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**Block I-Development and its Various Models**

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Model Question Paper

Course Material Prepared by
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1.1 Introduction

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

1.2. Objectives

After going through this unit you will be able to:

- Understand the Concept of Development
- Describe the Dynamics of Development
- Identify Development issues
- Elucidate the Development Indicators
- Explain Dysfunctions of Development and
- Discuss Communication perspective on Development

1.2 Development: concept

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

Development means a change, growth, progress and modernisation. However, there can be changes without development. Therefore, development stands for all that is good, positive and favourable.
What is communication?

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

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

Only after communicating with the people at their level, can we understand their problems in the right perspectives and assist development agencies in accelerating the pace of progress.

Thus the terms development and communication are engaged in symbiotic relationship in the process of fostering balanced growth and progress.

1.3 Dynamics of Development

Development is a continuous process a process of movement from a state of dissatisfaction to a state of satisfaction. It is dynamic, not static.

The process of development will remain dormant unless all sectors and levels of people of a developing country are informed, motivated and influenced to use unfamiliar ideas, skills and instruments.

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

Issues are again broadly classified into:-

1. Economic issue
2. Social issue
3. Political issue
4. Environmental issue
Specific development issues form the basis for development goals.

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

1.5 Development Issues

There are a number of development issues confronting to be tackled in the third world countries. Some of the major issues are illiteracy, overpopulation, malnutrition, health and hygiene etc.

These issues cannot be solved by simply buying technology, skills and instruments necessary for development. Policy makers and administrators overlooked this point for a long time. The people have to be informed and motivated to use these instruments.

1.6 Development Indicators

These are five borders indicators that reflect development:

1. Economic Indicators

These are indicative only when there is an increase in the following:

- National income
- Employment
- Industrialization
- Standard of living
- Literacy
- Credit Cards
- Industrial delicensing
- Foreign investment
- Foreign Trade

2. Infrastructure: Increase in

- The transport
- Roads
- Power
- Banking and Financial institutions
- Capital markets
- Rural – Urban Linkages

3. Communication Front:
- Radio households
- TV households
- Number of newspapers
- Readership survey
- Mobile

4. Technology:
- Science and Technology

5. Information Technology
- Computers: Hardware / Software
- Internet

1.7 Dysfunctions of Development

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

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

1. Mutual distrust in interpersonal relations: In general, peasants were suspicious, evasive and distrustful of others in the community and non-cooperative in interpersonal relations with peers.
2. Perceived limited good: peasants believed that all good things in life are available in limited quantities. Thus, one could improve one’s position only at somebody else’s expenses.
3. Familism: The family played an important role in the life of the peasant; peasants were prepared to subordinate their personal goals to those of the family.
4. Lack of innovativeness: peasants were reluctant to adopt modernising innovations had a negative attitude towards changes, and their behaviour was not fully oriented toward rational economic considerations.
5. Fatalism: peasants believed that their well-being was controlled by a supernatural fate.
7. Limited view of the world: They were not time conscious. They had no orientation to the world beyond their narrow group.
8. Low empathy: peasants exhibited mental inertness. They could not imagine themselves in new situations or places.

1.8 Communication perspective on Development

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

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

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

Communication for development calls for the active participation of the under privileged in the mainstream of national life in general and in decision making process in particular.

Role of communication in development

The role of communication or say, communication media, is to create proper atmosphere/climate for social change.

Communication, in the context of development, seeks social change by transforming the society.

It also seeks to maintain some of the old values and norms of the society.

Communication contributes at two levels – general and specific:

Programmes like mass literacy and family planning fall under general level. In the context of specific development programmes, communication acts as

“Development- Project Support Communication (DPSC)”.

Four Important Roles: Communication or Communication media-

1. Circulates knowledge that will inform people of significant events, opportunities, danger and changes in their community, the country and the world.
2. Provides a forum where issues affecting the national or community development may be geared.
3. Teaches those ideas, skills and attitudes that people need to achieve a better life.
4. Creates and maintains a base of consensus that is needed for the stability of the state. Stability not merely in terms of political stability but in terms of social structure etc.

Communication media can help in a big way to popularise the beneficial effects and the imperativeness of accepting various development programmes on large scale, especially in the rural and backward areas.

Communication operations, oriented to development, can mount social justice, economic equality and political participation which in turn help weaker sections to be prepared for overall development. Communication opens the door for development.

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

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

1.9. **Let us sum up**

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

Development means a change, growth, progress and modernisation. However, there can be changes without development. Therefore, development stands for all that is good, positive and favourable

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

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

1.10. Unit –End Exercises

1. Define the concept of Development.
2. What are the indicators for Development?
3. Explain the Role of Communication in Development.

1.11. Answer to Check your Progress

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

Development means a change, growth, progress and modernisation. However, there can be changes without development. Therefore, development stands for all that is good, positive and favourable

2. These are five borders indicators that reflect development:
   1. Economic Indicators

These are indicative only when there is an increase in the following:
   - National income
3. The role of communication or say, communication media, is to create proper atmosphere/climate for social change.

Communication, in the context of development, seeks social change by transforming the society.

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

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


Unit-II

2.1. Introduction

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

2.2. Objectives

After going through this unit you will be able to:

- Understand the Role of Communication in Development
- Differentiate Development Motivation and Development Participation
- Describe the Approaches to Development Communication

2.3. ROLE OF COMMUNICATION IN DEVELOPMENT

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

Media, by and large, should accept and fulfil certain obligations to society. It can meet these obligations by setting high standards of professionalism, truth, accuracy and objectivity. Stanley J.Baran, a
scholar on Mass communication says that media should be self regulating within the framework of the law.

“Media as a whole should be pluralistic, reflect the diversity of the culture in which they operate, and give access to various points of view and rights of reply”. Walt Rostow theorized that society’s progress through specific stages of development on their way to modernity i.e., the age of high mass consumption.

**Common type of developments**

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

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

**Case stories**

Many reports gathered as “case stories” by different organizations on communication for a social change reveal that the community itself had to be in charge of the communication initiative, even if the community had not originated it. This initiative should be rooted into the community’s daily life.

The Community Based Organisation (CBC) should also reinforce the strength of democratic values, culture and peace in the society. Also the community should have assimilated any new tools of information technology without jeopardizing local values and languages.

(i) **Obstacles:** There are some obstacles happen to communication. The experiences between two persons should have a good distribution in common; if not communication becomes impossible. The communication from person is not just one
identical message but is something with additions or subtractions with variations. The art of communication is in its beginning or in primitive stage, and the role of media is modern. ‘AWARE’ is an easy word for all of us in remembering how to communicate well.

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

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

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

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

E- Evaluate - Evaluate how well you have Communicated by asking questions and observing Actions.

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

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

2.3.1 Development motivation

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

Achievement Motive

The achievement motivation continues to hold the interest of researches even after half a century. Recent work on this motive shows that Indian researches are beginning to show some ingenuity and are utilizing indigenous approaches to study the basic motivational
processes. G. Misra and his associates, in a series of studies (Singhal and Misra, 1992, 1994; Misra et al., 1995) have shown that while the notion of achievement in the west symbolizes unique individual achievement, it differs from culture to culture. In India, familial consideration, the well-being of others, and fulfilling one’s duties towards others are all part of achievement goals. The perceived value of various achievement goals is determined by the expectations of significant others. This kind of analysis is important for dealing effectively with problems of motivation in diverse cultural and sub cultural groups because the salient hopes, fears, and goals, which develop in the greater perseverance is needed in order to be able to reconcile contradictory finding.

The dominance of needs at the community level has been explored by Indrayan et al., (1990). Agarwal (1993b; 1995) found that the electronic media fulfils the needs for stimulation, direction, relation, diversion, social learning, and general learning through interpersonal communication. The print media fulfils the three major needs of metal stimulation, social learning, and relaxation. A smaller sample also listed their personal aspirations and community-related needs. The emphasis on physical needs was greater in the less-developed sample villages. Education, opportunities for work and professional development, and improving the economic condition were emphasized. The respondents were optimistic regarding the future. The community related needs centred on the development of physical facilities for irrigation, communication, fertilizer, etc. The needs concerning social and moral domains varied. Fifty per cent of the respondents in Uttar Pradesh (UP), 33 per cent in Bihar and 2 per cent in Madhya Pradesh (MP) expressed needs pertaining to these areas. The socio-political conditions prevailing in these states may be partly responsible for these differences. In the villages some of the information related needs, like general and social learning, have been found to be related to intentions of gaining and health related information from the electronic media (Agarwal, 1995), it may influence social interaction (Kaur, 2001).

2.3.2 Development participation

It is important to state that there is no single, all-purpose recipe to start a participatory development communication process. Each time we must look for the best way to establish the communication process among different community groups and stakeholders, and use it to facilitate and support participation in a concrete initiative or experimentation driven by a community to promote change. It is important to adapt one’s intervention to each different situation and to each specific group of participants with whom research teams or practitioners will work. This being said it is important to plan.
If we want to support a participatory process, project or research identification and planning should involve representatives of the community and other stakeholders with whom the researcher or development practitioner intends to work (for example an NGO, a department of natural resources, a community radio, etc.)

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

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

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

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

Again, the model presented here must be used as a reference only. It has to be adapted to each different context. It is a logical process based on a prior familiarity with the local setting, begins with the expression of development needs in a given community, and involves specific
stakeholders in addressing those issues, while supporting and accompanying this process of participation.

The process of planning and developing PDC itself is however not sequential.

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

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

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

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

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

### 2.4. Approaches to Development Communication

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

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

**Extension and Community Development Method**

This is the oldest method of using communication to generate development. It is basically oriented to rural community development although it can also apply to suburban and urban development efforts. The main thrust of this method is the communication of useful and practical information on such issues as agriculture, home economics, health, civic responsibility, law and order, sanitation, and so on, through face-to-face and interpersonal (handbills, letters, telephone, etc.) methods of communication.

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

- That there are no solutions to problems that are imposed on local communities from the outside; that the people must be the principle actors in defining and finding solutions to their problems;
• That the development communicator (social animator) is to be as closely identified with the local community as possible
• That he/she is to be nondirective in his/her approach
• That communication’s chief role is to help define the problem, not give the solution
• That community participation and social action is the goal, and therefore feedback from the community is an essential element.

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

I ideological and Social Mobilization Method

Social mobilization is often used by grassroots-based social movements but can also become a tool of elite and the state itself. The process usually takes the form of large public gatherings such as mass meetings etc and is unique communication methods that makes extensive use of interpersonal channels. In this method, the channels are activated not by development agents, but by the political party cadres. This is because this method sees development, especially rural development, as a process which begins with a radical change in the political orientation of the

People-radical change the ultimate result of which is the formation of new social relations. The main function of development communication, therefore, is seen as that of promoting and lightening’ the political consciousness of the people. The primary goal of this method is the ability of workers and peasants to be self-reliant through mobilization of internal resources, and thus to be in a position to control their future. Physical and human development is subsumed under political consciousness because it is held that political awareness would motivate people to participate in development activities to satisfy their needs and aspirations. The operational structure of this method is virtually the same as that of the extension and community development method. But the
structure and direction of message content are different. While the former deals directly with human and physical development problems, the latter lays emphasis on political awareness as a prelude to any other type of development.

The Mass Media Approach

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

The history of development communication in India can be traced to rural radio broadcasts in the 1940s in different languages. Have you ever heard a rural programme on radio? If you come from rural area, you probably would have heard. People who present these programmes speak in a language or dialect that the people in your area speak. The programmes may be about farming and related subjects. The programmes may comprise of interviews with exports, officials and farmers, folk songs and information about weather, market rates, availability of improved seeds and implements. There would also be programmes on related fields. During the 1950s, the government started huge developmental programmes throughout the country. In fact, when Doordarshan started on 15th September 1959; it was concentrating only on programmes on agriculture. Many of you might have seen the ‘Krishi Darshan’ programme on Doordarshan. Later in 1975, when India used satellites for telecasting television programmes in what is known as SITE (Satellite Instructional Television Experiment), the programmes on
education and development were made available to 2400 villages in the states of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan.

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

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

Programmes are organized in the remote areas of Jharkhand, Rajasthan, Tamilnadu, and the North East to provide training to rural communicators to enable them to use comics in development
communication. Information on sensitive health issues such as HIV/AIDS has been communicated through the medium of comics in several states. However, you must understand that development communication using various media is possible only with the active involvement of the following:

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

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

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

**Centralized Mass Media Method**

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

This is the method used by most countries in developing societies. Many agree that developing countries adopt this method because it is the cheapest and easiest method to use. However, research has shown that it is also the least effective in ensuring intelligent understanding and effectiveness of development messages. In this method, programmes/messages are planned, produced and disseminated by
‗experts‘ and programme officers in the urban headquarters of media organization with very little or no reference to the views and opinions of the receiving audiences. Whether we are talking of radio, which is the most accessible mediums especially for rural audience, or of the newspaper,—whose content are meaningless unless one war literate,—or of television—the urban elite medium—whose impact in rural communities is very minimal, the procedure is always the same. Development messages are planned and executed without consultation with the audiences to whom the messages are eventually directed. The result is that message contents are usually at variance with the felt needs of the people and, therefore, have very little chance of succeeding. Not only is there no organization at the reception end, but also, because of the desire to reach the largest number of people, the messages are always of a general nature. Effective development messages demand some sort of organized action at the reception end, and also demand specificity in message content ensure relevance.

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

Localized Mass Media Method

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

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

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

The structure of communication in any society is largely determined by the growth and development of technology and by economic and cultural institutions. To the extent that societies differ in their patterns of economic and socio-cultural heritage, their communication patterns are also likely to differ from one another. In traditional societies or rural communities, direct fact to face communication is valued as the most reliable and authentic form of communication. In such societies, the purpose of communication is usually to promote social harmony rather than individual well-being; to reinforce stability and order rather than to bring about change and growth.

However, the ultimate goal of development communication is to cause positive and effective change through the provision of necessary information (backed up by physical inputs) that would create understanding and build self-confidence and motivation to change. The trust of the integrated approach, therefore, is to feed the interpersonal and traditional network with information that would generate discussion which, in turn, would lead to intelligent understanding of development objectives and each person’s role in achieving these objectives. To feed the interpersonal channels, development communication depends on the mass media which have the potential for rapid dissemination and wide-area coverage. The limits of interpersonal channels are soon reached if development takes on a national character. Then the importance of the mass media becomes obvious. They have the power to disseminate information and development messages rapidly and, across the nation, but they are generally not able to change people’s attitudes. Interpersonal channel lacks the enhancing characteristics of the mass media, but is relatively effective in inducing attitude change and effective development behaviours, largely due to the impact of opinion leaders and peer-group pressures. Hence the need for a communication model (integrated approach) that would link the mass media to interpersonal channels.

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

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

2.5. Let us sum up

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

Media, by and large, should accept and fulfill certain obligations to society. It can meet these obligations by setting high standards of professionalism, truth, accuracy and objectivity. Stanley J.Baran, a scholar on Mass communication says that media should be self regulating within the framework of the law.

“Media as a whole should be pluralistic, reflect the diversity of the culture in which they operate, and give access to various points of view and rights of reply”. Walt Rostow theorized that society’s progress through specific stages of development on their way to modernity i.e., the age of high mass consumption.
**Common type of developments**

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

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

The achievement motivation continues to hold the interest of researches even after half a century. Recent work on this motive shows that Indian researches are beginning to show some ingenuity and are utilizing indigenous approaches to study the basic motivational processes. G.Misra and his associates, in a series of studies (Singhal and Misra, 1992,1994; Misra et al, 1995) have shown that while the notion of achievement in the west symbolizes unique individual achievement, it differs from culture to culture. In India, familial consideration, the well-being of others, and fulfilling one’s duties towards others are all part of achievement goals. The perceived value of various achievement goals is determined by the expectations of significant others. This kind of analysis is important for dealing effectively with problems of motivation in diverse cultural and sub cultural groups because the salient hopes, fears, and goals, which develop in the greater perseverance is needed in order to be able to reconcile contradictory finding.

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

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

- Extension and Community Development Method
- Ideological and Social Mobilisation Method
- The Mass Media Approach
- Centralised Mass Media Method
- Localised Mass Media method
- Integrated Approach

2.6. Unit – End Exercises

1. Describe the role of Communication in Development.
2. Explain Development Participation.
3. Elucidate the Mass Media Approach

2.7. Answer to Check your Progress

1. Role of Communication in Development

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

Media, by and large, should accept and fulfil certain obligations to society. It can meet these obligations by setting high standards of professionalism, truth, accuracy and objectivity. Stanley J. Baran, a scholar on Mass communication says that media should be self regulating within the framework of the law.

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Case stories

Many reports gathered as “case stories” by different organizations on communication for a social change reveal that the community itself had to be in charge of the communication initiative, even if the community had not originated it. This initiative should be rooted into the community’s daily life.

The Community Based Organisation (CBC) should also reinforce the strength of democratic values, culture and peace in the society. Also the community should have assimilated any new tools of information technology without jeopardizing local values and languages.

(ii) Obstacles: There are some obstacles happen to communication. The experiences between two persons should have a good distribution in common; if not communication becomes impossible. The communication from person is not just one identical message but is something with additions or subtractions with variations. The art of communication is in its beginning or in primitive stage, and the role of media is modern. ‘AWARE’ is an easy word for all of us in remembering how to communicate well.

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

W- Watch - Watch your listener to see if you are getting through and to recognize distraction.
A-Adapt - Adapt your delivery to the situation. Deliver it in the way it will be received best.

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

E- Evaluate - Evaluate how well you have communicated By asking questions and observing actions.

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

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

2. Development Participation

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

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The history of development communication in India can be traced to rural radio broadcasts in the 1940s in different languages. Have you ever heard a rural programme on radio? If you come from rural area, you probably would have heard. People who present these programmes speak in a language or dialect that the people in your area speak. The programmes may be about farming and related subjects. The programmes may comprise of interviews with exports, officials and farmers, folk songs and information about weather, market rates, availability of improved seeds and implements. There would also be programmes on related fields. During the 1950s, the government started huge developmental programmes throughout the country. In fact, when Doordarshan started on 15th September 1959; it was concentrating only on programmes on agriculture. Many of you might have seen the ‘Krishi Darshan’ programme on Doordarshan. Later in 1975, when India used satellites for telecasting television programmes in what is known as SITE (Satellite Instructional Television Experiment), the programmes on education and development were made available to 2400 villages in the states of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan.
As far as the print media is concerned, after Independence when the Five Year Plans were initiated by the government for planned development, it was the newspapers which gave great importance to development themes. They wrote on various government development programmes and how the people could make use of them. If the print media have contributed to development communication, the electronic media - radio and television especially All India Radio and Doordarshan have spread messages on development as the main part of their broadcasts. However, amongst all the media that are used for development communication, traditional media are the closest to people who need messages of development like the farmers and workers. Such forms of media are participatory and effective. You may have seen construction workers cooking their meal of dhal and rice over open fires in front of their tents set up temporarily on the roadside. They need to be educated about the values of balanced nutrition, cleanliness, hygiene and water and sanitation. Have you wondered how messages on such issues are communicated?

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

Programmes are organized in the remote areas of Jharkhand, Rajasthan, Tamilnadu, and the North East to provide training to rural communicators to enable them to use comics in development communication. Information on sensitive health issues such HIV/AIDS has been communicated through the medium of comics in several states. However, you must understand that development communication using
various media is possible only with the active involvement of the following:

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

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

2.8. Suggested Readings


2. Asok Kumar (2016) Public Participation in Planning in India Cambridge Scholars publishing


Unit-III

3.1. Introduction

The dynamic nature of mass communication theory can be seen in its history. In any given situation, a theory or paradigm, summarizes the nature of communication makes reliable with all known facts. Normally, a paradigm shift is possible due to three factors. The shift may be due to the advances in technology; call for control or regulation for the requirement of new technologies; while protecting democracy and cultural pluralism.

With a great belief, we have to follow some principles on which alternative communication is grounded. They are the crucial ground rules of the effective communication in the society. The people should have power over the whole communication processes so that the achievements would be rewarding to the utmost. They create their own messages and automatically build up a movement through communication.

With these efforts, people must have the preference of the medium they use for communication. Then only, the communication will be more bona fide people and oriented and people centred. To attain this, ‘training’ is most required factor. The activists to politicize the movements are the key action. If these efforts are put in, people with vital Knowledge will become self-contained, self-governing and primary agents for a new society.

The economic enlargement and industrialisation were the goals of development in those days. The spotlight in recent days includes satisfying basic wants of the peoples as health care, nutrition, sanitation and shelter. Communication is aimed at the common people to their needs and problems.

3.2. Objectives

After going through this unit you will be able to:

- Understand about Dominant Paradigm of Development
- Explain Evolutionary Model and Psychological variable Mode;

3.3 Dominant Paradigm of Development

During the three decades between 1940 and 1970, growth was viewed in terms of economic development.
The year 1945 saw the birth of multilateral development assistance organization like International Monetary Fund (IMF), World Bank etc.

The period of 1950’s witnessed the emergence of Third World countries needing development in all spheres. Industrialisation, urbanisation and westernisation were considered critical for development.

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

- Economic growth through industrialisation and urbanisation
- Centralised economic planning
- Underdevelopment due to internal problems in a country (internal problems were attributed to biased social structure with traditional attitudes and behaviour impeding development).
- Importance attached to diffusion of modernising innovation.

The 1970’s became the second decade of development. But then, this period struck a pessimistic note. There was disappointment with the rate and nature of development. This led to rethinking on development models, or say alternative conceptions of development.

Before looking into alternative conceptions of development, it is imperative to note what models were dominant on development scenario.

3.4 Evolutionary Model

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

The Third World was expected to emulate the western countries which were treated as models of political, economic, social and cultural modernisation.

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

3.5 Psychological Variable Model

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

Social theorist Weinser (1966) believed that attitudinal and value change of individuals was prerequisites to creating a modern, socio-economic polity. He joined other scholars as well in believing that neither modern science nor technology nor could modern institutions be successfully grafted on a society whose people were basically traditional, uneducated, self-cantered, or unscientific in their thinking and attitudes. Four important scholars in development discipline- Mc Clelland, Inkeles, Hagen and Learner- gave importance to individual values and attitudes.

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

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

Through several research examples Mc Clelland saw a direct relation between the virus and economic growth.

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

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

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

As early as in 1958, Daniel Learner based a significant part of his theory of modernisation or social- psychological variables. Then main feature of his model was a nucleus of mobile, change- accepting individuals.

He distinguished these individuals by their high capacity for identification with new aspects of their environment. He called this attribute empathy, which signified the capacities of a person to put himself/herself in another person’s shoes.

Learner suggested the development of empathy as an indispensable skill for people moving out of traditional settings.

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

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

1. Readiness of new experiences and openness to innovation
2. Disposition to form and hold opinions
3. Democratic orientation
4. Planning Habits
5. Belief in human and person efficacy
6. Belief that the world is calculable
7. Stress on personal and human dignity
8. Faith in science and technology and
9. Belief in distributive justice

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

Dominant Paradigm of Development

During the three decades between 1940 and 1970, growth was viewed in terms of economic development.

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

The period of 1950’s witnessed the emergence of Third World countries needing development in all spheres. Industrialisation, urbanisation and westernisation were considered critical for development.

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

**Psychological Variable Model**

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Social theorist Weinser (1966) believed that attitudinal and value change of individuals was prerequisites to creating a modern, socio-economic polity. He did not join other scholars as well in believing that neither modern science nor technology nor could modern institutions be successfully grafted on a society whose people were basically traditional, uneducated, self-centered, or unscientific in their thinking and attitudes. Four important scholars in development discipline- Mc Clelland, Inkeles, Hagen and Learner- gave importance to individual values and attitudes.

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

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

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6. Belief that the world is calculable
7. Stress on personal and human dignity
8. Faith is science and technology and
9. Belief in distributive justice

3.7. Unit –End Exercises

1. What is Dominant paradigm?
2. Explain the Evolutionary Model.
3. Describe Psychological Variable Model.
3.8. Answer to Check your Progress

1. The following conceptions of development were dominant:
   - Economic growth through industrialisation and urbanisation
   - Centralised economic planning
   - Underdevelopment due to internal problems in a country (internal problems were attributed to biased social structure with traditional attitudes and behaviour impeding development).
   - Importance attached to diffusion of modernising innovation.

2. Evolutionary Model

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

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7. Stress on personal and human dignity
8. Faith is science and technology and
9. Belief in distributive justice

3.9. Suggested Readings

2. Andal .N Communication Theories and Models
3. Uma Narula Development Communication: Theory and Practice
4.1. Introduction

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

4.2. Objectives

After going through this unit you will be able to:

- Explain the Cultural Factors Model, Economic Growth Model and Industrialization Approach

- Analyze the theories of above Models

4.3. Cultural Factors Model

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

He brought out a book titled ‘Protestant Ethic and the Spirit of Capitalism’, which is highly controversial for its attempt in attacking the religious of developing nations.

Hinduism was criticised for its asceticism, Islam for its tradition-bound rigidity and Buddhism for its other worldly emphasis.
Weber’s thesis ‘Protestant Ethic and Spirit of Capitalism’ activated several sociologists. They sought to identify a set of cultural values in the Third World nations that inhibited modernisation. They saw the Asian religions as obstacles to progress.

Sociologists extended Weber’s ideas to provide a recipe for modernisation of India. That meant setting aside of the caste system, the joint family, ritualism, and almost all other practices, institutions and beliefs characteristic of Hinduism.

In this context, scholar Rose argues that it is these practices and institutions that have kept India economically backward.

Rose says that the joint family system fosters dependency and submissiveness, while casteism hampers occupational mobility. Belief in superstitions and magic was rampant even among educated Indians. The tendency of Asians spending extravagant amounts of money over occasions such as marriage celebrations and religious festivals also came under attack. These practices were seen as not contributing to rationalised economy.

Therefore, the cultural factors model vouches for delinking of certain value-normative aspects in the process of development.

4.4 Economic Growth Model

Scholar Valt Rostow deals with the theory of economic growth in his ‘The Status of Economic Growth: A Non-Communist Manifesto’ (1960). He created a five-stage model of economic development:

1. Traditional Society
2. Pre-condition for take off
3. Take-off
4. Drive to maturity
5. Stage of high consumption

Traditional societies are hampered by limited production facilities and constrained by rigid social structure and irrational psychological attitudes. Preconditions for take-off were developed when insights of modern science were applied into mass production function in agriculture and industry. The idea spread that economic progress was possible and necessary for a better life. People started taking risks in pursuit of private profits. Institutions such as banks appeared to mobilise savings and there was development of infrastructure notably in transportation and communications. It was during this stage that a nation developed from traditional into a modern state.
The take-off is the interval period when the stumbling blocks and resistance to steady growth are finally overcome. Growth becomes its normal condition.

Drive to maturity is the period when the rate of investment and savings increased from 5% to 10% of the national income. New industries expanded yielding huge profits which were re-invested in new physical capital and institutions. The new factories stimulated the factors of capital and labour.

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

4.5. Industrialisation Approach

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

4.6. The Critique of the above Models

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

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

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

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

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

4.7. Let us sum up

Cultural Factors Model

Sociologist, philosopher and economist Max Weber saw the oriental values and religious as a bulwark of traditionalism and a repository of ideas that were incompatible with modernity. Sociologists extended Weber’s ideas to provide a recipe for modernisation of India. That meant setting aside of the caste system, the joint family, ritualism, and almost all other practices, institutions and beliefs characteristic of Hinduism. In this context, scholar Rose argues that it is these practices and institutions that have kept India economically backward.

Rose says that the joint family system fosters dependency and submissiveness, while casteism hampers occupational mobility. Belief in superstitions and magic was rampant even among educated Indians. The tendency of Asians spending extravagant amounts of money over occasions such a marriage celebrations and religious festivals also came under attack. These practices were seen as not contributing to rationalised economy.

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4.8. Unit –End Exercises

1. Discuss the Cultural Factor Model.
2. Explain Economic Growth Model.
3. What is Industrialization Approach?
4.9. Answer to Check your Progress

1. Cultural Factors Model

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

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2. Economic Growth Model

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4.10. Suggested Readings


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Block II – Communication Approaches and Development Support Communications

Unit-V

5.1. Introduction

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

After going through this unit you will be able to:

- Understand Communication Approaches of Dominant Paradigm
- Analyze powerful effects model of mass media.

5.3. Communication Approaches of Dominant Paradigm

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

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

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

In this unit, let us see the various communication approaches of the dominant paradigms.

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

i. Powerful Effects of Mass Media Approach
ii. Diffusion of Innovations Approach and
iii. Mass Media and Modernisation Approach.

5.4. Powerful Effects of Mass Media

The idea that individuals were by nature rational proved to be unworkable with the advent of the First World War. People in the western countries were bombarded with war-inspired propaganda. Leaders began to realise propaganda’s apparent power of mobilising people to fight and also maintain their morale in adverse conditions.
During this period, scholar Harold Lasswell came up with an innovation model of communication effects.

His model suggested the following questions: WHO says WHAT in which CHANNEL to WHOM with what EFFECT?

### Lasswell’s Formula

Believing that human behaviour is essentially irrational, Lasswell developed a paradigm which has been called the ‘hypodermic needle’ model of mass communication effects. Wilbur Schramm called this theory ‘bullet theory’. Defleur named it ‘stimulus-response’ theory.

Before coming to understanding the above mentioned theoretical models used to study mass media effects, a review of the term ‘mass society’ is necessary.

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

In this kind of society, the new mass media were provided to have immense power because their impact would not be constrained by other social and psychological influences on individuals. In other words, people in ‘mass society’ were more susceptible to the powerful influences of the mass media.

Thus, the earliest theoretical models on media effects viewed the impact of the mass media as direct, powerful, and uniform on individuals.

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

In the bullet theory, the mass media were the guns and the messages the bullets which were shot at passive and defenceless audiences. Similarly, in the hypodermic needle theory, the medicine was the media content injected into the veins of the passive audiences who offered no resistant to it.
The following figure denotes powerful effects of mass media:

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The stimulus-response (S-R) model also expresses the same kind of effect. Every stimulus S (or message) was thought to produce a definite response.

Wilbur Schramm considered the mass media as ‘magic multipliers’

Although the earliest models conceptualised the impact of mass media as direct, powerful, and uniform on individuals, there was a shift in opinion among scholars after World War II. New research showed the rather weak nature of the mass media in affecting important behavioural and attitudinal changes among receivers. It was found that the mass media could not directly influence personal decisions of individuals.

At this point, communication scholars developed the ‘two-step flow model of communication’.

The two-step communication flow suggested that the first step was from the mass media opinion leaders, while the second step was from these leaders to others in the community.

5.5. Let us sum up

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5.6. Unit –End Exercises

1. Describe Communication Approaches of Dominant Paradigm

2. Elucidate Powerful effects model of mass media

5.7. Answer to Check your Progress

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5.8. Suggested Readings


2. Andal .N Communication Theories and Models

3. Uma Narula Development Communication: Theory and Practice

Unit-VI

6.1. Introduction

Diffusion of Innovations is one concept that changed the whole Philosophy of development communication. The credit for the diffusion of innovations research goes to Everett Rogers. Rogers felt that diffusion of innovations was an off-shoot of mass media. He said the process of modernisation will start with the diffusion of new ideas which happens only with mass media. He went a step ahead and said diffusion of ideas can be done through interpersonal communication and mass communication. In diffusion of innovations theory, the emphasis was on communication effects: the ability of media messages and opinion leaders to create knowledge of new practices and ideas and persuade the target groups to adopt the externally introduced innovations.

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

6.2. Objectives

After going through this unit you will be able to:

- Explain Diffusion of Innovation
- Discuss Mass media in Modernisation
- Analyze the above models

6.3. Diffusion of innovation

“The process by which an innovation is communicated through certain channels over time among members of a social system” (Rogers, 1995)
Adopter categories and cumulative rate of adoption:

With successive groups of consumers adopting the new technology (blue), market share (red) will eventually reach the saturation level

**Market share %**

![Graph showing market share percentages for different adopter categories.](image)

Diffusion of innovations is a theory profound by Everett Rogers that seeks to explain how, why, and at what rate new ideas and technology spread.

Rogers argues that diffusion is the process by which an innovation is communicated over time among the participants in a social system.

For Rogers (2003), adoption is a decision of “full use of an innovation as the best course of action available” and rejection is a decision “not to adopt an innovation”.

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

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

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

Diffusion research has focused on five areas

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

Four Key Elements

- Innovation
- Communication channels
- Time
- The social system

Element one: Innovation

- 12 key characteristics- but main 5 are:
- Three that apply before adoption:
  - Relative Advantage
  - Compatibility
  - Trial ability
- One that applies during adoption:
  - Complexity
- One that applies after adoption:
  - Observability

Second Element: Communication Channels

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

Third Element: Time

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

Fourth Element: Social System

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

Application

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

Community – Level of Change

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

- Two factors determine what type a particular decision is:
- Whether the decision is made freely and implemented voluntarily
- Who makes the decision
- Optional Innovation - decision made by an individual who is in some way distinguished from others.
- Collective Innovation - Decision made collectively by all participants.
- Authority Innovation – Decision made for the entire social system by individual in position of influence or power.

Rate of adoption

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

 Adopter Categories

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

What we saw in the ‘diffusion of innovation approach’ was the interplay of interpersonal communication and mass media at the micro-level or grass-root level.

In modernisation approach, the mass media is seen to play its role at the macro-level to bring about a successful transition from a traditional to a modern society.

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

Modernisation was once described as westernisation. But Rogers defines it aptly: Modernisation is the process by which individuals change from a traditional way of life to a more complex, technologically, advanced, and rapidly changing style of life.

According to Daniel Learner, modernisation comprises the following elements:

i. Mobile individuals
ii. All powerful mass media system

iii. People’s participation

Learner described traditional society as non-participant, and modern society as participant.

In modern society, people went through formal schooling, read newspapers, were paid in cash for jobs, used cash to consume goods in a free and open market, were free to vote in elections and express opinions on matters external to their personal lives.

The individual, in modern society, was perceived as a mobile personality. This person was equipped with a high capacity for identification with new aspects of his/her environment and internalised the new demands made by the larger society.

In other words, this person had a high degree of empathy the capacity to see oneself in the other’s situation.

The second important element in Learner’s modernisation or social development model was the mass media.

The mass media performed a special function: by exposing individuals to new people, ideas, attitudes etc. The media accelerated the process modernisation.

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

Learner said that social change occurred in three phases

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

In the second phase, literacy rates began to rise dramatically.

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

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

While Learner suggested the role of communication as the harbinger of new ideas from outside, Indian scholar Lakshmana Rao felt that new communication helped to smooth out the transition from a traditional to a modern community.

Research works revealed that the mass media were the vehicles for transferring new ideas and models from the developed nations to the Third World and from urban areas to the countryside.

Wilbur Schramm said that in Third world. ‘villages are drowsing in their traditional patterns of life the urge to developed economically and socially usually comes from seeing how the well developed countries or the more fortunate people live’. The mass media thus functioned as a bridge to wider world.

Rogers said that the mass media was entrusted with the task of preparing individuals in developing nations for rapid social change by establishing a ‘climate of modernisation’.

6.5 The Critique of above Models

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

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

Mass media “the magic multipliers” of Wilbur Schramm are said to have failed to perform the task assigned to them. The media may have propagated the messages but the developmental information has not reached the target audiences as expected.

The emphasis by Rogers on the role of opinion leaders in the spread of information and adoption of innovation resulted in most of the development efforts concentrating on opinion leaders. But these opinion leaders turned out to be not the change-agents but information brokers. They became a privileged class and disseminated information selectively and sometimes on personal considerations. Development information thus became power.

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

It was identified that for communication support to development, dependence on mass media alone was not enough.

Learner, Rogers, Schramm and others propagated the extensive use of mass media. But scholars, like Klapper, had very closely found that communications through mass media are seldom sufficient to produce direct changes of attitudes and behaviours of their own. Researches in India and abroad were repeatedly finding that in modernising societies interpersonal contacts were crucial.

6.6. Let us sum up

**Diffusion of innovation**

Diffusion of innovations is a theory profound by Everett Rogers that seeks to explain how, why, and at what rate new ideas and technology spread.

Rogers argues that diffusion is the process by which an innovation is communicated over time among the participants in a social system.

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

Diffusion of innovation Theory (DIT) suggests that behaviour change is essentially contagious!

DIT is a highly developed and structured system of describing and facilitating behaviour change in large populations.
The eloquence of DIT: Diffusion becomes self-sustaining after a sufficient number of people have initially adopted the innovation. It is important to note that an innovation may be a product or behaviour but it must be perceived as being “new”-the first step in using DIT.

**Diffusion research has focused on five areas**

1. The characteristics of an innovation which may influence it adoption
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**Four Key Elements**

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**Mass media and Modernisation Approach:**

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6.7. Unit –End Exercises

1. What is diffusion of Innovation?

6.8. Answer to Check your Progress

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6.9. Suggested Readings


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3. Uma Narula Development Communication: Theory and Practice

Unit-VII

7.1. Introduction

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

Scholars contended that there was a begin neglect of social–structural and political constraints to develop because ‘alien premises, objects and methods’ influenced the field of communication research. The Scientific Knowledge, research, models, etc that were exported primarily from the United States to developing countries, were best suited to the socio-economic, political, cultural and structural arrangements in the United States of America, and the US was no Third world. The mass media, in particular, were criticized for (i) their trivial and non-development content; (ii) for giving rises to a revolution of rising frustrations in developing nations; and (iii) for increasing the Knowledge and disadvantaged sectors of the Population.

7.2. Objectives

After going through this unit you will be able to:

- Understand Alternative paradigms of Development and Development Communication
- List the Basic needs of the Programme
- Define Integrated Development
- Explain Intermediate Technology

7.3. Alternative Paradigms of Development and Development Communication

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

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

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

Now let’s try and understood the term ‘development’. It is not easy to define this as it depends on the context. Development is about change. It is about changing for the Better. It could be about social or economic change for improvement or progress.

When we refer to development communication, it is about such communication that can be used for development. It is about using communication to change or improve something. Here we use different types of messages to change the socio-economic condition of the people. These messages are designed to transform the behaviour of the people for their quality of life.

Therefore development communication can be defined as the use of communication to promote development. Those who write or produce programmes on issues related to development are called development communication.

7.4. Basic Needs of the Programme

‘Basic needs programme’ aimed at achieving sufficiency leading to availability of food, housing, healthcare, safety, basic education, transportation, participatory decision-making and social justice.

7.5. Integrated Development

‘Integrated Development’ emerged from the erstwhile World Bank President Robert McNamara’s ‘New Directions Policy’ for developing countries. It aimed at developing the rural areas.

An apparent result of this is India’s Integrated Rural Development Programme’-shortly know as IRDP. Actually, the IRDP was necessitated by the not-so satisfactory-performance in agriculture by the 1952 Community Development Programme.
Before launching the IRDP in 1966, India adopted the new strategy for Agricultural Development based on the use of high-yielding varieties. This was followed by special area programmes such as Intensive Agricultural District Programme. These programmers raised agricultural productivity, but the benefits were reaped by only a handful of people who had resources to command access to the requisite inputs. The small and marginal farmers, agricultural labourers, rural artisans, carpenters, blacksmiths and many others virtually remained where they were. Their economic and social position worsened. The exploitation of small farmers by the rich farmers continued.

Concerned about the well-being of small farmers and other rural folks, programmes aimed at specific target groups, like Small Farmer’s Development Agency and the Marginal Farmers and Agricultural Labourers Agency, were started during 1971-1972.

The latest model of rural development in India is the IRDP operating since 1979.

Both the IRDP and the earlier Community Development Programme are committed to integrated development. But the single most prominent difference is that the IRDP is aimed at ameliorating the lost of the weaker sections in rural society. While the CD programme was available to everyone, the IRDP is open only to the rural poor.

Agricultural Universities of the country have assumed the leadership role in the IRDP. Their tasks under the programme include preparing an inventory of natural resources of the given area, and developing plans to raise agricultural productivity, creating non-farm occupations, promoting Agro-industries and looking after welfare needs.

The Indian Council of Agricultural Research (ICAR) and the council for Scientific and Industrial Research (CSIR) also participate in the programme.

Diversification of agriculture through animal husbandry, dairying, forestry, fishery, sericulture etc will benefit both the landless and the landholders and this forms an important plank of the programme.

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

The alternative conceptions also attached importance to small, indigenous technology in contrast to imported sophisticated technology.

7.6. Intermediate Technology

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

By the early 19th century, power press printing brought the newspaper—the greatest challenge to the printed book.

The 19th century also saw the inventions of the telegraph, the telephone and photography. The age of telecommunication began with Samuel Morse’s telegraph in 1844 and was perpetuated by Marconi. Alongside, Thomas Edison came up with his phonograph and his movie camera.

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

Wireless telecommunication predominated among the forms of communications until the advent of the computer in 1946.

Satellite communication via television has now transformed the world into a ‘global village’.

Cable TV technology has made possible multi-channel and local broadcasting.

The latter years of the 20th century witnessed significant developments in communication technologies. Home and small business computers proliferated at an unprecedented rate. So did software necessary to drive them. Desktop publishing was born. Cellular telephone came into vogue as did facsimile transmission.

Apart from these, there are certain distinct technologies like Teletext, Videotext, Interactive cable, Direct Broadcast satellite (DBS) video recorders, Fibre optic Cable and the Internet.

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

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information from a menu of information services provided by a videotext company.

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Fibre optic cables, made of glass (silicon), provide a network for carrying a very large number of telephone or TV signals. The advantage of fibre optic cable over electric wire is that it has greater fidelity.

The internet is a global web of computer connections. It was various networks to deliver text, sound and images.

We are living in an information society. The information revolution is going on.

The age of software will offer more games, homemaking electronic shopping, video on demand, and a host of other service that separate us from physical contact.

Technology promises more and more information for less and less effort.

The new communication technologies and the information revolution are all set to bring about radical changes around the world.

**7.7. Let us sum up**

**Alternative Paradigms of Development and Development Communication**

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

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**Basic Needs of the Programme**

‘Basic needs programme’ aimed at achieving sufficiency leading to availability of food, housing, healthcare, safety, basic education, transportation, participatory decision-making and social justice

**Integrated Development**

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Productivity, but the benefits were reaped by only a handful of people who had resources to command access to the requisite inputs. The small and marginal farmers, agricultural labourers, rural artisans, carpenters, blacksiths and many others virtually remained where they were. Their economic and social position worsened. The exploitation of small farmers by the rich farmers continued.

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**Intermediate Technology**

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**7.8 Unit –End Exercises**

1. Explain Alternative Paradigms.

3. Discuss Integrated Development.

4. Describe Intermediate Technology

7.9 Answer to Check your Progress

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

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**7.10. Suggested Readings**


4. Wilbur Schram, Mass Media and National Development
8.1. Introduction

The concept of Development is human development and the focus of development is the human being and the quality of life. It is a whole and integral value loaded and cultural process, taking place in the natural environment, social relations, education, and production, consumption and welfare. These are all depended upon the local cultural situations. International Monetary Fund (IMF) and world Bank started helping the poor countries and thus a way for development was opened. During the Post World War II years, the countries of Asia, Africa, and Latin America were struggling for Independence, self-reliance and non-alignment. The wanted to find out a way for eradicating poverty, illiteracy and unemployment. Most needed at the time of beam light of mass communication studies. Social Change may be of various kinds and not all changes even they talk of development. When we discuss the distinction between city based elite and the rural masses, we should think of unequal distribution of wealth. Many surveys denote that the mass communication is very important in promoting change in the society. Power and esteem in the community and maintenance of disadvantage between two. One can ask, how might communication be used in promoting change? The government development Programmes should achieve certain goals without any short comings if any government implements concrete plans, and then there would be an updated hail in the field of development.

8.2. Objectives

After going through this unit you will be able to:

- Understand the meaning of self development and self reliance
- Define Popular Participation
- Discuss New Communication Technologies
- Elucidate the Traditional media use
- Analyze Development support communication
8.3. Self Development and Self reliance

This concept focussed on freedom from external dependency strong self-reliant local communities without the monopoly of the external forces in terms of economic subjugation. It also refers to rejection of the monopoly of sophisticated technology.

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

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

This concept aims at making qualitative changes in personal attitudes, professional life and the socio-economic conditions of the individuals who are underprivileged as far as their educational and economic status are concerned.

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

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

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

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

8.5. New Communication Technologies

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

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

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

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

(iv) **Audio conferencing:** In this, the participants can actually talk to one another as if in a face-to-face situation. Facilities are provided for anyone location to talk to any another or all of them simultaneously. In addition, audio teleconferences also enable exchange of computer data on the same physical link (telephone cables or wireless) Audio Teleconferencing enables real-time exchange of information without losing the human touch.
(v) **Audio Graphic Conferencing:** This is more advanced form of audio teleconferencing in which in addition to audio and computer data, still graphics like drawings, maps, etc can also be exchanged. Further refinements in technology enable even slow-scan video picture to be exchanged as a part of audio teleconferencing system. The same pair of telephone wires would suffice to carry all the above by Band-Width compression techniques which are technically known as ISDN (Integrated Service Data Network).

(vi) **Video Conferencing:** This is the highest form of teleconferencing in which a two-way exchange of moving pictures is possible without any restriction in addition to audio and data. Teleconferencing is gaining popularity due to the minimal physical travel demanded of its participants. The time saving involved in this process is also significant factor. The experience of advanced countries has been that, apart from economizing on time and travel, teleconferencing also helps in improving corporate efficiency and participatory management.

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

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

(ix) **Audio signal of speech equality** (i.e. of restricted bandwidth) can also form part of a radio text signal. This would mean that institutions like Open universities can transmit their audio lessons or radio text, while simultaneously transmitting portion of their print material.

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

As videotext is essentially interactive it has much more to offer than teletext or radio text in terms of selective information exchange and retrieval. However, a well-developed and reliable telephone network is essential for operating a videotext service. For this reason, as of now, videotext service is popular only in advanced countries.

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

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

In contrast to the modern mass media, the traditional media are personal, familiar and more credible forms. They are close to the hearts and minds of people. Their appeal is at personal, intimate level. Their familiar format, content and the usage of colloquial dialects make for clarity in communication. They are less expressive.

The greatest advantage of the traditional media over the electronic media is their flexibility in accommodating new themes. For example, comments on current events are introduced into the traditional forms such as the tamasha, the jatra and the keertan.

Although they cater to small audience at a time, the impact is at a much deeper level. Unlike the electronic media, the folk media involve audience participation. These art forms preserve and disseminate the tradition and culture of our forefathers.

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

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

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

Public and private organisation uses the folk and traditional media on a large scale in their efforts in community and national development. The largest public body thus involved is the Song and Drama Division, a unit of the Ministry of Information and broadcasting, Government of India. This ‘unit’ is described as the Ministry’s live media wing which utilise the traditional folk and contemporary state forms like puppets, plays, dance, dramas, ballet ballads, and harikathas, for the purpose of communication, projecting the development activities in the country especially in rural areas.
8.7. Development Support Communication

In the context of development communication, the media is divided into two:

1. Big media and
2. Little Media

The Big Media—TV, Radio, Press, Film and Computer-assisted instruction—are glamorous and they appeal to the person. The Big Media are used at the national level. They cannot motivate and persuade. They can only create awareness.

Whereas, the Little media—Video, Film strips, traditional Media, group and interpersonal communication are thought to be capable of motivating, persuading and thereby making the people participate in the development programmes more actively. Thus, the little media support the development communication.

In other words, broadly Development Communication uses the Big Media. Development Support Communication invariably uses the Little Media. There is distinction between the two: the DC creates a climate of acceptable by beneficiaries for exogenous ideas and innovations. The DSC creates a sense of mutual understanding between benefactors and beneficiaries.

8.8. Let us sum up

Self Development and Self reliance

This concept focussed on freedom from external dependency strong self-reliant local communities without the monopoly of the external forces in terms of economic subjugation. It also refers to rejection of the monopoly of sophisticated technology.

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

Popular Participation

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

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

- Computer networks
- Teleconference
- Audio Text
- Video Text

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**Development Support Communication**

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**8.9. Unit –End Exercises**

1. Define ‘Self Development’.
2. Analyze briefly new communication technologies.
3. What is Development support communication?
4. Elucidate Traditional Media Use in Development

**8.10. Answer to Check your Progress**

1. Self Development would mean personality development, family development and national development. To realise this, programmes like adult education were conceived.
The concept of adult education includes, in addition to literacy, functional knowledge, development of necessary skills, understanding the realities of life and the cultivation of ability to overcome the hurdles of development.

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

(vi) **Video Conferencing**: This is the highest form of teleconferencing in which a two-way exchange of moving pictures is possible without any restriction in addition to audio and data. Teleconferencing is gaining popularity due to the minimal physical travel demanded of its participants. The time saving involved in this process is also significant factor. The experience of advanced countries has been that, apart from economizing on time and travel, teleconferencing also helps in improving corporate efficiency and participatory management.

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

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

(ix) **Audio signal of speech equality** (i.e of restricted bandwidth) can also form part of a radio text signal. This would mean that institutions like Open universities can transmit their audio lessons or radio text, while simultaneously transmitting portion of their print material.

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

3. Development Support Communication

In the context of development communication, the media is divided into two:

1. Big media and
2. Little Media

The Big Media- TV, Radio, Press, Film and Computer-assisted instruction- are glamorous and they appeal to the person. The Big Media are used at the national level. They cannot motivate and persuade. They can only create awareness.

Whereas, the Little media- Video, Film strips, traditional Media, group and interpersonal communication are thought to be capable of motivating, persuading and thereby making the people participate in the development programmes more actively. Thus, the little media support the development communication.

In other words, broadly Development Communication uses the Big Media. Development Support Communication invariably uses the Little Media. There is distinction between the two: the DC creates a climate of acceptable by beneficiaries for exogenous ideas and
innovations. The DSC creates a sense of mutual understanding between benefactors and beneficiaries.

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

In contrast to the modern mass media, the traditional media are personal, familiar and more credible forms. They are close to the hearts and minds of people. Their appeal is at personal, intimate level. Their familiar format, content and the usage of colloquial dialects make for clarity in communication. They are less expressive.

The greatest advantage of the traditional media over the electronic media is their flexibility in accommodating new themes. For example, comments on current events are introduced into the traditional forms such as the tamasha, the jatra and the keertan.

Although they cater to small audience at a time, the impact is at a much deeper level. Unlike the electronic media, the folk media involve audience participation. These art forms preserve and disseminate the tradition and culture of our forefathers.

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

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

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

Public and private organisation uses the folk and traditional media on a large scale in their efforts in community and national development. The largest public body thus involved is the Song and Drama Division, a unit of the Ministry of Information and broadcasting, Government of India. This ‘unit’ is described as the Ministry’s live media wing which utilise the traditional folk and contemporary state forms like puppets, plays, dance, dramas, ballet ballads, and harikathas, for the purpose of communication, projecting the development activities in the country especially in rural areas.
8.11. Suggested Readings


9.1. Introduction

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

The word ‘development’ conveys the movement of the whole system towards an even larger measure of power for the people so that they may consciously participate in building their own future. In achieving higher production, equitable distribution, maximum happiness for themselves-for producers as well as consumers. The most important aspect is the creation of an aesthetically and ecologically sound environment and continued happiness of people in rural areas.

9.2. Objectives

After going through this unit you will be able to:

- Analyse the historical India’s Development through examine the major models and experiments of the following:
  - Gandhian Model
  - Mehta Model
  - Etawah Experiment
  - Nilokheri experiment
9.3. Historical Analysis of India’s Development

India is a vast sub-continent with the population reaching 1 billion marks. The rural sector constitutes nearly 76 percent of the population.

Time and time again, ever since Independence, leaders, scholars and researches have been proposing plans for overall national development.

In this unit, let us examine some of the major models and the experiments that were conducted on development.

9.3.1. Gandhian Model

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

The model proposed:

1. To create powerful village communities
2. To develop self-reliant village republics
3. To encourage the development of rural industries.

Creating powerful village communities meant creating village panchayat system, breaking the social system like varna system and empowering people at the grass-root level.

The idea of self-reliant village republics envisaged economic development and self-sufficiency in terms of political affairs.

Gandhi emphasised and greatly believed in the cottage/village industries. To him, it was ‘production by masses’ not ‘mass consumption.’

Production by masses meant a large number of people being engaged in producing goods to meet their needs. According to Gandhi, this country has enough to satisfy the needs of the people, not their greed. He said greed, not need, is the motivating factor for corruption.

Identification and fulfilment of village needs, going for Khadi and using the artisans are highlighted in the development of rural industries.

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

The Gandhian philosophy sums up thus: simple life and limited wants.
9.3.2. Mehta Model

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

But the programme began showing signs of being unable to meet expectations, and a probe was ordered. The result was the appointment of the Team for the study of community projects and National Extension Service. The team was popularly known as the Balvantray Mehta Committee as Balvantray was appointed its chairman.

The committee was asked to suggest measures to correct the snags in the implementation of development administration of the block levels.

As a way out, the committee recommended the formation of a hierarchic three-tier system of rural local government to be called Panchayati Raj.

Panchayati Raj means rule by local councils. The three tiers are the gram panchayat (village level), panchayat samiti (intermediate level) and zilla parishad (district level).

The Balvantray Mehta Report emphasised the decentralisation of democratic institutions. Its major recommendations were:

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

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

9.3.3. Etawah Experiment

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

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

Activities

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

9.3.4. Nilokheri Experiment

Shri S.k. Dey later Union Minister for Community Development and Co-operations up to 1965 was the Central figure of this experiment. It was originally started to rehabilitate 7000 displaced persons from Pakistan. Later it was integrated with 100 Surrounding Villages making a rural cum urban Township. The Scheme is called ‘Mazdoor Manzil’

Objectives

1) Rehabilitation of the displaced persons from Pakistan
2) Self sufficiency for the Township in all the essential requirements of life.

Activities

1. School
2. Agriculture Farm
3. Poly-Technique Training Centre
4. Diary
5. Poultry Form
6. Piggery Form
7. Horticulture Garden
9.5. Let us sum up

Gandhian Model

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Objectives
1. Rehabilitation of the displaced persons from Pakistan

2. Self sufficiency for the Township in all the essential requirements of life.

Activities

1. School
2. Agriculture Farm
3. Poly-Technique Training Centre
4. Diary
5. Poultry Farm
6. Piggery Form
7. Horticulture Garden
8. Printing Press
9. Garment Factory
10. Engineering Workshop
11. Soap Factory

9.6. Unit –End Exercises

1. Describe the Gandhian Model of development.

2. What are the recommendations of Balvantray Mehta Commitee?.

3. Write a short note on
   a) Etawah Experiment.
   b) Nilokheri Experiment

9.7. Answer to Check your Progress

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**9.8. Suggested Readings**


4. S.C. Dube “india’s changing villages: Human Factors in community Development
Rural Development is the main pillar of the Nation’s Development. The reasons for this are obvious. Inspire of rapid urbanisation, a large section of our population lives in villages. National Development is not without rapid rural development. Rural development has always been the prime concern of all governments in India. The mass media is a convenient tool with the government to reach out to very large population in just one shot. As an important agent of development services, it is found wide in roads into rural life-styles. The challenges within the frame work of available time and resources could be possible only if required information is properly disseminated, the horizon of rural understanding is broadened, support is enlisted for national policies, innovation and creativity is stimulated to fight the colonial inertia of village life. Even the best developmental efforts are stultified at the juncture of ignorance spread out in the large intractable rural terrains. The mass media becomes the prime ingredient for bringing the Indian villages out of their colonial cocoon. Modern mass communication should be available to multiply informational resources.

The villages in post-Independent India continued to preserve the diffused, inflexible and patriarchal structures which were sustained and fed by the dogmatic and fatalistic attitude of village society. The barriers to communication with the outside world are immense. The government with its steel frame pattern of administration was seen more as an outsider with no committed empathy for village dwellers. All Science and technology, which came through these bureaucratic structures, held little credibility and therefore, little participative value. The village level workers and extension officers even with best of their efforts could reach out only to a limited despondent clientele of morbid villages.

10.2. Objectives

After going through this unit you will be able to:

- Analyze five year plans: role of rural development
- Explain Models of Experimental projects—Rural Television:
  - SITE
  - Kheda communication Project
- Discuss rural radio Forums
10.3 Five Year Plans

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

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

The Second five year plan period saw the lake of pattern age from Central as well as State governments for the panjayat raj system.

The Third Five Year Plan aimed at achieving self –sustained growth, with five percent increase in the national income per annum. In order to achieve this goal the plan laid emphasis once again on increasing agricultural production. However it called for expansion of heavy and basic industries, for reduction of industrial imports. Between 1966-69, three annual plans were formulated on an ad hoc basis. The planning process and development, however, received a setback due to Indo-Pak conflict in 1965, famine conditions during 1966-67 and a steep rise in prices.

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

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

Of the established 350 million people below the poverty line in India, about 300 million are in the rural areas. They comprise small and marginal farmers, landless labourers, rural artisans and fisherman. They posses little or no assets and have to be provided with productive assets, appropriate skills and vocational opportunities. They also have to be backed with services so that they can increase their production and productivity.

In this context, the sixth plan expected the IRDP to chalk out schemes of specific, beneficiary-oriented assistance so that the rural people could be brought above the poverty line.

The plan said: “Any development strategy which aims at improving the lot of the rural poor must aim at creating new productive assets for them”. The improvement of the non-farm sector was emphasised.

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

The **Eight Five Year Plan**’s focus was on:

i. Human development  
ii. Restructuring of the economy  
iii. Greater participation of the private sector  
iv. Significant role for the market to infuse economic efficiency.

The **Ninth Five Year Plan** has two main objectives:

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

**Tenth Five year Plan**

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

Eleventh Five year Plan

i) Its duration was from 2007-2012
ii) It was prepared by the C. The Rengarajan
iii) Its Main Theme was “Faster and more inclusive growth
iv) Its growth rate was 8.1% but it achievement was only 7.9%

Twelfth Five Year Plan

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

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

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

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

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

10.4. Models of Experimental Projects-Rural Television

10.4.1 SITE (Satellite Instructional Television Experiment)

The Department of Atomic Energy and India Space Research Organization started this experiment with a satellite sent free of cost for one full year by the National Aeronautics and Space Administration of the United States.

The experiment which began in August 1975, was the first ever to relay educational television programmes direct from a satellite to receivers in 2400 villages scattered over six selected regions in Orissa, Madhya Pradesh, Bihar, Rajasthan, Andhra Pradesh and Karnataka.

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

School telecasts were allotted an hour and a half from the 4 hour daily telecast. They were aimed at pre-primary and primary children aged 5-12.

But the gains achieved during SITE were described to the rather meagre.

10.4.2. Kheda Communication Project

Surrounded by two tribal districts and the industrial districts of Ahmedabad and Baroda, Kheda is small district in central Gujarat.

The space application centre, Ahmadabad, launched the Kheda Communication Project at the same time as SITE. The project, unlike
SITE, has become as successful one as the local villages wanted it to be continued.

Over 600 Community TV sets have been installed in 443 villages of Kheda. They are kept in the buildings of the Milk Producer’s Co-operative Society or the Panchayat Ghar.

The programmes, produced by the space application centre and Doordarshan, are telecast for more than an hour daily.

The significance of these programmes are that they are produced after constant interaction with the people. The programmes are in simple charotari, a dialect of Gujarati. They are telecast only after pre-testing, and feedback obtained.

Several serials on social themes were made. By one of the early serials, “chatur Mota” on the subjects of dowry and widow remarriage, had to be scrapped after the realisation that the problems of dowry and widow remarriage were middle-class problems, not of the poor.

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

10.4.3. Radio Rural Forums

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

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

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

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

10.5. Let us sum up

Five Year Plans

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

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

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The Eight Five Year Plan’s focus was on:

i) Human development

ii) Restructuring of the economy

iii) Greater participation of the private sector

iv) Significant role for the market to infuse economic efficiency.

The Ninth Five Year Plan has two main objectives:

i) To implement the development oriented Common Minimum Programme (CMP) by the year 2000.

ii) To boost agricultural investment, this has been stagnating since the sixth plan.

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

Eleventh Five year Plan

i) Its duration was from 2007-2012

ii) It was prepared by the C. The Rengarajan
iii) Its Main Theme was “Faster and more inclusive growth

iv) Its growth rate was 8.1% but its achievement was only 7.9%

Twelfth Five Year Plan

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

SITE (Satellite Instructional Television Experiment)

The Department of Atomic Energy and India Space Research Organization started this experiment with a satellite sent free of cost for one full year by the National Aeronautics and Space Administration of the United States.

The experiment which began in August 1975, was the first ever to relay educational television programmes direct from a satellite to receivers in 2400 villages scattered over six selected regions in Orissa, Madhya Pradesh, Bihar, Rajasthan, Andhra Pradesh and Karnataka.

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

School telecasts were allotted an hour and a half from the 4-hour daily telecast. They were aimed at pre-primary and primary children aged 5-12.

Kheda Communication Project

Surrounded by two tribal districts and the industrial districts of Ahmedabad and Baroda, Kheda is a small district in central Gujarat.

The space application center, Ahmedabad, launched the Kheda Communication Project at the same time as SITE. The project, unlike SITE, has become as successful one as the local villages wanted it to be continued.

Over 600 Community TV sets have been installed in 443 villages of Kheda. They are kept in the buildings of the Milk Producer’s Co-operative Society or the Panchayat Ghar.
The programmes, produced by the space application centre and Doordarshan, are telecast for more than an hour daily.

The significance of these programmes are that they are produced after constant interaction with the people. The programmes are in simple charotari, a dialect of Gujarati. They are telecast only after pre-testing, and feedback obtained.

Radio Rural Forums

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

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

10.6. Unit –End Exercises

1. Summarise salient features of Five year Plans.
2. Write a short note on
   a. ‘SITE’
   b. Kheda Communication Project

10.7. Answer to Check your Progress

1. Five Year Plans

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

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

The Second five year plan period saw the lake of pattern age from Central as well as State governments for the panjayat raj system.
The Third Five Year Plan aimed at achieving self-sustained growth, with five percent increase in the national income per annum. In order to achieve this goal the plan laid emphasis once again on increasing agricultural production. However it called for expansion of heavy and basic industries, for reduction of industrial imports. Between 1966-69, three annual plans were formulated on an ad hoc basis. The planning process and development, however, received a setback due to Indo-Pak conflict in 1965, famine conditions during 1966-67 and a steep rise in prices.

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

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


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

The Eight Five Year Plan’s focus was on:

i) Human development

ii) Restructuring of the economy

iii) Greater participation of the private sector

iv) Significant role for the market to infuse economic efficiency.
The **Ninth Five Year Plan** has two main objectives:

i) To implement the development oriented Common Minimum Programme (CMP) by the year 2000.

ii) To boost agricultural investment, this has been stagnating since the sixth plan.

**Tenth Five year Plan**

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

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2. **SITE (Satellite Instructional Television Experiment)**

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one full year by the National Aeronautics and Space Administration of the United States.

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School telecasts were allotted an hour and a half from the 4 hour daily telecast. They were aimed at pre-primary and primary children aged 5-12.

But the gains achieved during SITE were described to the rather meagre.

Kheda Communication Project

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

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

Over 70,000 community radio sets were installed all over the country in the 1970s and 27,000 Forums are reported to exist now only a paper. A study by the Vidayalankar Committed found that 50% of the community radio sets were not in working order.

The popularity of community listening dwindled, as the ‘transistor’ revolution began.

10.8. Suggested Readings

1. Wilbur Schram (1987), Mass Media and National Development
   Rawat Publications, Jaipur

   Broadening the Boundaries of communication World Bank Publication
   Washington

   Social Evaluation of ‘SITE’ Concept Publishing Co. New Delhi

4. Baala Ramani Television Media – A close-up Bapla Publications
   Chennai
Unit-XI

11.1. Introduction

Communication means the process of moving a message from one place to another. This is, in simple language, telling somebody something. But mass communication means the language that goes to a mass or a group of recipients: it never means communication between the masses.

Mass Communication functions in relation to actual events, policies and programmes and in terms of the needs and objectives that the nation sets before it. The TV and Radio, for example, after the minds of the people so intimately that through them the people almost sense, as it were a felling of actual participation in national affairs.

For communication a message is sent from the source through the media to its destination. The source may be Government, the media is Radio or Press and destination is the Receiver of the message i.e listeners or readers. The communication should be simple and easily understandable. It must be kept in mind that if the message is communicated through radio, the ear appeal is supreme. The communication should be concise yet convincing to have the desired effect on the listeners

11.2. Objectives

After going through this unit you will be able to:

- Understand the role of Mass media organisations in development Communication
  - Newspapers
  - Radio
  - Television
  - Traditional Media
- Explain the Role of PIB/DAVP, Song and Drama Division
- Discuss about the strategies of Development Communication
- Describe the role of NGOs in Development
11.3. Role of Mass Media Organisations in Development Communication

11.3.1. News papers

The first lightweight medium was papyrus, an early form of paper used by the Egyptians that was made from grasses called reeds. Later, in the 2nd Century AD, the Chinese wrote on silk fabric instead of wood and development paper made from silk fibres. From as early as the 2nd Century BC, European wrote on thin layers of tanned and scraped animal skins called parchment or vellum, with quill pens made from bird feathers, parchment is not as light as papyrus but is very durable; may parchment manuscripts and books from the Middle Ages still exist. The Arabs brought papermaking to Europe from China in the 11th Century AD. Paper gave European merchants, who travelled across the continent, a portable and inexpensive way to keep records.

Until the 1400s in Europe, all documents were handwritten. Copyright and editors called scribes recorded commercial transactions, legal decision and pronouncements, and manuscript copies of religious books. Many scribes were monks working in monasteries. By the 15th century, however, the need across for an easier way to duplicate documents. In Asia, Buddhist monks in China are about the 8th century had already developed block printing. A similar technique was latter used in the 16th century by European to make illustration for printed books.

An early version of movable type was first developed in China around 1045, and was independently developed by Koreans in the 13th Century AD. In 1450 the German printer Johannes Gutenberg perfected movable metal type and introduced the first reliable system of typesetting, a key invention in the development of printing. With movable type, a raised, reversed image of each letter can be handset, word by word, into a frame that holds the pieces together. The raised letters are inked; a sheet of paper laid over them and presses down on the letters with a screw-driven press, creating a correct image of the text, when enough copies are printed, the letters can be taken apart and reused. The techniques made printing numerous copies of textual material much easier, and the number of printing shops grew dramatically over the next century.

As more books became available, more people learned to read. Books were printed in the local or vernacular languages as well as classical Greek and Latin. With literacy came exposure to new ideas; so historians believe that the 16th century Protestant Reformation might not have occurred if European thought had not been prepared by ideas introduced and circulated in printed books. Printers published other things besides books, including newspapers, pamphlets, and broadsides.
These cheaper works helped spread news throughout European and, in the 17th and 18th centuries, throughout the British colonies in America.

During the Industrial Revolution of the late 18th and early 19th centuries, printing technologies evolved rapidly. The steam-powered press was invented in Germany in the 19th century, and the rotary press, which prints images onto a continuous sheet of paper from a rotating drum, was introduced in the United States in 1846. The German-born American inventor Ottmar Mergenthaler patented the Linotype typesetting machine in 1884. It permitted typesetters to set text by typing in a keyboard rather than hand-setting each letter individually. Together, the Linotype machine and the rotary press transformed the speed of printing. These so-called hot metal or letterpress printing technologies dominated the industry until the 1950's, when phototypesetting and photo-offset printing were introduced.

The spread of computer-based word processing and graphics design was led to the growth of desktop publishing. Today almost anyone can publish newsletters, newspapers, or magazines for medium-sized audiences. Business communication has been transformed by computer and information technologies: letters, memos, reports, or other documents can be transmitted almost anywhere at the speed of light. Early advocates of business computers predicted the paperless office, an office where paper would be made obsolete by computer technology. Experience, however, has shown that the ease of copying, printing and document transmission made possible by computer technology has produced more demand for paper and other paper materials.

11.3.2. Radio

The telegraph and telephone were systems for distance communication that sent electrical signals through wires. The earliest systems for sending electrical signals through the air via electromagnetic waves were called wireless, and later radio. Radio technology was based on the discoveries of James Clerk Maxwell. In 1964 he proposed a theory those electromagnetic waves. He demonstrated that light, electricity, and heat are all part of a brand radiant energy, we now call the radio or electromagnetic spectrum.

The Indian electrical engineer Guglieimo Marconi was the First person to invent a true wireless radio. In 1895 he build system that could send that receive a signal at a distance of close to 3 km. He moved to England, and by 1899, the British Marconi Company had sent signals across the English Channel. In 1901 Marconi received the Morse Company had sent signals technology that could transmit only simple on-off signals – so radio signalling used an on-off system like Morse code. This type of radio technology is called radiotelegraphy. Wireless was
especially valuable for ships in distress, so that other ships could be dispatched to save their passengers and crews in times of emergency.

In 1901 the Canadian-born American physicist Reginald Fessenden patented an alternator that would use continuous waves instead of on-off spark gap signals. This system could also send signals much farther and with much less background noise, so it could carry the sound of the human voice. This new approach to radio was called radio telephony. On Christmas Eve and New Year’s Eve in 1906, Fessenden produced the first radio broadcasts from Brant Rock, Massachusetts, which were picked up as far away as New York and by ships in the Atlantic. Another American, Lee De Forest, is best known for his invention of the triode vacuum tube, called the Audio, which amplified radio signals so that musical concerts, dramatic performances, and speeches could be heard clearly over the radio.

Radio technology improved rapidly throughout the 20th century. The first breakthrough was the invention of the cat’s-whisker receiver, or crystal set, which used a silicon crystal and a small metal wire to detect radio waves clearly. Later improvements were made in the values, to tubes, such as De Forest’s Audion, which amplified the signal once it was received. Radio transmissions initially used amplitude modulation (AM) to superimpose audio signals onto radio waves. The invention of frequency modulation (FM) radio provided much more sensitive and clear radio transmission and reception. Tuners became more sensitive, and more broadcast signals were sent over the air at different frequencies. In the 1950’s and 1960’s radio manufactures began replacing the bulky and heat generation vacuum tubes in radios with transistors, and radios became smaller.

Most large cities and many small towns have a number of local radio stations, on both the AM and the FM frequencies. Other radio frequencies are used for other purposes, especially television. Certain frequencies are used to relay wireless telephone calls across small-defined geographic areas called “cells”. In the United States, some frequencies are dedicated to citizens-band (CB) radio, which long-distance truck drivers use to check on road conditions, report problems, or just to chat. Special frequencies are devoted to emergency use, such as police, fire, or emergency medical dispatching, or to aviation radio. An important part of the radio spectrum is shortwave, which can carry radio signals around the world. International shortwave broadcasts are very popular.

**Television**

Just as inventors had sought ways to transmit sound using electromagnetic waves, they worked to develop similar methods for
transmitting pictures. By the first decade of the 20th century, the basic ideas of television technology were understood, although it took several more decades to work out the necessary improvements in existing technology. Two pioneers independently, created the first workable television system – American inventor philo T. Farnsworth and Russian-boran American engineer Vladimir K. Zworvkin. Farnsworth used an electronic camera; he called an image dissector to transmit a picture of dollar sign in 1927. He patented aspects of his system, and developed his television further in the 1930’s, but lost his financial backing when World War II (1939-1945) began. In 1923 Zworvking first demonstrated an electronic television camera he called the iconoscope. At the time, he working for Westinghouse Electronic Corporation, but Zworykin moved to RCA when David Sarnoff, vice president of RCA, became interested in his invention. Sarnoff supported the development of the iconoscope when RCA obtained the rights to Westinghouses’s radio research projects in 1930.

In RCA was transmitting 120-line pictures, and by 1935 had a 343-line image. The first television sets were offered for sale in the United States in 1938, although they had been available in England for two years before that. The FCC put standards for television broadcasting and television receivers in place in 1938; in 1941 the commission accepted industry recommendations for television technology standards that are still in place today. RCA started the first regularly scheduled television programming on July 1, 1941, in New York City.

World War II put television technology on “hold”. After the war, however, technical improvements and American prosperity created a great demand for radio and television systems. At the end of the war, only six television stations were broadcasting in United States (in New York City; Washington, DC.; Chicago, Illoinois; Philadelphia, Pennsylvania; Schenectady, New York; and Los Angeles, California), and for only a few hours each day. By 1948, 34 stations were broadcasting television signals in 21 major cities, and about one million televisions sets had been sold. By the end of the 1950s television was on the air almost everywhere in the country. The FCC set aside channels for public or educational to ensure quality programming and to reach remote communities. Three national television networks emerged- NBC, then owned by RCA; CBS; and ABC.

Since the 1950s many improvements have been made in technology, particularly the introduction of colour television in the 1960s. Image reception has become clearer, and screens have become larger. Most television can now receive stereo sound. The widespread growth of cable television since the 1960s has introduced in many new channels and types of programming into American homes, and today Direct-Broadcast-Satellite (DBS) services allow individual households to
receive hundreds of channels carried by satellites directly into their homes.

There is no doubt that television has been one of the most important communication technologies in history. Televisions are switched on an average of seven hours a day in American households. Debated continue about the medium’s effect on children, culture, education, politics, and community life. Critics say that television feeds a constant stream of simplified ideas and sensationalistic images, that it has a negative effect on political campaigns and voting patterns, that it destroys local cultures in favour of brand national culture, and that it has encouraged the growth of an uncritical and passive audience. Defenders say that television provides a great deal of high-quality educational and cultural programming, and that it is the major source of nation and international news and information for most U.S citizens. Television can be a very effective teaching tool in the classroom and at home. And, as the Canadian writer Marshall McLuhan pointed out, perhaps nothing has been more responsible for creating the global village—that sense that we can see and hear events anywhere in the world as they happens, and so can feel more connected to other places.

11.3.3. Traditional Media

The important characteristics of the traditional media are as under

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

The traditional media has always been used for moral religious, agricultural and also for rural development. Rarely has it been resorted to for pure entertainment. It played an important role in many cultures. Some forms are dying out for lack of support and the onslaught of the modern mass media or as a result of disruptions in the society. The traditional media is personal, familiar and more credible with which the majority of literate and illiterate people in the village identify easily. However, these forms need to be used with understanding and sensitively. Vulgarization can easily set in if they are left to the mercy of the
urban elite. A deliberate distortion of the forms could easily alienate the masses. Meddling the folk forms, which are alien to the idea of communication on contemporary topics, must not be allowed. It must also be noted that folk forms are community and language specific and bear values and norms, which need to be taken into account.

The folk media would include literate, wall paintings, and other forms like songs, drama, stories, dances, local proverbs, riddles and sayings. They convey the message in the common and familiar language. As these are face-to-face interaction between the conveyor and the recipient there is scope for clarification of doubts and acquisition of full information. The influence on recipient is lasting.

The employment of traditional media for effectively conveying rural development message in a language and style that will be comprehended and liked by the rural people leads to spectacular results. The feasibility of the traditional media in the development process is possible in the following areas: agriculture, medical and health programmes including – family planning, cleanliness, etc. Food and nutrition programmes, adult education, political, awareness, social legislation, people’s participation in rural development programmes etc.

If the traditional media is infused with new themes, new purposes with financial and other back-up support, it can go a long way in preserving the invaluable treasures which area source of pride to the people, especially the rural poor, who may not feel at time in a world of modern mass media. At the same time, folk entertainments can provide fresh and interesting. Programme material for the mass media making them, more acceptable to both the rural and urban audiences. The folk media can be usually employed to educate the non school masses. To sum up, the role of the traditional media in a country like ours is of paramount importance in enriching our culture and tradition as also disseminating information, and educating our rural folk.

For effective mass communication it is essential that mass communication have much information as possible about the audience or receivers. Although mass audience for each medium is seen as a large group of unknown people, there are also specific audience for particular contents.

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

11.3.4. PIB/DAVP, Song and Drama Division etc.

PIB

The Vision

The press information Bureau, Government of India under the Ministry of information and Broadcasting disseminates information about the policies, decisions & programs of the Government of India through the media, print & electronic and digital, using appropriate means of communication.

- Providing state-of-the-art information retrieval facilities from its website.
- Developing an all-encompassing electronic photo library, covering development issues as well as photographs of historic interest.
- Organizing media outreach programmes.
- Providing friendly and efficient media facilitation for its clients.

The Mission

The Press Information Bureau’s core functions are:-

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

**Service Standards**

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

**DAVP**

Bureau of Outreach and Communication (BOC) was set up on 8th Decembe, 2017 by integration of erstwhile Directorate of Advertising and Visual Publicity (DAVP), Directorate of Field Publicity (DFP) and song and drama Division (S&DD). The bureau aims of providing a 360 degree communication solutions to the Minister/ Departments, Public Sector Undertakings (PSUs/ autonomous bodies. It acts as an advisory body to Government on media strategy. With 23 Regional Outreach Bureaus (ROBs) and 148 Field Outreach Bureaus (FOBs), BOC is engaged in educating people, both rural and urban, about the Government’s policies and programmes to evoke their participation in developmental activities. This is ensured by the Bureau, using different
vehicles of communication viz. print media advertising, Audio Visual Campaigns, dissemination through Exhibition, Outdoor Campaigns and New Media etc.

Branding of the Government as prime facilitator of people’s empowerment and positioning of messages through print, Audio-Visual, Outdoor, Digital Media to realize the same, is BOC’s mandate. The policy guidelines have been adapted in sync with emerging media scenario in order to maximize the reach of information dissemination.

Advertising and Visual Communication Division (erstwhile DAVP) of BOC is the nodal division of BOC for dissemination of information about various schemes and policies of different Minister’s & Departments of Government of India, Public Sector Undertakings (PSUs) and autonomous body.

It undertake campaigns to inform and educate rural and urban people about the Government’s policies and programmes through available vehicles of communication viz. Print, Audio Visual, Outdoor, Digital and New Media.

Folk communication Division of BOC carries out inter-personal communication through live media utilizing wide range of performing arts such as Drama, Dance- Drama, Composite-Programme, Puppetry, Ballets, Operas, Folk and Traditional Recitals, Mythological Recital and other Local Folk & Traditional Forms, maximizing outreach of policies, programmes and schemes of the Government. The main function is to create awareness and ensure emotional receptivity with the sense of belongingness and ownership.

Field communication Division undertakes direct and interpersonal communication programmes to create awareness amongst the masses particularly in rural and semi urban areas. Regional Outreach Bureau (ROBs) and Field Outreach Bureau (FOBs) accordingly seek to empower people through information to enable them to avail the benefits from such programmes/ schemes. It organizes ground activation and outreach programmes. Special Outreach Programmes (SOPs) are organized with the support of various stakeholders’ viz. the state government and local functionaries, society groups etc. as they are in the local language and at nearby venues, the impact of these communication programmes is more and it enables a greater understanding of the Government’s schemes among the masses. These efforts are complemented by use of traditional and folk media and other conventional and non-conventional methods.

With integration of erstwhile DAVP, DFP and S&DD, programmes are increasingly organized in integrated manner with special outreach and folk components together. These integrated communication and outreach programmes (ICOP) aim at leaving a greater impact ensuring behavioural change and creating stakes in development process.
The BOC has been instrumental in creating awareness amongst masses on socio-economic themes, seeking their participation in development activities and for the education of many social evils. All possible channels of communication have been leveraged to reach out to the people, ranging from advertisements to street plays to door-to-door interactions making a paradigm shift from standalone and isolated advertising to 360 degree holistic campaign.

**Song & Drama Division**

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

The Division has 12 Regional Centres at Bhopal, Chandigarh, Delhi, Guwahati, Lucknow, Chennai, Pune, Calcutta, Bangalore, Ranchi, Dehradum and Rajpur. It ahhs nine Sub-Centres located at Bhubneshwar, Hyderabad, Patna, Imphal, Jodhpur, Darbhanga, Nainital Shimla and Srinagar (Jammu)

**Aim & Objectives**

In spite of the development of non-personal modern media of mass communication like Radio, Television, Films and Press, the traditional media of live, face to face performance before audience, still hold and important place in the pattern of communication with the masses. The division aims to promote the live performances including the variety of folk forms.

Live media comprising traditional and the folk forms is being used by the Song & Drama division for plan publicity. Important aspects of the country’s life and development different fields are being showcased through drama, folk, traditional plays, dance-drama, folk recitals and puppet shows.

**Functions**

- It creates awareness about social, economic and democratic ideals
- People living in the borders area are given a sense of defence preparedness and cultural integrity with the rest of the country
- Army Jawans manning the isolated forward areas are provided with live entertainments media which include both urban theatre forms and folk forms covering all the regions of the country.
- It presents special drama programmes with publicity contents through drama troupes maintained departmentally
• It organizes programmes stressing national solidarity, unity, emotional integration, anti-aggression and defense, publicity in areas adjoining international borders.

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

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

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

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

Major Wings of Publicity Programmes

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

**Armed Forces Entertainment:** Established in 1967, Armed Forces Entertainment Wing’s troupes give performances in coordination and liaison with Ministry of Defence. Programmes provided by the troupes include light songs, gazals, quwalis, dances, sketches, humorous skits etc.

The objectives of this scheme are as follows:-

• To entertain the jawans in forward areas

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

**Border publicity:** The scheme of Border Publicity was started in 1966 utilizing small performing parties of 10 artist each on an average composed of dancers, singers and musicians to project message on security, unity, national integration, defence publicity, patriotism etc. The
troupes under this wing have been assigned the task of performing in the remote corners and on high altitude covering hilly and snowy areas.

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

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

**11.4. Strategies of Development Communication**

The Indian experience has stressed the need for resorting to date collection, pretesting and objective evaluation to make the traditional media performances more result oriented. It also underlines the necessity of having multi-media strategy especially in communication programmes dealing with rural people or seeking to affect their attitudinal and motivational aspects. At the same time, it calls for theme banks for collection and recycling of messages, ideas and themes of educational, social and economic importance. Finally the Indian experience reveals the possibility of cross fertilization of some of the easy but impact performing arts of one region in another.

**Market condition and the role of media**

A leading company always has its eyes on the future business prospects, though it cannot afford to lose sight of the current position. A company’s success is reflected not only in creating a market but in its maintenance and extension. When the media campaign decreases the natural assumption is, the business of that firm is falling off or, else the products are not measured up to the expectations of the consumers, as the competitors are better serving their needs. “Out of sight”, “out of mind” that applies aptly to the advertising house. It is significant to bear in mind that one of the functions of media mix is to held up the present market where it creates and diverts the demand pattern for the further expansion for the sponsoring unit.
The current day business situations warrant a forceful entry into new markets. In such newly explored markets, media does the spade-work and creates a fertile ground for the sponsor to sow the seeds of prosperity. Media imprints the image of the product range and the producer on its existing reputation. The sponsor can get increased share in the new market by this creative strategy of campaign which culminates into enjoyment of leadership in the new markets.

(a) **Perfect Market Condition**

Media Information is the subsystem of economic system of a nation. A free economy is the competitive economy where consumer is the kind who decides the major issue regarding the production in terms of quantity, quality, price, place and the like. Information is the kingpin of modern distribution system and touches the life of each and everyone.

Media disseminates useful information about the relative merits and special features of the products and service in terms of the price, quality, quantity, durability and convenience and the like, thus guiding the consumer to go in for a particular product or a service of a sponsor. Media comes to the rescue of a consumer to select the best by providing him with comparative account each where he is to decide by his judgement. Thus the process of decision making is tendered much earlier.

(b) **Perfect Market Competitions**

Media is having potentially of creating monopoly conditions which may be sometimes detrimental to consumer interests. Media attempts to create maintain and extend demand for goods through identity that particular brand and consumer then accepts the brand as a separate product. The consumers develop brand loyalty. Such brand loyalty remains immune to the competitors, once producer commands the confidence of such a segmented market; he charges the higher prices which are readily accepted by the consumers. The monopoly conditions so created are invisible and do not come under even the Government regulations. Media creates brand corporate image for the product. It gives legal protection for their brands. Their monopoly covers extent of brands only. It is not wise do say that the brand owners have unlimited power to change any price they like. Higher prices stimulate others to enter the live with close substitute’s competitive products. On the contrary it encourages keen competition among the producers make available cheaper and better products. Media does not tend to create monopoly conditions as wrongly imagined of by many. This fact has been proved beyond doubt by the economists and media wizards.
For all purchases of media space and media time, it is the media department in any agency that does this job. It is between the agency and all the Media. The Department does three essential functions:

1. Planning the media,
2. Buying the media,
3. Advising media credit (to the finance department).

**Planning the media:**

The media department plans the media mix for various campaigns, based on the target audience, planning the media mix well, as to what are the media to be used to what extent largely determines the ad budget. Media planning for campaign, becomes, important both financially as well as for the organization, as a campaign’s success depends mostly on the impact it receivers to the message from the media, should get the Target Audience Right.

In the media department, there are media planners and media executives once the media to be used is decided by the media planner, the media executive takes over and buys they require space and time in the Media. In many agencies, both the functions of the media buying are performed by the same person, since the media planner has to match ‘soft’ media (which can be bought cheaply) with requirements of the campaign, before ordering Media buy.

To come to the point of mass media, mass media can be any of the following or a combination- press, radio, TV, hoardings, posters, etc. In board terms, mass media can be divided into Indoor and Outdoor.

When planning a campaign, the most cost-effective media mix usually depends on the determination of the target audiences. And the product, usually determines the target group.

**CAMPAIGN STRATEGIES**

Communication is a basic element in the marketing programmes of most business. Media campaign is to provide the complete and detailed information utilizing the various communications tools.

While we evolve a campaign planning, we have to adhere seven essential steps:

1. The media opportunity is appraised.
2. The market is analysed.
3. Campaign objectives are determined.
4. The budget and necessary control systems are established.
5. Planning the strategy for (a) selecting the media (b) creating messages.
6. Media is coordinated with other promotional and marketing system.
7. Results are evaluated.

Communication message influence media choices, while the size of the budget can also effect media decisions.

This can be explained with a following figure which will help to know the various activities which are planned and put into action.

THE EFFECTIVE COMMUNICATION PLANNING CYCLE

- Presence of a favourable primary demand trend
Good chance for product differentiation
Presence of hidden qualities
Presence of power emotional buying
The five conditions leading to the maximum effectiveness for a media campaign are the following motives
Adequacy of funds

Effectiveness of communication depends upon target market of the product, demand of the product, constraints in marketing, etc.

While determining communication objectives for a campaign, the following should be taken care off.

- The basic message to be delivered
- The audience
- The intended effects
- The specific criteria to measure the success of the campaign letter

A communication strategy issues arise in two major areas of advertising.

a) Selecting the media
b) Creating the communication skill

Strategy means “an ingenious design for viewing an end”.

What is sought in media selection is the delivery of effective communication and messages to the greatest number of prospects at the lowest cost. The media planner seeks to find the right combination for a particular communication at a particular time.

Communication to be fully effective needs active support from the channels of distribution and from other than information components of the marketing organization. If the communication programmes is to be successful such elements as production, delivery and inventory must be integrated with the media plan.

Evaluation is necessary not only to know the result of the present campaign and also to ensure that future campaigns will be more effective.

Communication is indeed a vital input to development. Communication makes people increasingly aware of all about development. Development communication means extending development support communication to the people i.e. farmers, workers, women, weaker section etc towards improving the quality of life. Communication development is a pre-requisite to development communication. Development becomes a reality only when people take active part in the process.
11.5. Role of NGO’s in Development

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

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

The NGO’s are also displaying a far greater level of professional competence in questioning and projecting alternatives to official developmental programmes. Efforts by various prominent groups to set up cooperative networks around specific projects as in the case of wastelands developments and the Silent valley Project in Kerala are among the successful examples.

11.6. Let us sum up

Role of Mass Media Organisations in Development Communication

News papers

The first lightweight medium was papyrus, an early form of paper used by the Egyptians that was made from grasses called reeds. Later, in the 2nd Century AD, the Chinese wrote on silk fabric instead of wood and development paper made from silk fibres. From as early as the 2nd Century BC, European wrote on thin layers of tanned and scraped animal skins called parchment or vellum, with quill pens made from bird feathers, parchment is not as light as papyrus but is very durable; may parchment manuscripts and books from the Middle Ages still exist. The Arabs brought papermaking to Europe from China in the 11th Century AD. Paper gave European merchants, who travelled across the continent, a portable and inexpensive way to keep records.
Until the 1400s in Europe, all documents were handwritten. Copyright and editors called scribes recorded commercial transactions, legal decision and pronouncements, and manuscript copies of religious books. Many scribes were monks working in monasteries. By the 15th century, however, the need across for an easier way to duplicate documents. In Asia, Buddhist monks in China is about the 8th century had already developed block printing. A similar techniques was latter used in the 15th century by European to make illustration for printed books.

An early version of movable type was first developed in China around 1045, and was independently developed by Koreans in the 13th Century AD. In 1450 the German printer Johannes Gutenberg perfected movable metal type and introduced the first reliable system of typesetting, a key invention in the development of printing. With movable type, a raised, reversed image of each letter can be handset, word by word, into a frame that holds the pieces together. The raised letters are inked; a sheet of paper laid over them and presses down on the letters with a screw-driven press, creating a correct image of the text, when enough copies are printed, the letters can be taken apart and reused. The techniques made printing numerous copies of textual material much easier, and the number of printing shops grew dramatically over the next century.

The spread of computer-based word processing and graphics design was led to the growth of desktop publishing. Today almost anyone can publish newsletters, newspapers, or magazines for medium-sized audiences. Business communication has been transformed by computer and information technologies: letters, memos, reports, or other documents can be transmitted almost anywhere at the speed of light. Early advocates of business computers predicted the paperless office, an office where paper would be made obsolete by computer technology. Experience, however, has shown that the ease of copying, printing and document transmission made possible by computer technology has produced more demand for paper and other paper materials.

Radio

The telegraph and telephone were systems for distance communication that sent electrical signals through wires. The earliest systems for sending electrical signals through the air via electromagnetic waves were called wireless, and later radio. Radio technology was based on the discoveries of James Clerk Maxwell. In 1964 he proposed a theory those electromagnetic waves. He demonstrated that light, electricity, and heat are all part of a brand radiant energy, we now call the radio or electromagnetic spectrum.
Radio technology improved rapidly throughout the 20th century. The first breakthrough was the invention of the cat’s-whisker receiver, or crystal set, which used a silicon crystal and a small metal wire to detect radio waves clearly. Later improvements were made in the values, to tubes, such as De Forest’s Audion, which amplified the signal once it was received. Radio transmissions initially used amplitude modulation (AM) to superimpose audio signals onto radio waves. The invention of frequency modulation (FM) radio provided much more sensitive and clear radio transmission and reception. Tuners became more sensitive, and more broadcast signals were sent over the air at different frequencies. In the 1950’s and 1960’s radio manufactures began replacing the bulky and heat generation vacuum tubes in radios with transistors, and radios became smaller.

Most large cities and many small towns have a number of local radio stations, on both the AM and the FM frequencies. Other radio frequencies are used for other purposes, especially television. Certain frequencies are used to relay wireless telephone calls across small-defined geographic areas called “cells”. In the United States, some frequencies are dedicated to citizens-band (CB) radio, which long-distance truck drivers use to check on road conditions, report problems, or just to chat. Special frequencies are devoted to emergency use, such as police, fire, or emergency medical dispatching, or to aviation radio. An important part of the radio spectrum is shortwave, which can carry radio signals around the world. International shortwave broadcasts are very popular.

**Television**

Just as inventors had sought ways to transmit sound using electromagnetic waves, they worked to develop similar methods for transmitting pictures. By the first decade of the 20th century, the basic ideas of television technology were understood, although it look several more decades to work out the necessary improvements in existing technology. Two pioneers independently, created the first workable television system – American inventor philo T.Farnsworth and Russian-boran American engineer Vladimir K.Zworvkin. Farnsworth used an electronic camera; he called an image dissector to transmit a picture of dollar sign in 1927. He patented aspects of his system, and developed his television further in the 1930’s, but lost his financial backing when World War II (1939-1945) began. In 1923 Zworykin first demonstrated an electronic television camera he called the iconoscope. At the time, he working for Westinghouse Electronic Corporation, but Zworykin moved to RCA when David Sarnoff, vice president of RCA, became interested in his invention. Sarnoff supported the development of the iconoscope when RCA obtained the rights to Westinghouses’s radio research projects in 1930.
There is no doubt that television has been one of the most important communication technologies in history. Televisions are switched on an average of seven hours a day in American households. Debates continue about the medium’s effect on children, culture, education, politics, and community life. Critics say that television feeds a constant stream of simplified ideas and sensationalistic images, that it has a negative effect on political campaigns and voting patterns, that it destroys local cultures in favour of brand national culture, and that it has encouraged the growth of an uncritical and passive audience. Defenders say that television provides a great deal of high-quality educational and cultural programming, and that it is the major source of nation and international news and information for most U.S citizens. Television can be a very effective teaching tool in the classroom and at home. And, as the Canadian writer Marshall McLuhan pointed out, perhaps nothing has been more responsible for creating the global village—that sense that we can see and hear events anywhere in the world as they happen, and so can feel more connected to other places.

Traditional Media

The important characteristics of the traditional media are as under

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

The traditional media has always been used for moral religious, agricultural and also for rural development. Rarely has it been resorted to for pure entertainment. It played an important role in many cultures. Some forms are dying out for lack of support and the onslaught of the modern mass media or as a result of disruptions in the society. The traditional media is personal, familiar and more credible with which the majority of literate and illiterate people in the village identify easily. However, these forms need to be used with understanding and sensitively. Vulgarization can easily set in if they are left to the mercy of the urban elite. A deliberate distortion of the forms could easily alienate the masses. Meddling the folk forms, which are alien to the idea of communication on contemporary topics, must not be
allowed. It must also be noted that folk forms are community and language specific and bear values and norms, which need to be taken into account.

The folk media would include literate, wall paintings, and other forms like songs, drama, stories, dances, local proverbs, riddles and sayings. They convey the message in the common and familiar language. As these are face-to-face interaction between the conveyor and the recipient there is scope for clarification of doubts and acquisition of full information. The influence on recipient is lasting.

The employment of traditional media for effectively conveying rural development message in a language and style that will be comprehended and liked by the rural people leads to spectacular results. The feasibility of the traditional media in the development process is possible in the following areas: agriculture, medical and health programmes including – family planning, cleanliness, etc. Food and nutrition programmes, adult education, political, awareness, social legislation, people’s participation in rural development programmes etc.

PIB

The Vision

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The Mission

The Press Information Bureau’s core functions are:-

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DAVP

Bureau of Outreach and Communication (BOC) was set up on 8\textsuperscript{th} December, 2017 by integration of erstwhile Directorate of Advertising and Visual Publicity (DAVP), Directorate of Field Publicity (DFP) and song and drama Division (S&DD). The bureau aims of providing 360 degree communication solutions to the Minister/Departments, Public Sector Undertakings (PSUs)/autonomous bodies. It acts as an advisory body to Government on media strategy. With 23 Regional Outreach Bureaus (ROBs) and 148 Field Outreach Bureaus (FOBs), BOC is engaged in educating people, both rural and urban, about the Government’s policies and programmes to evoke their participation in developmental activities. This is ensured by the Bureau, using different vehicles of communication viz. print Media advertising, Audio Visual Campaigns, dissemination through Exhibition, Outdoor Campaigns and New Media etc.

Song & Drama Division

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

The Division has 12 Regional Centres at Bhopal, Chandigarh, Delhi, Guwahati, Lucknow, Chennai, Pune, Calcutta, Bangalore, Ranchi, Dehradum and Rajpur. It ahs nine Sub-Centres located at Bhubneshwar, Hyderabad, Patna, Imphal, Jodhpur, Darbhanga, Nainital Shimla and Srinagar (Jammu)

Aim & Objectives

In spite of the development of non-personal modern media of mass communication like Radio, Television, Films and Press, the traditional media of live, face to face performance before audience, still hold and
important place in the pattern of communication with the masses. The division aims to promote the live performances including the variety of folk forms.

Live media comprising traditional and the folk forms is being used by the Song & Drama division for plan publicity. Important aspects of the country’s life and development different fields are being showcased through drama, folk, traditional plays, dance-drama, folk recitals and puppet shows.

**Functions**

- It creates awareness about social, economic and democratic ideals
- People living in the borders area are given a sense of defence preparedness and cultural integrity with the rest of the country
- Army Jawans manning the isolated forward areas are provided with live entertainments media which include both urban theatre forms and folk forms covering all the regions of the country.
- It presents special drama programmes with publicity contents through drama troupes maintained departmentally
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NGOs hold a great potential to be efficient and effective alternatives to government agencies in the delivery of programmes and projects.

11.7. Unit –End Exercises

1. Analyze the role of Radio and Television in Development communication

2. Write a short note on the following:
   a. PIB
   b. DAVP

3. Discuss about the strategies of development communication.

4. Briefly explain the role of NGOs in Development

11.8. Answer to Check your Progress

1. Radio

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Service Standards

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<tr>
<th>S.No</th>
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<td>1</td>
<td>Dissemination of information on policies and programmes of the Central Government through press releases, features,</td>
<td>• Accuracy and quality of materials&lt;br&gt;• Immediacy/ promptness in dissemination&lt;br&gt;• Use of modern means of</td>
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<td><strong>backgrouders, press notes through PIB HQs, 5 Zones divided into 19 Regional and 16 Branch Offices.</strong></td>
<td><strong>communication for quick &amp; prompt dissemination</strong></td>
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<td>• Simultaneous release in English, Hindi, Urdu, and regional languages for wider reach across the country through PIB HQs &amp; Regional/Branch Office</td>
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<td><strong>2</strong></td>
<td><strong>Announcement of important policies and programmes of the Central Government to the media through interactive sessions such as Press Conferences Press Briefings and coverage of events.</strong></td>
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<td>• To ensure good media presence</td>
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<td>• Issue of timely invite to media</td>
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<td>• SMS and email alerts.</td>
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<td>• Issue of follow up release</td>
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<td>• Live Tweets and posts on Social Media Platforms.</td>
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<td><strong>3</strong></td>
<td><strong>Enhancing media visibility of the client Ministry/Dept.</strong></td>
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<td>• By clarifying queries from media.</td>
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<td>• Periodic issue of backgrounder and features</td>
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<td>• Creating photo opportunities</td>
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<td>• Organizing periodic one to one interviews, briefings etc.</td>
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<td><strong>4</strong></td>
<td><strong>Feedback service to the client Ministry/Dept from the National and Vernacular Media</strong></td>
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<td>• Scanning newspapers and providing press clippings to the client Ministry/Dept on daily basis.</td>
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2. b) DAVP

Bureau of Outreach and Communication (BOC) was set up on 8th December, 2017 by integration of erstwhile Directorate of Advertising and Visual Publicity (DAVP), Directorate of Field Publicity (DFP) and song and drama Division (S&DD). The bureau aims of providing 360 degree communication solutions to the Minister/ Departments, Public Sector Undertakings (PSUs/ autonomous bodies. It acts as an advisory body to Government on media strategy. With 23 Regional Outreach Bureaus (ROBs) and 148 Field Outreach Bureaus (FOBs), BOC is engaged in educating people, both rural and urban, about the Government’s policies and programmes to evoke their participation in developmental activities. This is ensured by the Bureau, using different vehicles of communication viz. print Media advertising, Audio Visual Campaigns, dissemination through Exhibition, Outdoor Campaigns and New Media etc.

Branding of the Government as prime facilitator of people’s empowerment and positioning of messages through print, Audio-Visual, Outdoor, Digital Media to realize the same, is BOC’s mandate. The policy guidelines have been adapted in sync with emerging media scenario in order to maximize the reach of information dissemination.

Advertising and Visual Communication Division (erstwhile DAVP) of BOC is the nodal division of BOC for dissemination of information about various schemes and policies of different Minister’s & Departments of Government of India, Public Sector Undertakings (PSUs) and autonomous body.

It undertake campaigns to inform and educate rural and urban people about the Government’s policies and programmes through available
vehicles of communication viz. Print, Audio Visual, Outdoor, Digital and New Media.

Folk communication Division of BOC carries out inter-personal communication through live media utilizing wide range of performing arts such as Drama, Dance- Drama, Composite-Programme, Puppetry, Ballets, Operas, Folk and Traditional Recitals, Mythological Recital and other Local Folk & Traditional Forms, maximizing outreach of policies, programmes and schemes of the Government. The main function is to create awareness and ensure emotional receptivity with the sense of belongingness and ownership.

Field communication Division undertakes direct and interpersonal communication programmes to create awareness amongst the masses particularly in rural and semi urban areas. Regional Outreach Bureau (ROBs) and Field Outreach Bureau (FOBs) accordingly seek to empower people through information to enable them to avail the benefits from such programmes/ schemes. It organizes ground activation and outreach programmes. Special Outreach Programmes (SOPs) are organized with the support of various stakeholders’ viz. the state government and local functionaries, society groups etc. as they are in the local language and at nearby venues, the impact of these communication programmes is more and it enables a greater understanding of the Government’s schemes among the masses. These efforts are complemented by use of traditional and folk media and other conventional and non-conventional methods. With integration of erstwhile DAVP, DFP and S&DD, programmes are increasingly organized in integrated manner with special outreach and folk components together. These integrated communication and outreach programmes (ICOP) aim at leaving a greater impact ensuring behavioural change and creating stakes in development process.

3. Strategies of Development Communication

The Indian experience has stressed the need for resorting to date collection, pretesting and objective evaluation to make the traditional media performances more result oriented. It also underlines the necessity of having multi-media strategy especially in communication programmes dealing with rural people or seeking to affect their attitudinal and motivational aspects. At the same time, it calls for theme banks for collection and recycling of messages, ideas and themes of educational, social and economic importance. Finally the Indian experience reveals the possibility of cross fertilization of some of the easy but impact performing arts of one region in another.
Market condition and the role of media

A leading company always has its eyes on the future business prospects, though it cannot afford to lose sight of the current position. A company’s success is reflected not only in creating a market but in its maintenance and extension. When the media campaign decreases the natural assumption is, the business of that firm is falling off or else the products are not measured up to the expectations of the consumers, as the competitors are better serving their needs. “Out of sight”, “out of mind” that applies aptly to the advertising house. It is significant to bear in mind that one of the functions of media mix is to hold up the present market where it creates and diverts the demand pattern for the further expansion for the sponsoring unit.

The current day business situations warrant a forceful entry into new markets. In such newly explored markets, media does the spade-work and creates a fertile ground for the sponsor to sow the seeds of prosperity. Media imprints the image of the product range and the producer on its existing reputation. The sponsor can get increased share in the new market by this creative strategy of campaign which culminates into enjoyment of leadership in the new markets.

(a) Perfect Market Condition

Media Information is the subsystem of economic system of a nation. A free economy is the competitive economy where consumer is the kind who decides the major issue regarding the production in terms of quantity, quality, price, place and the like. Information is the kingpin of modern distribution system and touches the life of each and everyone.

Media disseminates useful information about the relative merits and special features of the products and service in terms of the price, quality, quantity, durability and convenience and the like, thus guiding the consumer to go in for a particular product or a service of a sponsor. Media comes to the rescue of a consumer to select the best by providing him with comparative account each where he is to decide by his judgement. Thus the process of decision making is tendered much earlier.

(b) Perfect Market Competitions

Media is having potentially of creating monopoly conditions which may be sometimes detrimental to consumer interests. Media attempts to create maintain and extend demand for goods through identity that particular brand and consumer then accepts the brand as a separate product. The consumers develop brand loyalty. Such brand loyalty remains immune to the competitors, once producer commands the confidence of such a segmented market, he charges the higher prices which are readily accepted by the consumers. The monopoly conditions so created are invisible and do not come under even the
Government regulations. Media creates brand corporate image for the product. It gives legal protection for their brands. Their monopoly covers extent of brands only. It is not wise do say that the brand owners have unlimited power to change any price they like. Higher prices stimulate others to enter the live with close substitute’s competitive products. On the contrary it encourages keen competition among the producers make available cheaper and better products. Media does not tend to create monopoly conditions as wrongly imagined of by many. This fact has been proved beyond doubt by the economists and media wizards.

For all purchases of media space and media time, it is the media department in any agency that does this job. It is between the agency and all the Media. The Department does three essential functions:

1. Planning the media,

2. Buying the media,

3. Advising media credit (to the finance department.

Planning the media:

The media department plans the media mix for various campaigns, based on the target audience, planning the media mix well, as to what are the media to be used to what extent largely determines the ad budget. Media planning for campaign, becomes, important both financially as well as for the organization, as a campaign’s success depends mostly on the impact it receivers to the message from the media, should get the Target Audience Right.

In the media department, there are media planners and media executives once the media to be used is decided by the media planner, the media executive takes over and buys they require space and time in the Media. In many agencies, both the functions of the media buying are performed by the same person, since the media planner has to match ‘soft’ media (which can be bought cheaply) with requirements of the campaign, before ordering Media buy.

To come to the point of mass media, mass media can be any of the following or a combination- press, radio, TV, hoardings, posters, etc. In board terms, mass media can be divided into Indoor and Outdoor.

When planning a campaign, the most cost-effective media mix usually depends on the determination of the target audiences. And the product, usually determines the target group.
CAMPAIGN STRATEGIES

Communication is a basic element in the marketing programmes of most business. Media campaign is to provide the complete and detailed information utilizing the various communications tools.

While we evolve a campaign planning, we have to adhere seven essential steps:

1. The media opportunity is appraised.
2. The market is analysed.
3. Campaign objectives are determined.
4. The budget and necessary control systems are established.
5. Planning the strategy for (a) selecting the media (b) creating messages.
6. Media is coordinated with other promotional and marketing system.
7. Results are evaluated.

Role of NGO’s in Development

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


12.1. Introduction

The concept of development changed quite drastically in the seventies. There was a move away from the earlier technology deterministic and GNP-centre definitions to alternative conceptions that were more qualitative. The new definitions of development were pluralistic and indicated several new goals for meaningful and real development in the Third world.

1. Equity in the distribution of information and other benefits of development
2. Active participation of people at the grassroots
3. Independence of local communities to tailor development projects to their own objectives
4. Integration of the old new ideas, the traditional and modern systems, and the endogenous and exogenous elements to constitute a unique blend suited to the needs of particular community.

The role accorded to communication in the development process also changed significantly. Communication was used increasingly in self-development activities. The idea of self-development gained popularity in the seventies. In other words, user-initiated at the local level was considered absolutely essential for successful development at the village level. The growth of new communication technologies in the late seventies and early eighties added a new dimension to development communication activities.

In the eighties, development priorities have changed. There has been a subtle shift from the positive-instrumentalist approach of modernization paradigm toward a model that is less quantititative, and more qualitative and normative. In this paradigm, priorities are more textual to the needs and problems of individual communities than the universal applicability of earlier paradigms. It signifies a period in which nations are expected to set their own priorities, goals and standards which may be unique to their problem situations. This new paradigm of the eighties, sometimes termed to another Development, is pluralistic and
does not have the authoritarian characteristics of earlier modernization paradigm. The new approaches focus on both the human and economic concerns. Consequently, increased attention is being paid to basic needs of people, health, nutrition, ecology; structural transformation, and participatory democracy

12.2. Objectives

After going through this unit you will be able to:

- Understand about the Development Support Communication

- Discuss Development Support Communication in
  - Agriculture
  - Health and Family welfare
  - Education and Literacy
  - Environment
  - Women Empowerment and
  - Poverty and Employment

12.3. Development Support Communication

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

Now let’s try and understand the term ‘development’. It is not easy to define this as it depends on the context. Development is about change. It is about changing for the better. It could be about social or economic change for improvement or progress.

When we refer to development communication, it is about such communication that can be used for development. It is about using communication to change or improve something. Here we use different type of messages to change the socio-economic condition of people. These messages are designed to transform the behaviour of people or for improving their quality of life.

Therefore, development communication can be defined as the use of communication to promote development. Those who write or produce
programmes on issues related to development are called development communicators.

The 10 points presented in this section address some of the myths and misconceptions 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.

1. “Communication” and “communication” is 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 function rather than its informative nature and media products. This distinction is significant at the theoretical, methodological, and operational levels.

2. 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 publication, we refer to four main types of communication, which are represented significantly in the work of the World Bank: 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.

4. 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 controversial 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.

5. 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 expert’s 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.

6. 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 application, 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. 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 stakeholder’s perceptions and opinions. Most of all, a professional development communication specialist needs to be consistently issue-focused, rather than institution-focused.

7. 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 board 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.

8. Development communication is not exclusively about behaviour change. The areas of intervention and the applications of development communication extend beyond the traditional notion of behaviour 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 behaviour 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 practice. These kinds of interventions are among the most visible, relying heavily on communication campaigns to change people’s behaviours 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 behaviours.

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 indicated that unless such instruments are used in connection with other approaches and based on proper research, they seldom deliver the intended results.

10. Participatory approaches and participatory communication approaches are not the same thing and should not be used interchangeably, but they can be used together, as their functions are often complementary. Even if there are some similarities between the two types of approaches, most renowned participatory approaches, such as participatory rural appraisal (PRA) or participatory action research (PAR), do not usually assess the range and level of people’s perceptions and attitudes on key issues, identify communication entry points, and map out the information and communication systems that can be used later to design and implement the communication strategy. Instead, these are all key activities carried out in a participatory communication assessment.

12.3.1. Agriculture

Television and Social Development

Television is often accused of having effects (mainly bad ones) on children’s attitudes and relationships – in fact this is seen as its main source of influence, overriding all other influences. Television is part of a whole network of experiences and relationships in children’s lives and the way it affects a child interacts with all these other experiences and relationships. Television’s impact depends on how the medium is used, or not used, or abused, in the child’s family, and it also depends on the individual’s child and the stage he or she has reached, and the sort of person he or she is. Television is not all-depends. It can provide examples of some, of life’s possibilities for children. It can give them ideas for play and satisfy some of their curiosity for knowledge. But it cannot play for them. Similarly, it can show them how other people, including ‘bad’ people, behave, but it cannot bring them up to be nice or nasty people. Only families and communities can do that.

As critics of television have pointed out, while television can show children what a snake or an eagle looks like, it cannot give them the experience of seeing and holding and caring for a real animal, fascinating though programmes such as the BBC’s. The Really Wild Show may be. These real-life experiences have to be provided by other people. Programmes like this do stimulate an interest in animals, as the thousands
of letters they receive show. They also bring an awareness of global issues, such as ecology, into children’s lives in ways, which they can understand. Urban children, who may not have access to animals, can be encouraged to look into their environments for evidence of wild-life – insects, birds, foxes and so on. Television thus works best in a partnership with other interested adults who can help children to follow up what they have seen and heard in programmes. Both intellectually, and socially, television will have most impact when it is reinforced or modified by experience in the child’s own world. Television exists in an environment, not a vacuum, which is full of social examples and constraints provided by family and community. Both intellectually and socially, the child is likely to learn best from television if it is integrated with and related to other areas of his life. This means not banning television, nor blaming it, but using it.

Rural Development programmes

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

The word ‘development’ conveys the movement of the whole system towards an even larger measure of power for the people so that they may consciously participate in building their own future. In achieving higher production, equitable distribution, maximum happiness for themselves-for producers as well as consumers. The most important aspect is the creation of an aesthetically and ecologically sound environment and continued happiness of people in rural areas.

Objectives of Rural Development Programme

The objectives of rural development in terms of living standards include sustained increases in per capita output and incomes, expansion of productive employment, and equitable distribution of the benefits of growth. The operational goals of rural development are improved productivity while assuring minimum acceptable level of living which includes food, shelter, education and health service. This calls for a number of programmes which have to be fixed into the varied socio economic environment. Thus the strategy embraces a wide range and mix of activities.
Agriculture development is vital and inseparable in rural life. So modernization in agriculture will fetch higher farm income and greater productivity. It has to be attempted with totality or rural situation.

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

India is the third largest producer and consumer of fertilizers in the world after China and USA. It contributes to 9.5 per cent of world production and 10.6 per cent of world consumption of NPK nutrients but sustain one sixth of world population.

India with its wide variability of climate and soil, has good potential for growing a wide range of horticultural crops such as fruits, vegetables, potato, tropical tuber crops and mush ornamental crops; medicinal and aromatic plants, spices and plantation crop like coconut, cashew nut, cocoa, etc. Since the mid eighties, the Government identified horticulture crops as a means of diversification for making agriculture more profitable through efficient land use, optimum utilization of natural resources (soil, water and environment) and creating skilled employment for rural masses, especially women folk. There has been an improvement in adoption of technology resulting in higher production.

A large variety of fruits are grown in India. Of these mango, banana, citrus, pineapple, papaya, guava, sapota, jackfruit, litchi and grape, among the tropical and sub-tropical fruits; apple, pear, peach, plum, apricot, almond and walnut among the temperate fruits and aonla, ber, pomegranate, annona, fig, phalsa among the arid zone fruits are important. India accounts for about 10 per cent of the production of fruits in the world.

More than 40 kind of vegetables belonging to different groups, namely solanaceous, cucurbitaceous, leguminous, cruciferous (cole crops), root crops and leafy vegetables are grown in India in tropical, sub-tropical and temperate regions. Important vegetables crops grown in the country are tomato, onions, brinjal, cabbage, cauliflower, orka and peas. India is the next only to China in area and production and production of vegetable production and occupies first position in the production of cauliflower, second in onion and third in cabbage in the world.

Other than tea, coffee and rubber, rest of the crops which are grown for commercial purpose in the country are covered under plantation crops which include coconut, areca nut, cashew nut, cocoa, etc.
Floriculture has blossomed into a viable business only in recent years. India is known for growing traditional flowers such as jasmine, marigold, chrysanthemum, tuberose, crossandra and aster. Commercial cultivation of cut flower such as rose, orchid, gladiolus, carnation, anthodium, gerbera and lilies has also become popular.

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

12.3.2 Health and Family Welfare

The development of our social progress is based on our increasing ability to communicate with one another. It reveals the gloomy past, allows us to see the present and provides illumination to cut through the murky fog that would otherwise obscure the road ahead. As we march ahead in the past changing world of civilization, communication becomes part and parcel of our lives in shaping our destiny. Communication serves as the nourishment that nurtures the growth of civilization. It really started with wireless dots and dashed then with thermionic value to let the world be decoded and heard with persuasive and pervasive power and then some years ago its impact, the sound and vision together, first black and white and now resplendent with all its splendid colours for all to see – and be involved.

Let us examine the characteristics of impact and four main constituents of mass media viz. Press, Radio, Television, and Films. A radio or TV programme caters to the need of a vast unseen mass- not a known mass. Radio and TV reporting one event- whether wedding Princess, the landing on the moon or natural calamity like earthquake- make their simultaneous impact on a vast unseen public creating in the minds of the viewers/listeners a sense of participation in the event. Radio is a purely oral medium- addressed to the ear. The ear hypersensitive intolerant closed exclusive whereas eye is open neutral and associative Newspapers. There is time lag between event and printing, read by one man at a time often privacy-million people may read a million papers every reader- an individual reacting simple to the news at a time of his choice at a speed dictated by mental capacity. Then there is different between the spoken word and which activates- effect catalytic the flat silent word in a paper if a printed word confer the power of non-
involvement T.V opposite, involvement. India has rich traditional folk media like rural theatre and puppetry, burakatha, kathakalasheba, storytelling and poetic symposia. India, a land of varied languages and communication media should be effectively planned accordingly to suit the local needs.

There are 268 mobile film units of Field Publicity organization of Central Government. The other usual media like poster, filmstrips and charts have an equally limited rural reach. The only modern medium that in respect of reach and impact deserves to be called a channel of mass communication is radio/TV. It operates through 213 broadcasting centres, 335 transmitters covering 91.376% of our geographical area as well as 99.13% of our population.

Various such publicity media are utilized for propagating health and family planning. Inter personal talks after post partum and post abortion service women are motivated to adopt suitable contraceptives. It is compulsory for the people to report marriages, births and deaths to government. Newlyweds are given family planning advises in the form of lectures.

Whenever Field publicity and extension programmes follow up the message on the air – the results are amazing i.e., through family planning units and health extension workers. This is a much more integrated way to look at community problems at social and national level. That is what our information policy should be – a total conceptual comprehension of needs of the people. In terms of creating intensive awareness of what is happening in day-to-day life. Films and TV – powerful media also cover sizable number of population. On the other hand, the sprawl of magazines and newspapers do carry out message of an ordinary person. If mass media is geared towards a movement of Cultural Revolution it can be an effective media. Mass media should adhere to 3 A’s – Awareness leading to acceptance, leading to Adoption or Action- a chain motivational reaction. But the way our mass media is structured and operated very little is done about these factors. That is why this Directorate has been established to promote, healthy, provocative films. Unless we organize our operations to include the masses, we will only be relating to the elites and shots who broadcast, telecast and make films for themselves.

In fact, if all our media channels don’t complement each other working in unison, it might add to what Priestly said: Already we viewers, when not viewing, have begun to whisper to one another that the more we elaborate our means of communication, the less we communicate. The media has a role to make people more receptive to the changing complexion of society. In developing nation, mass communication is directly related to social change, religion, regional and
 communal aspirations. Success of the media lies when the message given is loud, counterproductive. The reception is fruitful when it is subtle and aesthetically presented.

In order to spread the message of health and family welfare throughout the nation, a multimedia motivational strategy can be evolved which will make use of all available channels including radio, TV (Special programmes aimed for rural audiences), press, films, visual displays and traditional folk media. The attempt should be to move from the somewhat urban list reaches of the past into a much more imaginative and vigorous rural oriented approach. Radio and TV should join hands in spreading the message of small family norm and various with programmes. There media should project reactions from the public about the services – experiences of those that were satisfied and of those who were not. To popularize the small family norm and various health schemes and motivate people to accept the family planning methods and to healthy way of life. Folk media has been supported by several feature films with the theme of obvious advantage of having small family and clean environment. These films produced with the help of leading film stars had greater impact.

As discussed earlier, radio and TV should be used more effectively and concrete morbidity to be taken to combat communicable, non-communicable any other major diseases, thus reading the mortality and morbidity are helped to improve the quality of common man. There are many national health programmes viz. National Anti Malaria Programme (NAMP), National Filarial Control Programme (NFCP), Kala Azar (Serious health problem prevailing in Bihar and West Bengal), Dengue fever (Dengue Haemorrhagic Fever (DHF) under National Dengue Control Programme (NDCP), National Programme of Control of Blindness, National Iodine Deficiency Disorder Control Programme (NIDDCP) (Iodine is an essential micronutrient for normal human growth and development, deficiency could result in abortion, still birth, mental retardation, deaf-mutation, squint, dwarfism, goiter of all ages. 100-150 micrograms of iodine is required daily for normal life) and National AIDS Control Programme (The Virus causing AIDS – Acquired Immune Deficiency Syndrome progressively destroys the self protective immune system of the body by attacking the specialized cells in the blood).

**12.3.3. Education and Literacy**

Before 1976, education was the exclusive responsibility of the States. The constitutional Amendment of 1976, which included education in the Concurrent List, was far-reaching step. The substantive, financial and administrative implications required a new sharing of responsibility between the Union Government and the States. While the role and
responsibility of the states in regard to education remain unchanged, the Union Government accepts a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standard including those of the teaching profession at all levels, to study and monitor the educational requirements of the country.

The Central Government continues to play the lead role in the evolution and monitoring of educational policies and programmes. The most notable of which is the National Policy on Education (NPE), 1986 and the Programme of Action (POA), 1986 updated in 1992. The modified policy envisages a National System of Education to bring about uniformity in education, making adult education programme a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter disciplinary research in higher education, starting more Open Universities in States, strengthening of the All India Council for Technical Education, encouraging sports, physical education Yoga and adoption of an effective evaluation method, etc. Besides, a decentralized management structure had also been suggested to ensure popular participation in education. The POA lays down a detailed strategy for the implementation of the various policy parameters by the implementing agencies.

The National System of Education as envisaged in the NPE is based on a national curricular framework, which contains a common core along with other flexible, region-specific components. While the policy stresses widening of opportunities for the masses, it calls for consolidation of the existing system of higher and technical education. It also emphasizes the need, for a much higher level of investment in education of at least six per cent of the national income.

**Expenditure**

In line with the commitment of augmenting resources for education, the allocation for education has, over the years, increased significantly. Plan outlay on education has increased from Rs. 151 crore in the First-Year Plan to Rs.43,825 crore in the Tenth Five Year Plan (2002-07). The expenditure on Education as a percentage of GDP also rose from 0.64 per cent in 1951-52 to 3.98 percent in 2002-03 (BE).

The outlay for Education in the Tenth Five-Year Plan, i.e Rs.43,825 crore, is higher than the Ninth plan outlay of Rs.24,908.38 crore by 1.76 times. Rs.30,000 crore has been provided for the Development of Elementary Education and Literacy and Rs.13,825 crore for the Department of Secondary and Higher Education. The outlays for education during 2003-04 are Rs.4,900 crore for the Department of
Elementary Education and Literacy and Rs.2,125 crore for the Department of Secondary and Higher Education.

During 2003-04, the outlay for the elementary education is 66.43 per cent of the total Central Plan outlay. The outlay for the Department of Secondary and Higher Education is 30.25 per cent and includes Rs.669 crore for Secondary Education, Rs.615 crore for ‘university and Higher Education and Rs.700 crore for Technical Education.

Education Broadcast

Every primary channel of AIR stations all over India is broadcasting educational and science programmes on regular basis in fixed chunks. These programmes cover the topics in Question in the quarterly schedules every now and the n. Apart from this, the IGNOU programmes are being broadcast from AIR stations covering such topics frequently. Educational broadcast for the students as well as for teachers, of primary/ Middle/ Secondary/ Senior Secondary schools in collaborations with NCERT/CIET is being done. NCERT/ CEIT and standard broadcasting its audio programmes through AIR Stations. This is a formal educational broadcast based on NCERT and supposed to be listened by the student’s in their class rooms.

Collaboration with IGNOU

Programmes on distance education are collaboration with IGNOU was stated with a view to reduce the distance between the Listeners and the Providers through interactive Radio Counselling.

Programmes on Science and Technology are a broad subject. Each and every action in the universe is based on science only. Through this series of programmes, a rare and unique field of science is highlighted through broadcasts on AIR.

Programme on Adult Education

New Education Policy 1986 states that Adult continuing Education would be started through Modern Communication Technologies. Thus the project in Radio Education for Adult literacy is one such attempt.

12.3.4. Environment

Communication is one of the most important characteristics of the human race. It is a vibrant activity of transmitting information, ideas of attitude from one person to another. Communication media viz. Information, Education, and Communication (IEC) within the cultural matrix, motivation, entertainment serves six functions and discontent – the first three are explicit; the other three are implicit functions. The first
three referred to as it denotes motivation to seek, process and assimilate information. The communication will not be effective unless people are sensitized and motivated. The other implied function is creating discontent among the communicators about the existing situations. Entertainment is implied through various functions but assigned a low-key role only.

Harold Lasswell (1948) identified environmental surveillance as one of the most important functions served, by communication. It is only through imparting right type of environmental education in the right perspective that media can reach people quickly create awareness of trigger a positive action towards conserving it. It is through right of appropriate choice of communication media suited to total needs of people we can bring about desired change in their attitude towards environment and related issues. A substantial and effective communication component must be employed and carefully integrated with the message. The necessary steps involved are.

Develop - Awareness
Create - Interest
Build - Support
Get - Action

The media instead of imitation school teacher – taught concept i.e. continuing to four walls of the class room – the media message must be freely available to anyone anywhere any type of people encompassing wide range of topics relating to environment and its related issues. Hence the immediate need is to link society with the media to elicit a rational plan of action.

In the past we had a great traditional of environmental conservation which taught us to respect and worship nature in all its splendour and to take cognizance of the fact that all forms of life are closely linked with one another and that a disturbance in one leads to imbalance of the other.

The Indian Constitution in its directive Principles of State clearly states, “Every state shall endeavour to protect and improve the environment and to safeguard the forests and wildlife in the country afford to protect and improve the natural environment including forests, lakes, rivers and wild life art to have compassion for the living creatures”.

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India with a population of having crossed 1000 million with more than 70% of the population living in villages and nearly 40% below poverty live who are generally accused of causing environment damage who cannot afford basic needs of food, fodder, fertilizer, fibre Medicare of shelter – i.e. they are forced to live literally at the expenses of natural resources. They are often portrayed as eco destroyers. However if their day-to-day needs are met and if they are sensitized about environment, they can be the protectors of environment. There is yet another club of people – the so-called educated elite who has immense potentially to despoil the environment to satisfy their greed. No wonder Mahatma Gandhiji proclaimed. “Our earth has enough to satisfy everyone’s need but not anyone’s greed”.

Every Indian citizen needs to be educated environmentally because all of us contribute to environmental degradation individually and collectively what starts at micro level assumes macro level and the problem becomes multi dimensional. It is here mass media to have play a vital role in education the masses – because sensitizing the people is one of the surest ways to save environment.

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

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

If after the United Nations Conference on Environment and Development (UNCED), popularly known as the Earth Summit at Rio and the world is live to environmental issues as never before.

India too fulfilled its environmental responsibilities. Its role in UNCED in the formulation of Agenda 21 in the Montreal Protocol, the Basel Convention, the Climate Change Convention and the Biodiversity convention and their implementation at the national and international level is there for all to see.

(a) Cautious path

As a developing country with a large population living below the poverty line, India faces tension between the claims of environment and those of development. The Government effort, with the groundswell of support from environmental policy makers to the common man, has always been to blunt the edge of this perceived conflict rather than to sharpen it in fact, conversation is ingrained in the Indian ethos, not just in tradition-bound villages, but even in urban areas too. Sustainable living has been an integral part of the ethos of old cultures as in India, where lifestyles of people have been in harmony with nature and are inherently sustainable.

In developing countries the expansion of industry is necessary to meet the challenge of poverty. But this development must not follow the path that caused severe degradation of environment and heavy social costs as witnessed in the industrialized economics of world. The industrialized world left an inheritance of pollution and environmental graduation in the wake of its developmental pursuits. Now everyone suffers the consequences of that, and much of the energies are required for cleaning up operations.

India has adopted a cautious path for development. Realizing that the clean and state of the art technologies hold the key, focus is on adopting such a technologies, installing pollution control equipment also means general modernization of machinery and processes. In real terms waste reduction, pollution preventions, energy efficiency, resource-efficient technologies and processes can increase profits, and these factors are equally important in developed as well as under-industrialized countries. It is Government’s effort to make industry look at pollution control responsibilities more as an opportunity than as a burden. In order to strengthen the idea of imperatives being the driving force for environmental quality, the Eco Mark Scheme has been introduced. The scheme after facing some teething problems is in full swing now.
(b) Development catalyst

During the last decade, efforts were made to bring environmental concern on to the enter stage of the national agenda. Not as an obstruction to economic growth, but rather as analyst, ensuring that development takes places within the proper parameters and is not counterproductive.

The effort, therefore, has been to use every available channel at the international level to maximize the fund flow to India. In the Montreal Protocol for the phasing out of ozone depleting substances, India prepared and got approved a country programme. So also, in the Global Environment (GEF), it has already negotiated major forestry projects with the World Bank and their agencies and are now in the process of preparing a comprehensive National Forestry Action Plan. It encompasses the whole gamut of forestry related and eco-development schemes.

Never before has the international community focused so much attention on the environment; never before has there had been such an opportunity people’s awareness on the one hand, the national poised on the brink of an economic breakthrough on the other- to mould the environmental future. It is the time to make most of the opportunity.

(c) Preserving the environment

Today, humanity is capable of destroying itself and every form of life from the face of the earth. This can be brought about instantaneously through a nuclear holocaust or gradually by degrading and destroying the environment. We know that many species have already disappeared from the earth either due to over-exploitation or destruction of the forest habitat.

The present-day experience is that people tend to act like the proverbial farmer who killed the goods that laid the golden egg. The alarming decrease in natural resources is a case in point.

(d) Environmental Concern

But there is a silver lining. Of late the people have begun to realize that by destroying the environment they are liquidating themselves. With the growth of the environmental consciousness among the people, many things happened, particularly in teams of institutional development, enacting legislations and regulations and establishment of agencies for environment protection.

Environment protection and improvement is now a significant concern of our society. The major role for the
Government is to enact environment legislation and to ensure that people and organization abide by them. Public participation is the key to success of any environmental improvement programme. The Government, industry and community organization are working increasingly as partners to protect our environment and ensure a better life for the present and future generations. The concern for the global warming is taken serious step to reduce and introduce the new method of fuel consumption and use of solar energy both in the rural and urban areas.

(e) People’s Environment

As informed public is essential for the success of environmental protection programmes. The people can be both protectors and destroys of the environment and their perceptions are very important, particularly in a democratic society like India, Such perceptions do not develop by themselves. They have to be consciously developed at all levels of the society.

The prime need of the hour is to inculcate awareness of the economic, ecological and political interdependence of the modern world as well as imparting a vast range of scientific and technical skills at varying levels to all members of the community. This is a monumental task in populous county like India with enormous socio-economic diversities. In such a set up, environmental consciousness, sensitivity and values need to be built up at all levels in sustained way. The role of voluntary agencies, also called non-governmental organizations or NGOs, is significant in this. In several sectors of development in India such as health, nutrition, education and rural development, the NGO’s have been recognized as major supplementary force to official developmental efforts at the field level. In creating environmental awareness, the NGO’s are rapidly emerging as important and cost-effective partners of the Government.

The environmental movement began in the West. But over the last decade, it has spread far and wide in the developing world. It has already taken deep roots in India. In the field of science and technology environment is the only area in which the non-government organization and the media have had an important role in the effective public policy. Beginning with the mid sixties, public awareness remains the key issues is saving the environment. In the last few years, there has been a tremendous growth in both public and government interest environmental issues in India. But probably the most heartening thing about this growing environmental concern is that it is being shared even by those voluntary groups which are, in fact more concerned about
the economic development of the people than about the environment.

12.3.5. Women Empowerment

Women and empowerment suggests modes of explanation by examining the impact of trends in families, religion, and work on different groups of women and on individual women. The premise of identity empowerment theory is that women’s behaviour and quality of life can be changed by increasing their awareness of the strength of social influence and of the interplay between intended and unintended consequences of women’s decision and actions. Although the relative separateness of women’s varied ethnic groups and social classes differentially limits their opportunities (Bernard, 1981), identity empowerment theory postulates that all women can make some constructive changes to enhance and improve their situations, however restricted those situations. To facilitate the accomplishment of creative change in women’s lives, identity empowerment theory is used to suggest ways out of the morass of stresses and controls that dominate women. However, the issue of recognition of women’s choice is crucial, because if the restriction on women are not recognized and dealt with by women themselves, those restrictions will necessarily have deadening and deadly consequences for all women. By consciously connection personal and public aspects of their lives, women can enlarge their world and participation in broader spheres of activity traditionally reserved exclusively for men (Bernard, 1981). This impact is especially evident in the word of work. However, family and religion are also critical dimensions to consider in assessing the personal and public aspects of women’s lives. Women’s empowerment is the deliberate integration of women’s biographies with society’s history, a feat that can transform women’s individual and social realities (Mills, 1967).

Identity Empowerment Theory

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

At the most micro sociological level of analysis, the centrality and realities of the self are examined. Because women of all ages, classes, and ethnic groups are thoroughly conditioned and habituated to place others themselves in thinking and acting, it is vital that women give highest priority to deepening their understanding of who they are and what they really want to do with their lives. Gender is inextricably related to self-concept. Stereotype and the expectations of women associated with those stereotypes permeate each woman’s reality, especially during the earliest development stages of socialization. Only by recognizing and understanding the strength of these pervasive influences can women develop self sufficiently to be relatively independent of those influences? Families are the most significant emotional contexts of women’s and men’s lives. Women, dramatically more so than men, are bound by family responsibilities. Consequently, family ties need to be scrutinized and assessed before other avenues of activity are explored. Self and gender, in large part, derive from the emotional programming people receive from their families. It is essential that women acknowledge the complex interrelationships of these factors in order to effectively carve out more freedom for themselves. Religions are another traditional site of women’s oppression. Religion can be an insidiously powerful influence on women’s lives, because it create and exerts inner controls on their behaviour. Although religion may be source of expansive motivation for some women, generally speaking religion tends to have the effect of limiting or inhibiting women’s lives, whatever their age, ethnic groups, or social class. It is not so much the overall substance of particular denominational or sectarian beliefs that has such restrictive effect, but rather the emphasis within specific religious belief systems that is placed on women’s family responsibilities and women’s duty to be obedient. Major world religions, with the possible exception of Taoism, project many negative connotations of women and women’s values. Women’s freedom and empowerment reside in women facing the enormous
strength of religious influences in their lives—whether or not individual women are religious themselves—and in women’s persistence in growing and pursuing long-range goals of their own, US spite of the restrictions on them. Women’s everyday work, both in and out of the home, is influential in defining their life chances. Receiving financial and emotional rewards for work is essential for women’s well being in their personal and public worlds. In most family situations, however, the combination of family and work demands overburdens middle- and lower-class women with stress. The stress results from women being held responsible for children and for family and household chores, in addition to work assignments out of the home. The circumstance of women’s lives throughout the world affects all women. Women can learn great about themselves and their options.

Learning about the contrasting conditions of women in diverse historical and cultural settings. Although there are many repeated patterns in women’s varied cultural and historical circumstances, each situation is necessarily unique. Through examining a broad range of women’s historical and cultural experiences, women can identify themselves and their own interest more clearly. This identification strengthens their sense of relatedness to other women as a distinct gender class as well as their sense of relatedness to humankind as a whole. Feminism is a political ideology that expressly addresses women’s experience of subordination to men and women’s need for equity. Although some women may not agree with or understand the tenets of feminism, it is important that all women take a stand in relation to feminism. This ideology is not a value and belief system that women can afford to ignore. Historically, feminism has influenced legislation and social attitudes, and today women in the United States stand on the shoulders of women activists who have gone before them. Women need to deepen their knowledge of feminism and act with that knowledge. Women’s individual and collective empowerment results from their awareness and action in relation to self, gender, family, religion, work, world conditions of women, and the ideology of feminism. Women’s individual empowerment, as well as their collective empowerment, is forces for social change in that broad social patterns result from women’s individual decisions and actions. When women’s perception’s, priorities, and behaviour change, the world outside must adapt to them. Although legislative changes are essential and necessary to promote equality throughout society, women’s value and attitude must also protect women and serve their real interests at all times. Direction women’s empowerment can be thought of as a direction that beckons each and every woman. It is the invitation to live fully and to become legislated effectively; women’s integrity, decisions, and actions will continue to be of paramount importance in defining every situation of their lives. Women’s empowerment goes far beyond obtaining a legal minimum of coerced equality, to achieving increased self-respect and life-satisfaction.
and showing concern for the well-being of all human beings. Given the fact that the United State does not yet have legalized equality between women and men, the direction of women’s empowerment in the United States necessarily includes reaching that particular legislative goal though women’s political activity. In the most essential respect, however, women’s Empowerment is a means to achieve many different kinds of changes that will enhance the quality of life for all. The selected substantive concerns outlined above are described more fully in women and empowerment. Each of this area of investigation provides clues to solving the puzzle of women’s empowerment. Studying the empowerment process shows women how to understand more fully the vital signs of their weakness and strengths in their everyday lives. In this context, women and empowerment is a handbook or guide for both women’s survival and their fulfilment. Choices in order to move in the direction of empowerment, women must make specific choices. Although options may be dazzlingly varied, given the rich contrasts in the particular circumstances of women, the following list suggests some of the concerns that women need to take seriously if they are to live as fully as possible.

1. Women must consciously and deliberately choose to live fully if their other choices- about family, religion, and work- are to be effective.
2. Women must choose to see their lives in the broadest possible social context if they wish to expand their vision and increase their options.
3. Women must choose to become aware of the subtleties and intricacies in the relationships between their private and public domains if they are to functions optimally.
4. Women must choose to see the interdependence of their individual status and the status of other women throughout the world if they are to understand themselves fully.
5. Women must choose where they stand in relation to feminism if they are to know the depth of the influence of gender in their lives.
6. Women must choose and their oppression themselves, rather than wait for legislation or other people to accomplish this for them, if they are to be truly empowered.

12.3.6. EMPLOYMENT AND POVERTY

If one were to cite one problem, which poses a challenge for world leaders, development practitioners (at the global as well as
national levels), and policymakers alike, it is the stubborn persistence
of poverty in many parts of the world. It is only in countries of East
and South East Asia (ESEA) that real success in poverty reduction has
been achieved, although that achievement also looked rather fragile
during the economic crisis of the late 1990s. Progress in poverty
reduction outside that region has been rather disappointing. This has
been especially so in the low-income countries of sub-Saharan Africa
and South Asia. While two-thirds of the world’s poor live in Asia,
South Asia is home for most of them. Although some projections
(e.g., those by the World Bank, 2003) indicate that the Millennium
Development goal of reducing poverty by half by 2015 (from the
benchmark level of 1990) would be attained at the global level, doubts
remain about certain regions (e.g., sub-Saharan Africa) and certain
countries. In Sub-Saharan Africa, for example, the percentage of
people living on less than US$1 per day increased from 47.4 per cent
in 1990 to 49.0 per cent in 1999, and is projected to decline only to 46
per cent by 2015. And if China is excluded, the percentage of people
below poverty for the rest of the world is projected to decline from
28.5 per cent in 1990 to 15.7 per cent by 2015—thus remaining over
half of the 1990 level (World Bank, 2003). The experience of
countries, which succeeded in reducing poverty significantly,
indicated the importance of sustained high growth in achieving this
result. However, studies on poverty are replete with an equally
important finding that high growth alone is not adequate; the pattern
and sources of growth as well as the manner in which its benefits are
distributed are extremely important from the point of view of
achieving the goal of poverty reduction. And in the regard, the
importance of employment as the key link between growth and
poverty alleviation is often pointed out. While this proposition has
strong intuitive appeal, there is some scattered empirical support for it
too. For example, a comparison between the experience of pre-crisis
East and South East Asia on the one hand the South Asia on other
clearly shows much higher employment elasticity of economic growth
in the former where the record of poverty reduction was also much
more impressive (Islam 2001). This kind of evidence, however, needs
to be compiled and analysed more systematically in order to make a
case of an employment-intensive growth strategy. In other words, the
nexus between economic growth, employment and poverty alleviation
needs to be fully articulated and empirically substantiated. While this
would involve some analytical work, a good deal of empirical work is
required to monitor the labour market outcomes from the perspective
of raising the incomes of poor households, and to identify policies,
programmes and interventions that could have a positive, poverty
alleviating impact on such outcomes. The kind of work mentioned
above is especially important because a large number of developing
countries are currently engaged in formulating poverty reduction
strategies; and yet policies for using employment as a route out of poverty are not often integrated into such strategies. Likewise, the Millennium Development Goals relating to poverty reduction do not explicitly mention employment as a means for achieving them. But given the challenge ahead, it will be necessary to mobilized and effectively employ all possible mechanisms for achieving those goals. And employment could be critical in that respect. It is against the above background that the present paper undertakes an empirical analysis - based on cross-country data - of the nexus of economic growth, employment and poverty reductions. And the purpose behind this is to argue that for economic growth to be pro-poor, it has to be accompanied by employment growth with rising productivity. The paper starts (in section 2) by providing a brief overview of the literature on growth-poverty linkage, and pointing out a gap therein - in terms of the role of employment in the linkage. Section 3 presents an analytical framework for examining the linkage between economic growth, employment and poverty reductions. Section 4 provides an empirical analysis of the linkage between poverty and employment related variables. Section 5 presents some empirical evidence to argue that there is no invariant relationship between growth and poverty reduction, and that developments in employment and labour market are critical variables influencing the poverty reducing outcome of growth. The major ingredients of pro-poor growth are recapitulated in section 6.2. Linkage between Economic Growth, and Poverty Reduction: A Gap in the Literature Analysis of the relationship between economic growth and poverty reduction has gone through various phases in the literature on development. For example, an important premise of the very early theories of development was that the benefits of economic growth would trickle down to the poor. Since then, questions have been raised on the assumption of an automatic link between growth and poverty reduction and attempts have been made to understand the mechanisms through which the benefits of growth may get transmitted to the poor.

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

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

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

3. Some studies point out that the pattern of growth is important from the point of view of its effectiveness in reducing poverty (World Bank, 1990; Lipton and Ravallion, 1995; Squir, 1993; McKay, 1997; DFID, 1997; Goudie and Ladd, 1997) A somewhat different and more detailed analytical framework is provided by Osmani (2002). Khan (2001) is another rich empirical-analytical exercise on employment policies for poverty reduction.2 In that regard, mention may be made of Ahluwalia, et al. (1979) and Fields (1980). 3 A widely quoted recent study in Dollar and Kray (2001) see, also, Demery and Squiere (1995), and Ravallion (1993). 4 See, for example, Dagdeviren, et al. (2002), Goudie and Ladd (1999), McKay (1997) etc. Ravallion (2001) reminds one of the importance of country specific research on factors determining “why some poor people are able to take up the opportunities afforded by an expanding economy. While others are not”3 (1999). And while talking about the pattern of growth that could be more effective in reducing poverty, some studies mention explicitly the importance of labour-intensive growth-World Bank (1990), Squire (1993), McKay (1997) and DFID (1997), ILO (2003) for example.

4. However, none of these studies explicitly examine the employment nexus in the linkage between economic growth and poverty.

5. Squire (1993), for example, recognizes that “economic growth that fosters the productive use of labour, the main asset owned by the poor, can generate rapid reductions in poverty”; and yet, his empirical analysis does not include this aspect. Thus, a gap in the literature on the linkage between economic growth and poverty reduction is the absence of an analysis of the role of employment in the working of this link. Such analysis becomes particularly
important in the current context where the rate of poverty reduction needs to be accelerated, and all possible means need to be found to make economic growth more pro-poor. The primary motivation behind the present paper is to make a contribution towards filling the gap in the literature mentioned above. And in doing so, the paper also makes an attempt to identify possible elements of pro-poor economic growth in terms of output growth coupled with growth of employment and rising productivity.

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

(i) Improved productivity of various sectors and occupations
(ii) A shift in the structure of employment towards occupations with higher levels of productivity, and
(iii) Increases in real wages, earnings from self-employment, and earnings from wages employment.5 It may be noted that while World Bank (1990) points out the importance of labour-
intensive growth in reducing poverty, World Bank (2000) does not put the same emphasis on labour incomes as its earlier counterpart. ILO (2003) argues the case for ‘decent work’ as the foundation for poverty reduction, and within that framework, points out the importance of employment. Although the term “pro-Poor growth” is used frequently in the current discourse on development, there have been few attempts to define it. One exceptions is White and Anderson (2001). Higher levels of earnings resulting from the process mentioned above would enable workers to spend more on education and skill formation of their children, thus raising the productive capacity of the future workforce, and creating necessary conditions for achieving higher levels of economic growth. The process would thus complete the virtuous circle of economic growth leading to poverty reduction via growth of employment with rising productivity, and reduced poverty creating the possibility of further increases in productivity and higher rates of economic growth. The kind of growth with such a virtuous circle in operation can be termed as pro-poor growth. Indeed, the conceptual framework outlined above for analysing the linkage between economic growth, employment and poverty basically follows a demand-supply approach. The variables that are expected to influence incomes of the poor from the demand side include employment intensity of growth, shifts in the employment structure towards higher productivity sectors, technology, creation of assets for the poor, etc. From the supply side, an important factor is the ability of the poor to integrate into the process of economic growth and get access to the jobs that are created. Levels of education and skills of the workforce are amongst the key variables that determine the ability of the poor to integrate into and benefit from the growth process.

Virtuous circle of links between growth, employment and poverty reduction A summary indicator of the employment growth that is associated with a given output growth is provided by the employment elasticity of output growth (for overall GDP, measured 8 see, also, ILO (2003), for promoting such an approach to poverty reduction. There are, of course, other factors that influence the ability of the poor to participate in the growth process; access to capital and productive assets is important in that respect. Economic Growth Productive capacity Employment with rising productivity higher income of the poor. Higher expenditure on health, education and skill development increased productive capacity as the proportionate change in employment divided by the proportionate change in GDP during a given period. The implies that employment elasticity reflects the inverse of labour productivity. While an elasticity higher than unity implies decline in productivity, a lower than unity.
elasticity means that employment expansion is taking place along with an increase in productivity. A rise in productivity would lead to a reduction in employment elasticity. Therefore, raising employment elasticity in individual activities cannot be the objectives as that would mean a further lowering of productivity in economies that may already be characterized by widespread low-productivity employment. Two further questions need to be raised in the context of levels as well as changes in employment elasticity. Regarding the level, the desirability of an elasticity of lower than unity has been mentioned above. How much lower than unity it should be (i.e., the right order of magnitude for the elasticity of employment) depends on the levels of development and the relative factor endowment of the country concerned. The magnitude would also have a good deal of sectoral variation. The overall elasticity being a weighted average of sectoral elastic ties, greater allocation of investment in more labour-intensive sectors and higher growth rates in such sectors could yield a situation where the overall employment elasticity increases (even with declining elastic ties in some sectors). And the result could be higher employment growth with given GDP growth on employment-intensive growth. A simple illustration may be useful in indicating the magnitude of employment elasticity (and output growth) that may be desirable for an economy in order to quickly absorb its surplus labour. With a labour force growth of 205 per cent per annum and an overall employment elasticity of 0.4, a GDP growth of 6 per cent would be required merely to absorb the annual additions to the labour force. And in order to have an employment growth so as to enable the economy to absorb its backlog of the unemployed and surplus labour, the required GDP growth would be of the order of 7 per cent. On the other hand, if this hypothetical economy could achieve a high growth of its more labour intensive sectors (e.g., labour intensive manufacturers, construction and services), the overall employment elasticity could perhaps be raised (say, to 0.6) and a lower GDP growth (say, of six per cent) could enable it to achieve the same objective (viz., the absorption of surplus labour in modern sectors). A couple of words about the estimation of employment elastic ties may be in order. The overall employment intensity of growth should be measured by the GDP elastic city of employment: the proportionate change in employment divided by the proportionate change in GDP. It is, however, very difficult to obtain reliable estimates of aggregate employment in many developing countries – particularly where there are large unorganized sectors for which estimates of employment at constant intensity of employment are difficult to come by. In such situations, it may be practical to focus on sectors (e.g., manufacturing industries) for which estimates of output and employment would be more reliable and more easily available. Of course, whenever possible, employment elastic cities of other major sectors should be estimated in order to gauge the direction of the employment intensity of growth. Regarding methodology of estimating the elastic cities, it is
important to note the availability of alternatives, ranging from the simple measurement of arc elastic city (i.e., using data from two points in time) to more rigorous econometric estimates. The choice of a particular method is often dictated by the availability of data. But whenever necessary time series data are available it would be advisable to use the econometric method in order to avoid problems caused by fluctuations in the data. Even after employment elastic cities are estimated, their links to poverty remain to be examined. In cross-section study with data from a reasonable number of countries, it may be possible to examine such linkage. Doing this for a single country may not be so straightforward, especially if data on the incidence of poverty as well as estimates of employment elastic cities are not available for an adequately long period of time. What should be possible, however, is to see if the level and direction of change in this statistic is appropriate form the point of view of its level of development, incidence of poverty and the existence of surplus labour. Such an analysis can be done against the benchmark of countries which are regarded to have demonstrated success in achieving employment intensive proper growth and in either abolishing poverty altogether or in reducing it substantially. The analysis of the summary indicator of the employment-intensity of economic growth as indicated above would need to be supplemented by a more detailed examination of whether and how growth has led to structural changes in an economy which has benefited the poor. In that regard, the first important thing to examine would be the sectors and occupations where the poor are concentrated and what the trends in productivity and earnings in various occupations are like. The second important task would be an examination of whether there are discernible shifts in the structure of employment towards occupations with higher productivity. The third important element in the channel of transmission of benefits of growth to the poor would be real wages and earnings of wage-paid workers and real earnings of the self employed. An examination of the linkage between real wages and productivity would enable one to examine whether the benefit of growth has reached the poor. The above discussion focussed basically on a macro level analysis of how economic growth could contribute to poverty reduction through increases in employment in higher productivity sectors/occupations and a rise in real wages. A similar analysis could be carried out at the micro (household) level to examine the impact of employment and labour market related variable on poverty. Conceptually, it is possible to think of a number of such variables which could influence the probability of a household being poor in terms of inadequate income. The variables could be asset-related (e.g., the possession of income generating assets), human capital related (e.g., education and skill levels of the working members of a household) or employment related (e.g., the sector and quantity of employment of the workers, wages, productivity etc.). Once necessary data are available for quantifying variables of the kind mentioned above and for identifying
whether a particular household belongs to the poor or non-poor category, standard econometric methods (e.g., the estimation of a PROBIT model) can be applied to examine the influence of employment and labour market related variables on the probability of a household being poor. In the above discussion, pro-poor growth is conceptualised in terms of the employment outcome of growth and employment serving as the line between growth and poverty reduction. However, a critical element in this link is the income of the poor resulting from growth and employment. Hence, pro-poor growth can also be conceptualised in terms of the share of the poor in the additional output that is produced. Based on this criterion, growth can be characterised as pro-poor only when the share of the poor in the additional output increases, or in other words, when the distribution of income improves. Of course, it is possible for the income of the poor to increase (and the incidence of poverty to decline) even when the distribution of income does not change or worsens. But the poverty reducing effect of economic growth in such cases would be lower than in the case of growth with improved income distribution.

12.4. Let us sum up

The concept of development changed quite drastically in the seventies. There was a move away, from the earlier technology deterministic and GNP-centre definitions to alternative conceptions that were more qualitative. The new definitions of development were pluralistic and indicated several new goals for meaningful and real development in the Third world.

Development Support Communication

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

Now let’s try and understand the term ‘development’. It is not easy to define this as it depends on the context. Development is about change. It is about changing for the better. It could be about social or economic change for improvement or progress.

When we refer to development communication, it is about such communication that can be used for development. It is about using communication to change or improve something. Here we use different type of messages to change the socio-economic condition of people. These messages are designed to transform the behaviour of people or for improving their quality of life.
Therefore, development communication can be defined as the use of communication to promote development. Those who write or produce programmes on issues related to development are called development communicators.

**Agriculture**

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

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

India with its wide variability of climate and soil, has good potential for growing a wide range of horticultural crops such as fruits, vegetables, potato, tropical tuber crops and mush ornamental crops; medicinal and aromatic plants, spices and plantation crop like coconut, cashew nut, cocoa, etc. Since the mid eighties, the Government identified horticulture crops as a means of diversification for making agriculture more profitable through efficient land use, optimum utilization of natural resources (soil, water and environment) and creating skilled employment for rural masses, especially women folk. There has been an improvement in adoption of technology resulting in higher production.

A large variety of fruits are grown in India. Of these mango, banana, citrus, pineapple, papaya, guava, sapota, jackfruit, litchi and grape, among the tropical and sub-tropical fruits; apple, pear, peach, plum, apricot, almond and walnut among the temperate fruits and aonla, ber, pomegranate, annona, fig, phalsa among the arid zone fruits are important. India accounts for about 10 per cent of the production of fruits in the world.

More than 40 kind of vegetables belonging to different groups, namely solanaceous, cucurbitaceous, leguminous, cruciferous (cole crops), root crops and leafy vegetables are grown in India in tropical, sub-tropical and temperate regions. Important vegetables crops grown in the country are tomato, onions, brinjal, cabbage, cauliflower, orka and peas. India is the next only to China in area and production and production of vegetable production and occupies first position in the production of cauliflower, second in onion and third in cabbage in the world.

Other than tea, coffee and rubber, rest of the crops which are grown for commercial purpose in the country are covered under
plantation crops which include coconut, areca nut, cashew nut, cocoa, etc.

Floriculture has blossomed into a viable business only in recent years. India is known for growing traditional flowers such as jasmine, marigold, chrysanthemum, tuberose, crossandra and aster. Commercial cultivation of cut flower such as rose, orchid, gladiolus, carnation, anthemodium, gerbera and lilies has also become popular.

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

**Health and Family Welfare**

Various such publicity media are utilized for propagating health and family planning. Inter personal talks after post partum and post abortion service women are motivated to adopt suitable contraceptives. It is compulsory for the people to report marriages, births and deaths to government. Newlyweds are given family planning advises in the form of lectures.

In order to spread the message of health and family welfare throughout the nation, a multimedia motivational strategy can be evolved which will make use of all available channels including radio, TV (Special programmes aimed for rural audiences), press, films, visual displays and traditional folk media. The attempt should be to move from the somewhat urbane list reaches of the past into a much more imaginative and vigorous rural oriented approach. Radio and TV should join hands in spreading the message of small family norm and various with programmes. There media should project reactions from the public about the services – experiences of those that were satisfied and of those who were not. To popularize the small family norm and various health schemes and motivate people to accept the family planning methods and to healthy way of life. Folk media has been supported by several feature films with the theme of obvious advantage of having small family and clean environment. These films produced with the help of leading film stars had greater impact.

As discussed earlier, radio and TV should be used more effectively and concrete morbidity to be taken to combat communicable,
non-communicable any other major diseases, thus reading the mortality and morbidity are helped to improve the quality of common man. There are many national health programmes viz. National Anti Malaria Programme (NAMP), National Filarial Control Programme (NFCP), Kala Azar (Serious health problem prevailing in Bihar and West Bengal), Dengue fever (Dengue Haemorrhagic Fever (DHF) under National Dengue Control Programme (NDCP), National Programme of Control of Blindness, National Iodine Deficiency Disorder Control Programme (NIDDCP) (Iodine is an essential micronutrient for normal human growth and development, deficiency could result in abortion, still birth, mental retardation, deaf-mutation, squint, dwarfism, goiter of all ages. 100-150 micrograms of iodine is required daily for normal life) and National AIDS Control Programme (The Virus causing AIDS – Acquired Immune Deficiency Syndrome progressively destroys the self protective immune system of the body by attacking the specialized cells in the Blood)

**Education and Literacy**

Before 1976, education was the exclusive responsibility of the States. The constitutional Amendment of 1976, which included education in the Concurrent List, was far-reaching step. The substantive, financial and administrative implications required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the states in regard to education remain unchanged, the Union Government accepts a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standard including those of the teaching profession at all levels, to study and monitor the educational requirements of the country.

The Central Government continues to play the lead role in the evolution and monitoring of educational policies and programmes. The most notable of which are the National Policy on Education (NPE), 1986 and the Programme of Action (POA), 1986 updated in 1992. The modified policy envisages a National System of Education to bring about uniformity in education, making adult education programme a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools like Navodaya Vidyalayas in each district, vocationalisation of secondary education, synthesis of knowledge and inter disciplinary research in higher education, starting more Open Universities in States, strengthening of the All India Council for Technical Education, encouraging sports, physical education Yoga and adoption of an effective evaluation method, etc. Besides, a decentralized management structure had also been suggested to ensure popular participation in education. The POA lays down a detailed strategy for the
implementation of the various policy parameters by the implementing agencies.

The National System of Education as envisaged in the NPE is based on a national curricular framework, which contains a common core along with other flexible, region-specific components. While the policy stresses widening of opportunities for the masses, it calls for consolidation of the existing system of higher and technical education. It also emphasizes the need, for a much higher level of investment in education of at least six per cent of the national income.

New Education Policy 1986 states that Adult continuing Education would be started through Modern Communication Technologies. Thus the project in Radio Education for Adult literacy is one such attempt.

**Environment**

Harold Lasswell (1948) identified environmental surveillance as one of the most important functions served, by communication. It is only through imparting right type of environmental education in the right perspective that media can reach people quickly create awareness of trigger a positive action towards conserving it. It is through right of appropriate choice of communication media suited to total needs of people we can bring about desired change in their attitude towards environment and related issues. A substantial and effective communication component must be employed and carefully integrated with the message. The necessary steps involved are.

Develop - Awareness  
Create - Interest  
Build - Support  
Get - Action

The media instead of imitation school teacher – taught concept i.e. continuing to four walls of the class room – the media message must be freely available to anyone anywhere any type of people encompassing wide range of topics relating to environment and its related issues. Hence the immediate need is to link society with the media to elicit a rational plan of action.

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

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

**Women Empowerment**

Women and empowerment suggests modes of explanation by examining the impact of trends in families, religion, and work on different groups of women and on individual women. The premise of identity empowerment theory is that women’s behaviour and quality of life can be changed by increasing their awareness of the strength of social influence and of the interplay between intended and unintended consequences of women’s decision and actions. Although the relative separateness of women’s varied ethnic groups and social classes differentially limits their opportunities (Bernard, 1981), identity empowerment theory postulates that all women can make some constructive changes to enhance and improve their situations, however restricted those situations. To facilitate the accomplishment of creative change in women’s lives, identity empowerment theory is used to suggest ways out of the morass of stresses and controls that dominate women. However, the issue of recognition of women’s choice is crucial, because if the restriction on women are not recognized and dealt with by women themselves, those restrictions will necessarily have deadening and deadly-consequences for all women. By consciously connection personal and public aspects of their lives, women can enlarge their world and participation in broader spheres of activity traditionally reserved exclusively for men (Bernard, 1981). This impact is especially evident in the word of work. However,
family and religion are also critical dimensions to consider in assessing the personal and public aspects of women’s lives. Women’s empowerment is the deliberate integration of women’s biographies with society’s history, a feat that can transform women’s individual and social realities (Mills, 1967).

Identity Empowerment Theory

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

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

1. Women must consciously and deliberately choose to live fully if their other choices—about family, religion, and work—are to be effective.
2. Women must choose to see their lives in the broadest possible social context if they wish to expand their vision and increase their options.
3. Women must choose to become aware of the subtleties and intricacies in the relationships between their private and public domains if they are to function optimally.
4. Women must choose to see the interdependence of their individual status and the status of other women throughout the world if they are to understand themselves fully.
5. Women must choose where they stand in relation to feminism if they are to know the depth of the influence of gender in their lives.
6. Women must choose and their oppression themselves, rather than wait for legislation or other people to accomplish this for them, if they are to be truly empowered.

**Employment and poverty**

If one were to cite one problem, which poses a challenge for world leaders, development practitioners (at the global as well as national levels), and policy makers alike, it is the stubborn persistence of poverty in many parts of the world. It is only in countries of East and South East Asia (ESEA) that real success in poverty reduction has been achieved, although that achievement also looked rather fragile during the economic crisis of the late 1990s. Progress in poverty reduction outside that region has been rather disappointing. This has been especially so in the low-income countries of sub-Saharan Africa and South Asia. While two-thirds of the world’s poor live in Asia, South Asia is home for most of them. Although some projections (e.g., those by the World Bank, 2003) indicate that the Millennium Development goal of reducing poverty by half by 2015 (from the benchmark level of 1990) would be attained at the global level, doubts remain about certain regions (e.g., sub-Saharan Africa) and certain countries. In Sub-Saharan Africa, for example, the percentage of people living on less than US$1 per day increased from 47.4 per cent in 1990 to 49.0 per cent in 1999, and is projected to decline only to 46 per cent by 2015. And if China is excluded, the percentage of
people below poverty for the rest of the world is projected to decline from 28.5 per cent in 1990 to 15.7 per cent by 2015—thus remaining over half of the 1990 level (World Bank, 2003). The experience of countries, which succeeded in reducing poverty significantly, indicated the importance of sustained high growth in achieving this result. However, studies on poverty are replete with an equally important finding that high growth alone is not adequate; the pattern and sources of growth as well as the manner in which its benefits are distributed are extremely important from the point of view of achieving the goal of poverty reduction. And in the regard, the importance of employment as the key link between growth and poverty alleviation is often pointed out. While this proposition has strong intuitive appeal, there is some scattered empirical support for it too. For example, a comparison between the experience of pre-crisis East and South East Asia on the one hand the South Asia on other clearly shows much higher employment elasticity of economic growth in the former where the record of poverty reduction was also much more impressive (Islam 2001). This kind of evidence, however, needs to be compiled and analysed more systematically in order to make a case of an employment-intensive growth strategy. In other words, the nexus between economic growth, employment and poverty alleviation needs to be fully articulated and empirically substantiated. While this would involve some analytical work, a good deal of empirical work is required to monitor the labour market outcomes from the perspective of raising the incomes of poor households, and to identify policies, programmes and interventions that could have a positive, poverty alleviating impact on such outcomes. The kind of work mentioned above is especially important because a large number of developing countries are currently engaged in formulating poverty reduction strategies; and yet policies for using employment as a route out of poverty are not often integrated into such strategies. Likewise, the Millennium Development Goals relating to poverty reduction do not explicitly mention employment as a means for achieving them. But given the challenge ahead, it will be necessary to mobilized and effectively employ all possible mechanisms for achieving those goals. And employment could be critical in that respect. It is against the above background that the present paper undertakes an empirical analysis—based on cross-country data—of the nexus of economic growth, employment and poverty reductions. And the purpose behind this is to argue that for economic growth to be pro-poor, it has to be accompanied by employment growth with rising productivity. The paper starts (in section 2) by providing a brief overview of the literature on growth-poverty linkage, and pointing out a gap therein—in terms of the role of employment in the linkage. Section 3 presents an analytical framework for examining the linkage between economic growth, employment and poverty reductions. Section 4 provides an empirical analysis of the linkage between poverty and employment related variables. Section 5 presents some empirical
evidence to argue that there is no invariant relationship between growth and poverty reduction, and that developments in employment and labour market are critical variables influencing the poverty reducing outcome of growth. The major ingredients of pro-poor growth are recapitulated in section 6.2. Linkage between Economic Growth, and Poverty Reduction: A Gap in the Literature Analysis of the relationship between economic growth and poverty reduction has gone through various phases in the literature on development. For example, an important premise of the very early theories of development was that the benefits of economic growth would trickle down to the poor. Since then, questions have been raised on the assumption of an automatic link between growth and poverty reduction and attempts have been made to understand the mechanisms through which the benefits of growth may get transmitted to the poor.

Virtuous circle of links between growth, employment and poverty reduction A summary indicator of the employment growth that is associated with a given output growth is provided by the employment elasticity of output growth (for overall GDP, measured 8 see, also, ILO (2003), for promoting such an approach to poverty reduction. There are, of course, other factors that influence the ability of the poor to participate in the growth process; access to capital and productive assets is important in that respect. Economic Growth Productive capacity Employment with rising productivity higher income of the poor. Higher expenditure on health, education and skill development increased productive capacity 5 as the proportionate change in employment divided by the proportionate change in GDP during a given period. The implies that employment elasticity reflects the inverse of labour productivity. While an elasticity higher than unity implies decline in productivity, a lower than unity elasticity means that employment expansion is taking place along with an increase in productivity. A rise in productivity would lead to a reduction in employment elasticity. Therefore, raising employment elasticity in individual activities cannot be the objectives as that would mean a further lowering of productivity in economies that may already be characterized by widespread low-productivity employment. Two further questions need to be raised in the context of levels as well as changes in employment elasticity. Regarding the level, the desirability of an elasticity of lower than unity has been mentioned above. How much lower than unity it should be (i.e., the right order of magnitude for the elasticity of employment) depends on the levels of development and the relative factor endowment of the country concerned. The magnitude would also have a good deal of sectoral variation. The overall elasticity being a weighted average of sectoral elastic ties, greater allocation of investment in more labour-intensive sectors and higher growth rates in such sectors could yield a situation where the overall employment elasticity increases (even with declining elastic ties in some sectors).
12.5. Unit –End Exercises

1. Explain the role of TV in Agriculture Development.

2. Explain the Health and family welfare programmes of the media.

3. Describe the role of mass media in Environment Production.

4. Write Short Notes on
   a) Women Empowerment
   b) Poverty and Employment

12.6. Answer to Check your Progress

1. Role of Television in Agriculture Development

   Television is often accused of having effects (mainly bad ones) on children’s attitudes and relationships – in fact this is seen as its main source of influence, overriding all other influences. Television is part of a whole network of experiences and relationships in children’s lives and the way it affects a child interacts with all these other experiences and relationships. Television’s impact depends on how the medium is used, or not used, or abused, in the child’s family, and it also depends on the individual’s child and the stage he or she has reached, and the sort of person he or she is. Television is not all-depend. It can provide examples of some, of life’s possibilities for children. It can give them ideas for play and satisfy some of their curiosity for knowledge. But it cannot play for them. Similarly, it can show them how other people, including ‘bad’ people, behave, but it cannot bring them up to be nice or nasty people. Only families and communities can do that.

   As critics of television have pointed out, while television can show children what a snake or an eagle looks like, it cannot give them the experience of seeing and holding and caring for a real animal, fascinating though programmes such as the BBC’s. The Really Wild Show may be. These real-life experiences have to be provided by other people. Programmes like this do stimulate an interest in animals, as the thousands of letters they receive show. They also bring an awareness of global issues, such as ecology, into children’s lives in ways, which they can understand. Urban children, who may not have access to animals, can be encouraged to look into their environments for evidence of wild-life – insects, birds, foxes and so on. Television thus works best in a partnership with other interested adults who can help children to follow up what they have seen and heard in programmes. Both intellectually, and socially, television will have most impact when it is reinforced or modified by experience in the child’s own world. Television exists in an
environment, not a vacuum, which is full of social examples and constraints provided by family and community. Both intellectually and socially, the child is likely to learn best from television if it is integrated with and related to other areas of his life. This means lot banning television, nor blaming it, but using it.

2. Health and Family Welfare Programmes of Media

Various such publicity media are utilized for propagating health and family planning. Inter personal talks after post partum and post abortion service women are motivated to adopt suitable contraceptives. It is compulsory for the people to report marriages, births and deaths to government. Newlyweds are given family planning advises in the form of lectures.

In order to spread the message of health and family welfare throughout the nation, a multimedia motivational strategy can be evolved which will make use of all available channels including radio, TV (Special programmes aimed for rural audiences), press, films, visual displays and traditional folk media. The attempt should be to move from the somewhat urbane list reaches of the past into a much more imaginative and vigorous rural oriented approach. Radio and TV should join hands in spreading the message of small family norm and various with programmes. There media should project reactions from the public about the services – experiences of those that were satisfied and of those who were not. To popularize the small family norm and various health schemes and motivate people to accept the family planning methods and to healthy way of life. Folk media has been supported by several feature films with the theme of obvious advantage of having small family and clean environment. These films produced with the help of leading film stars had greater impact.

As discussed earlier, radio and TV should be used more effectively and concrete morbidity to be taken to combat communicable, non-communicable any other major diseases, thus reading the mortality and morbidity are helped to improve the quality of common man. There are many national health programmes viz. National Anti Malaria Programme (NAMP), National Filarial Control Programme (NFCP), Kala Azar (Serious health problem prevailing in Bihar and West Bengal), Dengue fever (Dengue Haemorrhagic Fever (DHF) under National Dengue Control Programme (NDCP), National Programme of Control of Blindness, National Iodine Deficiency Disorder Control Programme (NIDDCP) (Iodine is an essential micronutrient for normal human growth and development, deficiency could result in abortion, still birth, mental retardation, deaf-mutation, squint, dwarfism, goiter of all ages. 100-150 micrograms of iodine is required daily for normal life) and National AIDS Control Programme (The Virus causing AIDS – Acquired
Immune Deficiency Syndrome progressively destroys the self-protective immune system of the body by attacking the specialized cells in the Blood.

3. **Role of mass media in Environment Protection**

Harold Lasswell (1948) identified environmental surveillance as one of the most important functions served by communication. It is only through imparting right type of environmental education in the right perspective that media can reach people quickly create awareness of trigger a positive action towards conserving it. It is through right of appropriate choice of communication media suited to total needs of people we can bring about desired change in their attitude towards environment and related issues. A substantial and effective communication component must be employed and carefully integrated with the message. The necessary steps involved are.

- Develop - Awareness
- Create - Interest
- Build - Support
- Get - Action

The media instead of imitation school teacher – taught concept i.e. continuing to four walls of the class room – the media message must be freely available to anyone anywhere any type of people encompassing wide range of topics relating to environment and its related issues. Hence the immediate need is to link society with the media to elicit a rational plan of action.

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

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

4. Women Empowerment

Women and empowerment suggests modes of explanation by examining the impact of trends in families, religion, and work on different groups of women and on individual women. The premise of identity empowerment theory is that women’s behaviour and quality of life can be changed by increasing their awareness of the strength of social influence and of the interplay between intended and unintended consequences of women’s decision and actions. Although the relative separateness of women’s varied ethnic groups and social classes differentially limits their opportunities (Bernard, 1981), identity empowerment theory postulates that all women can make some constructive changes to enhance and improve their situations, however restricted those situations. To facilitate the accomplishment of creative change in women’s lives, identity empowerment theory is used to suggest ways out of the morass of stresses and controls that dominate women. However, the issue of recognition of women’s choice is crucial, because if the restriction on women are not recognized and dealt with by women themselves, those restrictions will necessarily have deadening and deadly- consequences for all women. By consciously connection personal and public aspects of their lives, women can enlarge their world and participation in broader spheres of activity traditionally reserved exclusively for men (Bernard, 1981). This impact is especially evident in the word of work. However, family and religion are also critical dimensions to consider in assessing the personal and public aspects of women’s lives. Women’s empowerment is the deliberate integration of women’s biographies with society’s history, a feat that can transform women’s individual and social realities (Mills, 1967).

Identity Empowerment Theory

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

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

1. Women must consciously and deliberately choose to live fully if their other choices- about family, religion, and work- are to be effective.
2. Women must choose to see their lives in the broadest possible social context if they wish to expand their vision and increase their options.
3. Women must choose to become aware of the subtleties and intricacies in the relationships between their private and public domains if they are to functions optimally.
4. Women must choose to see the interdependence of their individual status and the status of other women throughout the world if they are to understand themselves fully.
5. Women must choose where they stand in relation to feminism if they are to know the depth of the influence of gender in their lives.
6. Women must choose and their oppression themselves, rather than wait for legislation or other people to accomplish this for them, if they are to be truly empowered.

**Employment and poverty**

If one were to cite one problem, which poses a challenge for world leaders, development practitioners (at the global as well as national levels), and policy makers alike, it is the stubborn persistence of poverty in many parts of the world. It is only in countries of East and South East Asia (ESEA) that real success in poverty reduction has been achieved, although that achievement also looked rather fragile during the economic crisis of the late 1990s. Progress in poverty reduction outside that region has been rather disappointing. This has been especially so in the low-income countries of sub-Saharan Africa and South Asia. While two-thirds of the world’s poor live in Asia, South Asia is home for most of them. Although some projections (e.g., those by the World Bank, 2003) indicate that the Millennium Development goal of reducing poverty by half by 2015 (from the benchmark level of 1990) would be attained at the global level, doubts remain about certain regions (e.g., sub-Saharan Africa) and certain countries. In Sub-Saharan Africa, for example, the percentage of people living on less than US$1 per day increased from 47.4 per cent in 1990 to 49.0 per cent in 1999, and is projected to decline only to 46 per cent by 2015. And if China is excluded, the percentage of people below poverty for the rest of the world is projected to decline from 28.5 per cent in 1990 to 15.7 per cent by 2015—thus remaining over half of the 1990 level (World Bank, 2003). The experience of countries, which succeeded in reducing poverty significantly, indicated the importance of sustained high growth in achieving this result. However, studies on poverty are replete with an equally important finding that high growth alone is not adequate; the pattern and sources of growth as well as the manner in which its benefits are distributed are extremely important from the point of view of achieving the goal of poverty reduction. And in the regard, the importance of employment as the key link between growth and poverty alleviation is often pointed out. While this proposition has strong intuitive appeal, there is some scattered empirical support for it too. For example, a comparison between the experience of pre-crisis East and South East Asia on the one hand the South Asia on other clearly shows much higher employment elasticity of economic growth in the former where the record of poverty reduction was also much more impressive (Islam 2001). This kind of evidence, however, needs to be compiled and analysed more systematically in order to make a case of an employment-intensive growth strategy. In other words, the nexus between economic growth, employment and poverty alleviation needs to be fully articulated and empirically substantiated. While this would involve some analytical work, a good deal of empirical work is required to monitor the labour market outcomes from the perspective of raising the incomes of poor households, and to identify policies, programmes and interventions that could have a positive, poverty
alleviating impact on such outcomes. The kind of work mentioned above is especially important because a large number of developing countries are currently engaged in formulating poverty reduction strategies; and yet policies for using employment as a route out of poverty are not often integrated into such strategies. Likewise, the Millennium Development Goals relating to poverty reduction do not explicitly mention employment as a means for achieving them. But given the challenge ahead, it will be necessary to mobilize and effectively employ all possible mechanisms for achieving those goals. And employment could be critical in that respect. It is against the above background that the present paper undertakes an empirical analysis based on cross-country data of the nexus of economic growth, employment and poverty reductions. And the purpose behind this is to argue that for economic growth to be pro-poor, it has to be accompanied by employment growth with rising productivity. The paper starts (in section 2) by providing a brief overview of the literature on growth-poverty linkage, and pointing out a gap therein in terms of the role of employment in the linkage. Section 3 presents an analytical framework for examining the linkage between economic growth, employment and poverty reductions. Section 4 provides an empirical analysis of the linkage between poverty and employment related variables. Section 5 presents some empirical evidence to argue that there is no invariant relationship between growth and poverty reduction, and that developments in employment and labour market are critical variables influencing the poverty reducing outcome of growth. The major ingredients of pro-poor growth are recapitulated in section 6.2. Linkage between Economic Growth, and Poverty Reduction: A Gap in the Literature Analysis of the relationship between economic growth and poverty reduction has gone through various phases in the literature on development. For example, an important premise of the very early theories of development was that the benefits of economic growth would trickle down to the poor. Since then, questions have been raised on the assumption of an automatic link between growth and poverty reduction and attempts have been made to understand the mechanisms through which the benefits of growth may get transmitted to the poor.

Virtuous circle of links between growth, employment and poverty reduction A summary indicator of the employment growth that is associated with a given output growth is provided by the employment elasticity of output growth (for overall GDP, measured see, also, ILO (2003), for promoting such an approach to poverty reduction. There are, of course, other factors that influence the ability of the poor to participate in the growth process; access to capital and productive assets is important in that respect. Economic Growth Productive capacity Employment with rising productivity higher income of the poor. Higher expenditure on health, education and skill development increased productive capacity as the proportionate change in employment divided by the proportionate change in GDP during a given period. The implies that
employment elasticity reflects the inverse of labour productivity. While an elasticity higher than unity implies decline in productivity, a lower than unity elasticity means that employment expansion is taking place along with an increase in productivity. A rise in productivity would lead to a reduction in employment elasticity. Therefore; raising employment elasticity in individual activities cannot be the objectives as that would mean a further lowering of productivity in economies that may already be characterized by widespread low-productivity employment. Two further questions need to be raised in the context of levels as well as changes in employment elasticity. Regarding the level, the desirability of an elasticity of lower than unity has been mentioned above. How much lower than unity it should be (i.e., the right order of magnitude for the elasticity of employment) depends on the levels of development and the relative factor endowment of the country concerned. The magnitude would also have a good deal of sectoral variation. The overall elasticity being a weighted average of sectoral elastic ties, greater allocation of investment in more labour-intensive sectors and higher growth rates in such sectors could yield a situation where the overall employment elasticity increases (even with declining elastic ties in some sectors).

12.7. Suggested Readings


Unit-XIII

13.1. Introduction

India is a developing country with lot of achievements in all the fields of modern day life including that of science & technology, agriculture and industry. Now development communication is such a tool of development that it is highly necessary for a developing nation like us. It has therefore been increasingly recognized the 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 reach 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 to from being recipients of external development intervention 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 worldwide Phenomena to emergence of television as a dominant influence in nearly every institution, to the explosion of the internet at the turn of 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 movement for communication scholars to contribute to understanding, and shaping the parameters of our changing technological and academic environment.

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

After going through this unit you will be able to:

- Analyze the case studies on
  - Development Communication Experiences
  - Role of NGOs in Development

13.3. Case Studies

a) Development Communication Experiences

There have now been over six decades of theory, research, foreign aid and various paradigms and strategies covering initiatives in development communication. These have been carried out by academics, social workers, clergy, non-governmental organizations (NGOs), foreign aid from industrialized nations and specialized agencies of the United Nations (UN). Yet the frustration and situation in the southern hemisphere continues to worsen. Violence is up and security is declining, the numbers of displaced people is increasing, assistance is stagnant, foreign aid has more conditions attached to it, human rights violations are ignored, a free press is rare, military and other corrupt regimes ignore kidnapping, rape, and murder is far too common; even basics like housing, shoes, schooling, water tend to be marginalized or ignored in many underdeveloped regions. The history of early development media projects had no mention of women’s roles or how they might benefit.

Another parallel stream of action has been apparent when one examiners proselytizing in the southern hemisphere or less developed countries (LDCs) among religious groups including Catholics, Mormons, evangelical Protestants, and others. They sought converts to Christianity but as the same time they also tried to tell locals, many poor rural peasants, how to lead their lives. An interesting part of these theology-driven interventions gave rise to what is called Liberation as well as Prosperity Theologies, which are covered later in this chapter.

In many ways this preaching was similar to northern hemisphere aid projects which were doing the same things. They also were telling the poor how to live their lives, raise families, and how to get ahead economically at the same time. The road to development was to follow the processes in place in industrialized nations, plus reject, change, or abandon traditional ways of doing things. Yet despite the efforts of thousands of researchers, aid workers, and clergy along with billions of dollars in aid, the situation and people in the southern hemisphere and poor regions of the world are in many ways worse off today than they
were at the end of World War II. Expert Ernest Wilson in 2006 points out that “more than eighty countries have a lower per capita income today than a decade ago” (Wilson 2006, 8)

World War II is the point when major aid, interventions, and the beginnings of modernization planning and schemes commenced. The plans and hopes of economic and cultural elites based in the northern hemisphere failed to materialize in the southern hemisphere as promised. At first it was the churches promising a better life both here and the hereafter. Then a wave of NGOs foreign aid agencies and academics took up the cause. The cause or goal was to improve the lives and lot of inhabitants of the peripheral regions of the world. Yet the lives of many in the southern hemisphere either remained unchanged or in some cases their situations – economic, health, housing, education, media access- became worse. After more than six decades of modernizations, the southern hemisphere is still facing economic, cultural and social challenges. The distinct theory began, along with highlighting the leading early theorists and their works. We will also note some of their assumptions and successes as well as failures.

Development communication is the process of intervening in a systematic or strategic manner with either media (print, radio, telephony, video, and the Internet), or education (training, literacy, schooling) for the purpose of positive social change. The change could be economic, personal, as in spiritual, social, culture or political.

This area has focused on Third World issues and how modernization has essentially failed to deliver change in developing nations or regions. The lack of telephone service, illiteracy, few indigenous media successes, and lack of connectivity and the costs of the Internet all come into play. In some regions the spread of HIV/AIDS has both hurt the work-force as well as diverting and absorbing millions in foreign aid. After more the six decades of development the Third World or peripheral nations still lack access to modern telecommunications and mass media. This core text will address the history, major approaches or theories, the role of NGOs and the paradigm shift currently underway.

It is this shift from an economic preoccupation to a broader and more inclusive approach that makes this book unique. The key aspect is that for decades the old paradigm had an economic focus or lens whereas the new focus is on practices and policy matters with a social or cultural lens. One of the emerging roles is how are media and telecom systems promoting democracy as well as broader quality of life/environment issues. Part of the change is also a bottom up or grass-roads approach rather than top-down decision making that has dominated the field since the end of World War II.
Over the past decades some objections to globalization have also emerged. Not all see the same benefits from the global economy. The benefits of globalization are not evenly shared by all. Compounding this criticism is the post Cold War fear of the United States becoming a hegemonic power and defining aid, paradigms and international policies to suit its own goals and economic purposes, and not necessarily taking into account the interests of receiving nations. For example. Since 2000 the area of family planning, contraception, abortion, and the role of women in society has become a particularly Sensitive are, particularly in terms of US foreign assistance efforts. Yet over the same period there has been a significant increase in feminist scholarship dealing with the media. Other factors include what is now being referred to as coercive democracy. This is where the US is combining its post Cold War military power with its hegemonic economic power to set conditions on foreign aid or international treaties that at times further cripple weak nations or regions. The bulk of the benefits go to the Western nations, their farers, and corporations, while the poor in the Third World see little improvement.

b) Role of NGOs in Development

NGOs works related to current context and the ensuing challenges pertinent to emerging global scenario are being briefed here. Now the role NGOs is very much a challenging one. In the current scenario of the 21st Century as observed by Anita Cheria and Edwin, the NGOs face the dual task of collaborating critically with the State and at the same time fighting against the anti-people/anti- marginalized policy. Such a dual task cannot be discharged effectively unless the NGOs have autonomy based on the self-reliant capabilities. NGO sustained intervention will depend very much in future on their self-reliant capacity and local resource mobilization.

The paradigm of mainstream development indicated that such model is not sustainable in the ultimate analysis. Its anti-people, anti-women, anti-environment, anti-sustainable thrust has done irreversible damage and destruction. Yet, the process of globalization is pursued with alarming speed. While opposing this destructive approach, one cannot wait to see the reversal of this policy in the given global context. What is urgently needed is to develop and strengthen micro-level people centred and self managed models. Grass-root level micro-banking systems, community resource management, collective and cooperative income generation activities etc are possible models.

Globalization is inevitable and standardization, as many believe, is a necessary evil. The NGOs of the 21st Century need to function as
sensitive, critical and intellectual organization to protect the interest of the poor and downtrodden.

With the 73rd constitutional amendment on Panchayat Raj Institution, new opportunities and challenges are opened up at the grassroots for the NGOs. Since the village level Panchayat elections are supposed to be fought without any political party symbol (supposed to be a non party event) it provides a very good opportunity for the NGOs to educate and enable the poor to enter into the local level governance. The PRIs, with their proximity of the people, are within the reach of the people whereas higher level bodies are not.

One-third reservation for women and one-third reservation for the socially oppressed and economically exploited dalits make it possible to change the content of these local governance bodies. With proper education, training and strategies, it is possible for the enlightened and capable poor women and men to not only enter into these bodies democratically but also give new dynamism to the bottom-up development process. Strengthening of these grassroots democratic bodies will have a cumulative effect on the polity of the country.

While some NGOs have focused on this aspect of grassroots process, a large numbers haven’t realized the potential. The NGOs over the years have promoted vast social infrastructure of the poor, the women, the dalits etc. Enabling them to influence the policies and to enter into governance at least in the grassroots, and strengthening local level democracy will go a long way to improve the life situation of the poor the empower them further. This will sustain the initiative of the people for sustained growth and development.

The sustainability of the grassroots level people centred participatory and self-managed development processes will ultimately depend on the capability of the people in local resource mobilization and influencing policy processes. Mere assertion of rights through social mobilization and democratic pressure will not satisfy their basic and development needs.

Enhancing the governance at the local level and bringing in a qualitative change in the local bodies in favour of the poor and marginalized could integrate the equity principle and sustainability factor into micro development processes. This in turn, could strengthen the bottom-up development processes with its impact on the so-called mainstream development.

Thought NGOs have promoted vast social infrastructure of the poor and marginalized, the women, the dalits, adivasis, the agri-laborers etc. Transforming them into reality depends very much on the political
initiative of the people which, in turn, depends on the perspectives with which NGOs organize them.

The experiences of some of the NGOs in some States confirm such possibilities. Sharing of different perspectives and experiences will not only help to clarify many doubts but will also help to develop better strategies for the future to facilitate experience sharing and forge ahead in strengthening linkages and common perspectives appropriate to the local situation.

From sympathy and empathy approach and efficiency theories that led to the concept of women development, the gradual realization to improve the situation of the women, particularly the poor, to lead for positional change in the society is taking place among many NGOs, but the process is very slow and needs to be speeded up. While a large number of NGOs focus on women, women empowerment perspectives are yet to be developed in the case of the majority.

While there is increasing realization on the need to focus on the environmental concerns, internalizing the concept and promoting best practise, promoting successful and replicable models that are manageable by the people, strong micro-macro linkage and perspectives are yet to be developed with spread effects. The general environment movements need to be combined with replicable village level models.

The NGO’s by and large focus on developmental activities at the grass-roots. In doing, so many NGOs tried to fill in the gap where government institutions and departments (like health and education) failed by running parallel programs to provide services. Such an approach has not succeeded in creating an impact on the government departments to improve the quality of service they provide. On the other hand it made the government looks towards NGOs to deliver service and make the people dependent on the NGOs. The net result has been further strengthening of the dependency of the needy people. The right course would be to provide information, create awareness and strengthen the capability of the people to demand from the system and get their basic needs and services as their fundamental right.

The basic needs issue cannot be addressed and solved unless the people assert their rights and create a demand system. There is also a need in a country like India, (Where political right in considered a fundamental right), to consider the basic socio-economic and cultural rights as fundamental rights. The basic needs must be seen from the basic rights perspective and grassroots development social action must be combined with legal action.

Such a perspective calls for deeper studies, analysis, experiential learning and resources development at the grassroots. The regional and
national level judicial activism needs to percolate down to the village level to combine social action with legal instruments to enable the marginalized to get socio-economic justice.

The traditional form of advocacy in India has been more of social mobilization to show the strength of the poor and the marginalized. The approach of promoting successful demonstrative and replicable models (like micro-banking system) and influencing policy is a later development. Lobbying with parliamentarians, government institutions and individuals is another method used by NGOs now and then, but not so effectively. Strong policy research, alternate models/suggestions are very much essential for policy advocacy.

Media advocacy and campaign to influence public policies and educate the public on the development issues is a recent phenomenon; compared to the complexity of the problem and vividness of the activities. However, much need to be is done at the local level to educate the public and public institutions by using the Media. Public support and solidarity is very much needed for sustained advocacy and struggle. Transparency and public accountability gives a lot of legitimacy and moral strength to face the wrong doers. NGOs are seen locally by many with suspect’s eyes and the people organized by them are seen as beneficiaries. The local media has to play a very important role in development education which in turn would strengthen the process of empowerment of the poor.

From the social organization concept of the late 1970s many NGOs now are involved in organizing self help groups focusing on participatory groups dynamics. The activities and training imparted do not go beyond the groups. If the intervention has to lead to social transformation processes, the group dynamics should lead to a process of providing leadership to the entire communities who are poor and marginalized. While as an entry point on could focus on groups, on caste, ethnicity, gender, etc. The large forces that are constantly working against the poor and marginalized cannot be resisted without much broader unity. Therefore, sustained efforts to protect what they have and to get more in a sustainable way needs larger unity and solidarity among all those struggling for a better livelihood.

Historically, power has had three components: money, muscle and information (triad). NGOs transfer the economic leg of the triad to the focal community through various means- whether directly through an economic programme such as savings and credit or indirectly by organizing them and gaining the community access to resources. Muscle is provided through organization and access to political power.

It is the information part of the triad that has gained ascendance now. Access to data is relatively easy, but the skills to transform this into
information, and put it to work in time are a demanding task. NGOs will have to fulfil this task.

Another important element is enabling rural communities to gain critical mass or ‘scale’. This means exercise of power in relation to politics, economy and society. The intervention must be in a large enough area, covering a large enough population, with enough resources to be able to withstand external pressures without the external support.

The communities must achieve critical mass in terms of resources so that it is not at the mercy of the external macro-forces. This is usually done by NGOs by creating a large enough corpus fund- by enabling people say, Self Help Groups, to access formal credit systems. The most sustainable means, however, remains taking control over natural resources and the means of production.

At all times, the emphasis of NGOs should be to create a culture of self-reliance, not a culture of dependency- most of all on itself. While emphasis can be given to different sections-women, adivasi or dalits, for instance, the objectives should be to unite all the poor, since their strength is their numbers. The poor should not be further divided on any account.

The number of people must be large enough since other dominant sections will gang up against any genuine restructuring of social relations. This can be done by forming broad alliance across communities, and networks among NGOs. While ethnic or racial identities such as the caste or adivasi ones can be maintained or even strengthened, it is imperative that alliance must be built up. Fragmentation of forces has been the bane of resistance movement’s world over, through history.

In this subcontinent, NGOs are rendering multitudes of services and executing varied programmes such as relief, rehabilitation, income generation, community organization, awareness creation, capacity building and recently advocating, lobbying, empowering etc. The works done by NGOS need to be truly extolled and eulogised as their foot/ work prints are seen in almost all the nook and corner of the villages in the country. But observations reveal that most of the NGOs are busy involved in accomplishing soft tasks and they confine their roles to a few villages in a given area. They seem to be satisfied in working in isolation and delivering certain social services.

They need to perform many more hard tasks encountering threats and challenges so as to bring about desired rural development. They must awake themselves professionally. They need to sensitively observe and critically analyse the social, economic, commercial and political trends around the world, between nations, within the country and of their own
regions. Every now and then, they need to self-assess their grass-roots interventions whether they are relevant in relation to the changing world order. They have to network people’s organisations and strategically ally them. So that they can protect themselves from being marginalised by external forces. Otherwise, the social infrastructure created in the village level by NGOs out of their hard work for decades may be blown away by the wings of Macro/Power centres. NGOs must be conscious about the global forces and at the same time carry out their interventions relevant to the requirements of their service villages.

NGOs role like saving such thrown and blown away babies is quite appreciable. But facilitating a process of identifying and stopping the baby throwing elements, be it local or global, small or big, is essential.

NGOs need not confine themselves in providing temporary remedies but strive for ensuring sustainable solutions.

Whatever they do, it is the time for NGOs to think globally and then to act locally so as to ensure their intervention relevant, appropriate, latest, just and right.

13.4. Let us sum up

Development Communication Experiences

There have now been over six decades of theory, research, foreign aid and various paradigms and strategies covering initiatives in development communication. These have been carried out by academics, social workers, clergy, non-governmental organizations (NGOs), foreign-aid from industrialized nations and specialized agencies of the United Nations (UN). Yet the frustration and situation in the southern hemisphere continues to worsen. Violence is up and security is declining, the numbers of displaced people is increasing, assistance is stagnant, foreign aid has more conditions attached to it, human rights violations are ignored, a free press is rare, military and other corrupt regimes ignore kidnapping, rape, and murder is far too common; even basics like housing, shoes, schooling, water tend to be marginalized or ignored in many underdeveloped regions. The history of early development media projects had no mention of women’s roles or how they might benefit.

Development communication is the process of intervening in a systematic or strategic manner with either media (print, radio, telephony, video, and the Internet), or education (training, literacy, schooling) for the purpose of positive social change. The change could be economic, personal, as in spiritual, social, culture or political.
Over the past decades some objections to globalization have also emerged. Not all see the same benefits from the global economy. The benefits of globalization are not evenly shared by all. Compounding this criticism is the post Cold War fear of the United States becoming a hegemonic power and defining aid, paradigms and international policies to suit its own goals and economic purposes, and not necessarily taking into account the interests of receiving nations. For example. Since 2000 the area of family planning, contraception, abortion, and the role of women in society has become a particularly sensitive area, particularly in terms of US foreign assistance efforts. Yet over the same period there has been a significant increase in feminist scholarship dealing with the media. Other factors include what is now being referred to as coercive democracy. This is where the US is combining its post Cold War military power with its hegemonic economic power to set conditions on foreign aid or international treaties that at times further cripple weak nations or regions. The bulk of the benefits go to the Western nations, their followers, and corporations, while the poor in the Third World see little improvement.

**Role of NGOs in Development**

NGOs works related to current context and the ensuing challenges pertinent to emerging global scenario are being briefed here. Now the role of NGOs is very much a challenging one. In the current scenario of the 21st Century as observed by Anita Cheria and Edwin, the NGOs face the dual task of collaborating critically with the State and at the same time fighting against the anti-people/anti-marginalized policy. Such a dual task cannot be discharged effectively unless the NGOs have autonomy based on the self-reliant capabilities. NGO sustained intervention will depend very much in future on their self-reliant capacity and local resource mobilization.

The paradigm of mainstream development indicated that such model is not sustainable in the ultimate analysis. Its anti-people, anti-women, anti-environment, anti-sustainable thrust has done irreversible damage and destruction. Yet, the process of globalization is pursued with alarming speed. While opposing this destructive approach, one cannot wait to see the reversal of this policy in the given global context. What is urgently needed is to develop and strengthen micro-level people centred and self managed models. Grass-root level micro-banking systems, community resource management, collective and cooperative income generation activities etc are possible models.

Globalization is inevitable and standardization, as many believe, is a necessary evil. The NGOs of the 21st Century need to function as sensitive, critical and intellectual organization to protect the interest of the poor and downtrodden.
While some NGOs have focused on this aspect of grassroots process, a large numbers haven’t realized the potential. The NGOs over the years have promoted vast social infrastructure of the poor, the women, the dalits etc. Enabling them to influence the policies and to enter into governance at least in the grassroots, and strengthening local level democracy will go a long way to improve the life situation of the poor the empower them further. This will sustain the initiative of the people for sustained growth and development.

The sustainability of the grassroots level people centred participatory and self-managed development processes will ultimately depend on the capability of the people in local resource mobilization and influencing policy processes. Mere assertion of rights through social mobilization and democratic pressure will not satisfy their basic and development needs.

Enhancing the governance at the local level and bringing in a qualitative change in the local bodies in favour of the poor and marginalized could integrate the equity principle and sustainability factor into micro development processes. This in turn, could strengthen the bottom-up development processes with its impact on the so-called mainstream development.

Thought NGOs have promoted vast social infrastructure of the poor and marginalized, the women, the dalits, adivasis, the agri-laborers etc. Transforming them into reality depends very much on the political initiative of the people which, in turn, depends on the perspectives with which NGOs organize them.

The experiences of some of the NGOs in some States confirm such possibilities. Sharing of different perspectives and experiences will not only help to clarify many doubts but will also help to develop better strategies for the future to facilitate experience sharing and forge ahead in strengthening linkages and common perspectives appropriate to the local situation.

From sympathy and empathy approach and efficiency theories that led to the concept of women development, the gradual realization to improve the situation of the women, particularly the poor, to lead for positional change in the society is taking place among many NGOs, but the process is very slow and needs to be speeded up. While a large number of NGOs focus on women, women empowerment perspectives are yet to be developed in the case of the majority.

While there is increasing realization on the need to focus on the environmental concerns, internalizing the concept and promoting best practise, promoting successful and replicable models that are manageable by the people, strong micro-macro linkage and perspectives are yet to be
developed with spread effects. The general environment movements need to be combined with replicable village level models.

The NGO’s by and large focus on developmental activities at the grass-roots. In doing, so many NGOs tried to fill in the gap where government institutions and departments (like health and education) failed by running parallel programs to provide services. Such an approach has not succeeded in creating an impact on the government departments to improve the quality of service they provide. On the other hand it made the government looks towards NGOs to deliver service and make the people dependent on the NGOs. The net result has been further strengthening of the dependency of the needy people. The right course would be to provide information, create awareness and strengthen the capability of the people to demand from the system and get their basic needs and services as their fundamental right.

In this subcontinent, NGOs are rendering multitudes of services and executing varied programmes such as relief, rehabilitation, income generation, community organization, awareness creation, capacity building and recently advocating, lobbying, empowering etc. The works done by NGOs need to be truly extolled and eulogised as their foot/ work prints are seen in almost all the nook and corner of the villages in the country. But observations reveal that most of the NGOs are busy involved in accomplishing soft tasks and they confine their roles to a few villages in a given area. They seem to be satisfied in working in isolation and delivering certain social services.

They need to perform many more hard tasks encountering threats and challenges so as to bring about desired rural development. They must awake themselves professionally. They need to sensitively observe and critically analyse the social, economic, commercial and political trends around the world, between nations, within the country and of their own regions. Every now and then, they need to self-assess their grass-roots interventions whether they are relevant in relation to the changing world order. They have to network people’s organisations and strategically ally them. So that they can protect themselves from being marginalised by external forces. Otherwise, the social infrastructure created in the village level by NGOs out of their hard work for decades may be blown away by the wings of Macro/Power centres. NGOs must be conscious about the global forces and at the same time carryout their interventions relevant to the requirements of their service villages.

NGOs role like saving such thrown and blown away babies is quite appreciable. But facilitating a process of identifying and stopping the baby throwing elements, be it local or global, small or big, is essential. NGOs need not confine themselves in providing temporary remedies but strive for ensuring sustainable solutions.
Whatever they do, it is the time for NGOs to think globally and then to act locally so as to ensure their intervention relevant, appropriate, latest, just and right.

13.5. Unit –End Exercises

1. Discuss experiences in Development communication.

2. Explain the role of NGOs in development

13.6. Answer to Check your Progress

1. Development Communication Experiences

There have now been over six decades of theory, research, foreign aid and various paradigms and strategies covering initiatives in development communication. These have been carried out by academics, social workers, clergy, non-governmental organizations (NGOs), foreign aid from industrialized nations and specialized agencies of the United Nations (UN). Yet the frustration and situation in the southern hemisphere continues to worsen. Violence is up and security is declining, the numbers of displaced people is increasing, assistance is stagnant, foreign aid has more conditions attached to it, human rights violations are ignored, a free press is rare, military and other corrupt regimes ignore kidnapping, rape, and murder is far too common; even basics like housing, shoes, schooling, water tend to be marginalized or ignored in many underdeveloped regions. The history of early development media projects had no mention of women’s roles or how they might benefit.

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13.7. Suggested Readings


Unit-XIV

14.1. Introduction

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

14.2. Objectives

After going through this unit you will be able to:

- Analyze the Case Studies on Application of Development Support communication on the following field of Development
14.3. Case Studies

14.3.1. Application of Development Support Communication

a) Agriculture

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

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

Yojana Haryali

Yojana Haryali launched just one month after the launch of Swajaldhara. India is facing serious water problem neither because we do not have adequate sources of water nor because its receive less rainfall. Lord Indra has been very kind to us. The problem lies in our inability to conserve all the rainwater. It lies in our failure to take good care of our traditional sources of water. We now have to reverse this trend. We have to start a big drive for the revival, renovation and maintenance of all the available sources of water. We have to make necessary policy changes for the rapid expansion of use of techniques like drip irrigation. There is a lot of wastage of water in our canals. It also leads to soil degradation. This has to be stopped. In short, we have to save every drop of water. We have to make water conservation into a People’s Movement.

Under watershed management, our villages can take up many small works to conserve water for drinking, irrigation, and fisheries and afforestation. This will not add “Haryali” to the rural landscape, but also create new employment opportunities for the rural poor.

b) Health and Family Welfare

The Family Planning communication Programme got a big push with the creation of the Mass Education and Media (MEM) Division
within the newly established Department of Family Planning in 1966. The adoption of the ‘extension education’ approach, with fieldworkers reaching out to people to motivate them to adopt family planning practice, meant the creation of a network of field personnel at the national, state, district and block levels, following the patterns of the agricultural extension services already established by them. Radio and Film also began to be used in a limited way. Films, owing to their powerful impact as an audiovisual medium, were also seen as a major vehicle of communication and the district units of the MEM Division were equipped with audiovisual vans for exhibiting motivational films. It was in this period that a strategy for communication and a pinpointed, clear and specific message to the family were articulated for the first time. The Rea Triangle symbol for family planning was developed and slogans propagating ‘two or three children-enough’ and the small family norm began being used as a mass campaign.

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

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

c) Literacy

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

Beginning with the discussion on the New Policy on Education in 1986, there has been a consistent shift in public perception regarding the need for greater emphasis on basic education, particularly for girls. The launch of the National Literacy Mission (NLM) in 1988 as a societal mission to make 80 million adults in the age group 15-35 years literate by 1995 was a major initiative that was adequately picked up by the media. When Ernakulam district became fully literate through the literacy campaign initiated in the district with the active cooperation of the district administration, educational institutions and a prominent NGO-Kerala Shasta Sahitya Parishad (KSSP), it was a significant achievement. Publicity and coverage in the media helped in the adoption of the campaign mode as the strategy for NLM. Kerala achieving fully literate status soon afterwards, in 1990, which was also the International Literacy Year (ILY), made news and brought literacy to front-page headlines of newspapers. In that sense, the Jomtien Meeting and the Education for All (EFA) declaration came when India was poised for a shift in priority and public opinion reflected in the editorial coverage and political manifestos endorsed the commitment towards the goal of Education for All by 2000.

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

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

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

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

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

Motivating the learners/instructors: Adult literacy was a difficult task and required tenacious effort on the part of the learner and patience and skill on the part of the instructor. The need and importance of literacy had to be felt by the learner and constant support and encouragement were necessary for both partners (whether in a one-to-one situation or a classroom/centre situation). Supplementary communication materials that were visually attractive and stimulating, audiovisual and video programmes that were informative and enjoyable, game, and puzzles, cultural and recreational activities that were relaxing and, above all, a physical space that was secure and comfortable, especially for poor rural women and persons from SC/ST communities, all contributed to enriching the learning situation and helped the learner and instructor in their collective endeavour.
Training in communication skills: A variety of communication materials were required to improve the communication skills of the instructor, supervisor and other management personnel at the district and state levels. The renewed objectives of NLM, with its emphasis on participative learning, literacy through dialect, increased use of audiovisual inputs, post-literacy materials and mission management system, had to be understood and internalised by the functionaries. In addition, the basic teaching-learning materials for the adult learner like the literacy primer required improvement and support from additional materials like charts, flash cards, slides, audio cassettes, radio, TV and video programmes.

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

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

- Energising the existing structures at the Centre, state, district, block, project and village (adult education centre) levels. The focus was on retaining clarity about NLM objectives, accountability and improved performance, faster flow of information and feedback, and a commitment to improving the quality of the programme rather than achieving notional targets of learner enrolment. Supportive supervision with a team-based approach had to be inculcated among functionaries.
- Decentralised planning, production and effective utilisation of communication materials. However, identification of priorities, specific focus on different target groups, choice of media and communication planning had to be coordinated at the state level and between states. The Directorate of Adult Education (DAF) under NLM had to be the nodal agency to give effect to this ordinate decentralisation effort.
- Inter-departmental cooperation between agriculture, health and family welfare, rural development, women and child development and education functionaries was necessary so that field activities for social mobilisation could be planned.
together at the state and district levels, thereby enhancing the level of cooperation at the block and village level. This was indeed a difficult task but had to be done.

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

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

14.4. Let us sum up

Agriculture

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

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

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

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

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

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

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

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

14.5. Unit –End Exercises

1. Elucidate the case studies on application of Development support Communication on the following field of development
   a) Agriculture
   b) Health and Family welfare
   c) Literacy
14.6. Answer to Check your Progress

1. a) Agriculture

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

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

Yojana Haryali

Yojana Haryali launched just one month after the launch of Swajaldhara. India is facing severe water problem not because we do not have adequate sources of water nor because its receive less rainfall. Lord Indra has been very kind to us. The problem lies in our inability to conserve all the rainwater. It lies in our failure to take good care of our traditional sources of water. We now have to reverse this trend. We have to start a big drive for the revival, renovation and maintenance of all the available sources of water. We have to make necessary policy changes for the rapid expansion of use of techniques like drip irrigation. There is a lot of wastage of water in our canals. It also leads to soil degradation. This has to be stopped. In short, we have to save every drop of water. We have to make water conservation into a People’s Movement.

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

b) Health and Family Welfare

The Family Planning communication Programme got a big push with the creation of the Mass Education and Media (MEM) Division within the newly established Department of Family Planning in 1966. The adoption of the ‘extension education’ approach, with fieldworkers reaching out to people to motivate them to adopt
family planning practise, meant the creation of a network of field personnel at the national, state, district and block levels, following the patterns of the agricultural extension services already established by them. Radio and Film also began to be used in a limited way. Films, owing to their powerful impact as an audiovisual medium, were also seen as a major vehicle of communication and the district units of the MEM Division were equipped with audiovisual vans for exhibiting motivational films. It was in this period that a strategy for communication and a pinpointed, clear and specific message to the family were articulated for the first time. The Rea Triangle symbol for family planning was developed and slogans propagating ‘two or three children - enough’ and the small family norm began being used as a mass campaign.

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

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

c.Literacy

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14.7. Suggested Readings


MODEL QUESTION PAPER
M.A. Degree Examination
Journalism and Mass Communication
Development Communication

Time: 3 Hours
Maximum Marks: 75

Section-A
(10x2 =20)

Answer all questions

1. Define the Term ‘Development’.
2. What is Self Development?
3. Write a Note on Decentralisation.
4. Who introduced Panchayat Raj System in India.
5. What is Paradigm Shift?
6. What is Diffusion?
7. Explain the concept of Community Radio.
8. Write a short note on ‘SITE’.
9. Briefly Explain about PIB
10. What is intermediate Technology?

Section-B
(5 x 5=25)

Answer all questions choosing (a) Or (b)

11. a) List out the various Indicators of development.
   Or
   b) Write about diffusion of innovation Model

12. a) Summarise the Characteristics of Developing Society
   Or
   b) Discuss the role of Communication in Development

13. a) Write a note on Gandhian Model of Development
   Or
   b) What are impediments to Development?

14. a) Explain the role of Traditional Media in Rural development.
   Or
   b) Describe the role of NGO’s in Preserving the Environment.

15. a) What is development Support Communication?
   Or
   b) Analyse briefly the new communication technologies.
Section-C

(3 x10=30)

Answer any three questions

16. Write the history of Development Projects in India.
17. Write an essay on Development Communication Approaches.
18. Elaborate the Theories of Development Communication.
19. Explain the salient features of Five year Plans.
20. Explain how Information and Communication Technologies can be effectively used to create Social Awareness and Development in Rural India