

**DEVELOPMENT
COMMUNICATION
(DJ23)**

**(M.A. JOURNALISM AND MASS
COMMUNICATION)**



ACHARYA NAGARJUNA UNIVERSITY

CENTRE FOR DISTANCE EDUCATION

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DEVELOPMENT JOURNALISM

M.A/PG Diploma in Journalism and Mass Communication

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Lesson-1

INTRODUCTION TO DEVELOPMENT COMMUNICATION

1.0 Objectives

After completion of this lesson, you should be able to understand:

- Meaning of Development
- Communication

STRUCTURE

1.1 Introduction

1.2 Development

Introduction

The relevance of communication to development is an established paradigm in development studies. It is borne out of the realisation that development is human centred and thus requires communication for its full realisation. Communication is the key to human development and the thread that binds people together". This corroborates Moemeka's (1991) view that development efforts cannot be successful without planned communication because its flow determines the direction and pace of dynamic social development. It is the agglutination of communication and development that birthed the word development communication.

It is to emphasize the kind of communication that is done for development purposes. It is also known as communication for development. Some scholars call it communication in development, while others refer to it as "development support communication", that is, communication in support of development.

There exist various kinds of definition for communication, as there are different disciplines. While some definitions are human centred, others are not. Communication is from a Latin word *-COMMUNIS*, which means *common* or shared understanding. Communication here as the process of exchanging or sharing information, ideas and feeling between the sender and the receiver. It involves not only the spoken and written word by also body language.

Development

Rogers (1976) sees development as a widely participatory process of social change in a society, intended to bring about social and material advancement (including greater equality, freedom, and other valued qualities) for the majority of the people through their gaining control over their environment. Rogers stressed the endogenous dimension of development. It must be through people's participation, exploiting their own environment to improve their situation rather than expecting development to "fall from heaven" as it were.

Todar and Smith (2003) stress that development involves both the quality and quantity of life. Quality of life refers to opportunities and availability of social, health and educational concerns. Quantity of life involves the amount of economic and political participation of the people. This definition shifts the attention and aim of development away from an economic to a more humanizing conceptualized one.

Todar and Smith (2003) identifies three objectives of development:

1. To increase the availability and widen the distribution of basic life sustaining goods such as food, shelter, health and protection.
2. To raise levels of living in addition to higher incomes, the provision of more jobs, better education, and greater attention to cultural and human values, all of which will serve not only enhance material well-being but also to generate greater individual and national self-esteem.
3. To expand the range of economic and social choices available to individuals and nations by freeing them from servitude and dependence, not only in relation to other people and nation- states but also to the forces of ignorance and human misery.

Lesson-2

ELEMENTS OF COMMUNICATION

2.0 Objectives

After completion of this lesson, you should be able to understand:

- Development Communication
- Elements of Communication

STRUCTURE

2.1 Development Communication

2.2 Elements of Communication

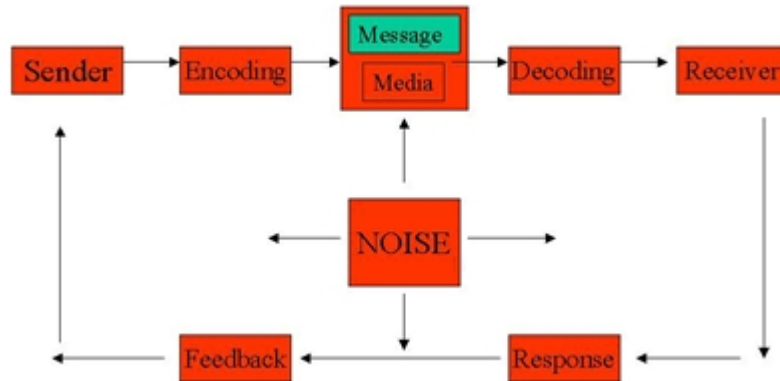
- 2.2.1 Stimulus
- 2.2.2 Source
- 2.2.3 Message
- 2.2.4 Medium/ Channel
- 2.2.5 Receiver
- 2.2.6 Feedback
- 2.2.7 Noise

Development communication can be looked at from two perspectives in terms of the use of communication channels. The narrower concept of "development journalism" refers to the use of mass communication (the mass media) in the promotion of development. Development communication on the other hand is broader in shape and makes use of all forms of communication in the development process. In other words, it employs not only the mass media, but also interpersonal channels, group or public means of communication and the traditional channels of communication.

Quebral defines development communication as the art and science of human communication applied to the speedy transformation of a country and the mass of its people from a state of poverty to a more dynamic state of economic growth which make possible greater social equality and the larger fulfillment of the human potentials. It is observed that development communication is a purposeful communication effort geared towards realisation of human potentials and transformation from a bad situation to a good

one. Moemeka (1991) defines development communication as the application of the process of communication to the development process.

Elements of communication



Communication as a system means that it works through interrelated set of elements. Seven elements that are involved in communication process are:

1. **Stimulus:** This is the impulse that triggers off the communication exchange. It takes place at the ideation stage of communication. We can also call it the reason one has for communicating, which may be to inform, educate, entertain etc.
2. **Source:** This is the person who begins the communication process. He is the one triggered by the stimulus and from him begins the communication activity. He could be referred to as the initiator, encoder or sender. He is the initiator because he begins the communication process. As the encoder, he packages the message in a way that it can be communicated and as the sender when he passes across the message by himself.
3. **Message:** This could be the idea, feelings, information, thought, opinion, knowledge or experience etc. that the source/sender wants to share.
4. **Medium/Channel:** Medium and channel are generally used interchangeably. But here, a distinction is made between the two. Medium could be regarded as the form adopted by the sender of the message to get it to the receiver. It could be oral or written form. The channel then is the pathway, route or conduit through which the message travels between the source and the receiver e.g. the channel of radio, television, newspaper, telephone etc. Channel provides a link that enables the source and the receiver to communicate. It may

also be seen in term of the five physical senses- sight, sound, touch, taste and smell- through which messages can be sent, received, understood, interpreted and acted upon.

5. **Receiver:** This is the person to whom the message is sent. He is the target audience or the recipient of the message. All the source/sender effort to communicate is to inform or affect the attitude of the receiver. That is why communication must be receiver-centred.

6. **Feedback:** This is the response or reaction of the receiver to the message sent.

Communication is incomplete without feedback. It confirms that the message is well received and understood. Feedback guides the source in communication process and helps him to know when to alter or modify his message if not properly received. A feedback is positive when it shows that the message has been well received and understood and it could be negative when it shows that the intended effect has not been achieved.

7. **Noise:** Noise is interference that keeps a message from being understood or accurately interpreted. It is a potent barrier to effective communication. Noise may be in different form:

I. **Physical Noise:** This comes from the environment and keeps the message from being heard or understood. It may be from loud conversations, side-talks at meetings, vehicular sounds, sounds from workmen's tools etc.

II. **Psychological Noise:** This comes from within as a result of poor mental attitude, depression, emotional stress or disability.

III. **Physiological Noise:** Results from interference from the body in form of body discomforts, feeling of hunger, tiredness etc.

IV. **Linguistic Noise:** This is from the source's inability to use the language of communication accurately and appropriately. It may be a grammatical noise manifested in form of defects in the use of rules of grammar of a language, and faulty sentence structure. It may be semantic as in the wrong use of words or use of unfamiliar words, misspelling, etc. And it could also be phonological manifested in incorrect pronunciation.

Lesson -3

THE PROCESS OF COMMUNICATION

3.0 Objectives

After completion of this lesson, you should be able to understand:

- The process of communication
- Contexts of communication

STRUCTURE

3.1 The Process of Communication

- 3.1.1 Stimulation
- 3.1.2 Encoding
- 3.1.3 Transmission
- 3.1.4 Reception
- 3.1.5 Decoding
- 3.1.6 Response

3.2 Contexts of Communication

- 3.2.1 Intra-personal Communication
- 3.2.2 Interpersonal Communication
- 3.2.3 Group Communication
- 3.2.4 Public Communication
- 3.2.5 Mass Communication

Communication is a process because it is dynamic, recursive, on-going, continuous and cyclical. There is no recognizable beginning and end, neither is there a rigid sequence of interaction. But we may try to identify how the process begins.

□ **Stimulation:** This is the point at which the source sees the need to communicate. He receives stimulus that triggers him to communicate.

□ **Encoding:** The source processes the message he want to communicate into a form that will be understandable to the receivers. This may be a feeling, opinion, experiment etc.

□ **Transmission:** The message is passed across to the receiver through a chosen medium or channel.

□ **Reception:** The receiver gets the message that is sent from the source.

- **Decoding:** The message is processed, understood and interpreted by the receiver.
- **Response:** This is the reaction of the receiver to the message received, in form of feedback.

Contexts of Communication

Contexts here mean the different levels at which communication occurs. It can also be referred to as the kinds of communication that are available.

1. **Intra-personal Communication:** This is essentially a neuro-physiological activity which involves some mental interviews for the purposes of information processing and decision making. The basic operations of intrapersonal communication are to convert raw data from environment to information; to interpret and give meaning to that information and to use such meaning. In other words, it is communication that occurs within you. Because interpersonal communication is centered in the self, you are the only sender-receiver. The message is made up of your thoughts and feelings and the channel is your brain, which processes what you are thinking and feeling. There is also feedback because you talk to yourself, you discard certain ideals and replace them with others.

2. **Interpersonal Communication:** It occurs when you communicate on a one-to-one basis usually in an informal, unstructured setting. It occurs mostly between two people, though it may include more than two. Each participant functions as a sender-receiver; their messages consist of both verbal and non-verbal symbols and the channels used mostly are sight and sound. It also offers the greatest opportunity for feedback.

3. **Group Communication** This form of communication occurs among a small number of people for the purpose of solving a problem. The group must be small enough so that each member has a chance to interact with all the other members. The communication process in group communication is more complex than in interpersonal communication because the group members are made up of several sender-receivers. As a result, there are more chances for confusion. Messages are also more structured in small groups because the group is meeting for a specific purpose. It uses the same channels as are used in interpersonal communication, and there is also a good deal of opportunity for feedback. It also occurs in a more formal setting than in interpersonal communication.

4. **Public Communication:** Here the (sender/receiver) speaker sends a message (the speech) to an audience. The speaker usually delivers a highly structured message, using

the some channels as in interpersonal or small-group communication. The channels here are more exaggerated than in interpersonal communication. The voice is louder and the gestures are more expansive because the audience is bigger. Additional visual channels, such as slides or the computer programme Power Point might be used. Opportunity for verbal feedback is limited in most public communication. The setting is also formal.

5. Mass Communication: Mass Communication is a means of disseminating information or message to large, anonymous, and scattered heterogeneous masses of receivers which may be far removed from the message sources through the use of sophisticated equipment. It is the sending of message through a mass medium to a large number of people.

Lesson-4

DEVELOPMENT JOURNALISM: AN OVERVIEW

4.0 Objectives

After completion of this lesson, you should be able to understand:

- Development Journalism
- Characteristics of Development Journalism
- Types of Development Journalism

STRUCTURE

4.1 Introduction

4.2 Meaning of Development Journalism

4.3 Characteristics of Development Journalism

4.4 Types of Development Journalism

4.4.1 Investigative or Liberal Development Journalism

4.4.2 Benevolent-Authoritarian or Conservative Development Journalism

4.4.3 Development Journalism and Indian Press

Introduction

Development journalism refers to the practice of journalism concerned with gathering, packaging and disseminating development-oriented news and information. The term 'development journalism' emerged around the mid-1960s as a descriptive term for a type of journalism which demands that news reporting be constructive and geared toward development ends. Development journalism is thus a consequence of the disillusionment created by dependency syndrome arising from Western dominance of the international flow of information. It is an offshoot of the New International Information and Communication Order (NIICO). This reaction was spearheaded by developing countries which felt that their interests were not being served by Western news agencies. Such a departure was needed to break the vicious circle of dependency through ownership of the mass media. In additions, developing countries' governments found a ready tool in a tightly control electronic and, to a less extent the print media to legitimate and perpetuate their hold on their people.

What is development journalism?

Development journalism involves reporting on ideas, programmes, activities and events, which are related to an improvement of the living standard of people. Basically, it is assumed that journalism is able to influence the development process by reporting on development programmes and activities. Accordingly, it is the journalists' duty to 'critically examine and evaluate the relevance of a development project to national and local needs, the difference between a planned scheme and its actual implementation, and the difference between its impact on people as claimed by government officials and as it actually is. This means that news should not only be defined in terms of conflict, timeliness and unusualness, but rather in terms of commitment and participation.

Development journalism has the following tasks:

- (i) to motivate the audience to actively cooperate in development; and
- (ii) to defend the interests of those concerned.

The credibility of journalism is crucial for the success of this project. Journalism thus needs to be 'decentrally and participatively structured to counteract the metropolis trend in the various social processes'.

This view of a journalism that is socially and intellectually engaged is supported by Shah who represents it as 'emancipatory journalism', which he claims offers a 'more complete and complex' perspective on the relationship between mass media and society in the context of the Third World. It is more complete because it provides a theoretical link between citizen access to mass media and social change and because it articulates a specific mechanism by which journalists can participate in social change. It is more complex because it incorporates principles of diversity and fluidity in the process of building cultural identities and communities and because it challenges journalistic practice by abandoning the idea of objectivity.

The foregoing notion of development journalism actually resonates with other forms of journalism invoked in academic literature. For example, one can readily detect the notion of a subjective journalistic engagement in the emergence of the so-called 'public' or 'civic' journalism movement in the early 1990s. This was in response to the widening gaps between government and citizens, and between news organisations and their audiences. Declines in voter participation in political elections, and in civic 20 participation in local community affairs, were cited as evidence of widespread

withdrawal by citizens from democratic processes. Those scholars and journalists who were critical of news organisations' horse-race approach to political campaigns saw this trend as proving widespread public disaffection with mass-mediated political discourse. In response, many news organisations began to experiment with ways to enhance civic commitment and participation in democratic processes and to think of their audiences not as 'consumers' but as 'citizens'.

Lesson-5

CHARACTERISTICS OF DEVELOPMENT JOURNALISM

5.0 Objectives

After completion of this lesson, you should be able to understand:

- Characteristics
- Types of Development Journalism

STRUCTURE

5.1 Characteristics of Development Journalism

5.1.1 Purposefulness

5.1.2 Pragmatism

5.1.3 Relevance

5.1.4 Mass-oriented

5.1.5 Scientific outlook

5.1.6 Technical subject matter oriented

5.1.7 Participatory and

5.1.8 Process-oriented

5.2 Types of Development Journalism

5.2.1 Investigative development journalism or Liberal development Journalism

5.2.2 Benevolent-Authoritarian development journalism or Conservative development journalism

5.3 Development journalism and Indian press

a) **Purposefulness:** Development Journalism is purposive and goal oriented. It is a kind of journalism that is aimed at enhancing and fostering development in a country or society. The writer consciously works towards an objective improvement in the socio-economic conditions of the people. The development journalist bears in mind that his writing must contribute to development. The development journalist does not merely report and interpret the facts. He also promotes them to help bring about positive social change.

b) **Pragmatism:** Development Journalism is pragmatic, that is, it is result oriented. It seeks to achieve tangible development goals. It also implies that the media perform a role

beyond that of conventional journalism. The Development Journalist takes up issues and relates them to happenings in the society that will enhance development. The writer's aim is to elicit actions from the target audience, government and other stakeholders.

c) **Relevance:** Development Journalism focuses on things that affect the people and can help improve their conditions. Instead of sensationalized reporting, development journalism focuses on stories that enhance people's lives, particularly the poor. It reports on topics and issues as agriculture and industrial growth, education, health and welfare services, community development, social welfare, public health and other ingredients of national life as they affect the life of the people.

d) **Mass-Oriented:** Development Journalism is basically targeted to the mass of people. It is concerned with the rural poor who are more in number than the urban dwellers. It seeks to serve them and their needs. It aims at addressing common problems in society that affect majority of the citizens.

e) **Process-Oriented:** Development Journalism endorses process reporting. It reports an event together with actions, thoughts and activities that have led to the build up. Process reporting points out events, the causes, the consequences and the possible solutions to the problems. This is unlike conventional news writing that is event-oriented. For example, if there is an epidemic outbreak, the development journalist discovers and describes a process. His writing answers what led to the epidemic? What does it mean to the people and the communities affected? What can be done now to remedy the situation by the people, government? How can future occurrences be averted?

f) **Scientific in Outlook:** Development Journalism is not based on hunches but on researches and facts. It makes use of social science tools such as survey, sampling to gather accurate and reliable data to guide development programmes.

g) **Technical subject Matter Oriented:** Development Journalism deals largely with information, knowledge and products generated by research and development. It seeks to communicate them to the common man in the simplest possible way.

h) **Participatory:** Development Journalism is participatory. The development journalist involves the people whom he is writing for. He interacts, discusses and plans with them to be able to affectionately report their situations and suggest solutions. At times,

community members may be involved in sourcing news and information. This gives them a sense of belonging.

Okigbo itemized some of the roles that mass media must perform in development process. These include:

- Providing access to a wide variety of the people;
- Determining the people's needs for development information and programming for these needs;
- Supporting horizontal and vertical flows of information;
- Supporting cultural communication;
- Raising the people's awareness and adoption of new methods that promote development.

Types of Development Journalism

Development journalism has not developed in a straight-jacked direction. It has developed into two basic types which may be characterised as:

1. Investigative development journalism or Liberal development journalism
2. Benevolent-Authoritarian development journalism or Conservative development journalism.

Investigative or Liberal development journalism

This type of journalism focuses on critical questioning and evaluation of the usefulness of development projects and the efficiency of control by the authority concerned. It probes allegations of corruption both of which may stand in the way of development.

One will note that investigative development journalism respects some of the tenets of outlined above, especially the one that obliges the media to accept and carry out positive development tasks in line with nationally established policy. It also emphasizes the tenet that vaguely admits that journalists and other media workers have freedoms as well as responsibilities; and defies the more authoritarian tenets which seek to justify censorship, subsidy and direct control as means of ensuring press compliance.

Benevolent-Authoritarian or Conservative development journalism

This type of journalism is espoused by scholars, media practitioners, leaders and others who believe that selective handling of information is justified in developing countries, which are often ridden with crises. The important thing they hold is to ensure that public

welfare is kept in mind at all times. Exponents of Benevolent- Authoritarian or Conservative development journalism tend to view democracy as an unproductive luxury in developing countries. Holding on to the most authoritarian tenets of development media theory, they are prepared to assign to the national news agencies the function of censorship in addition to their normal function of news distribution. The pervading, freedom inhibiting tradition of exaggerated respect for national leaders is best exemplified in benevolent-authoritarian or conservative media which, like erstwhile socialist media are subject to 'democratic centralism' and self-censorship.

Development journalism and Indian press

After World War II many nations in Asia, Africa and Latin America became independent. It was thought that mass media could play a crucial role in national development influenced their policy decisions. The role of communication came to be seen as crucial in helping development in the third world countries. Vilanilam defined development journalism as "journalism that deals with the process of development in developing".

In development journalism the emphasis is not on what happens at a particular moment or a given day but on what is happening over time. Development journalism covers the entire gamut of socio-economic and cultural events and it does not differ drastically from regular news coverage. Rather, its emphasis is more on development aspects keeping in view the context of development; and it examines critically and reports the relevance, enactment and impact of development programmes. The Second Press Commission of India stated that "development reporting should tell the story what is going well as well as what is going wrong. The Press should investigate the reasons for success as well as failure of various development programmes affecting the lives of common people at different places under different conditions."

Developmental journalism was practiced in India even before the term came into existence. Mahatma Gandhi writing in his journals, *Young India* and *Harijan*, educated the masses on topics that he considered of vital interest to the nation. He wrote extensively on contemporary topics such as Hindu-Muslim unity, removal of untouchability, prohibition, promotion of Khadi and other village industries and

popularization of spinning wheel as a means of supplementing the income of the semi-starved and unemployed village peasants in India.

Prior to Independence, newspapers influenced and moulded the opinion of the people on social issues such as sati, child marriages, bride burning and so on. Journalism in those days functioned as a mission to awaken the masses socially and politically. A few experiments were conducted in development journalism by researchers and newspapers. Selden and Menefee and Audrey Menefee conducted a study of mimeographed newspaper in Mysore containing some developmental information. Known as Menefee experiment, a small newspaper called *Gram Samachar* (village news) was published in Kannada, the local language, for 13 weeks to test the effects of communication on the villagers. The researchers found an increase in the information level of the regular readers because of the newspaper.

B.G.Vergheze, the then editor of the *Hindustan Times*, New Delhi, conducted another experiment. In 1969, Vergheze asked a team of reporters to write periodically about *Chattera*, a small village in Haryana, about its people, their problems and the process of development taking place in the village.

Another experiment in development journalism undertaken during 1981-84 was the 'Identify Backward Village Experiment' (IBVE) by *Udayavani*, a Kannada daily. In 1981, *Udayavani* came up with the idea of identifying and reporting on activities in the ten most backward villages of South Karnataka. It identified backwardness as lack of educational facilities, electricity, post office, telephone, medical facilities, clean drinking water and road network. These villages were identified by the coordinator of the projects, Ishwar Daitota, after eliciting opinions from readers through a survey conducted by the newspaper staff. The paper then published 30 stories every month on the villages. During the experiment, the *Udayavani* programme was successful in getting basic amenities to the villages.

Despite these experiments, developmental journalism has not gained much currency among Indian newspapers. Indian press is known for its wide coverage of political news, gossip and sensationalism, vital issues like primary education and population control get a backseat.

The causes for inadequate coverage of developmental news in Indian press, according to Bhattachajea are:

- Inadequate information and poor understanding of the subject of development among practicing journalists.
- Absence of training in marshalling and presentation of facts in an attractive format.
- Poor interest shown by newspapers in developmental news coverage
- Lack of funds and support from the newspaper establishments

However, the press as one of the pillars of democracy is expected to play a constructive role to accelerate developmental process in a country. In order to play such a role, the press should give wide coverage to developmental issues to create awareness among the people.

Lesson-6

PARADIGMS OF DEVELOPMENT

6.0 Objectives

After completion of this lesson, you should be able to understand:

- Theories of Development
- Development Communication Paradigmes

STRUCTURE

6.1 Introduction

6.2 Development Paradigms

6.2.1 Modernization paradigm

6.2.2 The Dependency theory

6.2.3 Participation Paradigm

Introduction

The paradigms of development communication have evolved along the lines of shifts in paradigms of communication and development. In other words, the initial understanding of the ability of communication, especially the mass media and that of development

impacted greatly on the thinking of what development communication was and is now. As new knowledge emerged on the power of communication and people have better understanding of what development is, new understanding of development communication also emerged.

Limited affects perspective

The initial understanding of communication and the media was that the media were all-powerful. The mass media were seen as supremely effective and that all human beings responded the same way to the powerful influence of the media. The media were called the magic bullet, transmission belt or hypodermic needle as they convey external stimuli that can condition anyone to behave in whatever way a master propagandist wanted. People were viewed as powerless to consciously resist manipulation no matter their level of education social status. The rational mind was viewed as a mere façade, incapable of resisting powerful media messages.

New knowledge, one of such fore grounded by Paul Lazarsfeld, revealed that media were not as powerful as it was earlier believed; and that certain variables limit the influence of the media. It was revealed that individual differences, the social categories that we belong to and the social relationships that we engage in impact and limit the influence of the media on us. Besides, people also possess selective abilities by which they allow some media content that are suitable for them while others are discarded; this ability which Klapper calls selective process does not allow the all-powerful influence of the media.

Development Paradigms

Modernisation Paradigm

In the 1960s, development meant a process of modernisation modelled on the industrialized societies of the North. The measure of progress in this direction was economic growth. Industrialization and cash crop agriculture were the means to achieve it. The concern then was to reduce the gap between the North and the South and the answer to that was to go through the process of modernisation. Modernisation refers to the intense application of scientific technology, specialisation of labour, interdependence of markets, large concentrations of capital and rising levels of material well being. Modernisation proposed some principles for the Third World countries to move from their traditional level of development to the modern stage:

- a high level of technical assistance is needed for development;
- interaction between developed and developing countries should be sustained to bring about greater development;
- developing countries are to adopt the political institutions of developed countries; and
- developing countries should practice free and open economy where developed countries can participate.

The dependency theory

In the 1960s, strong opposition to the modernisation paradigm led to the emergence of an alternative theoretical model rooted in a political-economic perspective: the dependency theory. The proponents of this school of thought criticised some of the core assumptions of the modernisation paradigm mostly because it implicitly put the responsibility, and the blame, for the causes of underdevelopment exclusively upon the recipients, neglecting external social, historical, and economic factors. They also accused the modernisation paradigm of being very Western-centric, refusing or neglecting any alternative route to development. The modernisation paradigm did not lead to development and in fact the countries of the South were sliding down further into poverty, low salaries and poor living conditions.

This criticism, which was developed above all in Latin America emphasised the link between this situation and the situation of economic dependence on the industrial North: the countries in the North were conditional on the underdevelopment of the countries of the Third World, and the 'centre' developed at the expense of the 'periphery'. According to the dependency paradigm, obstacles to development come first and foremost from external, not internal: that is to say, the international economic system.

Participation Paradigm

When the promises of the modernisation paradigm failed to materialize, and its methods came increasingly under fire, and the dependency theorists failed to provide a successful alternative model, a different approach focusing on people's participation began to emerge. This participatory model is less oriented to the political-economic dimension and more rooted in the cultural realities of development. The development focus has shifted from economic growth to include other social dimensions needed to ensure meaningful results in the long run—as indicated by the consensus built in the definition of the

Millennium Development Goals. Sustainability and people's participation became key elements of this new vision, as acknowledged also by the World Bank (1994: 3): "Internationally, emphasis is being placed on the challenge of sustainable development, and participation is increasingly recognised as a necessary part of sustainable development strategies."

Meaningful participation cannot occur without communication. Participation paradigm is based on the assumption that the common people are intelligent and can be active agents of change. Development efforts should then be based on people's capacity to contribute and participate actively in the task of transforming their society. It emphasises the endogenous nature of development as something that must evolve from the people as opposed to 'trickle-down' belief. It also emphasizes self reliant growth, stressing that people have the ability to face their problems with resources or ideas emanating from within without relying of external help. Self reliance thus has three components:

- The development of the consciousness in people that they are in charge of their destiny;
- That people can think or reason and achieve any height by themselves; and
- That people can acquire the attitude for solving problems that confront them by their own initiative and skills.

Lesson-7

DEVELOPMENT COMMUNICATION PARADIGMS

7.0 Objectives

After completion of this lesson, you should be able to understand:

- Models for Development of the nation

STRUCTURE

7.1 Dominant Paradigm

7.2 Alternative Paradigm

Dominant Paradigm

The dominant development communication paradigm took a queue from the all powerful media paradigm and modernisation paradigm. The mass media were overestimated and it

was believed that they were extremely powerful in persuading audiences to change attitudes and behaviour; thus the mass media were at the centre of communication initiatives that relied heavily on the traditional vertical one-way model: Sender-Message-Channel-Receiver (SMCR). The thinking was that if the appropriate mass media strategies could be devised to diffuse pro-development innovations to the far-flung, heterogeneous, predominantly illiterate and tradition bound 'natives' of developing countries, the modernizing influence of these innovations would transform (modernize) their perception and cause them to forgo their latent productive skill . This has been the model of reference for the diffusion perspective, which has often been adopted to induce behaviour changes through media-centric approaches and campaigns. This paradigm was unilinear as well as transportation.

This paradigm has been criticised by several people for its reductionism. It did not take sufficiently into account the different types of target populations (e.g., prosperous farmers who own land and are open to new techniques versus other farmers who are illiterate, poor and exploited). It also failed to take into account the impact of the economic and political structures on the capacity to adopt innovations. The same charge of blindness where social, political and economic factors are concerned also applies to innovations that require a process of diffusion.

Alternative paradigm

The alternative paradigm emphasizes not only material development but also the development of values and cultures. Where development communication interventions are concerned, it emphasises the small media operating in networks and the use of grassroots communication approaches. According to this paradigm, grassroots participation reinforces the chances that communities will adopt activities appropriate for them.

One of the models attached to this paradigm is the methodology of community media. The concept of interactivity, with the small media as its operational instrument, makes possible the endogenous acquisition of knowledge and skills within the framework of a

search for solutions and the communication process. This is referred to as recourse to a methodology of community media, whose principal elements are:

- identification of needs by means of direct contacts with the groups;
- concretization: examination of the problem identified by the groups in the light of local conditions;
- selection of priority problems by the groups;
- formulation of a durable methodology for seeking solutions;
- identification of the amount of information required and access to this information;
- action: execution by the groups of the projects they have designed;
- expansion toward the outside to make known the points of view of the groups to other groups or to the authorities;
- liaison with the communication system to make known their action.

Lesson-8

REDEFINING THE CAUSES OF DEVELOPMENT

8.0 Objectives

After completion of this lesson, you should be able to understand:

- Causes of Development

STRUCTURE

8.1 Introduction

8.2 Small Technology and Radical Economist

Introduction

Western models of development assumed that the main causes of underdevelopment lay within the underdeveloped nation rather than external to it. The causes were thought to be (1) of an individual-blame nature⁵ (peasants were traditional, fatalistic, and generally unresponsive to technological innovation) and/or (2) of a social-structural nature within the nation (for example, a tangled government bureaucracy, a top-heavy land tenure system, and so on). Western intellectual models of development, and Euro-American technical assistance programs based on such models, were less likely to recognize the importance of external constraints on a nation's development: international terms of trade,

the economic imperialism of international corporations, and the vulnerability and dependence of the recipients of technical assistance programs. The dominant paradigm put the blame for underdevelopment on the developing nations rather than on the developed countries, or even jointly on both parties.

During the 1950s and 1960s, this assumption of blame attribution was widely accepted not only in Euro-America, but also by most government leaders and by many social scientists in Latin America, Africa, and Asia. Many of the latter were educated in the United States or Europe, or at least their teachers and professors had been. And the power elites of developing countries were often co-opted to the "within-blame" assumption by international technical assistance agencies or by multinational corporations.

International power in the 1950 to 1970 era was concentrated in the hands of the United States, and this helped lead international efforts in the development field to follow a within-blame causal attribution and to reinforce it as an assumption. As the U.S. corner on world power began to crack in the 1970s (at least, in the UN General Assembly), so did faith in the dominant paradigm of development. The "oil blackmail" of Euro-America following the Yom Kippur War in 1973 not only redistributed millions of dollars from developed to certain developing countries, but it dramatically demonstrated that developing countries could redefine the social situation of international finance. Then why not redefine the definition of the causes of underdevelopment? Starting at the Stockholm Conference on the Human Environment in 1972 and carried forward at the Bucharest World Population Conference and the Rome Conference on Food in 1974, the delegates from developing nations began to collaborate in redefining the problem of underdevelopment, so that the causes of underdevelopment were seen as external to developing nations as well as within them.

Small Technology and Radical Economists

"Westerners as well as Western-trained planners, in the poor countries have been taught to -think of small-scale, labor-intensive operations as inefficient, as a type of investment

that retards economic growth" (Owens and Shaw, 1974: 2). But these prior assumptions of the dominant paradigm about the centrality of technology also began to be questioned. In China, for example, the Maoist philosophy is "not to allow the machines and their incumbent bureaucracies to control the men, but to insist that technology serve and be controlled by the people" (Rifkin, 1975).

The Green Revolution was originally expected to represent a kind of ultimate in the use of technical solutions to human social problems. Indeed, it led to impressive increases in wheat and rice yield in Pakistan, India, and the Philippines. But the Green Revolution also widened the socioeconomic gap between smaller and larger farmers and between the government and the public. Many tenants and landless farm laborers were displaced by the tractors and farm machines which the larger farmers began to buy. Where could these rural poor go? Only to already overcrowded cities. So the Green Revolution helped demonstrate that "improved seeds cannot solve the problem of unimproved farmers" (Owens and Shaw: p.72). The English economist E. F. Schumacher (1973) launched an attack on high technology in his book *Small Is Beautiful* advocating "intermediate technology" as a more useful contribution to development in Latin America, Africa, and Asia.

By early 1976, Schumacher's idea seemed to be catching on in numerous countries where intermediate technology groups were established to fit scientific tools and methods to the local culture. Other economists in the 1970s engaged in critique of the dominant paradigm also, especially its assumption of "a linear theory of missing components" (like capital, foreign exchange, skills, or management) such as had been promoted by Rostow (1961). Many of these economist-critics proposed some version of a neocolonialist/cultural imperialism theory of underdevelopment accompanied by a questioning of what constitutes the meaning and measure of development. Somewhat typical of this vein are Seers and Joy (1971).

Lesson-9

PARTICIPATORY DEVELOPMENT COMMUNICATION

9 Objectives

After completion of this lesson, you should be able to understand:

- Functions of Participatory Development Communication
- Steps in Planning and Implementation of Participatory Development Communication

STRUCTURE

9.1 Introduction

9.2 Functions of Participator development communication

9.3 Functions of the Communication Planner in Participatory Development

Introduction

The idea of ‘participatory development communication’ draws attention to the emphasis on two-way communication processes, and a departure from one-way communication approaches that involve disseminating messages, transmitting information, or persuading people to change their behaviour. Participatory development communication gives preference to horizontal approaches that involve encouraging dialogue centred on problem analysis and a search for solutions, as well as bottom-up approaches that aim to raise the awareness of decision-makers. These approaches are based on a process of community communication.

Functions of Participatory development communication

Participatory development communication is a planned activity, based on the one hand on participatory processes, and on the other hand on media and interpersonal communication, which facilitates a dialogue among different stakeholders, around a common development problem or goal, with the objective of developing and implementing a set of activities to contribute to its solution, or its realization, and which supports and accompanies this initiative.

Functions of the Communication Planner in Participatory Development Communication

In participatory development communication, the communication planner assumes different functions. These functions include

1. Facilitating dialogue and the exchange of ideas among different groups and specific individuals;
2. Encouraging thinking about local development problems and possible solutions or about a common goal to achieve the desired result;
3. Supporting the identification and realization of a concrete set of actions for experimenting or implementing the solutions identified for achieving specific development goals; by facilitating the different groups involved in those actions to share their views;
4. Supporting efforts at awareness-building, motivation, learning and implementing the development action; by communication strategies appropriate for each group of participants;
5. Ensuring effective circulation of information among different participants, by using communication tools and channels appropriate to the groups involved;
6. Supporting decision-making, by facilitating consensus among different categories of players;
7. Developing local collaboration and partnerships by establishing alliances with local resource persons and agencies and serving as a conduit between the groups and these partners;
8. Monitoring the development initiative, by ensuring that actions taken are followed and evaluated; and
9. Making sure that the authorities or resource agencies are in position to assist the development action and are aware of local viewpoints and needs.

Lesson-10

STEPS IN PLANNING AND IMPLEMENTATION OF PARTICIPATORY DEVELOPMENT COMMUNICATION

10. Objectives

After completion of this lesson, you should be able to understand:

- Participatory Development Communication

STRUCTURE

10.1 Establishing a relationship with a local community and understanding the

Local Setting

10.2 Involving the community in the identification of a problem, it's potential solutions, and the decision to carry out a concrete initiative

10.3 Identifying the different community groups and other stakeholders concerned with the identified problem (or goal) and initiative

10.4 Identifying communication needs, objectives and activities

10.5 Identifying appropriate communication tools

10.6 Preparing and pre-testing communication content and materials

10.7 Facilitating partnerships

10.8 Producing an implementation plan

10.9 Monitoring and evaluating the communication strategy and documenting the development or research process

10.10 Planning the sharing and utilization of results

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

At the beginning, it refers to collecting preliminary information on the community and its environment, entering the community, getting to know the people and the resource persons in the community, developing a more thorough collection of information with the participation of the local people and resource persons, and facilitating a dialogue with them. But what it really means is building a relationship, developing collaboration

mechanisms, facilitating and nurturing the exchange of information and knowledge, negotiating roles and responsibilities, and most importantly, building mutual trust.

The tasks involved here include:

- 1) Choosing a particular community to work with-Considering the agreement of a community to work with a research or development initiative and the link between working with a specific local community and the possibility of extending results either to other communities, or to the policy environment.
- 2) Consulting existing information by visiting resource persons knowledgeable of the community setting or of the problem involved should complement and supplement the secondary information at the possession of development agents.
- 3) Before going to the field, researchers and practitioners should develop a prior understanding of the local setting before going to the field and conducting formal meetings with a given community. Without such prior knowledge, it is often very difficult to build a sound understanding of the setting, even by conducting participatory rural appraisal activities.
- 4) Introducing the research or development initiative to the community
- 5) Attitudes should also be given proper attention: it is not the same thing to identify three or four different field sites where a research team will work and establish a working relationship with a certain number of communities.
- 6) Conducting a visit to the authorities: In many settings, a visit to the authorities in the community is part of what is required in order to enter the community. It is often important to visit both political authorities and traditional authorities, in order to inform them of the research or initiative, ask for their cooperation, and understand their perspective on what is being initiated. This should be done modestly and respectfully and is often better achieved with the help of someone from the community making the introductions.
- 7) Attitudes and perceptions: Community members must be seen as stakeholders in the development process, not as beneficiaries. So approaching a community also means involving people and thinking in terms of stakeholders' participation in the different phases of the research process as a whole.

8) Discussing agendas: The interests of communities, researchers and development practitioners are not similar. Development practitioners must fully explain and discuss the scope and limitations of their mandate with community members.

9) Avoiding the danger of raising expectations: It is important for development practitioners to make the community members understand clearly their mandate.. They should discuss possible negative and positive outcomes of what they will be doing together, and to involve community members in activity planning.

10) Finally, there is the issue of financial and material advantages for participating in research or development activities. Agreement should also be made to recognize whenever compensation is justified and what form it should take. It is important here for research teams and development practitioners to be clear on this issue in order not to raise the financial expectations of community members.

11) Understanding culture of the community is crucial.

12) Using local language: Language barriers are another difficulty. The use of a local interpreter can help, but a local moderator may also be needed to facilitate group discussions in the local language.

13) Taking time into consideration: Attitudes change and the need for community members to develop confidence and skills that will help them participate meaningfully and effectively in research or development initiatives participation demand time.

14) A general knowledge of the local setting: The following questions will help to understand the local setting:

- What is the history of that local community?
- Who are the different groups composing it and what are the main characteristics of those groups and of the relations between them?
- What is its social, political and administrative organisation?
- How does this local community relate to the different orders of authority at the local, regional and national level?
- What are the major power relations and existing or latent conflicts in the community?
- What are the main socio-economic activities?
- What about health and education?

- What are the main development problems and the main development initiatives?
- What are the main customs and beliefs regarding the research team or practitioner's topic of interest, etc.

15) Collecting information on communication issues

The following information will be very useful:

- How could we identify and describe the different groups composing the local community?
- What are the main characteristics of these groups and the state of the relations between them?
- What are the main customs and beliefs concerning the management of land and water (or other topic associated with the research or development intervention)?
- What are the effective interpersonal channels of communication (views expressed by opinion leaders or exchanged by people in specific places) and the institutional channels (local associations or institutions which play an important role in circulating information) that are used locally by people to exchange information and points of views?
- What modern and traditional media are utilized in the community?
- Developing collaboration and partnership, as well as building trust is crucial for successful development initiatives

Step 2: Involving the community in the identification of a problem, its potential solutions, and the decision to carry out a concrete initiative

A second step consists of involving the community in the identification of a problem and potential solutions, and in making a decision to carry out a concrete initiative this means that as a facilitator of the participatory process you will help community and other stakeholders to:

- Identify a specific development problem, discuss its many dimensions, its causes and potential solutions; OR
- A common goal that the community identifies for itself and the prerequisites or essential conditions to reach it;
- Identify a concrete initiative or set of actions that the community wants to experiment or realize;

☐ Identify the necessary conditions in terms of knowledge, partnership and material conditions (assess the feasibility);

☐ Take a decision to carry out the initiative.

Step 3: Identifying the different community groups and other stakeholders concerned with the identified problem (or goal) and initiative

At this stage, the research team or the development practitioner needs to identify the different community groups or categories of people concerned with a given problem or with a given development action, and to identify the best way of making contact and establishing dialogue with each of them. The same applies to the other stakeholders involved in the given problem and solution to experiment.

It can be useful here to draw up a profile of each group as if we were trying to describe the group to an outsider. This profile should specify:

☐ Physical characteristics: age, sex, etc.

☐ Ethnic and geographic background.

☐ Language and habits of communication.

☐ Socio-economic characteristics: lifestyle, income, education, literacy, etc.

☐ Cultural characteristics: traditions, values, beliefs, etc.

☐ Knowledge, attitudes and behaviour with respect to the development problem to be dealt with through communication.

Step 4: Identifying communication needs, objectives and activities

Communication needs: Any given development problem and attempt to resolve it will present needs relating to material resources and to the conditions to acquire and manage these. However, we will also find complementary needs which involve communication: for sharing information, influencing policies, mediating conflicts, raising awareness, facilitating learning, supporting decision-making and collaborative action etc.

Communication objectives: Communication objectives are based on the communication needs of each specific group concerned by a specific problem or a set of research activities. These objectives are identified and then prioritized. The final choice of objectives may be made on the basis of the needs that are most urgent, or those most susceptible to action. They are then defined in terms of the action which needs to occur for the objectives to be achieved. Generally, the objectives are linked to one or several of

these communication functions: raising awareness, sharing information, facilitating learning, supporting participation, decision-making and collaborative action, mediating conflicts, influencing the policy environment.

Activities: It is on the basis of such strategic considerations that communication activities are then identified and ranked by order of priority.

Step 5: Identifying appropriate communication tools

Everyone is familiar with the notion of communication “media”. Generally, we distinguish between the mass media (newspapers, radio, television), the traditional media (storytelling, theatres, songs), “group” media (video, photographs, posters), and community media such as short-range rural radio broadcasting. The media, and the different forms of interpersonal communication, are our communication tools. If we use the expression “communication tools” here, it is to stress the instrumental nature of these media: their purpose in this case is not to disseminate information, but rather to support the process of participatory communication. In that perspective it is important to choose those communication tools which will support two-way communication and which are in relation with what we want to do and the people we want to work with. Three essential criteria should be considered in selecting the appropriate communication tools:

1. Community use: We should adopt the communication tools already in use in the local community for exchanging information and points of view or the ones they are most comfortable with.
2. Cost: Consider the cost of using the tools, the time needed to prepare the materials and the technical environment in which they are to be used (availability of electricity, appropriate premises, accessibility to participants, etc.).
3. Kind of utilization: Select communication tools in the light of the different kinds of utilization.

Step 6: Preparing and pre-testing communication content and materials

Before finalizing any communication content or material that is to be produced, or selecting existing materials, it is important to pre-test them. Pre-testing is a way of improving ideas and prototypes for materials by submitting them to participating group representatives and obtaining their feedback before the final production stage (or checking whether materials already produced are appropriate to the group). This will

allow us to gauge their reaction, to revise the concepts and communication materials, or perhaps to amend our strategy, if it seems unlikely to produce the desired results.

We need to be able to tell whether the concepts put forward in the communication materials are well understood by participants. We also need to know if the material is suitable and if it evokes the expected types of reactions. After pre-testing, we may want to produce more realistic illustrations, simpler texts or more explicit images. To ensure that the communication concepts and materials are well adapted to the different groups of participants, we may ask five or six representatives from each group to give their opinion on aspects such as the following:

Content

- Understanding the content
- Accuracy of information presented
- Credibility of the people expressing themselves through the material
- The kind of reactions induced by the content

Form

- Interest evoked
- Technical quality

Materials

- Reaction to formats used
- The technical environment necessary to use the material
- The useful life of the material

Feedback

- Usefulness of the material for evoking reactions and expression of viewpoints from participants.

Step 7: Facilitating partnerships

We can identify five types of partnerships to be developed around participatory development communication activities:

- with the community groups themselves,
- with local authorities,
- with local technical services and specialised agencies (like NGOs working in the area).

Step 8: Producing an implementation plan

Producing an implementation plan includes planning to undertake specific activities, identifying responsibilities and tasks, establishing the time line for the communication strategy and preparing the budget for each activity.

Step 9: Monitoring and evaluating the communication strategy and documenting the development or research process

Evaluation is a judgment based on the information collected. There are two main reasons for conducting an evaluation:

- To find out if we are on the right track or whether we need to adjust our course during the execution of the activity.
- To find out if we have achieved our original objectives, and if the results have had an impact on the problem identified at the outset.

During the implementation period evaluation allows us to:

- Determine whether we are on track toward achieving the initial objectives.
- Identify the major difficulties encountered and the corrective actions required.

This evaluation is generally done at the same time as monitoring, which assesses the progress and realisation of activities and the participation in the activities. Many researchers and practitioners address the two sets of considerations within the same process, since they can be done at the same time.

At the end of the process evaluation allows us to:

- Determine whether we have achieved our objectives and to what extent.
- Assess the degree to which our activities have had the desired impact on the problem or the development initiative that we wanted to address.
- Draw lessons from the experience, identify ways of improving performance, and make recommendations for future activities.

We may consider three levels of evaluation:

- The process: everything that was done from the outset: planning and implementation of activities.
- The results of communication activities.

- The observable impact of activities on the problem or on the development initiative: do the results contribute to resolving the problem that was posed at the outset, or to supporting the development initiative that was identified?

Step 10: Planning the sharing and utilization of results

At the end of the participatory research or development cycle, community members, researchers and practitioners assess together the results of their work. Sometimes, this assessment will point to a redefinition of the problem or solution identified at the beginning of the cycle. Or it may lead them to reconsider some of the choices made during the planning phase. When the intervention has led to the desired results the next step involves the sharing of this knowledge with different groups of stakeholders as well as scaling efforts with other communities or other groups of stakeholders.

Knowledge sharing refers to making information available in different formats to different groups of users and asking for their feedback. It is one step ahead of a simple dissemination of information. Scaling efforts usually focus on one of the following activities of extension, outreach or advocacy: extending the process to other groups in the community or to another community; replicating the process at a larger scale, involving a larger number of communities; using the knowledge produced at the community level to act on a policy level (influencing policymakers or networking with organizations).

Lesson-11

COMMUNICATION IN DEVELOPMENT

11.0 Objectives

After completion of this lesson, you should be able to understand:

- Communication model
- Criticism of Communication in development
- Media attention on content

STRUCTURE

- 11.1 Introduction
- 11.2 Criticism of Communication in development
- 11.3 In attention of Media Content
- 11.4 Need for a Structural Change
- 11.5 Diffusion of innovation and development

Introduction

The rise of alternatives to the old paradigm of development implied that the role of communication in development must also change. Previously, mass communication had been considered to play an important role in development, especially in conveying informative and persuasive messages from a government to the public in a downward, hierarchical way.

A decade or so ago, mass communication was often thought to be a very powerful and direct force for development. "It was the pressure of communications which brought about the downfall of traditional societies" (Pye, 1963: 3-4). And there was some support for this position from communication research. An early and influential study of modernization in the Middle East by Lerner (1958) led communication scholars to expect the mass media to be a kind of magic multiplier for development in other developing nations. This period was characterized by considerable optimism about the potential contribution of communication to development, one that was consistent with the general upbeat opinion about the possibilities for rapid development.

Certainly, the media were expanding during the 1950s and 1960s. Literacy was becoming more widespread in most developing nations⁵ leading to greater print media exposure. Transistor radios were penetrating every village. A predominantly one-way flow of communication from government development agencies to the people was implied by the dominant paradigm. And the mass media seemed ideally suited to this role. They could rapidly reach large audiences with informative and persuasive messages about the details of development.

A series of communication researches was launched in various developing nations: examples are my survey in Colombia (Rogers, 1965) and Fry's (1964) in Turkey, which showed that mass media exposure was highly correlated with individual modernization variables. Undoubtedly, however, some of the most solid evidence for the impact of the mass media on modernization came from the six-nation investigation by Inkeles and Smith (1974: 146), who concluded: "The mass media were in the front rank, along with the school and the factory, as inculcators of individual modernization."

Correlational analyses of survey data about mass media and modernization did not exactly prove that the former caused the latter, but they did demonstrate a certain degree of covariance between the two sets of variables. However, another type of communication research design went further in evaluating the role of mass communication in development: the field experiment. In this approach, some mass media channel typically would be introduced in a small number of villages and its development effects would be evaluated by means of the difference in measurements of effects on benchmark and follow-up surveys. For instance, one of the earliest and most influential of such field experiments was conducted by Neurath (1962) in India in order to determine the effectiveness of radio forums. "Other field experiments designed along similar lines have been conducted since by communication scholars in Latin America, Africa, and Asia. A special advantage of field experiments is that their results are often relatively visible and easier to implement in large-scale development programs. For instance, the Neurath field experiment led directly to a nationwide radio forum program in India.

But in the early 1960s, despite this considerable research, the relative power of the mass media in leading to development was mainly assumed rather than proven. Certainly, determining the effects of the media in development is a complicated affair. The audience

surveys of communication effects and the field experiments were actually small in number and size; and in the face of this lack of firm evidence on the point, there was a tendency to assume a powerful mass media role in development. Actually, this 'oversold position" bore a similarity close to the hypodermic-needle model of media effects in the United States-an overly enthusiastic position which eventually succumbed to empirically oriented communication research (Rogers with Shoemaker, 1971).

Criticism of communication in development

By the late 1960s and the 1970s a number of critical evaluations were being made of the mass communication role in development. Some scholars, especially in Latin America, perceived the mass media in their nations as an extension of exploitive relationships with U.S.-based multinational corporations, especially through the advertising of commercial products. Further, questions were asked about the frequent patterns of elite ownership and control of mass media institutions in Latin America and the influence of such ownership on the media content. The 1965-1975 decade saw a rising number of military dictatorships in Latin America, Africa, and Asia, and these governments stressed the media's propaganda role, decreasing the public's trust in mass communication.

Communication researchers also began to question some of their prior assumptions, becoming especially critical of earlier inattention to (1) the content of the mass media, (2) the need for social-structural changes in addition to communication if development were to occur, and (3) the

Shortcomings of the classical diffusion-of-innovations viewpoint which had become an important explanation of micro-level development.

In attention of media content

We showed previously that mass media exposure on the part of individuals in developing nations was highly correlated with their modernization, as expressed by their exhibiting modern attitudes and behavior. This seemed logical because the mass media were thought to carry generally pro-development messages (Rogers with Svenning, 1969).

However, a strange anomaly was encountered. When individuals, in developing nations who had adopted an innovation like a weed spray, a new crop variety, or family planning,

were asked the sources/channels through which they had learned about the new idea, the mass media were almost never reported. Interpersonal channels with peers totally predominated in difusing the innovation. A possible explanation of this anomaly seemed to lie in the contents of the media messages,

which investigation showed seldom to carry specific messages about the innovation (such as what it is, where to obtain it and at what cost, and how to use it), even though there was much content promoting national development in a general sense (such as news of a new highway being constructed, appointment of a new minister of agriculture, and so on). So when the media content was analyzed it was found to contain very little attention to the technological innovations that were diffusing; they spread most frequently through interpersonal communication (1) from government development workers to their clients and (2) among peers in the mass audience.

Barghouti (1974) content-analyzed the print and electronic media of Jordan and found that "agricultural news occupies an insignificant place among other categories of the content of the mass media."⁹ In contrast, there is much political news in the media. Surveys of a sample of Jordanian farmers showed that only 9% mentioned the mass media as their source of agricultural information, but 88% received their political information from the media. Barghouti's study indicates the advantage of combining content analysis of the media with an audience survey (as do Shingi and Mody in their article in the present issue), and suggests the need for much more content analysis of the media messages in developing nations if we are to understand more fully the media's role in development..

Need for a structural change

Even in the days of the dominant paradigm, it was realized that the contribution of mass communication to development was often limited by the social structure, by the unavailability of resource inputs, and the like. There was much more, of course, to development than just communication and information.

But there was at least some hope that by raising the public's aspirations for modernization, pressure was created toward changing some of the limiting factors on development. By the 1970s, it was becoming apparent that the social structural restraints

on development were often unyielding to the indirect influences of the media or even to more direct intervention. Under these conditions, it was realized that mass communication's role in development might be much more diminished than previously thought. And communication research was designed to determine just how limiting the structure might be on the development effects of mass communication.

Illustrative of such researches is Grunig's (1971) investigation among Colombian farmers; he concluded that "communication is a complementary factor to modernization and development ... it can have little effect unless structural changes come first to initiate the development process." Such studies helped to modify the previously enthusiastic statements by communication scholars about the power of the media.

Diffusion of innovation and development

One of the most frequent types of communication research in developing nations dealt with the diffusion of innovations (as noted earlier in this issue). In such research, an idea perceived as new by the receiver - an innovation - is traced as it spreads through a system (Rogers with Shoemaker, 1971).

The innovation is usually a technological idea, and thus one can see that past diffusion research fits well with the dominant paradigm's focus on technology and on its top-down communication to the public.

During the 1960s, there was a tremendous increase in the number of diffusion studies in developing countries; these researches were especially concerned with the spread of agricultural innovations and of family planning methods. In fact, there were about 500 family planning diffusion studies in India alone (Rogers, 1973).

Many of them left much to be desired in scientific rigor or in the originality of their design. A number of criticisms of the assumptions and directions of diffusion research appeared in the 1970s: Marceau (1972), Grunig (1971), Goldin (1974), Havens (1972), and Beltran (1975), as well as the articles by Diaz Bordenave and Edling et al. in the present issue. These critiques centered on the pro-innovation bias of such research and on the propensity for diffusion to widen the socioeconomic gaps in a rural audience. Out of such frank criticism came a number of modifications in the classical diffusion model and

in the research designs utilized (such as more field experiments and network analysis), and these newer approaches are now being tried (Rogers, 1973, 1976).

After a tour of 20 U.S. communication research centers, Nordenstreng (1968) criticized North American scholars for their "hyperscience," which he explains as due to the fact that "American communication research has grown up in an atmosphere of behaviorism and operationalism, which has made it correct in technical methodology but poor in conceptual productivity." This comment on communication research in the United States may also apply to diffusion research. Such inquiry often sided unduly with the source "against" the receiver, perhaps a reflection of the one-way linear model of communication and of the mechanistic/atomistic components approach of much communication research. So the needed alterations in the classical diffusion model, such as a greater concern with communication effects gaps and the importance of audience articulation in the diffusion process, may also hold implications for the entire field of communication.

Lesson-12

ALTERNATIVE CONCEPTION OF COMMUNICATION IN DEVELOPMENT

12.0 Objectives

After completion of this lesson, you should be able to understand:

- Self development
- The Communication Effects Gap

STRUCTURE

12.01 Introduction

12.02 Self-Development

12.03 The communication Effects Gap

New communication Technology and Development

Introduction

This section describes some of the directions under way in newer conceptions of development communication: self-development, the communication effects gap, and new communication technology.

Self-Development

Most nations in the past have implicitly defined development in terms of what government does to (and for) the people. Decisions about needed development were made by the national government in the capital city and then implemented through development programs that were carried out by government employees who contacted the public (at the operational level) in order to inform and persuade them to change some aspect of their behavior. This top-down approach to development implied a one-way role for communication: the sources were government officials seeking to inform and persuade a mass audience of receivers.

Naturally, self-development implies a completely different role for communication than in the usual top-down development approach of the past. Technical information about development

problems and possibilities and about appropriate innovations is sought by local systems from the central government so that the role of government development agencies is mainly to communicate in answer to these locally initiated requests rather than to design and conduct top-down communication campaigns. The mass media may be used to feed local groups with information of a background nature about their expressed needs, and to disseminate innovations that may meet certain of these needs.

Key elements in self-development approaches are participation, mass mobilization, and group efficacy, with the main responsibility for development planning and execution at the local level. The main roles of mass communication in such self-development may be summarized as (1) providing technical information about development problems and possibilities, and about appropriate innovations, in answer to local requests, and (2) circulating information about the self-development accomplishments of local groups so that other such groups may profit from others' experience and perhaps be challenged to achieve a similar performance.

The Communication Effects Gap

This hypothesis was originally stated by Tichenor et al. (1970) to imply that one effect of mass communication is to widen the gap in knowledge between two categories of receivers (high and low in socio-economic status). It often has been overlooked that the "gap" was originally proposed only as an hypothesis rather than a proven fact. Several important changes first must be made in the statement of the gap hypothesis before it can be adequately tested.

(1) It should deal with the attitudinal and over behavioral effects of communication as well as just "knowledge".

(2) The hypothesis should not be limited to mass media efforts alone, but should include also the differential effects of interpersonal communication and the joint effects of mass media plus interpersonal communication, as measured by network analysis.

(3) There need not be just two categories of receivers, nor must the gap be found only on the basis of a socioeconomic status variable.

Past research on the communication effects gap hypothesis, while notable for its pioneering nature, has suffered somewhat from the fact that the hypothesis usually was

imposed on the data after they were gathered for another purpose. Trolly, in order to test the communication effects gap hypothesis, one would prefer:

(1) That data were gathered before and after a communication event (like a campaign) in a field experiment rather than mainly using correlational analysis of one-shot survey data as has so many times been done in the past;

(2) That the "after" data might be gathered at several points in time to determine whether or not the gap is only a short term phenomenon;

(3) That a control group be included in the design in order to remove the effects of a growing gap due to other (than communication) causes; and

(4) That the interpersonal communication channels linking the receiver categories be measured and network-analyzed so as to determine the effect of such audience interconnectedness in modifying or magnifying the gap effects of the main communication event studies. Essentially, the network analysis seeks to explore whether or not a "trickle down" occurs from one of the two receiver categories to the other, and how. Probably the reasons why methodological considerations such as these have not already been utilized in testing the communication gap hypothesis are the relatively high cost and the length of time that would be required. But the articles by Roling et al. and by Shingi and Mody in this volume show that these problems can be overcome.

One important function of such improved research is the light that it may be able to shed on why the communication effects gap generally occurs. A possible explanation in many cases is that the "ups", perhaps as an artifact of gaining their original superior status, possess greater receptivity to the change-oriented communication messages and hence show greater response to them than the "downs." Also the "ups" may possess greater slack resources which can be utilized for innovation

-larger farmers responded first by adopting the miracle seeds of the Green Revolution. Furthermore, the sources or producers of the change oriented messages are usually more homophilous with the "ups" than with the "downs," and hence these messages have relatively greater effects on the "ups." Finally, the lack of integration of the "downs" in interpersonal communication networks means they are not even reached through a trickle-down. If more equitable distribution of socioeconomic benefits were indeed a

paramount goal of development activities, the following communication strategies might be considered in a developing nation:

(1) Use the traditional mass media as credible channels to reach the most disadvantaged audiences.

(2) Identify the opinion leaders among the disadvantaged segments of the total audience, and concentrate development efforts on them.

(3) Use change agent aides were selected from among the disadvantaged to work for development agencies in contacting their homophilous peers. (U) Provide means for the disadvantaged audience to participate in the planning and execution of development activities and in the setting of development priorities.

(5) Establish special development agencies that work only with the disadvantaged audiences. An example is the Small Farmers Development Agency in India, founded in 1970 to provide agricultural information and credit only to small-sized farmers.

Produce and disseminate communication messages that are redundant to the 'ups' because of their ceiling effect, but which are of need and interest to the "downs." (See, for example, the study by Shingi and Mody in this issue.)

Much further research is needed on the communication effects gap; this work has only begun. But at least we are beginning to realize that the gap is not always inevitable.

New communication Technology and Development

What is the potential of new communication technology, such as satellite broadcasting, cable television, and computers, for facilitating the process of development in Latin America, Africa, and Asia? At least in the immediate future of the next ten years it will probably be fairly limited, although satellite television broadcasting is the operation at present in India of an experimental basis, and nationwide satellite television broadcasting systems are soon to be launched in Iran and

Indonesia. But what is really new about communication technology is not the technology per se as much as the social technology of how the new communication devices are organized and used. Much of the total effect of a communication system rests on the program or software aspects, on how the audience is organized to receive and discuss the messages, and how feedback is conveyed to the communicators.

Lesson-13

ROLE OF RESEARCH IN DEVELOPMENT

13.0 Objectives

After completion of this lesson, you should be able to understand:

- Role of research in development

STRUCTURE

13.1 Introduction

13.2 Field Experiments and Current Practice

13.3 Focus on Interpersonal Networks

Introduction

Mass media institutions may tend to side with the "establishment" in most nations; hence, the content of most mass media messages is seldom designed to radically alter the existing social structure in a society. Mass communication in development usually espouses an incremental change approach in which change is promoted within the existing structure rather than directly seeking to alter structural constraints to development.

Some radical critics of communication research feel that it also tends to side with the existing social structure and to reflect mainly an incremental change position. Most present-day communication research requires a team of research assistants, considerable data-gathering costs, and a sizeable budget for computer-dependent data analysis. The relatively high price of most contemporary communication research may influence the nature of such research. Research funds for investigations of communication in development usually are provided by national governments, foundations, large corporations, or universities. Seldom do the funds come from urban poor or villages, the main targets of development efforts. So the sponsorship of communication research tends to influence _it to concentrate on studying a range of problems that reflect the priority concern of government rather than that of the public, of elites rather than the mass audience³ of communication sources rather than

communication receivers, of the establishment rather than revolutionary attempts to alter the social structure.

Certain communication scholars have become aware of this possible bias in their research and have sought to launch research projects that deal with topics of special benefit to those sectors of society cannot sponsor research themselves. Ultimately, this approach amounts to greater effort (than in the past) to free the selection of what is studied from the influence of those who sponsor communication inquiry.

One means of doing so is to seek to design research that is very low cost in nature so as to free it from possible sponsorship influences. A successful illustration is provided by the study reported in the article by Prakash Shingi and Bella Mody in the present issue—a field experiment on agricultural television's ability to close the communication effects gap between advantaged and disadvantaged farmers in India.

Shingi and Mody designed a "natural experiment" in which the treatment (two television programs) was produced at no cost to their study. The data base is rather modest (farmers in only three villages), and the authors gathered their own data through personal interviews with the farmers before and after the television broadcasts.

The total budget for the Shingi-Mody field experiment: only about \$70 (U.S.). While there may be additional hidden costs (their salaries, for example) this experiment is probably one of the lower-priced researches in the field of development communication where big budgets are generally the rule. Another example of low-cost communication research is Granovetter's (1974: 141) study of job information in a Boston suburb, where his total budget was about \$900.

Field Experiments and Current Practice

In addition to the cost and the sponsorship of communication research, the type of research design that is employed may also affect how directly the research results can contribute to social change versus reifying the existing social structure. Niels Roling and his coauthors}in this issue, argue for field experimental designs rather than surveys, if diffusion researches are to influence development policies in the direction of gap-narrowing communication strategies.

The general point here is that field experiments will be more useful research designs in future communication studies investigating how development communication might be, rather than in just describing the "current practice" of such communication activities. In an era when important changes are occurring in our definition and understanding of the concept of development, and when accompanying changes are being made in the communication aspects of development, we expect that field experimental approaches will become more common than they have been in past communication research.

The use of field experimental designs by communication researchers to study development problems moves research toward development programs. It puts the communication scholar in the role of communication/development designer as well as that of research evaluator.

Focus on Interpersonal Networks

Network analysis is a type of research in which relational data about communication flows or patterns are analyzed by using interpersonal relationships as the units of analysis (Rogers, 1976). The advantage of network analysis in comparison to the more usual monadic analysis (where the individual is the unit of analysis) is that the social structure can be overlaid on the communication flows in order to improve the scientific understanding of both the structure and the -message flows.

Fast communication research has frequently identified opinion leaders in a mass audience and investigated their role in the interpersonal transmission of mass media messages. But until network analysis began to be utilized in such researches, little of an exact nature could be learned about where the opinion leaders obtained the messages, and specifically to whom each such opinion leader disseminated the message.

Thus, we see that the passing of the dominant paradigm of development led to new and wider roles for communication in development. The exact nature of such newer conceptions will only become clear in the years ahead, as communication research helps illuminate the new pathways to development.

Lesson-14

ALTERNATIVE APPROACHES TO DEVELOPMENT

14.0 Objectives

After completion of this lesson, you should be able to understand

- Different approaches to development

STRUCTURE

14.01 Introduction

14.02 Different approaches to development

Introduction

Rural development is one of the gravest concerns for the planners and policy makers of the country. Rightly so, attention was paid to it ever since the First Five-Year Plan. Communication is the basic and indispensable tool for all human development endeavours. Effective communication of development messages, no doubt, is key to the success. Communication component was included in various forms since the early years of planned developmental efforts in the country. Communication was conceptualized as a linear, top down process, with feed back from the people. The plan document included a chapter referring to 'Plan Publicity' that included 'channels' viz. interpersonal, mass media (radio, film, print), traditional media (song, drama, etc.).

Different approaches to development

Realizing value of interpersonal communication in development communication publicity, the Directorate of Field Publicity was set up in 1953. It reaches people through 221 field units and seeks public support for national campaigns on plan development, family welfare, national integration and defence preparedness. Publicity against social evils like drinking, dowry, etc., is also done by the directorate. The field units, provided with mobile vans organize film shows, photo-exhibition, songs and drama programmes. Oral communication such as seminars, group discussions and debates are also organized. Feed back from people was seen as important in successfully adapting the government messages to the local requirement and achieving popular support.

Communication in terms of 'plan publicity' continued through 1960's. Interpersonal channels of communication were used. Government steps against their exploitation were told to the people to motivate them. Village level worker (VLW) was seen as a change agent, friend, philosopher and guide of farmers for catalyzing development at the grass root.

Special emphasis was given to radio in the wake of special drives to boost agricultural production. The *Farm and Home programme* was started in 1966. Before that the *Krishi Darshan* programme had been started in 1965. It was during Fourth Five Year Plan (1969-74); extensive campaigns were taken up for development programmes in family planning, health, nutrition, adult education and agriculture. This was the first time that the interpersonal channels of communication among friends; family and opinion leaders were identified and utilized. Other communication channels included group discussion, mass meetings, mobile demonstration, and interpersonal contact on house-to-house basis.

Films were also used to create awareness about programmes. Over time the attention turned to the ubiquitous television as a medium of development communication and number of centres was increased by leaps and bounds to cover the entire country. Arrangements for community television sets were also made in some states to encourage viewing of television. However, the dimensions of rural poverty received its due attention with the launching of Integrated Rural Development Programme (IRDP) in 1978-79.

Training of Rural Youth for Self-Employment (TRYSEM), a facilitating component of IRDP was started in 1979 to provide technical skills to the rural youth from the families below the poverty line. Development of Women and Children in Rural Areas (DWCRA) was launched as a sub-scheme of IRDP in 1982-83 to have a sharper focus on providing assistance to women. Since then we have come a long way to Employment Assurance Scheme (EAS), Mahila Samridhi Yojna (MSY), Swarna Jayanti Rojgar Yojna, etc., targeted at the below poverty line population, nearly 320 million. Poverty is a condition in which a person is not capable of providing the minimum amount of food required for one's own sustenance and of the members of the family. In India it is about 2400 Kcal per day for an individual in rural areas. Mere existence of food stock in the country does not indicate absence of poverty. One must have the ability to purchase or produce it for

consumption. Melkote et al. (1986) reported that the action for cultural and political change (ACPC), an organization of Harijan (scheduled caste) agriculture labourers in Tamil Nadu, India, believes that cause of poverty and under development is not the inadequacies and ignorance of the poor, it is the structural relationship which keep the poor powerless, subservient and exploited.

This organization does not see any merit in the conventional approach to development where the victims of an inequitable and unjust structure are given benefits in the form of handouts (i.e. hand aids) to temporarily relieve their misery and then promptly sent back to accept a compliant role in the structure, which produced their misery in the first place. Economically, poverty is an issue of livelihood to meet the basic needs of food, clothing and shelter. The socio-cultural dimension explains the alienation of people from the main stream of social development. There is another dimension called intellectual poverty, where people perceive a sense of worthlessness and believe they know nothing. The 'institutional' dimension of poverty explains that people are unorganized and there is no solidarity among them for their well-being and betterment.

The seasonal dimension of rural poverty states that there is simultaneous prevalence of sickness, malnutrition, indebtedness, hard work, discomfort and poor food availability at certain times of the year, usually during the rains. All the dimensions of poverty are dynamic and interrelated. Alleviation of poverty is more a question of removing barriers than offering special favours to the poor. Poverty is a complex phenomenon. It implies economic backwardness, a very low purchasing power or low living standards. Persistent poverty leads to severe erosion of self- confidence, self -reliance and self- assertion.

The poor have strong sense of marginality, dependence and inferiority. A sense of resignation towards life, fatalism and low level of aspirations is way of life shared by the poor. These tendencies, if perpetuated from generation to generation, dissuade them from taking full advantage of opportunities. Rural poverty is unprincipled because of the distance between the administration and the poor. Mukharjee (1990:37-40) stated that poverty has been attacked in a piece-meal manner in plans. The emphasis has been on the qualitative aspect. Thus, there is need for shift in planning from below to include the demand side of rural poor. People use communication sources to articulate their

grievances on local problems. There are several development issues facing the rural poor. The development messages have not necessarily produced the desired results. The solution to poverty alleviation lies in raising the capacities of people through education and resource transfers, social and physical infrastructure development and removing a multitude of social barriers. All these development activities need appropriate communication support. Dialogue has been advocated to raise the critical consciousness of people so that they can realize the reasons behind their wretched condition and think of suitable responses. The poor in particular need dialogue for their betterment. The rural social structure, rigid and highly stratified at the micro-level, has eclipsed development. The poor have very little access to, and understanding of, the information they are provided with. Often they know next to nothing about plans and programmes designed to promote their development. The basic problem in the majority of our plans is that they are not effectively communicated to the concerned.

Though, there has been a reduction in extent of poverty, the pace of reduction has not been commensurate with the resources deployed and magnitude of the problem indicating flaws in the delivery mechanism. Major failure of the strategies of poverty alleviation efforts is the top down and 'over determined' approach. The delivery mechanism's pre-eminent concern being physical and financial achievement, it failed to enthuse people and they were not taken in as partners affecting the quality and effectiveness of programme. It is this aspect of development that calls for understanding; how development programmes are communicated among people and made use of; how do people view their problems.

Analysis of communication aspects of development will help in defining existing social structures, interaction within and between groups, value and perception regarding development and priorities of the people. Collective action for development depends on a number of facts. Thus, keeping the woes of the poor and significance of communication in view, the need was acutely felt to explore the communication of development messages among rural poor in-depth.

Lesson-15

SOCIO-ECONOMIC ISSUES IN DEVELOPMENT

15.0 Objectives

After completion of this lesson, you should be able to understand:

- Socio-Economic factors

STRUCTURE

15.1 Population control

15.2 Environmental issues

Population control India is first among the countries which adopted an official family planning programme, as early as 1950. However, fifty years later this has not prevented the population touching the one billion mark. It is obvious that despite good intentions and concerted efforts we have failed in controlling our population. Considering the seriousness of the situation it is appropriate to introspect and ascertain as to what went wrong. The problem, though very complex, can be discussed under two headings: (i) the available methods for contraception and (ii) the users. It will be evident soon that it is much easier to discuss the former rather than the latter.

The available methods are more than adequate but what is lacking is the will to use them. The users are both male and female, and with limited options available to the male, the entire burden of limiting the family is shouldered by the female. However, except for a miniscule percentage of the female population, the majority are passive participants in the process with no decision-making capacity.

It is in this context that population control was given a new dimension, namely reproductive health, which to a large extent centres around the female (United Nations 1994). The concept of reproductive health recognizes the diversity of the special health needs of women before, during, and beyond child bearing age, as well as the needs of men and the quality of life of the people involved.

Considering this new emphasis, it is evident that population control programmes and reproductive health go hand in hand and are interdependent. The success of Family Planning is closely linked with the reproductive health of the woman. It has been well

documented that several factors influence reproductive health of women starting from their health during infancy, childhood, adolescent nutritional status and status in the family. It is common knowledge that despite claims of progress in the nation the girl child is still neglected in many communities; the opportunities for education and medical care are unsatisfactory and these have resulted in adverse effects on the general health and well-being of women. It needs to be emphasized that an important factor which has considerable influence on woman's reproductive health, is the age at which the first child is born. In spite of all the laws that exist girls are still married much earlier than the stipulated age and this has an adverse effect on physical development; they are exposed to the risks of teen-age pregnancy, for which they are not prepared both psychologically and mentally. As a consequence of repeated childbirth, they are exposed to a very high risk of ill health and death. The consequences of early pregnancy are the increases in female mortality and morbidity, which are very high in India. This is because of lack of adequate facilities for child birth as more than 20% of deliveries are carried out at home by untrained or inadequately trained personnel. Further, in cases of unwanted pregnancies, there are no facilities for safe abortion.

It can not be over emphasized that problems of street children or children who are begotten out of unwanted or unplanned pregnancy may result in neglected or abandoned children who may also have to face family violence.

Women are important change agents for development". A closely linked problem with women's health, development, and empowerment is the problem of child health, child survival and child development. High rates of child death also result in high birth rates, leading to a vicious cycle associated with rapid population growth and increase in maternal mortality and morbidity (WHO 1994). The child who survives in spite of the odds develops into a child with poor health, is malnourished, and often, is unwanted.

The key to the successful implementation of the family planning programme is the effective communication skill of providers who motivate potential users. The job of the field worker will be much easier if he or she can convince people that contraception is a better option than the risks faced due to repeated pregnancy. Considering the large percentage of illiteracy in rural areas, there is an urgent need to improve the literacy rates particularly that of the women. There is also an immediate need to improve the

conditions of primary health care centres, which are the nodal points for any reproductive health activity. Due to the lack of basic as well as transportation facilities in case of emergencies,. A national consensus has to be arrived at to uplift the facilities of the primary health care centres so that maternal and child mortality is reduced, if not totally prevented.

India's population growth is a cause of worry, but the problem is not one without solutions. But regulations will not help solve the problem. The sense of responsibility should come from within every individual. While the educated male should change his attitude towards his female counterpart, granting her the dignity which is due to her, there is also an urgent need to change the status of the millions of underprivileged, illiterate women who are discriminated. Unless they are involved in the decision making process, there is little hope for the future.

Environmental issues

The environmental problems in India are growing rapidly. The increasing economic development and a rapidly growing population that has taken the country from 300 million people in 1947 to more than one billion people today is putting a strain on the environment, infrastructure, and the country's natural resources. Industrial pollution, soil erosion, deforestation, rapid industrialization, urbanization, and land degradation are all worsening problems.

Over exploitation of the country's resources be it land or water and the industrialization process has resulted environmental degradation of resources. Environmental pollution is one of the most serious problems facing humanity and other life forms on planet today.

Many of us are unaware of the devastating effect of deforestation, chemical fertilizers employed in agricultural fields, offshore mining, and smoke, volcanic eruptions, weathering of soil and rocks on pollution of water and its impact on man.

Rapid increase in the world population within last 30-35 years, improvement in industry and technology, natural resources started to extinct have let environmental problems to come to the agenda. Some significant matters must be produced in an equal amount they are exploited in order to lead liveliness in the nature without any interruption. These matters having an ecological significance of 'give and take' between living beings and

their environments. These matters complete their circulation by following certain orbits by means of solar energy. All matters are continuously reused by living things through cycle. Most significant ones of these matter required for living things and to be transferred are water, oxygen, nitrogen, carbon, phosphorous, sulphur. Circulation of matter in cells, tissues, system and organism, chemical reactions, sustainability and consistency of the structure are ensured with water. Water is so significant from this point. But now a day the water resources are becoming polluted at a very high scale and producing alarming effects on human too.

Oxides of nitrogen and sulphur present in smoke which are highly soluble in water when enter the atmosphere reacts with water vapour to form nitric and sulphuric acids, resulting in acid rain. This acid rain increases the acidity of water bodies, thereby causing harm to aquatic ecosystem.

It is well known to many that water pollution would result in reduction of oxygen level in water and loss of biodiversity.

The past decade has witnessed an increasing emphasis on community-based resource management, with a view that local communities are better equipped to manage crucial resources sustainably. In other developing countries, the development of community-based resource management has led to devolution of forest management from centralized government control to local user groups

Lesson-16

MULTI-MEDIA APPROACH TO DEVELOPMENT ISSUES

16.0 Objectives

After completion of this lesson, you should be able to understand:

- Role of Television
- Earlier concepts in Development

STRUCTURE

16.01 Introduction

16.02 Earlier concepts

16.03 Role of Television in development

Introduction

Development and communication are two terms heavily loaded with different conceptions and a richness of uses and functions shaped by their various theoretical underpinnings. Communication media, in the context of development, are generally used to support development initiatives by the dissemination of messages that encourage the public to support development-oriented projects. Although development strategies in developing countries diverge widely, the usual pattern for broadcasting and the press has been predominantly the same: informing the population about projects, illustrating the advantages of these projects, and recommending that they be supported. A typical example of such a strategy is situated in the area of family planning, where communication means such as posters, pamphlets, radio, and television attempt to persuade the public to accept birth control methods. Similar strategies are used in campaigns regarding health and nutrition, agricultural projects, education, and so on. The concept of development communication arose within the framework of the contribution that communication and the media made to development in the countries of the Third World.

Earlier concepts Development communications are organized efforts to use communications processes and media to bring social and economic improvements, generally in developing countries. The field emerged in the late 1950's amid high hopes

that radio and television could be put to use in the world's most disadvantaged countries to bring about dramatic progress. Early communications theorists like Wilbur Schramm and Daniel Lerner based their high expectations upon the apparent success of World War II propaganda, to which academia and Hollywood had contributed. Also with World War II came dozens of new, very poor, countries, left by their former colonial overseers with little infrastructure, education, or political stability. It was widely accepted that mass media could bring education, essential skills, social unity, and a desire to "modernize." Walt Rostow theorized that societies progress through specific stages of development on their way to modernity, what he termed "the age of high mass consumption." Lerner suggested that exposure to Western media would create "empathy" for modern culture, and a desire to move from traditional to modern ways. Early development communications, especially that sponsored by the U.S. government, was also seen as a means of "winning hearts and minds" over to a capitalist way of life.

These early approaches made a number of erroneous assumptions, and have been largely forsaken in contemporary approaches to development. Obstacles to development were naively seen as rooted in developing countries, not as products of international relationships. Modernization was presumed to equate to Westernization, and to be a necessary prerequisite to meeting human needs. Development was seen as a top-down process, whereby centralized mass media could bring about widespread change. Producers of development media often failed to ask if the audience can receive the message (television penetration in developing countries is minimal and radio penetration in the early days of development communication was light), understand the message (a problem in countries with dozens of languages and dialects), act upon the message (with the necessary tools or other forms of structural support), and want to act upon the message. And because it was based upon a propaganda model, development communications efforts were often seen as propaganda and distrusted. Projects embodying these philosophies have enjoyed little success. In the 1970s and 1980s, a new paradigm of development communication emerged which better recognized the process of deliberate underdevelopment as a function of colonialism, the great diversity of the cultures involved, the differences between elite versus popular goals for social change, the considerable political and ideological constraints to change, and the endless varieties

of ways different cultures communicate. But in some instances mass media technologies, including television, have been "magic multipliers" of development benefits. Educational television has been used effectively to supplement the work of teachers in classrooms in the teaching of literacy and other skills, but only in well designed programs which are integrated with other educational efforts. Consumer video equipment and VCRs have been used to supplement communications efforts in some small projects. Some developing countries have demonstrated success in using satellite television to provide useful information to portions of their populations out of reach of terrestrial broadcasting.

Role of television in development In 1975 and 1976, an experimental satellite communications project called SITE (Satellite Instructional Television Experiment) was used to bring informational television programs to rural India. Some changes in beliefs and behaviors did occur, but there is little indication that satellite television was the best means to that end. The project did lead to Indian development of its own satellite network. China has also embarked on a ambitious program of satellite use for development, claiming substantial success in rural education. When television has succeeded as an educational tool in developing countries, it is only when very specific viewing conditions are met. For example, programs are best viewed in small groups with a teacher to introduce them and to lead a discussion afterwards.

Several of types of organizations work with local governments to develop communication projects. The United Nations provides multi-lateral aid to governments. Non-profit non-governmental organizations (NGO) conduct development projects worldwide using U.N., government, or private funding. And government agencies, such as the U.S. Agency for 4

International Development (USAID) provide assistance to developing countries, but with political strings attached. There are three common types of development campaigns: Persuasion, changing what people do; Education, changing social values; and Informing, empowering people to change by increasing knowledge. This third approach is now perceived as the most useful. Instead of attempting to modernize people, contemporary efforts attempt to reduce inequality by targeting the poorest segments of society, involving people in their own development, giving them independence from central authority, and employing "small" and "appropriate" technologies. The emphasis has

shifted from economic growth to meeting basic needs. In this new view of development, communication becomes an important catalyst for change, but not its cause. Local folk media, for example, is employed to reduce media's bias toward literacy and provide information in a traditional, familiar form. Development journalism provides people with information on change in their society, and works at the local level to advocate change. Where mass media is now employed in developing societies, community newspapers and radio prove far more accessible and useful than television. The rapid spread of entertainment television in the developing world is proving to be more a disruption to traditional social structures than an agent of progress. One emerging genre of television does show promise for contributing to development. The telenovela, pioneered in Brazil, has demonstrated some success in disseminating "pro-social" messages. Such programs are now being evaluated in many countries for their effectiveness in contributing to population control, health education, and other development goals.

Lesson-17

DEVELOPMENT COMMUNICATION IN INDIA

17.0 Objectives

After completion of this lesson, you should be able to understand:

- Key issues
- Relevance

STRUCTURE

17.1 Key issues of about Development Communication

17.2 Relevance of Development Communication

Introduction Tracing its history we have to go back to communities who listened to rural radio broadcasts in the 1940s, the Indian school of development communication. One distinguishing element of those early programs was that they focused on the use of indigenous languages –Marathi, Gujarati and Kannada. India's earliest organized experiments in development communication were held in the 1960s, sponsored by India's

universities and other educational institutions, and by the Bretton Woods-school institutions. Educational institutions that played an important part in this effort include the University of Poona, the Centre for the Study of Developing Societies, Delhi University, the Christian Institute for the Study of Religion and Society and the University of Kerala.

India is a developing country with lot of achievements in all the fields of modern day life including that of science & technology, agriculture and industry. Now development communication is such a tool of development that it is highly necessary for a developing nation like us. It has therefore been increasingly recognized that people's active participation is an essential component of sustainable development. Any intervention with the intent of achieving a real and sustainable improvement in the living conditions of people is doomed to failure unless the intended beneficiaries are actively involved in the process. Unless people participate in all phases of an intervention, from problem identification to research and implementation of solutions, the likelihood that sustainable change will occur is slim. Development communication is at the very heart of this challenge: it is the process by which people become leading actors in their own development. Communication enables people to go from being recipients of external development interventions to generators of their own development. The 20th century has witnessed the immense impact of communication technologies, from the spread of sound recording, motion pictures and radio as world-wide phenomena to the emergence of television as a dominant influence in nearly every institution, to the explosion of the Internet at the turn of the new century. The digital revolution is far from over, as new inventions repeatedly challenge assumptions that were themselves formed only yesterday. This is an exciting and critically important moment for communication scholars to contribute to understanding, and shaping the parameters of our changing technological and academic environment. Because it is communication with a social conscience, development communication is heavily oriented towards man, that is, towards the human aspects of development. Even though it is primarily associated with rural development, it is also concerned with urban, particularly suburban problems. It plays two broad roles. The first is a transformational role through which it seeks social change in the direction of higher quality of life and social justice. The second is a socialization role through

which it strives to maintain some of the established values of society that are consonant with development. In playing these roles, development communication creates an enhancing atmosphere for the exchange of ideas that produce a happy balance in social and economic advancement between physical output and human relationships.

Key issues about development communication

Many myths and misconceptions are nurtured about communication, especially when related to the field of development. These misconceptions can often be the cause of misunderstandings and lead to inconsistent and ineffective use of communication concepts and practices. The first two points on this list are about communication in general, while the others refer to development communication in particular.

“Communications” and “communication” are not the same thing. The plural form refers mainly to activities and products, including information technologies, media products, and services (the Internet, satellites, broadcasts, and so forth). The singular form, on the other hand, usually refers to the process of communication, emphasizing its dialogical and analytical functions rather than its informative nature and media products. This distinction is significant at the theoretical, methodological, and operational levels.

There is a sharp difference between everyday communication and professional communication. Such a statement might seem obvious, but the two are frequently equated, either overtly or more subtly, as in, —He or she communicates well; hence, he or she is a good communicator. □ A person who communicates well is not necessarily a person who can make effective and professional use of communication. Each human being is a born communicator, but not everyone can communicate strategically, using the knowledge of principles and experience in practical applications. A professional (development) communication specialist understands relevant theories and practices and is capable of designing effective strategies that draw from the full range of communication approaches and methods to achieve intended objectives. 3. *There is a significant difference between development communication and other types of communication.* Both theoretically and practically, there are many different types of applications in the communication family. In this article I refer to four main types of communication: advocacy communication, corporate communication, internal communication, and development communication. Each has a different scope and

requires specific knowledge and skills to be performed effectively. Expertise in one area of communication is not sufficient to ensure results if applied in another area.

The main scope and functions of development communication are not exclusively about communicating information and messages, but they also involve engaging stakeholders and assessing the situation. Communication is not only about —selling ideas. □ Such a conception could have been appropriate in the past, when communication was identified with mass media and the linear Sender-Message-Channel-Receiver model, whose purpose was to inform audiences and persuade them to change. Not surprisingly, the first systematic research on the effects of communication was carried out soon after World War II, when communication activities were mostly associated with a controversial concept— propaganda. Currently, the scope of development communication has broadened to include an analytical aspect as well as a dialogical one—intended to open public spaces where perceptions, opinions, and knowledge of relevant stakeholders can be aired and assessed.

Development communication initiatives can never be successful unless proper communication research is conducted before deciding on the strategy. A communication professional should not design a communication campaign or strategy without having all the relevant data to inform his or her decision. If further research is needed to obtain relevant data, to identify gaps, or to validate the project assumptions, the communication specialist must not hesitate to make such a request to the project management. Even when a communication specialist is called in the middle of a project whose objectives appear straightforward and clearly defined, specific communication research should be carried out if there are gaps in the available data. Assumptions based on the experts' knowledge should always be triangulated with other sources to ensure their overall validity. Given its interdisciplinary and cross-cutting nature, communication research should ideally be carried out at the inception of any development initiative, regardless of the sector or if a communication component would be needed at a later stage.

To be effective in their work, development communication specialists need to have a specific and in-depth knowledge of the theory and practical applications of the discipline. In addition to being familiar with the relevant literature about the various communication theories, models, and applications, development communication specialists should also

be educated in the basic principles and practices of other interrelated disciplines, such as anthropology, marketing, sociology, ethnography, psychology, adult education, and social research. In the current development framework, it is particularly important that a specialist be acquainted with participatory research methods and techniques, monitoring and evaluation tools, and basics principles of strategy design. Additionally, a good professional should also have the right attitude toward people, being empathic and willing to listen and to facilitate dialog in order to elicit and incorporate stakeholders' perceptions and opinions. Most of all, a professional development communication specialist needs to be consistently issue-focused, rather than institution-focused.

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

Development communication is not exclusively about behavior change. The areas of intervention and the applications of development communication extend beyond the traditional notion of behavior change to include, among other things, probing socioeconomic and political factors, identifying priorities, assessing risks and opportunities, empowering people, strengthening institutions, and promoting social change within complex cultural and political environments. That development communication is often associated with behavior change could be ascribed to a number of factors, such as its application in health programs or its use in mass media to persuade audiences to adopt certain practices. These kinds of interventions are among the most

visible, relying heavily on communication campaigns to change people's behaviors and to eliminate or reduce often fatal risks (for example, AIDS). The reality of development, though, is complex and often requires broader changes than specific individual behaviors.

9. Media and information technologies are not the backbone of development communication. As a matter of fact, the value-added of development communication occurs before media and information and communication technologies (ICTs) are even considered. Of course, media and information technologies are part of development communication, and they are important and useful means to support development. Their application, however, comes at a later stage, and their impact is greatly affected by the communication work done in the research phase. Project managers should be wary of —one-size-fits-all□ solutions that appear to solve all problems by using media products. Past experience indicates that unless such instruments are used in connection with other approaches and based on proper research, they seldom deliver the intended results.

Relevance of development communication in India

Development communication is an essential feature for the Indian situation as we are still a developing nation with a large population next only to that of China. It is important to note that we do possess an enormously large amount of resources of all kinds including human and natural ones. But we are yet to achieve the kind of universal development of masses which should have been the optimum given the country's situation. Immediately after Independence in 1947, we faced the challenge of bringing about an equitable and regionally-balanced distribution of wealth and development of the distant places of the country with limited resources. But, while the efforts of the government authorities are growing high, the population is also growing at an explosive rate over the years, thus causing a negative effect on all development issues. It is important to note that India also possesses the largest pool of trained manpower in science and technology though our living standard still deserves a lot to be done. This is why development communication is still highly relevant for the Indian situation and its significance is growing every passing year due to the changing scenario. It is common knowledge that the more than two centuries of colonial rule of the country had left us with a very low level of progress along with an extremely higher rate of exploitation which is normal under such circumstances. This has left the state machinery of the country after Independence with

several major and vital challenges. These included – a very low level of literacy, lack of an adequate industrial base and infrastructure etc. among others. Our experience of the past fifty one years has demonstrated the crucial importance of communication in the field of development. Within this perspective of development communication, two trends developed successively: an approach that favored large-scale actions and relied on the mass media, and an approach that promoted grassroots communication (also called community communication), promoting small-scale projects and relying especially on the light media (videos, posters, slide presentation, etc.). These trends, which still coexist today to various degrees within the field of development communication, are linked to the evolution of the development and communication models that have marked development efforts up to now. The trend toward mass communication initially marked the first two decades during which the media were utilized in the field of development. It espoused the idea that it was enough to disseminate the knowledge and the technologies of the North to ensure that they were adopted. Once adopted, they would achieve the development of the South. This first vision of development is referred to as the paradigm of "modernization." These initial experiences, centered mainly around the mass media, relied both on a communication model based on persuasion and information transmission, and on a development model based on increasing economic activity and changes in values and attitudes.

Lesson-18

MEDIA COMMUNICATION POLICIES IN THE POST INDEPENDENT INDIAN

18.0 Objectives

After completion of this lesson, you should be able to understand:

- Role of AIR, DD in National Development

STRUCTURE

18.1 Introduction

18.2 Role of state controlled media in development

Introduction In the advanced western countries, the Communication Revolution had not preceded but followed the industrial Revolution.¹ Western societies had become advanced industrial and urban societies when the communication revolution happened. This revolution was symbolized by the Radio and Television and other new ways of “passing ideas, information, attitudes, images from person to person.

The importance of the role of communication for national development was underscored in India even prior to her independence. The Indian National Congress while formulating policies for National Development for Independent India set up a Sub-committee on Communication under the National Planning Committee to offer recommendations for development of communication for independent India. After independence of the country in 1947, the new Indian government announced a development-oriented agenda of governance dedicated to the amelioration of the economic, educational, and health conditions of the people.

With the target of Development Communication, the new government adopted the recommendations of the erstwhile National Planning Committee as the mainstay of its communication policies. “The issue of using modern communication acquired high priority as a developmental resource during the Nehru era when the planners explored the prospects of using *radio* as a development agent, that is, for information and enlightening the people in the countryside and towns on developmental issue. Nehru was hesitant of

introducing television in India as he was apprehensive that it will be monopolized by the middle class rather than be of use for the development of the masses.

Nehru believed that a poor country like India could ill afford the *extravagance* of television. But post Nehruvian era, the thrust began to change, visionary scientists like Vikram Sarabhai argued that India needs all possible technological know-how to educe all round development. Sarabhai famously said: “Our national goals involve leap-frogging from a state of economic backwardness and social disabilities attempting to achieve in a few decades a change which was incidentally taken centuries in other countries and in other lands. This involves innovation at all levels.”

Indira Gandhi, the then Prime Minister of India was supportive of Sarabhai’s ideas and it culminated in the launching of the momentous Satellite Instructional Television Experiment in

1975-76 from the Space Application Centre located at Ahmedabad. It started beaming development oriented programmes to 2400 Indian Villages, the software were designed according to the socio cultural specificities of the areas concerned. It was a path breaking experiment in the field of development communication not only in India but also for the whole world. Till then Radio and television was considered an instrument of entertainment for the elite. And this was a new effort in utilizing both the media for Development Support Communication. These experiments were revolutionary in character as “market forces would never have taken TV sets to many of these villages and most certainly not to the houses of the poor and the marginalised--- the most information needy. This means was high technology (a direct broadcast satellite and a direct reception system) and the configuration was need-based. Accepting that the western world used the new technology and innovation to spread consumer culture, Nehru urged upon the scientists and the technologists to bend the same technology to achieve the Gandhian task of “ending of poverty and ignorance and disease and inequality of opportunity.”

During the days of Indira Gandhi the infrastructure for television communication received a major boost. Between the years 1984-85 over 120 television transmitters were installed in India.

But as is a typical Indian trait, the SITE experiment in the Kheda district died a silent death with Sarabhai. “The Kheda Project itself was wound up under tremendous pressure of the new rural middle class which was carried away by the glitter and glamour of the new television software.

With the impending globalization of the media the question of ownership pattern and issues became a very important topic of deliberation. In fact this issue was much thought about even during the days of Nehru. Nehru showed an unambiguous indication of predilection towards the BBC style of autonomy. On a speech delivered on “freedom of information” on March 5, 1962 Nehru said “The mass media which are very useful have an element of danger in them in that they may be distorted for private aim. The rich group (inside) or the rich nation (outside) can flood the country and the world through the mass media with its own view of things which may or may not be correct view.” These words had turned out to be ominously true in the present world.

Because after India adopted neo-liberal economic policies in early 1990s, the communication policies underwent a drastic change. The state-controlled media agencies, viz., All India Radio and Doordarshan (national television network), till then dedicated more to the objective of public welfare, were asked to generate their own revenue. Both Radio and Television were laid open to private players. TRP and RAM started dictating the terms of popularity and hence advertisement revenue. Television was the major victim of this market oriented media policy. Slowly, the villages started disappearing from the visual media. So did the issues inflicting the marginalized rural population. Whatever rural flavour was left in Radio was the run of the mill, very stale and unimaginative. However, it is not that urban India was realistically represented; it was more of a conjecture with no specific geographical root.

Role of state controlled media in development

All India Radio had been the forerunner in the process of implementing Communication strategy being adopted by the government. The Radio Rural Forum experiment was conducted by the All India Radio at Poona during 1956. The project covered 156 villages where listening and discussion groups were organized in each of the selected villages. A programme of thirty minutes duration was broadcast on two days in a week covering agriculture and allied subjects to help promote rural development. Prof. Paul Neurath on behalf of the Tata Institute of Social Sciences conducted an evaluation study, and came out with interesting results: (1) The radio is very suitable medium to communicate with rural audience and to spread the message of development. (2) A majority of the listeners appreciated the value of the messages.



All India Radio (logo)

The Farm and Home units were subsequently established at many AIR stations to provide wider support to the Integrated Agriculture Development Programme (IADP). The contribution of the radio is widely acknowledged by farm scientists in increasing agriculture production and achieving a green revolution. Similar attempt was taken in respect of the Family Welfare programme. Till date All India Radio has its Family welfare programmes broadcast everyday focusing on the various government schemes.

The government controlled media has been more or less toeing a centralized form of communication. AIR (All India Radio) during its initial days formulated its communication policies in Delhi and got it translated to the various languages for

dissemination. The irony was that it never even looked at the regional variations of the problems. To cite an example, every year, the government observes the first week of August as “Breast Feeding week” to emphasise on the importance of Breast Feeding for the new born as well as the lactating mother. The government media goes overboard with the campaign. Whereas, in India the people of the Northeastern part needs no campaign as all mothers breast feed their babies instinctively.

Hence spending so much of valuable transmission time on such campaigns for these areas could never elicit any result. However no such knowledge level is decipherable in the annual orders that are sent to all the AIR stations about such campaigns. The state controlled television, Doordarshan, which has a very wide coverage area too has its programmes designed for health and family welfare too suffer from the same affliction.

The most tragic development is that, such a huge public service broadcasting infrastructure right now is almost redundant and non- functional. “The ministries of the central and state governments engaged in nation building and development tasks seem to create neither any communication apparatus within their own ministries nor do they make demands on the Ministry of Information and Broadcasting (MIB) for information and communication support adequate to the needs of policy formulation or implementation. The MIB is far from playing the role of a true *communicating link* within the government and between the government and the people in nation-building activities

Lesson-19

NATIONAL COMMUNICATION POLICIES

19.0 Objectives

After completion of this lesson, you should be able to understand:

- Disparities in the world's communication resources

STRUCTURE

19.1 Introduction

Considerable progress has been achieved, especially in recent years, in the development of communication systems. This has been due, on the one hand, to the exponential growth in communication technology, and, on the other hand, to an increasing knowledge of the way that communication functions within societies and among nations.

Although much has been achieved at various levels, there are still gaps, imbalances and distortions in the development and use of communication everywhere. It is essential to recognize that there is no model of a perfect system. Communication is fundamentally an organic process, evolving in capacity, content, style and purpose, leading to change in some instances, and lagging in others. In some societies there is at least academic concern about "information overload", with too many communication systems and media competing for the attention of audiences. In others, communication extends no further than the range of the human voice.

Illiteracy is still a basic impediment to the growth of communication. Communication technology, despite its rapid developments, is still costly, complex, and difficult to operate, and even more difficult to maintain. The education of engineers and technicians becomes more specialized with each technological stride; the possibility of developing nations catching up with technology becomes more elusive each year.

The disparities in the world's communication resources, the anomalies in needs and capacities, the confronting sophistication of technology and the philosophical contrasts in the use of communication will not be resolved by legislation or the evolution of an applicable consensus. What has become clear in a growing body of work in this field by nations themselves as well as by governmental and nongovernmental organizations such as UNESCO and the International Telecommunications Union (*ITU*), is that movement

towards a more equitable and efficient use of communication must begin by defining realistic goals and policies, and planning for their achievement.

Existing and potential, resources must be examined in the light of communication needs and objectives, and the basis of these is clear and well-defined policies. Given a policy, the use of and development of resources can be planned. Whether this planning is centralized, based on one political and economic philosophy or another does not negate the validity of the process.

Communication policies are sets of principles and norms established to guide the behaviour of communication systems. They are shaped over time in the context of society's general approach to communication and to the media. Emanating from political ideologies, the social, economic, cultural and legal conditions of the country and the values on which they are based, they strive to relate these to the real needs *for*, and the prospective opportunities of, communication.

Communication policies exist in every society, though they may sometimes be latent and disjointed, rather than clearly articulated and harmonized. They may be very general, in the nature of desirable goals and principles, or they may be more specific and practically binding. They may be incorporated in the Constitution or legislation of a country, in overall national policies, in the guidelines for individual administrations, in professional codes of ethics, as well as in the constitutions and operational rules of particular communication institutions.

By and large, it seems reasonable to view the emergence of the concept of communication policies and planning as resulting from the nature of communication development generally in many parts of the world, and more specifically from the particular experiences of different societies. The development of communication infrastructures and the making of policies from time to time, often as reactions to some events rather than well thought- out and formulated ideas in their own right, have therefore brought with them a continuing series of problems not only at the national level, but also at the local, regional and international levels, where they have further impinged directly upon relationships among peoples and nations.

A growing number of countries are recognizing that whatever communication policies they may already have are rather pragmatic and piecemeal, setting norms and guidelines for a particular medium or for a specific sector, and generally partial and sometimes conflicting. They see the need for widening the scope of their decisions and for bringing about a positive integration between different sectors, *for example*, between public and private management, in order to extend the clarity that policy brings to the whole communication system rather than merely its parts. Since the parts overlap constantly and even cumulatively in communication, apart from their overlapping with other sectors as well, such an integration of policies is now seen as necessary.

The experiences that countries have had perhaps make it easier to recognize the potential for policy formulation and for planning. It also makes it easier to foresee some of the implications. How the policies are to be drawn up and formulated, if found feasible and necessary, in such a way as to redress present imbalances and especially to harness communication for development and the overall improvement of the quality of life, is a matter for each country to design as it sees fit, either for itself alone or for the sake of cooperation within a sub-regional or regional group. Obviously there will be certain areas where each country would recognize that it is also part of a global communication system and therefore must set policy guidelines to enable the national system to work in harmony with a just international system, and on the basis of a fair and equitable distribution of the world's wealth of information, knowledge and culture.

As a general rule, policy formulation entails determination of the main goals and roles of communication media and other parts of a communication system, the identification of needs and priorities, etc. Policy formulation may *also* call for a rationalization and possible reorganization of existing systems. Later, in the implementation of policy, succeeding steps involving evaluation, assessment, reassessment and refinement will have to be taken. All of these steps, of course, need to be dovetailed into overall national policy and goals. Communication policies should be clear, concise and authoritative,

without being inflexible and nonfunctional to a point where they may prevent a nation's goals from being reached in a democratic, equitable and efficient manner.

Communication policies may be either implicit or explicit. Institutions and institutional norms or they may be centralized and concentrated. Most countries follow certain unwritten communication policies, which are the sum total of many decisions taken at different times and at different levels, and not many countries yet have an explicit communication policy. Also lacking are institutions charged explicitly with interpreting, implementing, supporting, supervising and evaluating communication policies.

One of the main reasons for the widespread acceptance of this relatively new notion of communication policy formulation is the tremendous strides made in communication technology and the impact of such technological developments on the entire fabric of every given society, both internally and in its relationship with other societies. Among some of the other important reasons may be the fact that the growing sophistication and information consciousness among increasingly larger numbers of people in the newly independent countries of the world has led to changing patterns of communication concern, activities and information flow and technological developments could be the fact that most of the major "models" of communication, the philosophies governing the information systems, were in fact legacies of the past, often brought from the outside and not completely assimilated by and into the innate geniuses of the societies concerned.

The cracks within such systems have surfaced gradually but very perceptibly as the countries began to use the systems for their own purposes, according to their own real needs and with social, economic, and cultural patterns of their own. The nature and form of communication systems, however, have been but symptoms of more general economic and social problems. Decision and policymakers must obviously keep this in mind in deciding and drawing up plans and programmes for communication development. But, to the extent that the larger national goals and programmes may not necessarily take this into account, it would be necessary for communication policy-makers and planners. It is being increasingly suggested that every country should aim at setting up a national communication policy council which could bring together representatives of various sectors of the communication system and act as the nucleus of an overall mechanism for policy formulation, implementation, co-ordination, and perhaps arbitration. It is also

generally agreed that such a council should be supported by adequate executive and technical services, and, perhaps, limited legal powers among others, for organization, coordination and direction of the communication research programme, and as the institution required for the effective implementation of communication policies and for the translation of these into planning strategies.

While not the only way to go about the important task of assuring public participation in the formulation of policies, a communication policy council could certainly provide a forum for discussion, research, could identify priority areas and key positions, and could clear the way for eventual implementation.

National council could assign research tasks, collate information and stimulate exploratory discussions at many levels. Subsequently, it could elaborate policies *or* advise thereon for government and communication institutions.

Since decisions in the communication fields are likely to condition development for many years to come, they need to be well prepared and considered. This requires that the communication council have considerable stability, although its membership may of course be regularly refreshed. Since research, and assembly and storage of data are costly processes, which require specialists and appropriate facilities so that academic institutions, economic, statistical and research services and others may be commissioned to gather and analyze the required information, special financial allocations are necessary. The council itself will need staff, office space and funds.

Lesson-20

FUNCTIONS OF A NATIONAL COMMUNICATION POLICY

20.0 Objectives

After completion of this lesson, you should be able to understand:

- Role of UNESCO in developing the Communication Policies

STRUCTURE

20.1 Role of UNESCO in developing the Communication Policies



United Nations
Educational, Scientific and
Cultural Organization

The principal functions of a national communication policy council would include:(l) (a) to promote coherent, national and comprehensive analyses of existing policies and controls and of national communication objectives; to identify the rights, interests, obligations and interdependence of various communication institutions within society; to enhance greater efficiency in the application and expenditures of frequently limited economic and physical resources by setting priorities and reducing internal contradictions; to safeguard the rights and interests of various sectors involved in communication enterprises by providing a forum for continuous discussion and clarification; to provide the framework for anticipating changes in media technology, assessing their value for promoting national and international goals, and revealing their harmful effects; to perform a "look out" function to foresee technological innovations on the international scene which may be important, as "quantum jumps" in national communication planning;

- (e) To identify important international communication policy issues which are constraints on national policy;
- (f) To ensure national compatibility with international norms and standards:
- (g) To enable the nation to speak consistently and coherently at international discussions of communication matters, and to recommend appropriate diplomatic action on questions involving international communication.

These councils may initially have an advisory Implementation of communication policies and

practices requires joint action among those involved in such areas as the social, economic, scientific, educational, cultural, political and foreign affairs of a country. The national communication policy council should not be conceived as a superpower set up to control the media. It can be truly successful only if it is in constant contact and dialogue with the communicators and citizens, whose direct participation in the formulation and implementation of

communication policies is vital. Few things can more effectively frustrate and distort the flow of

communication than lack of respect for the nature of communication itself and the human and States have social, economic and ethical obligations and responsibilities in all matters relating to stimulation, support, promotion and dissemination of the resources of the community in the interest of *its* overall individual and collective development. They should therefore encourage individuals and peoples to become aware of their present and future responsibilities and their capacity for autonomy, by multiplying opportunities for dialogue and community mobilization; that it should be the joint responsibility of the State and the citizen to establish plans and programmes for the extensive and positive use of communication media within the framework of

development policies that communication policies should contribute to knowledge, understanding, friendship, cooperation and integration of peoples through a process of identification of common goals and needs, respecting national sovereignties and the international legal principle of non-intervention in the affairs of States as well as the cultural and political plurality of societies and individuals, with a view to achieving world

solidarity and peace; that the United Nations and the agencies of its system, especially Unesco, should contribute, to the fullest extent that their possibilities allow, to this universal process".

Other common philosophical bases repeated throughout this first Intergovernmental Conference on Communication Policies included emphasis on the urgent necessity for realistic national communication policies and effective national communication policy councils; that States, with the participation of all the sectors concerned, should formulate their own national communication and information policies or bring their existing ones up to date, in order to guarantee the fundamental right to freedom of thought, opinion and expression, the free flow of communication and the legal and social responsibility of communicators.

It was stressed that this could only be achieved through concerted action between the executive, the legislative and the administrative branches of government together with the media institutions, both public and private (where they exist), the professional organizations and the people themselves who, in the end, are the ultimate users of the communication systems. (1) UNESCO'S objective is to encourage international co-operation and understanding, and promote economic, social and cultural development. Its approach to communication is based on the fundamental premise that it is an important, integral and indispensable part of the Organization's own basic philosophy and mandate.

UNESCO'S special responsibilities, however, are the ways in which communication supports and is related to education, science and culture, while being a component of human development in its own right .not only encouraging and supporting the development of communication infrastructures, but also most importantly, in promoting the recognition of communication as an essential component in all facets of a society's and individual's development and improvement. While the imbalance in the flow of information has become one of its most topical issues in recent years, there have also been other questions, notably the relatively new concept of the right to communicate, the twin problems of access and participation, the question of technology transfer, and, of course, the important question of communication policies and planning which embraces all of these more specific questions. UNESCO has also continued to be greatly concerned with the development of communication systems (1) along with the training of personnel

and the promotion of communication research. The background of its Medium- Term Plan which was adopted by the nineteenth session of its General Conference (Nairobi, 1976), and within the framework of the objectives which this Conference drew up as guidelines for programme planning. Briefly, Specific to UNESCO'S communication work has included UNESCO'S programmes should be seen against relevant objectives are as follows: promotion of a free and balanced flow of information and of international exchanges; promotion of a better understanding and appreciation of the process and role of communication in society, and of high professional standards; promotion of policies, infrastructures and training in the field of communication, and encouragement of a better use of the media *for* social ends;

(d) development and promotion of information systems and services at the national, regional and international levels.

UNESCO continues to promote international cooperation through: standard-setting action, by formulating criteria to serve as a basis for international agreements and conventions; promotional

activities which may help Member States to devise and carry out national or regional projects related to UNESCO'S programmes; and projects of an operational nature which the Organization executes at the request of Member States. Many questions pertaining to communication fall within the spirit of the United Nations Declaration of Human Rights, since so many of the facets of communication are aimed at not only informing and educating the human being, but also at providing him with the opportunities for interacting with his fellow humans and above all for developing his faculties for creativity, opinion and expression. UNESCO'S aim here is essentially to assist and encourage national, regional and international efforts to promote these human rights, while not forgetting professional rights and responsibilities, and the rights of nations within the larger regional and international context, where such questions as imbalances among nations may bring to a head the demands for an overall review of the present communication situation.

As UNESCO'S Director- General, MI-. Amadou-Mahtar MIBOW, has said: 'It a time when the fundamental importance of communication in a democratic society is becoming ever more apparent, and when the remarkable progress of science and technology is

offering man ' tremendous new opportunities, the quest for a new world order is obviously concerned with communication just as much as with the economic, social and cultural aspects of life. We are now beginning to recognize the value of cultural pluralism and the importance for the world community of preserving the cultural integrity of every people".