cannot be stopped. It happens continuously.
- d. **It may be short-term or long-term-** Changes that bring immediate results are called short-term changes, for example, fashion. Some other changes which take many years to produce results are called long-term changes. For example, tradition, etc.
- e. **It may be planned or unplanned-**When changes occur due to the deliberate actions of an individual or group, whose direction and pace are conditioned, are called planned changes. For example, plans, programmes, schemes introduced by the government for the welfare of people. Unplanned changes occur without deliberation, for which, people often are not prepared. Natural calamities like earthquake, floods, political revolution, etc, are examples of unplanned changes.
- f. **It is community change-**Social change does not refer to change for an individual. Social change occurs when the living conditions of a community undergoes modification, which influences the living conditions of the community.
- g. **Result of various factors-** Social change is the result of many factors like, cultural, biological, technological, etc.
- h. **It is temporal-**Social change requires time to take place. Innovation and modification in the existing behaviour and standards of living need time.
- i. **May create a chain reaction-**Change in one aspect of society/life may affect changes in other aspects as well.

5.3.2 Terms associated with social change

There are many terms associated with social change such as growth, evolution, revolution, progress, development, etc.

Growth refers to change that occurs in size or quality in a desired direction. It is generally defined in economic terms.

Progress-progress is used to compare the present with the past. It depends on two factors:

- a. Nature of the end
- b. Distance at which we are from it

Progress is determined with respect to advancement in the living conditions of people, material advancement, happiness, etc.

Development- just like growth, development refers to change in a desired direction. It is relative in nature and differs from society to society. It is based on geographical and socio-cultural and political situation in the society. It has acquired a new meaning after the end of World War II. At the end of the war, American President Harry S. Truman expressed the need for making the advancement in science and technology, industry, available to everyone. He called for the discarding of the old imperialism and exploitation done by colonial powers and urged for a program of development based on domestic fair dealing.

5.4 : DEVELOPMENT OF UNDERDEVELOPMENT

Earlier development was defined in terms of increase in productivity, expansion of the market economy and economic development. In contrast to this, *underdevelopment* was defined as the result of poverty, low productivity and economic backwardness. From the 1950s, economic growth was seen as the fastest possible way to development. But this stand had its adverse effects.

As development was seen as synonymous with economic growth, resources and profits of a country were diverted towards industry. In doing so, the basic needs of the society were compromised with. This idea of development brought economic prosperity but also led to problems like pollution, environmental degradation and so on. It led to further disparity in distribution of wealth and social disintegration. A large population of people all around the world were marginalised and kept at the periphery of growth and development.

Andre Gunder Frank (1971) studied this phenomenon of the injustices of existing processes of development and coined the phrase *development of underdevelopment*. He felt that the developmental processes that are underway support the growth of some regions and people, while others do not benefit from it. To understand this phrase of development of underdevelopment, knowledge of the history and theories of development will be helpful. These will be discussed below.

5.4.1 Theories of development

There are three main theories of development:

- c. Modernisation Theory
- d. Dependency Theory
- e. Participatory Theory

5.4.1.1 Modernisation theory-

As discussed earlier, at the end of WWII, a need was felt to include the underdeveloped and developing nations also in the development process. It had become evident that the Southern countries had failed to develop and thus a new paradigm of development was required. This need gave rise to the *modernisation theory* in the 1940s. This theory focused on not only economic growth but also on social and cultural growth.

Modernisation approaches included neoclassical and neoliberal economic theories. Priority was given to West driven capitalist model of

development, where acquiring technological skills and resources is of paramount importance. This paradigm presumes a set of interrelated processes:

- i. *Capital accumulation*- this aspect of the modernisation theory is set within the context of labour and markets.
- ii. *Surveillance*- allows a nation to control information and social supervision. It is closely related to capitalism.
- iii. *Industrialisation*- it constitutes the interaction between man and nature for the development of the former through utilisation of the latter. Industrialisation is a result of man's control and modification of the resources available in nature, through coordination of human actions towards achieving a common goal.
- iv. *Controlling the means of violence*- this is exercised through authority and its structures which execute a common code of law that is setup and supervise individual and a society's actions.

Modernisation theory had two primary objectives:

- i. Identify the factors that lead to the *barriers to development* in case of the poorer countries.
- ii. Provide a *non-communist* solution to poverty through capitalism and western ideas of development.

The *dominant paradigm* of development that was in vogue in the 1940s onwards was influenced by modernisation. Everett Rogers is of the view that “this concept of development grew out of certain historical events, such as the Industrial Revolution in Europe and the US, the colonial experience in Latin America, Africa and Asia, the quantitative empiricism of North American social science and capitalistic economic/political philosophy”.

In the dominant paradigm, industrialisation was seen as the main route to development.

Another important theorist of modernisation theory was Walt Rostow, who suggested a five stage model of development (1960). He believed that every society goes through these five stages. According to him, this development process the changes that occur in the society are irreversible and the process of development moves in a common direction. The five stages of development propounded by Rostow are discussed below:

- i. **The traditional society (Stage 1)** - stage 1 belongs to the traditional societies whose economy depends on farming. They have limited wealth and access to modern technology and industry. At this stage, there are cultural barriers to development.
- ii. **Pre-conditions for take-off (Stage 2)** - at this stage, western aid packages brings western values, practices and expertise into the society in the form of science and technology, infrastructure and industry. These provide the necessary conditions for attracting more investments into the country.
- iii. **Take-off stage (Stage 3)** - at this stage, economic growth becomes the norm. Profits gained are reinvested in infrastructure. The country at this stage does not just produce goods for its own consumption but has the necessary infrastructure and resources so that it can export the extra produce and earn more revenue.
- iv. **Drive to maturity (Stage 4)** - during the fourth stage, people realise new opportunities and strive to make the best from the available opportunities and resources.
- v. **Age of high consumption (Stage 5)** - this is where economic growth and production are at Western levels.

There are many criticisms of the modernisation theory, chief among which deal with the fact that the theory assumes that countries need help from outside forces for their development. Another point relates to the exclusion of scholars from the developing world to deliberate on the development process.

5.4.1.2 Dependency Theory-

It was first proposed by the Argentine economist Raul Prebisch in the 1950s. Dependency theorists believe that the wealth of the rich countries was built at the expense of the underdeveloped countries from where they got their resources and labour. These underdeveloped countries in turn, bought the finished products from the rich countries, which depleted their economy further.

5.4.1.3 Participatory Theory-

Participatory theory grew as an answer to the shortcomings of both the modernisation and dependency theories of development. In this approach, the onus of development lies with the communities, who are engaged in the process of development. It emphasises the need for training and skill set being provided to a community so that they can have a say in the programmes and initiatives being taken for their development.

Based on the above theories, Andre Gunder Frank introduced the concept of development of underdevelopment. He criticised Rostow's five-stage model of development noting that it laid emphasis on the western ideals and models of development. The elements of the theory of underdevelopment are:

- i. History of the underdeveloped societies.
- ii. Underdevelopment being a result of the relationship between the developed and underdeveloped societies.
- iii. Development and underdevelopment are the aspects of the same system.

Frank believes that the underdevelopment in any part of the world is the result of development in another part of the world. He formulated a *metropolis-satellite* model/relationship to explain how underdevelopment works. This model has its origin in the colonial period when the colonial powers went in search of colonies (third world) for the newly emerging

industries, with the objective of transferring of economic surplus to western countries. These colonies, according to Frank, became the satellites of the western countries. Then a whole chain of metropolises and satellites is acquired and established to extract economic surplus (raw materials, commodities, etc) from the underdeveloped villages to local capitals, thereon to the regional capitals, national capitals and ultimately to the cities of developed countries.

5.5 : WORLD SYSTEM THEORY

Immanuel Wallerstein developed the World Systems Theory. Just like the Dependency Theory and development of underdevelopment, the world systems theory also believes that there exists a world system in which some countries benefit from the existing economic conditions while others are exploited. Wallerstein rejects the idea of 'third world' countries and instead divided the countries into: core, semi-peripheral and peripheral countries, based on the level of development in each of these countries.

Core countries according to Wallerstein are the developed countries that exploit the resources and labour of the peripheral countries. They are capital intensive, have technological advancement and expertise. They control most of the world's resources, in terms of capital and technology and world trade. They also attract artists and intellectuals. They are involved in setting the prices of products globally.

Peripheral countries are the underdeveloped countries from where the core countries extract their resources. They are dependent on the developed countries for capital. They are less industrialised and urbanised. They are agrarian and have lower literacy rates.

Semi-peripheral countries lie in between the core and peripheral countries in terms of development.

The following figure (Fig 5.1) explains the idea of World system theory -

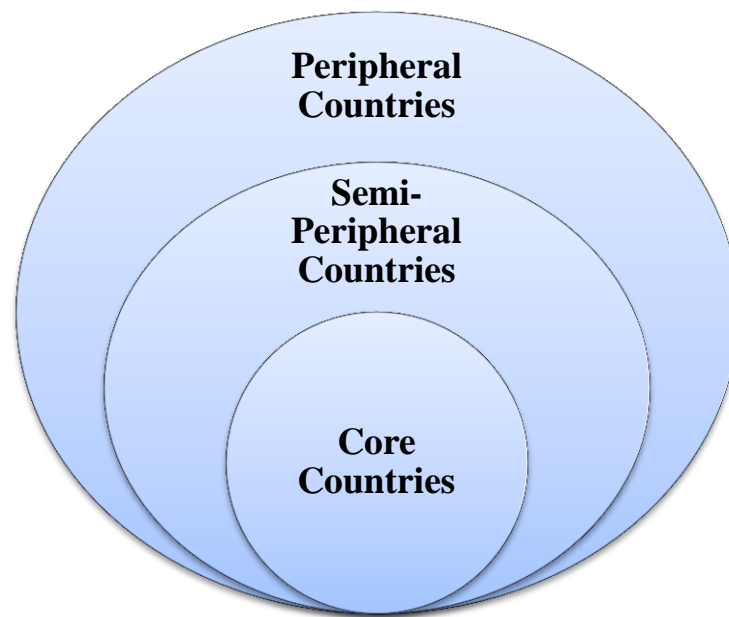


Fig 5.1: Types of countries according to the World Systems Theory

5.6 : NWICO

NWICO stands for New World Information and Communication Order. It was coined during the 1970s in the debate over the imbalance in the flow of news and information between the developed and underdeveloped nations. It was used by the McBride Commission. The decades that followed immediately after the WWII, was called the era of Cold War. During this period, the Western rallied behind the principle of ‘free flow of information’ and the Eastern bloc wanted state control over sources and dissemination of information. The newly independent countries were significant during this era for both the East and the West and their development was realised to be an important factor in this tug of war.

This situation wasn’t resolved even until the 1960s. During the 1970s, with the inclusion of the North-South dimension, a new vista opened and the focus of the conflict also broadened. A need for change in the concept of free flow of information was realised. These changes were a result of the changing political scenario in the world. By the 1960s, most of the

countries of the world had gained independence. There were demands made by these countries for political, cultural and economic recognition. These demands resonated with the countries of the Eastern Bloc. At the same time, they needed assistance in nation building and development from the Western Bloc. Based on the level and stage of development, the countries were recognised as being first world (developed), second world (on the path to becoming developed) and third world (developing and underdeveloped) countries. In the succeeding years, the third world countries made their presence felt at international platforms through OPEC, etc.

5.6.1 NAM and NWICO

NWICO grew out of the New International Economic Order (NIEO), when a charter was drawn by the non-aligned countries and approved by the UN General Assembly in 1974. The NAM summit of Algiers in 1973 realised the need for a transformation in the international economic system that required the NAM countries to 'take concerted action in the field of mass communication in order to promote a greater interchange of ideas among themselves'. The leaders of the non-aligned nations emphasised the free flow of information and suggested to change it to 'free and balanced flow' of news. They felt that the previous charter was pro-West and reflected colonial interests. They raised concerns over the poor state of communication in the NAM countries. This realisation led to the birth of the idea of Non-Aligned News Pool.

India, played an important role in the development of NWICO and pursued the policy of 'advancing, defending and reshaping NWICO tenets and aims'.

Factors responsible for the Adoption of NWICO

- a. Emergence of newly independent countries in World War II.

- b. These new countries lacked in development and there was asymmetry in the global economy which was heavily bent on the side of the West.
- c. The realisation of the new nations that the cause of their underdevelopment was the result of their dependence on the developed countries. Thus, they pursued remedial measures to check the imbalances in the global economy and take steps to become self-sufficient.
- d. These nations coming together to form another bloc, opposed to the Eastern and Western Bloc, called the Non-Aligned Movement.

5.6.2 MacBride Commission

The voice raised by the NAM countries led the United Nations to establish an International Commission for the Study of Communication Problems (ICSCP) by UNESCO in 1977, under the leadership of the Irish Government Minister and diplomat, Sean MacBride. It was a 16-member team comprising of experts global experts from various ideological, political and economic, geographical and cultural backgrounds. The aim of this commission was analyse the global communication problems in the developing nations, particularly relating to imbalance in the dissemination of news, considering the advancement in communication technology and to suggest remedial measures. A preliminary report was presented in 1978 at the 20th general conference of UNESCO in Paris. In 1980, report of this commission was published titled *Many Voices, One World*, also called the MacBride Report. The authors of this report gave 82 recommendations.

5.6.3 Recommendations of the MacBride Commission

Following are few of the recommendations of the commission:

- i. Communication policy for independence and self-reliance.
- ii. Integrating communication and development.
- iii. Reinforcing licenses for appropriate technologies.

- iv. Democratisation of communication.
- v. Access to technical information essential resource for development.

5.7 : SUMMING UP

Development and progress, apart from being economic processes, are also social processes. All societies have passed through various stages of development to arrive at their present status. During this centuries old process, some countries rose at the expense of other nations by exploiting their resources and labour. Many political and social revolutions were led in the past to improve the lot of the people and bring equality. The advent of the 20th century was a turning point the history of the world. Where two world wars shocked and destabilised the economy of the world, their political, social and cultural ramifications were even higher. By the 1950-60s, most of the countries of the world had gained independence from their colonial rulers. But these new countries were now at the mercy of the developed nations for their survival and development. The world, at the end of WWII was divided into the Western and Eastern Bloc countries, but which had different ideologies. A need was felt to unite all these different blocs towards an uniform development of the world. Scholars, leaders, diplomats from all over the world deliberated on such issues and came up with many theories to bring the developing countries at par with the developed countries. Such attempts have been able to curb the imbalance between nations to some extent, although much is still required to be done

ASSESS YOUR PROGRESS

1. Explain the term “dependency” in relation the concept of development communication and social change. _____

to decrease the disparity that exists.

5.8 : QUESTIONS

1. Discuss the difference between the various terms related to social change.
2. Give a brief history of the phrase of *development of underdevelopment*.
3. Discuss the World Systems Theory with regard to resource allocation and use among nations.
4. Explain the importance of NWICO for the imbalance in dissemination of news and information.

5.10 : RECOMMENDED READINGS

Chiot, D., Hall, T, *World System Theory* (1982), Annual Review Sociol., 8:81-106

Kumar, K.J., *Mass Communication in India* (2012), Jaico Publishing House, Mumbai

Singh, N.K., Udaipuria, A., *UGC NET/SLET Mass Communication and Journalism*. Arihant Publications (India) Ltd.

UNIT 6: MULTIPLICITY AND ALTERNATIVE PARADIGM

UNIT STRUCTURE

6.1 Introduction

6.2 Objectives

6.3 Understanding Multiplicity and Another Paradigm

6.3.1 Two major approaches to participatory communication

6.3.1.1 Dialogic Mode

6.3.1.2 Self-management, Access and Participation

6.4 Development as Empowerment

6.4 1 Elements of communication for empowerment

6.4 2 Components of communication for empowerment

6.5 Development as Freedom

6.6 Development as Grassroots Governance

6.7 Summing Up

6.8 Questions

6.9 Recommended Readings

6.1 INTRODUCTION

The idea of communicating for development came up at the end of the World War II when the United States of America mapped out a plan to rebuild “war-devastated” Western Europe. The plan was designated as ‘Marshal Plan’ which was a huge success in the West and the Third World Countries. As an outcome of this, the developed nation took advantage of

this ideological believe, being eager to help and the underdeveloped third world countries who wanted help to reach fast development. These ideological background then lead to the notion of dominant paradigm. These third world countries were otherwise referred to as developing countries saw a tremendous growth in their economic development.

According to Sylvester approaches in communication practices for development programmes have emanated from the major concept of development (Modernization, dependency, and Multiplicity/Another Development Paradigm). These three concepts are fundamental in shaping communication and development practice in different ways over the years.

The concept, multiplicity/Alternative Development is the most recent construct. Within this paradigm, Sylvester (2016) opines “development is seen as a product of collaboration and participation of all stakeholders and communication is seen as an essential tool for participation”. The concept hold that true development is endogenous, taking into account users felt needs and getting them in the process to provide solution. Multiplicity/ Alternative development paradigm employs participatory model of communication. Participatory model is imperative and is a two way process of communication. Participatory in this paradigm implies active mass involvement of citizens in the process of implementation and follow up of a development plan.

Here the citizens freely take up responsibilities to shape together the future they collectively agreed to live by. This paradigm sets forth a strategy for development in which participation by all the people is both the means and the end to development itself.

6.2 OBJECTIVES

After going through the Unit, the learners will be able to

- Understand the multiplicity/alternative paradigm.

- Enumerate how participatory culture plays key role in development communication.
- To understand how communication mediates empowerment and overall development.
- Determine the influential factors of development from the perspective of grassroots governance
- Analyze freedom from the perspective of development.

6.3 UNDERSTANDING MULTIPLICITY AND ALTERNATIVE PARADIGM

As already mentioned earlier the development communication has four different approaches which chiefly constitute of Dominant paradigm, Modernisation paradigm, Dependency paradigm and Multiplicity/Alternative paradigm. The last one has been recently developed which is seen as a product of collaboration and participation of all stakeholders and communication becoming an essential tool for participation. After the failure of Modernisation and Dependency Paradigm, the participatory model shows a promising growth as it is less oriented towards the political-economic dimension like Modernisation and Dependency Paradigm are and more rooted in the cultural aspects of development. The development focus has shifted from economic growth to include other social dimensions which are required to ensure meaningful results in the long run.

Here, Participatory culture is one of the important aspects as it plays an active role in mass mobilization and participation of people and integrating them in national development planning. Participatory culture here sets forth a strategy for development in which participation by all the people is both the means and the end to development itself. That is why communication is increasingly considered essential in problem analysis and resolution. Similarly, there is a consensus amongst the communication experts that the

old, vertical, top-down model is no longer an applicable theory to explain the development curve. While the Sender-Message-Channel-Receiver model can still be applied in some cases, development communication has gradually shifted towards a horizontal, “two-way” model, which favours people’s active interaction through consultation and feedback over the traditional one-way information dissemination through mass media. The term “multiplicity paradigm” was coined by Jan Servaes. He emphasizes on the cultural and social multiplicity of perspectives which are equally relevant in the development context along with economic perspective.

6.3.1 Two major approaches to participatory communication

There are two major approaches to participatory communication that everybody today accepts as common sense. The first is the dialogical pedagogy of Paulo Freire, and the second involves the ideas of access, participation and self-management articulated in the UNESCO debates of the 1970s.

6.3.1.1 Dialogic Mode

This was given by Paulo Freire, it is based on the horizontal, two-way model of communication, creating a constructive environment where stakeholders can participate in the definition of problems and solutions. It mainly focuses on first as communication to assess and secondly as communication to empower.

One problem with this theory of dialogical communication is that it is based on group dialogue rather than on means of mass media as radio, print and television.

The theory also gives little attention to the language or form of communication and focuses more on the result of communication actions.

6.3.1.2 Self-management, Access and Participation

The second approach in participatory communication is the about self-management, access and participation..

Here, access is defined as the use of media for public service and opportunities to choose from varied programs and a means of feedback to relay messages. Participation according to the report is defined in terms of higher level of active participation in the communication system to access the number of media and actively be a part of decision making process. Lastly, Self-management here refers to high active participation of the public in the decision making process within the communication system and also play crucial role in formulating policies and plans for the communication system.

Berrigan (1981) defines community media as “media to which members of the community have access, for information, education, entertainment, when they want access. They are media in which the community participates, as planners, producers, and performers” Barrigan’s Methodology of community media lays emphasis on interactivity identifying eight steps towards a participatory approach which are as follows :-

- Identification of needs
- Concretisation
- Selecting
- Formulating
- Identification of the amount of information
- Action Execution
- Expansion
- Liaison with communication system

The *Identification of felt needs* is done through the means of direct interaction with the receivers. The *Concretization* step examines the needs

identified by the receivers according to local conditions. The *Selection* step addresses the priority problems by the receivers. *Formulation* of a suitable methodology for seeking solutions to the prior problems of felt needs. *Identification of the Amount of Information Required* and to gain access to this information. *Action Execution* is done by thorough participation of the receivers. *Expansion* works in making known the point of view of the receivers to other group of receivers or to the authorities. And, Finally *Liaison* refers to communicating the action of receivers to others that could benefit from the experience of the receivers.

6.4 COMMUNICATION FOR EMPOWERMENT

Communication for empowerment is a deliberate and systematic process. Just as Servaes (2003) emphasizes the framework of multiplicity, there is no best, single approach or strategy or communication channel for empowering people. Communication for empowerment is a process rather than a technique. The basic questions we ask ourselves when we engage in such an initiative are:

- How do we start?
- How do we proceed?
- What are the signposts we should watch out for?
- What milestones should we aim for?
- What next?
- What is our ultimate aim?

6.4 1 Elements of communication for empowerment

Elements in communication for empowerment as given by Maria Celeste (2003) are as follows:

- 1) *Provision of access to information.* Based on the idea of development communication as a means to disseminate technical information towards productivity, food security, and environmental

conservation, this is a crucial element for a communication component in development programs.

- 2) *Putting users/beneficiaries and local people in control.* - The essence of empowerment is control of the people over projects that equip themselves to manage and oversee appropriate media facilities such as community public address systems, low-powered radio stations, and simple communication centres.
- 3) *Building local people's capabilities in communication.* - A prerequisite of putting local people in control of development processes where communication is an integral component is to build up their capabilities. Training of local people or co-operators in communication skills such as in community broadcasting, community or village journalism, computer skills, and Internet surfing are necessary. Likewise, managerial skills such as problem-solving, decision-making skills, Conflict resolution and negotiation skills are fundamental.
- 4) *Emphasis on small and appropriate media.* Low-powered radio transmitters that allow local broadcasting are examples of small media appropriate for rural community because they are often simpler, easier, and require fewer resources to use.
- 5) *Learning with partners.* Participatory communication for development is a joint cumulative learning experience amongst stake holders and the public where knowledge-building in it is integral. New approaches, best practices, and insights evolve out of the joint efforts of the partners.
- 6) *Working as a collective.* Development happens in the community rather than at the individual level. A requisite of participatory development is that their decisions are made collectively, that's when change happens.
- 7) *Capitalizing and building on felt needs.* Obviously, people will not pay attention to messages that they find irrelevant thus it is important to deal with the immediate needs.

- 8) *Making it enjoyable.* People pay attention and participate in activities that are enjoyable and gives them satisfaction.
- 9) *Giving them hands-on experience.* It's important as it provides the local people with more opportunities to learn the practicalities of the technological crusades.
- 10) *Sharing resources.* Often, there is ample availability of people, funds, materials, machines and time this should put together for synergistic results for development.

6.4 2 Components of communication for empowerment

In communication initiatives toward empowering people for development, the inclusion of the following components are important.

- 1) *Communication training.* Communication is intrinsic in all human processes and therefore plays a key role in development initiatives thus all persons and entities involved need to be equipped with better communication skills. It is better if these are development communication skills, or communication skills infused with the vision for development.
- 2) *Communication planning and strategizing.* We recommend postponing the identification of a specific communication channel or technique until a communication plan is made. This planning process should adhere to the process described above, with proper consideration of the context in which they will be used and preferably participated in by partners and beneficiaries.
- 3) *Communication media design and production.* Often, development communication is perceived to be solely focused on media materials design and production. However, this aspect ought to be properly placed within an overall communication plan arrived at in a rational manner and mindful of a participatory development process.
- 4) *Communication technology.* Beyond the design and production of devcom materials is a need for the application and even further

innovation of appropriate communication technology. Here, convergence among technologies is observed to be a contemporary phenomenon and needs to be anticipated and incorporated.

- 5) *Communication utilization centre.* Access to information is a key to empowerment, and so is the availability of options. Agencies and organizations of various natures and persuasion produce many different communication materials, and often all that is needed is for users and information-seekers to have access to them.
- 6) *Communication archiving/data banking.* As information and knowledge mounts in this information age, what is needed is the management of information to enable users to sift through and select those that are useful. Knowledge management applied in development is an emerging concern in development communication.
- 7) *Communication evaluation.* Because development communication is best studied in action, evaluation ought to be built in every stage from preplanning to post-implementation. All these communication components will be uniquely configured as they would be closely tied with the specific development subject matter or concern in question, with its unique set of stakeholders, be it in food security, natural resource management, health, child rights, poverty alleviation and livelihoods, land reform, and so on.

6.5 DEVELOPMENT AS FREEDOM

Nobel Laureate Amartya Sen (2001) has classified freedoms into five different categories, namely, *economic empowerment, political freedoms, social opportunities, protective security and transparency guarantees*. Development can be seen as a process of expanding the real “freedoms” that people enjoy. Growth of GNP or per capita incomes (PCI) can be very important as means to expand the freedoms enjoyed by the members of the society. But these depend on other determiners as well, such as social and economic functions of society (for example, facilities for education and

health care) as well as political and civil rights of public (for example, the liberty to participate in public discussion). Similarly, technological progress or social modernization can substantially contribute to expanding human freedom.

Development as Freedom proceeds from the notion that freedom is both (1) the primary objective, and (2) the principal means of development.

The former is a normative claim and includes the understanding that the assessment of development must not be removed as an entity from the lives that people can lead and the real freedoms that they can enjoy. Development cannot just be seen merely in terms of rise in the GNP (or in PCI), or technological advance, or social reforms.

With the expansion of these freedoms, the society gets an multidisciplinary insight from politics, economics, ethics, economics, demography, and sociology and forms frames development and work towards the abolishment of 'unfreedoms' such as poverty, famine, and lack of political rights.

6.6 COMMUNICATION FOR GRASSROOTS GOVERNANCE

Grassroots democracy is practiced through a system of norms, values, social processes and institutional arrangement through the commitment and capacities of the public. The expression of the grassroots democracy can thus be seen in the local, informal, formations and associations of citizens throughout the society. A vast number of people found ways to come together at local level to address some of their common problems. Village society had a variety of such formations like caste formations, tribal councils, associations for undertaking agricultural operations, cooperatives; social associations to meet a variety of cultural and social rituals and obligations, etc. In recent years, contemporary forms of these associations have also developed in many parts of the rural society: youth associations,

women's associations, associations likewise, in urban centres, citizens come together at the neighbourhood level to organise their own life: sanitation, security, cultural events, etc.

They focus on specific issues like water, health, hygiene, education, children, social functions, agriculture, crime, peace and protection of environment. One can find several examples of such local associations working on the issues that affect the society. This specificity of focus provides the purpose and rationale for such associations. People come together and form voluntary organization because they like to do so; not because they are deputed to do so or it is mandatory or there are some external compulsions. The voluntary nature of such associations provides a level of energy and commitment which acts as a fuel for the functioning of these associations. They govern themselves on the basis of commonly held norms and values; they manage themselves on the basis of social and interpersonal processes of communication, mutual trust and obligations. The quality of face-to-face interaction and related social mechanisms provide the basis for informal functioning of such associations.. The associations of this variety thus bring out the capacities for compassion, camaraderie and solidarity inherent in all human beings. They bring out the practice of humanity in a common search of good and peaceful life.

In contrast, grassroots democracy is reflected in the collective mosaic of citizen associations, local informal institutions and participation of ordinary people in their social and collective life based on their own experiences, norms and values and indigenous system of knowledge that they have acquired over generations. The success of a democracy is dependent on informed and active citizens. Over the years, a lot of emphasis has been laid on promoting citizen participation in local governance. The term 'citizen participation' has gained popularity in development theory and become a strong and effective instrument for bringing about national prosperity. Citizen participation refers to a process of engaging people in local governance to improve the accountability and ability of local authorities to solve problems, create more inclusive and cohesive

communities, and orient government programme to better address community needs. This rich tapestry of local institutions and citizen participation forms the basis of the emergence of the Civil Society in a given context: the representation of this Formal system of democratic governance should encourage, support and nurture such trends in grass-roots democracy

ASSESS YOUR PROGRESS

1. Discuss the significance of multiplicity paradigm in context of community development. _____

6.7 SUMMING UP

Multiplicity Paradigm in development communication is not merely concerned with providing information on development activities it also focuses on creating opportunity for the people to know about the technical nature of new ideas and on how they work and with what effect, development communication plays the more important role of creating an atmosphere for understanding how these new ideas fit into the real social situation in which the people operate. Its ultimate goal is to include participation from the public for local development activities, planning and implementation, and local communication for to development. If development communication must succeed, then it must include strong components of social organization and interpersonal traditional and new forms of media. In addition, those in charge of planning development communication must understand the local socio-cultural settings and how change can take place in it.

6.8 QUESTIONS

1. What do you understand by Multiplicity Paradigm?
2. Differentiate between Diffusion Model and Participatory Paradigm.
3. What are the Elements of communication for empowerment?
4. List the “freedoms” of development communication?
5. How Participatory approach by public help in communication for grassroots governance?

6.9 RECOMMENDED READINGS

Sarvaes .J . (2008). *Communication for Development and Social Change* . Sage Publication India private ltd, New Delhi 2008)

Mefalopolus, P. (2008). *Development Communication Sourceboo*. The World Bank, Washington

Wilkins. K., Tufte. T., & Obregon, R. (2014). *The Handbook of Development Communication and Social Change* .Wiley Blackwell.

Pitchfird, M. (2008). *Making spaces for community development*.

Gordon, G.L. (2018). *Understanding Community Economic Growth and Declin* ,Routledge, NY

Berrigan, F.J (1981). *Community Communication: The role of community media in development*. UNESCO Digital Library.

Cadiz, Maria Celeste H. (2003). *Communication for empowerment: The practice of participatory communication in development*.

Sen, A.K.(2001). *Development as Freedom*. Oxford University Press.

UNIT 7: APPROACHES IN COMMUNICATION FOR DEVELOPMENT

UNIT STRUCTURE

7.1 Introduction

7.2 Objectives

7.3 Behaviour Change Communication

7.4 Social Marketing

7.5 Entertainment Education

7.6. Advocacy

7.7 Summing Up

7.8 Questions

7.9 Recommended Readings

7.1 INTRODUCTION

In this unit we will attempt to understand the different approaches and functionality in communication for development like Behavior Change Communication, Social Marketing, Entertainment Education and Advocacy. The unit shall help the students in differentiating the different concept and also find out which one will be more suitable to apply in a particular point of time. It will enable communication practitioners to work with ‘participation’ in solving current developmental problems and also help researchers to use participatory framework in empirical research.

7.2 OBJECTIVES

A thorough study of this unit shall enable you to –

- Understand the concept and philosophy of Behaviour Change Communication
- Comprehend the strategies of Social Marketing
- Gauge the relevance of Entertainment Education
- Know about the functionality of advocacy

7.3 BEHAVIOR CHANGE COMMUNICATION

Behavior Change Communication (BCC) is an interactive process with communities (as integrated with an overall program) to develop tailored messages and approaches using a variety of communication channels in order to develop positive behaviors, promote and sustain individuals, community and societal behavior change and maintain appropriate behaviors. Effective BCC can increase knowledge, promote essential attitude change, reduce stigma and discrimination, create a demand for information and services, improve skills and sense of self-efficiency. Behavior Change is influenced by motivation from others (external influence) as well as from within oneself (internal influence). Internal influences instill a sense of ownership of the changed behavior. BCC had been adapted as an effective strategy for community mobilization, health and environment education and various public outreach programs. Enhanced knowledge about the behavior change process has facilitated the design of communication programs to reduce the risk of HIV transmission and AIDS. A wide variety of health promotion strategies use communication as either an educational or norm-forming strategy. In addition, specific strategies must be designed for high-risk groups, such as women, young people, drug abusers, homosexuals, etc.

Social and Behavior Change Communication (SBCC) is different from the ordinary instructional method of communication and is target specific. A

society consists of many sub-groups and the strategy for SBCC will vary from group to group. The following points are important while conducting the SBCC strategy –

- a. Vulnerability or risk factor of the target group
- b. The vulnerability or risk factor of the group which is to be addressed
- c. The conflict and obstacles in the way to desired change in behavior
- d. Type of message and communication media which can best be used to reach the target group
- e. Type of resources available and assessment of existing knowledge of the target group about the issues which is going to be dealt with

A successful SBCC requires lots of research and meticulous planning about the knowledge content of the subject and behavior or attitude pattern of the target group. It has proven effective in several health areas such as increasing the use of family planning methods, reducing the spread of infectious diseases, improving new born and maternal health, etc. SBCC is an effective tool for dealing with many communication and group related problems.

SBCC is the comprehensive process in which one passes through the stages like –

Unaware → Aware → Concerned → Knowledgeable → Motivated to change → Practicing trial behavior change → Sustained behavior change

SBCC involves the following steps –

- a. State the program goals
- b. Involve stakeholders
- c. Identify target populations
- d. Conduct formative BCC assessments

- e. Segment target population
- f. Define behavior change objectives
- g. Define SBCC strategy and monitoring and evaluation plan
- h. Develop communication products
- i. Pretest
- j. Implement and monitor
- k. Evaluate
- l. Analyse feedback and revise

CHECK YOUR PROGRESS – A

1) Briefly elaborate about Behavior Change Communication.

7.4 SOCIAL MARKETING

Social marketing approach has significant influence on how information are incorporated in any developmental group programmes and communicated to targeted audience. It emphasizes the needs of the beneficiary groups over the needs of the social change agents. The concept was incorporated in the 1970s and encompasses strategizing the dissemination of certain idea or a set of practices on a targeted group through designing implementing and controlling the messages of the program so as to achieve desired outcomes. Marketing concepts like market segmentation, consumer research, product development, incentives facilitation, etc. are incorporated so as to maximize target group response and bring about changes in behavior patterns of the receivers.

CHECK YOUR PROGRESS – B

1) Briefly elaborate about Social Marketing.

7.5 ENTERTAINMENT EDUCATION

The use of Entertainment Education (EE) as a communication strategy in development work has grown significantly over the past decade (Singhal & Rogers, 2004, 1999; Sabido et al., 2003; Tufte, 2001; Bauman, 1999). The use of EE has for decades been seen in addressing health-related issues as blood, smoking, vaccine promotion and family planning. EE is also a communication strategy which is being applied increasingly in sectors such as environment, rural development, conflict resolution and peace-building (Skiee, 2004). If we make a brief retrospective into the history and development of EE as a sub-field of study within communication for development, the first characteristics to highlight is that, in many ways, it has followed the key theoretical and methodological trends from communication for development in general. It is reflected in the three generations of Entertainment Education. One of the first modern examples of EE is *The Archers*, a series produced by the BBC radio drama and broadcast in England in the early 1950s. Since 1951 it has communicated important information to the farmers in England and in the mid 1950s it was listened to by two out of three adult Englishmen (Fraser & Restrepo Estrada, 1998). However, from 1972 it gave up its deliberate educational perspective, becoming 'just' an ordinary radio soap opera. It was in the 1970s, however, that EE began to gain some more elaborate theoretical grounding social marketing is one of the key origins of today's EE strategies and is still at the core of many first generation EE communication interventions. The use of social marketing developed in the 1970s and was quickly tied up with music, drama and storytelling. Entertainment was particularly linked to mass media based strategies,

especially television and radio. It was also in the 1970s that some of the key theories were developed, including Albert Bandura's theory of social marketing (Bandura, 1977).

First generation EE - Marketing Behavior: Several issues characterized the growing use of telenovelas in strategic communication with the development of EE strategies. Firstly, with the work of Mignel Sabido, a particular development of the genre was developed where mass education and behavior change via the media grew as a concern and ambition. Telenovelas which had traditionally been conceived of as entertainment were increasingly ascribed as educational potential as a tool both for dissemination of information and for awareness raising and behavior change. Social marketing as the first generation EE dealt with the marketing of social behaviors most often health related behaviors – to individuals watching the programs. EE communication interventions have diversified in scope and aim, thereby also changing the content of the genre where many of the social marketing driven radio and television dramas have worked systematically to explore how best and most accurately to convey messages and promote individual behavior change, more recent initiatives reflected in the second and third generation EE interventions – have had a stronger focus on communicating structural inequalities, representing and working with power relations and social conflict in the everyday life of the characters and by representation of such problems stimulating debate and collective action.

Second generation EE – Bridging of Paradigms: The second generation of EE was characterized by introducing new theoretical and methodological perspectives to the first generation EE. Stated bluntly what happened in the mid and late 990s was an acknowledgement that marketing of individual behavioral change often constituted a limitation in scope with the sole focus of securing sustainable improvement in the area identified problem, be it health, education, rural development, etc. with a growing recognition of complexity in the social, health and other developmental problems to be

addressed, a furthering of the conceptual basic was required beyond the exclusive focus on individual behavioral change. It resulted first and foremost in the introduction of participatory approaches into many EE communication strategies although in an instrumental manner. While EE from its inception has maintained a focus on individual behavioral change, social change agendas began to emerge in the 1990s as a key goal for many EE strategies. Alongside the individual as a unit of change, there grew an increased attention, towards structural elements on equally important focal points. Society as a unit of change began to be addressed. Critical social theory has been increasingly incorporated into the theoretical debates about EE, challenging more behaviorist cause and effect understandings of communication. This is where both participatory communication and also more recent reception theory have become relevant, suggesting more complex understandings of the process of interpretation, meaning making and change.

Third generation EE – Empowerment and Structural Change: A new wave of initiatives is being seen in the field of EE which have moved beyond the either diffusion or participation duality of previous initiatives. They differ conceptually, discursively, in practice and in the manner in which issues are conveyed in the mass media. Previously the focus was possibly on culture sensitive messages conveyed via the mass media. The focus today is on problem identification, social critique and articulation of debate, challenging power relations and advocating social change. Solutions are sought by strengthening people's ability to identify the problems in everyday life and their ability to act collectively as well as individually – upon them. Empowerment is the keyword of the third generation EE.

CHECK YOUR PROGRESS – C

1) Briefly elaborate about Entertainment Education.

7.6 ADVOCACY

Advocacy communication offers a critical approach within the field of development, working toward social justice. It engages strategic intervention with clear political positions, having no pretense toward neutrality and resisting hegemonic dominance in valuing social justice. Focusing on advocacy allows one to consider the potential value of social change, recognizing the latent and manifest politics of approaches to intervention. In the social and economic development context the aims of advocacy are to create or change policies, laws, regulations, distribution of resources or other decisions that affect people's lives and to ensure that such decisions lead to implementation. Such advocacy is generally directed at policy makers including politicians, government officials, public servants but also private sector leaders whose decisions impact upon peoples' lives as well as those whose opinions and actions influence policy makers, such as journalists and the media, developmental agencies and large NGOs. Media advocacy is another approach that questions central premises of the traditional paradigm. Media advocacy is the strategic use of mass media to advance social or public policy initiatives (Wallack et al. 1993). Its goal is to stimulate debate and promote responsible portrayals and coverage of health issues. Advocacy requires mobilization of resources and groups in support of certain issues and policies to change public opinion and decisions. It consists of the organization of information for dissemination through various interpersonal and media channels towards gaining political and social acceptance of certain issues.

A new definition of advocacy to empower the grassroots to let their voice be heard should become 'participatory based advocacy', which focuses on 'listening' and 'cooperation' rather than on telling 'what to do', presumes a dynamic two-way approach towards communication. Mass media can play two kinds of advocacy roles –

a) supporting development initiatives by the dissemination of messages that encourage the public to support development – oriented projects.

b) providing the decision-makers with the necessary information and feedback needed to reach a decision. The choice of advocacy strategies will vary with the nature of the issue and the expectation of the people or the stakeholders. In order to identify the appropriate advocacy strategy one or more of the following important characteristics of policy problems have been considered –

1. Interdependence of policy problems: This implies that one should not only use an analytic but also a holistic approach.

2. Subjectivity of policy problems: Besides ‘objective’ realities, subjective judgments and values come into play in the decision-making process. Advocacy strategies must address both.

3. Artificiality of policy problems: Problems have no existence apart from the individuals who define them, which means that there are no ‘natural’ states of society that is and of themselves constitute policy problems.

4. Dynamics of policy problems: There are as many different solutions for a given problem as there are definitions of that problem.

CHECK YOUR PROGRESS – D
1) Briefly elaborate about Advocacy.

7.7 SUMMING UP

In this Unit you have come to know about the different approaches in communication for development, like – Behavior Change Communication, Social Marketing, Entertainment Education and Advocacy. As you have come to know about participatory approaches to communication for

development, it will help you work with ‘participation’ in solving current developmental problems and use participatory framework in empirical research.

7.8 PROBABLE QUESTIONS

1. Briefly elaborate about behavior Change Communication.
2. Write a short note on Social Marketing strategy in Communication for Development.
3. What are the three generations of Entertainment Education strategy?
4. State the importance of Advocacy as a strategy in Communication for Development.

7.9 RECOMMENDED REFERENCES

Rogers, E.M. (1962). *Diffusion of innovation*. New York: Free Press.

Servaes, J. (2000). *Advocacy strategies for development communication*. In J. servaes (Ed.), *Walking on the other side of the information highway. Communication, culture and development in the 21st century* (pp. 103-118). Penang: Southbound.

Servaes, J. (2002). *Communication for Development. One World, Multiple Cultures*. Cresskill: Hampton Press.

Servaes, J. (2003). *Approaches to Development. Studies on Communication for Development*. Paris: UNESCO Publishing House.

Servaes, J. (Ed.). (2007). *Communication for development. Making a difference—a WCCD background study*. In *World congress on communication for development: Lessons, challenges and the way forward* (pp. 209–292). Washington, DC: World Bank.

UNIT 8: PARTICIPATORY APPROACHES TO COMMUNICATION FOR DEVELOPMENT

UNIT STRUCTURE

8.1 Introduction

8.2 Objectives

8.3 Historical evolution of the idea of participation

8.4 Distinction between Diffusion and Participatory approach

8.5 Approaches to Participatory Communication

8.6. Arnstein's Ladder of Citizen Participation

8.7 Participatory tools for data collection

8.8 PRA and RRA approaches

8.9 Summing Up

8.10 Questions

8.11 Recommended Readings

8.1 INTRODUCTION

Popular participation or people's participation entered the international development discourse since 1960's. Participation gained prominence in the 1990's to become the buzzword that legitimizes all development interventions globally. Similar to the discipline of Development Communication which has been a veritable evolutionary perspective, the idea of participation has also been defined differentially by various scholars – in both cases leading to further enrichment of their understanding. In this unit we will attempt to understand the historical evolution, purpose and approaches of participatory communication. It will enable communication practitioners to work with 'participation' in solving current developmental

problems and also help researchers to use participatory framework in empirical research.

8.2 OBJECTIVES

A thorough study of this unit shall enable you to –

- Gauge the historical evolution of the idea of participation
- Distinguish between diffusion and participatory approaches
- Understand the various approaches to participatory communication
- Know about the various participatory tools for data collection

8.3 HISTORICAL EVOLUTION OF THE IDEA OF PARTICIPATION

The concept of development perceived sea changes in around 1970s with a shift from earlier technologically deterministic definitions of development to alternative conceptions of development which were more qualitative in functionality. Scholars raised questions regarding the mass media centric information-transmission approach of the Western development model which solely focused on economic growth and overlooked issues of sustainability and lacked concern for social and environmental consequences. While the definition of development broadened to include freedom from inequality, unjust class structures, and protection of cultural and natural heritage; the counter-discourse on communication looked at it as a widely people-driven process of self-assertion, communicative social action, deconstruction of dominant ideology and power relationships and strengthening of critical consciousness among communities.

According to several scholars, genuine participatory approach designed for the development of stakeholders addresses the re-distribution of power in a society. Sustainable development of any society can be achieved by ensuring participation which involves equitable sharing of political as well as economic power. Eventually with the broadening of definition of

development, there have been epochal alterations in communicative processes, social relational patterns and social institutions, focusing more on the ‘multiplicity, smallness of scale, locality, de-institutionalization, interchange of sender-receiver roles (and) horizontality of communication links at all levels of society’ (McQuail, 1983: 97). Communication for social change was thus defined as a process of public and private dialogue through which people themselves define who they are, what they need and how to get what they need in order to improve their own lives. It utilizes dialogue that leads to collective problem identification, decision making process, and community-based implementation of solutions to development issues.

Public participation was thereby understood to be integral to the process of social change. Participation herein is essentially about redistribution of power and re-aligning structural inequalities. It enables those citizens presently excluded from economic and political processes to be deliberately included in determining how information is shared, goals and policies are set, programmes are operated and benefits are distributed amongst all stakeholders. It underlines the importance of cultural identity of local communities and of democratization and participation at all levels. It stresses on a strategy which is not just inclusive of, but rather emanating from the traditional receivers. Consequently the corresponding communication strategy also changed focus to emphasize on process and context. Within the participatory model, communication is receiver-centric, attention is on meanings sought and ascribed, rather than on information transmission, and emphasis is put on information exchange rather than on persuasion.

CHECK YOUR PROGRESS – A

1) Elaborate the historical evolution of the idea of participation.

8.4 DISTINCTION BETWEEN DIFFUSION AND PARTICIPATORY APPROACH

The American scholar Everett Rogers introduced the Diffusion theory in the context of development. According to this approach, modernization is perceived as a process of diffusion whereby individuals move a more traditional way of life to a technically developed, rapidly changing way of life. Newer perspectives on developmental communication critiqued that this is a limited view of development communication arguing the model to be a one-way, vertical, sender-centric mode of communication. Scholars developed the participatory model incorporating the concepts of multiplicity which stresses on the importance of cultural identity of local communities and of democratization and participation at all levels, namely – international, national as well as individual.

Now let us understand the characteristics and differences of diffusion and participatory approaches.

Diffusion approach:

1. Assigns responsibility for the problem of ‘underdevelopment’ to peoples residing in such societies.
2. Oriented towards the Western conception of persuasion through communication. It resonates the modernization paradigm (in terms of both theory and ideology) in which the process of communication is uni-directional - moving from the informed ‘source’ to the uninformed ‘receiver’.
3. Perceives development as modernization in which ‘underdeveloped’ peoples are ought to be persuaded towards attitude and behavioral change through one-way communication strategies undertaken during diffusion of innovation, two-step flow, social marketing, etc.

4. Mass media play significant role in influencing mass audience while disseminating the campaigns of development.

Participatory approach:

1. Emphasizes on local community over nation-state, monistic universalism over nationalism, spiritualism over secular humanism, dialogue over monologue and emancipation over alienation.
2. Perceives development as a means to liberate and emancipate local communities in every society who will nurture self-appreciation (by taking pride in their own culture, intellect and environment) instead of self-depreciation.
3. Considers people as the 'nucleus of development' who must participate as the active controlling actors towards development of self and local culture.
4. Aims at redistribution of elites' power in order to facilitate democratic participation of local community. It threatens those whose position depends upon exercising power over others.

CHECK YOUR PROGRESS – B

1) How does diffusion approach differ from participatory approach?

8.5 APPROACHES TO PARTICIPATORY COMMUNICATION

One of the earlier and most noteworthy scholars who applied the ideas of liberation theology to communication practices in development was Paulo Freire. In his seminal work *Pedagogy of the Oppressed* (1970) Freire argued that subjugated people should be treated as fully human who are free from all forms of internal and external oppression. He calls for a dialogic process of liberation that leads to expanded consciousness and

power of every community in a society. Freire assumed that genuine dialogue frees people and communities to determine their own future. He called this radical outcome as conscientization which means ‘learning to perceive social, political and economic contradictions and to take action against the oppressive elements of reality’ (Melkote & Steeves, 2015:337). Freire’s idea of participatory communication thus laid more importance on the intentions of communicative action rather than on the forms and languages of communication.

The second approach is the UNESCO discourse on participatory communication which talks about a progressive model of participation. The first stage of participatory communication known as Access, means the use of media for public service. At this stage the public have the opportunity to choose from relevant communication content and can give feedback to transmit their reactions and demands to the production organization. In the second level of Participation the public have involvement in the production process, planning and management of the communication system. Such involvement may be limited to the form of representation or consultation in decision making. A more advanced level of participation is Self-management. In this case the public exercises the power of decision making and is involved in formulation of plans and policies with regard to communication enterprises.

The UNESCO approach is distinct from the argument of Freire in that it allows for gradual progression from access to self-management whereby the final stage may be delayed based on the preparedness of the public. Freire however does not provide any such scope of compromise and believes that there is either full participation or no participation. One either respects the culture of the other or falls back into the dominant banking mode of education. Another difference between the two approaches is that Freire talks in terms of the oppressed whereas UNESCO mentions in neutral terms about the public and refers to self-management of institutions by those participating in it (Servaes & Malikhao, 2008: 171).

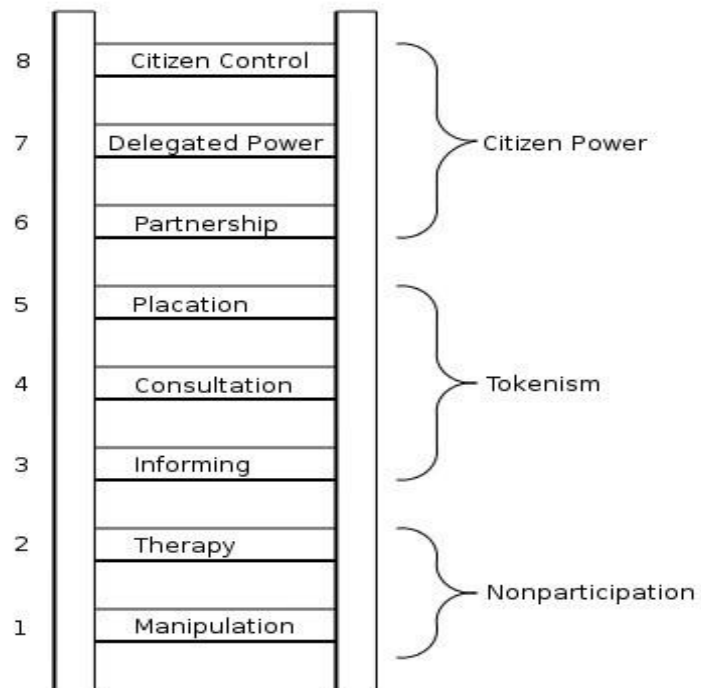
CHECK YOUR PROGRESS – C

1) Briefly elaborate the two approaches to participatory communication.

8.6. ARNSTEIN'S LADDER OF CITIZEN PARTICIPATION

One of the classic texts in research on participation is 'A Ladder of Citizen Participation' by Sherry Arnstein (2011) where she advocates for citizen power. Arnstein's ladder helps to understand the different types and degrees to which a participatory framework is created within any scheme of operations. She situates her model within the assumption that participation is about realigning power dynamics in social structures. According to her, participation cannot happen without redistribution of decision-making power. The ladder has eight rungs representing eight types of participation with each rung corresponding to the extent of citizens' power in determining the end product. Starting from the lowest rung the degrees of participation can be categorized as non-participation i.e when the citizen are passive, next as tokenism where the citizen are partially responsive and lastly the citizen power where they are actively engaged in the process.

The bottom rungs are *manipulation and therapy* which are both non-participative. Here the purpose is to just cure or educate the passive participants who are understood to have no knowledge or capacity. The idea is to just create an environment of acceptance and agreement among the public through strategies of public relations. This is the type of participation that we are most familiar with. Here there is no active role designated for the public.



The rungs 3 and 4, *information and consultation*, correspond to tokenism where the have-nots are allowed to hear or have a voice but they lack the power to insure that their views will be heeded by the powerful. Informing is understood to be the crucial first step of participation. However in most cases it is limited to one-way, top down flow of communication from those in control of the process to the intended beneficiaries. Consultation is usually done by organizations who feel obligated to the community. It is usually done through meetings or surveys which facilitate some dialogue. The community feels involved in the process but the decision making power is still retained by the external agency or organization.

The rung 5 *placation* is a higher degree of tokenism and falls short of the true spirit of participation. Here usually a small group of representatives from the community are handpicked to participate. It is seen to be safe to engage with this small group. The decision making power is still retained by the power-holders as it is they who ultimately decide about the legitimacy and appropriateness of the suggestions put forth by the community representatives.

In the rung of *partnership*, citizens are enabled to negotiate and engage in trade-offs with traditional power holders. Power is redistributed to community members, and they are now involved in decision making committees. There are specific roles and responsibilities identified for them. However there is still the risk of excluding some stakeholders like the youth or women. In the delegation rung, active involvement of the community is ensured and majority of the decisions are now taken by them. They take accountability for the process and are involved in important decisions like budget and financial implications etc. At the final stages of delegated power and citizen control, have-nots obtain the majority of decision making seats or full managerial power. The community takes full control of the process and is now responsible to govern all aspects of its delivery and management. The process is now self-managed by the community and they are the sole power-holders.

Arnstein's typology of participation thus provides a clear framework to understand the gradual progression from non-participation to full participation – a process whereby 'nobodies' in several areas are trying to become 'somebodies' with enough power to make the target institutions responsive to their views, aspirations and needs. She however cautions against the generalization of the idea of powerless citizens and the powerful as in actuality none of them are homogenous blocs but may comprise host of divergent points of view, significant cleavages, competing vested interests and splintered subgroups. Further, on both sides of the fence there might be other resistances towards participation not accounted for in the model like, racism, distrust, poor socio-economic infrastructure, inability to form citizens groups and the like.

CHECK YOUR PROGRESS – D

1) Briefly elaborate about Arnstein's Ladder of Citizen Participation.

8.7 PARTICIPATORY TOOLS FOR DATA COLLECTION

In order to make effective and sustainable developmental plans or schemes, one has to collect firsthand information about the targeted region and the people inhabiting the place. People's empowerment through their participation is the ultimate objective of any developmental plans (or schemes) which solicit data through participatory methods involving local people. Beneficiary Assessment (BA), SARAR, Participatory Rural Appraisal (PRA), etc. are some of the examples of participatory methods of data collection. BA comprises the systematic investigation of the perceptions of the beneficiaries and other stakeholders. SARAR stands for five attributes namely – Self esteem, Associative strength, Resourcefulness, Action planning and Responsibilities, which are considered to be important for achieving committed part in developmental programmes. PRA has evolved from Rapid Rural Appraisal (RRA) which is a process of appraisal, analysis and action by local people themselves.

Mapping is being considered as an important method of participatory data collection. It entails how the community perceives themselves in socio-economic factors. There are various types of mapping like social mapping, resource map, mobility map, basic information map and transect walk. Social mapping depicting the entire region is a visual representation of the area's physical boundaries, settlement pattern, physical infrastructure, socio-religion-cultural and educational institutions, etc. drawn first on ground by local residents and then transferred on papers. Resource Map is a natural as well as man-made resources like fishing area, ponds, agricultural land, grazing area, waste land, forest, etc. Mobility map comprises of patterns of individual and /or group indicating socio-economic aspects like sex, age, wealth, interaction within and outside communication, modes of conveyance, etc. Basic information map consists of data regarding population, number of households, yield of crops, cattles, mortality related

to humans and animals, etc. Transect walk can be defined as long and structured walks inside the village through the locality consisting various items found in the village like soil, crops, domesticated animals, etc. by people who know their surroundings well.

Along with mapping there are Ranking exercises which comprise ranking and scoring of the priorities of the rural people through ranking of concerned items in terms of their priorities, preferences and choices in matters pertaining to daily diet, types of medical treatment, occupation, etc. Preferences ranking, Problem Tree, Impact diagram and Bio-resource flow diagram are some examples of ranking exercises. Preferences ranking consist of ranking of a set of problems or preferences or priorities by groups of individual on the basis of their perceptions. Problem Tree indicates various resources responsible for the specific problems, analyze relationships between problems (including their causes and effects). It helps experts to make an inventory of problems and their solutions as perceived by the target group and stakeholders. Impact diagram is a flow diagram which indicates changes that have occurred either for individual or for the society due to adaptation or intervention of newer technologies. Bio-resources Flow Diagram indicates the degree to which village household members utilize and recycle the various resources in and around the farm house to suggest remedial measures – flow of commodities. Venn diagram indicates the importance of various individuals' institutions in and outside the village with regard to a phenomenon helps in understanding how people perceive these institutions vis-à-vis their own lives where the program is introduced.

CHECK YOUR PROGRESS – E

1) Briefly elaborate about the various participatory tools of data collection.

8.8 PRA AND RRA APPROACHES

The shift from top-down to bottom-up and centralized standardization to local diversity brought about significant changes in the modes of learning. There were perceived changes from extractive survey questionnaire appropriated by outsiders to newer methods for participatory appraisal and analysis carried out by local rural or urban people. In these changes, two closely related approaches namely Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) played significant roles. RRA was developed in 1980s and further evolved into PRA which was developed in the 1990s.

The philosophy, approaches and methods of RRA began to emerge in the late 1970s. RRA can be seen to have had three main origins. The first was dissatisfaction with the different types of biases caused due to inadequate and brief rural visits by the urban based professionals who are blamed to hide the 'worse' poverty and deprivation data. The second reason for the RRA was disillusion with the normal processes of questionnaire surveys and their results. The third reason was to opt for a more cost effective method of learning. This was proliferated by Indigenous Technical Knowledge (ITK) which recognizes rural people's vast and rich knowledge on subjects encompassing their lives. In the 1980s the approaches and methods known as RRA gained increasing acceptance and extract wider ranges of quality information and insights inaccessible through more traditional methods. An earlier attempt to list countries where RRA had been developed identified twelve in Africa, eight in South and Southeast Asia, three in Latin America, three in Australia and the Pacific and one in Europe. Different practitioners listed different principles of RRA like – optimal ignorance (knowing what is not worth knowing), appropriate imprecision (not measuring more precisely than needed), offsetting biases (especially those of rural development tourism), learning from and with

rural people, learning rapidly and progressively (with conscious, flexible use of methods), etc.

Participatory Rural Appraisal is an approach to community transformation and problem-solving that utilizes several insights and findings of community psychology. Its objectives are to strengthen communities, raise awareness, provide opportunity for assuring 'voice', encourage accountability and transparency, empower through dialogue and negotiation, mobilize people and resources to meet goals defined by the community. PRA derives formally from a methodology known as Rapid Rural Appraisal which was first promoted by Robert Chambers of Sussex University in the 1970s. Although it was originally fostered for use in developing countries, the relevance of PRA to rural communities in developing countries is unquestionable. Half of the world's population lives in rural areas and these communities have a highly disproportionate share of the world's poverty. While PRA's focus has been rural, the techniques are readily adapted for use in urban communities. It also provides a strategy for redressing resources and wellbeing imbalances between rural and urban communities, perhaps thus helping to stem the flows of improvised people from rural communities searching for new opportunities and especially employment in urban setting. PRA values women's voices as well as men's and establishes specific tools for locating those voices. It formulates procedures for encouraging democratic participation in decision making, thereby strengthening elements of civil society. PRA fosters open communication and transparency in decision-making processes and accountability to the communication as a whole. It offers mechanisms for including all groups and assuring that all have rights and voice. Its success can be measured concretely by assessing indicators of impact, capacity building, equity and sustainability in progress and projects introduced to the communities.

CHECK YOUR PROGRESS – F

1) Briefly elaborate about the RRA and PRA approaches.

8.9 SUMMING UP

In this Unit you have come to know about the historical evolution of the idea of participation, approaches to participatory communication and various participatory tools for data collection. Along with knowing the distinctions between diffusion approach and participatory approach, you have also come to know about the differences in RRA and PRA approaches in terms of philosophy, approaches and methods. As you have come to know about participatory approaches to communication for development, it will help you work with ‘participation’ in solving current developmental problems and use participatory framework in empirical research.

8.10 QUESTIONS

1. Distinguish between diffusion and participatory approach.
2. Briefly elaborate about Freire’s and UNESCO’s approaches to participatory communication.
3. Distinguish between RRA and PRA approach.
4. Briefly elaborate about the various participatory tools of data collection.

8.11 RECOMMENDED REFERENCES

Chambers, R. (1986). *Putting the last first* in P. Ekins (ed) *The Living Economy: A New Economics in the Making*, London and New York: Routledge.

Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World development*, 22(7), pp. 953-969.

Rogers, E.M. (1962). *Diffusion of innovation*. New York: Free Press.

Servaes, J. (2002). *Communication for Development. One World, Multiple Cultures*. Cresskill: Hampton Press.

Servaes, J. (2003). *Approaches to Development. Studies on Communication for Development*. Paris: UNESCO Publishing House.

Programme	Eligibility	Programme Coordinator
MA in Mass Communication	Bachelor's Degree in any discipline	Ms. Madhusmita Boruah madhu@tezu.ernet.in 03712-275359 Dr. Uttam Kr. Pegu uttamkp@tezu.ernet.in 03712-275455
MA in English	Bachelor's Degree in any discipline	Dr. Suchibrata Goswami suchitu@tezu.ernet.in 03712-275358 Dr. Pallavi Jha pjeft@tezu.ernet.in 03712-275215
MA in Sociology	Bachelor's Degree in any discipline	Ms. Ankita Bhattacharyya ankita@tezu.ernet.in 03712-275359 Dr. Amiya Kr. Das amiyadas@tezu.ernet.in 03712-275805
PG Diploma in Human Resource Management	Bachelor's Degree in any discipline	Dr. Runumi Das runumi@tezu.ernet.in 03712-275015
PG Diploma in Environmental & Disaster Management	Bachelor's Degree in any discipline	Dr. N. Gogoi nirmali@tezu.ernet.in 03712-275609 Dr. Dipak Nath dipak@tezu.ernet.in 03712-275306
PG Diploma in Renewable Energy and Energy Management	BE/B.Tech or M.Sc in Physics or Chemistry	Dr. S. Mahapatra sadhan@tezu.ernet.in 03712-275306
PG Diploma in Child Rights and Governance	Bachelor's Degree in any discipline	Dr. Subhrangshu Dhar sdhar@tezu.ernet.in



The Centre for Open and Distance Learning (earlier Directorate of Distance Education) was established in 2011 with the aim of disseminating knowledge and imparting quality education through open and distance learning mode. The Centre offers various post-graduate, undergraduate, diploma and certificate programmes in emerging areas of science & technology, social sciences, management and humanities with flexible system to cater to the needs of the learners who otherwise cannot avail the regular mode of education. The basic focus of the Centre is to prepare human resources of the region and the country by making them skilled and employable.

Centre for Open and Distance Learning
Tezpur University (A Central University)
Tezpur, Assam -784028
India

Visit us at: http://www.tezu.ernet.in/tu_codl