
UNIT 5 DEVELOPMENT: CONCEPT AND THEORIES

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5.0 INTRODUCTION

Development and well-being of any society is measured in terms of their access to better education, health care, equality and freedom in the modern world. Improving the quality of life of citizens and reduction in poverty are two essential components of development. Although economic factors have substantial role in development, it is now increasingly recognised that money alone cannot qualify as an end to the concept of wellbeing. In recent years, globalisation, which was considered to promote global economic growth and social progress, has in-fact led to growing income inequality and greater social inequities. It has been asserted that inclusive development is the need of the hour to effectively tackle disparities that are inherent in the development initiatives mooted in a globalised economic system. Thus the concept of development has undergone several transformations in the post-Second World War period.

The role of media in development also had to be redefined to address the emergent challenges and aspirations. Mass media had to confront internal (ownership, reach, revenue and technology) as well as external (cultural imbalance, political influence, market forces and competition) issues in the process of positioning itself in the realm of development discourse in a globalised environment. Development Communication (Devcom) has addressed some of these issues and Devcom theorists have mooted many communication strategies for development – appropriate for respective regions of the world.

In this unit, we shall take an overview of the concept of development and discuss various theories of development including the dominant paradigm of development; structuralist and dependency theories, and alternative approaches to development. We shall also look at the recent debates in communication for development.

5.1 LEARNING OUTCOMES

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

- define the concept of development;
- discuss various approaches to development;
- explain the theories of development communication; and
- provide a critique of these concepts and theories.

5.2 DOMINANT PARADIGM OF DEVELOPMENT

We have earlier discussed that the post-colonial era paved the way for new ideas for development in developing countries. Most of the early theories were founded on western models of development which heavily relied on industrialisation and technological adaptation. Prominent among them was the Modernisation theory or Dominant Paradigm of Development which aimed at replicating the western model of development through industrialisation, free market and urbanisation and ‘take’ development to the ‘under-developed’ regions of the world mainly through aid agencies, NGOs, UN bodies and multilateral organisations. Having roots in the Atlantic Charter of 1941 and the Marshall Plan of 1948, the proposed initiatives were portrayed as an attempt to improve the conditions of under developed world by helping them with scientific advances and industrial progress by US governments. However, later on, Marshall Plan was criticised as an effort to establish political hegemony of the US to counter the communist aggression from the USSR.

The key features of Modernisation Approach were:

- Industry is the prime mover of economy. Therefore a major part of investment must go to industry and what are required are raw material, transportation and training.
- Modern society requires more specialists rather than generalists in each field (health and industry).
- Public education, health care and family planning require intensive intervention for participatory governance and well-being of the people.
- The profit from industries should trickle down to other sectors such as agriculture and rural technology.
- To ensure rapid development, necessary information can be diffused and persuasion can occur through the mass media.

Modernisation approach firmly believed that urbanisation and industrialisation were the most feasible routes to achieve modernity. Having an economic-oriented

view, it sees development as an unilinear, evolutionary process and defines the state of underdevelopment in terms of observable quantitative differences between so-called poor and rich countries on the one hand, and traditional and modern societies on the other hand (Servaes & Paitachalee, 2002). This approach was also known as the **Dominant Paradigm of Development**.

5.2.1 Approaches to Dominant Paradigm of Development

Dominant Paradigm called for mechanical emulation of western ideas of development and underscored the ethnic culture and history of a country. It considered Mass Media a strong agent in development and the paradigm found powerful effects of media in bringing about socio-economic change.

Daniel Lerner

One of the prominent figures of modernisation paradigm was Daniel Lerner who wrote the book, 'The Passing of the Traditional Society and Modernising the Middle East' (1958). He postulated that urbanisation, literacy, mass media exposure and political participation could be the change agents for transition from traditional agrarian communities to modern industrial societies. According to Lerner, development failed because people in third world countries were unable to 'empathise' or imaginatively identify with the modern societies new roles, and a changed and 'better' way of life and hence they remained fatalistic, unambitious and resistant to change. He saw the media as filling this need of promoting interest among the people for embracing change.

High media consumption was seen a prerequisite for people's participation to change their own traditional customs and beliefs and key to bringing about political and economic participation and overall social development. Media was considered a 'multiplier' and enhancer and its expected role was to make ideas of modernisation attractive, change people's psychological state, and teach them skills which are required for a modern society (Narula, 2014). Lerner believed in media's ability to transform its audience into an *empathetic* state where they will embrace the ideas of modernity. People here were passive recipients of ideas advocated by the authoritarian administration. Consequent to the achievements of urbanisation and literacy, people may use mass media as *mobility multipliers* to create a climate of acceptance of change.

Wilbur Schramm

Wilbur Schramm extended the opinions of Lerner in his work, 'Mass Media and National Development (1979)' in favour of 'modernisation' through mass media-which he termed as *magic multipliers*. He perceived mass media as *agents of social change* as media has the magical capability to inform, educate and persuade people and accomplish the transitions to new customs and practices of a community. Schramm further argued that, a nation that wants to accelerate the process of development must allow information to flow as quickly and as widely as possible so as to make relevant information available to them, as well as understand their needs and of the opportunities for meeting them. This will facilitate decision making process and will help the people put the new practices smoothly and swiftly into effect. Schramm forcefully postulated that the mass media has the potential to widen horizons, to focus attention, to raise aspirations and to create a climate for development.

Walt Whitman Rostow

Walt Whitman Rostow's linear stages of growth model (1960) laid out the path for building a 'modern industrial' society in five transitional stages. They are traditional society, pre-conditions for take-off (existed in traditional economy), take-off, drive to maturity and the age of high mass consumption. Traditional society was constrained by 'rigid social structure and irrational psychological attitudes. According to Rostow's model, a country needed to follow some rules of development to reach the take-off stage. They are-

- Investment rate of a country needs to be increased to at least 10% of its GDP
- One or two manufacturing sectors with a high rate of growth need to be established
- An institutional, political and social framework has to exist or created in order to promote the expansion of those sectors.

The Rostow concept had some serious flaws. It assumed that development can be achieved through a basic sequence of stages which are the same for all countries. It measured development solely by means of the increase of GDP per capita. The model focused on characteristics of development, but did not identify the causal factors which lead development to occur. As such, it neglected the social structures that have to be present to foster development.

Everett M Rogers

Rogers' (1962) Diffusion of Innovations theory was also in line with the economic and technological aspects of the modernisation paradigm. It considered Modernisation as process of diffusion whereby individuals are 'persuaded' to move from a traditional way of life to a different, more technically developed one (Servaes, 2002; 2007). The approach focuses upon the process of diffusion and adoption of innovations in a systematic and planned way.

Emphasising the importance of mass communication in the diffusion process, according to Rogers, its influence operate by a 'two step flow' process of awareness through the mass media and development of favourable attitudes and adaptation by inter-personal channels, particularly, "opinion leaders". Hence when a message is propagated, such as a new family planning method, or a new fertiliser, a segment of the population adopts it, and develops a positive attitude towards it. These people then directly or indirectly shape the positive attitude of others who remain indifferent to the message as people like to get confirmation from people they know and trust.

Originally having five stages – awareness, interest, evaluation, trial and adoption, the model is considered to being hierarchic and unidirectional as communications are directed from the informed 'source' to the uninformed 'receiver'. Rogers, however, later revisited and included the element of 'participation' in communication. The explanation for the term 'development' given by Rogers subsequently enjoyed acceptance from scholars across social science disciplines since it included the concepts of equality, freedom and individual expressions. It said, "Development is a widely participatory process of directed 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 their gaining greater control over their environment” (Rogers, 1976).

5.2.2 Critique of Dominant Paradigm of Development

The dominant paradigm faced severe criticism for its over emphasis on technological and economic aspects of development, under-estimation of traditional wisdom of communities in the developing countries, deliberate silence on issues of human rights, environment, personal freedom, and democratic participation etc. Communication in the dominant paradigm was essentially a linear, mass media model aimed at transmitting information and messages from one point to many others, in a vertical, top-down manner. Strong belief in the persuasive power of media, and the use of media to persuade people to adopt ideas about development dominated the structuring of communications for development. The pro-persuasion and pro-top down bias of the modernisation paradigm questioned the intelligence of local communities to make choices and their indigenous knowledge. According to several scholars the paradigm intentions were only establishing western hegemony by diffusing inventions, ideas and values conceived in the west and undermining the ‘internal forces’ in the developing countries (Mody, 1991).

The dominant paradigm of development was criticised by various scholars as it also failed to bring down poverty, unemployment and inequality in the developing countries. In fact the paradigm led to large scale displacement and environmental degradation in the name of development (Melkote and Steeves, 2015) and key aspects of development processes- emancipation and empowerment - were not explicitly stated in the modernisation paradigm (Sinha 2013).

Jan Servaes (1986) points towards the dichotomy of ‘traditional’ and ‘modern’, inherent in the modernisation paradigm, which has restricted it to having uni-linear and evolutionary perspectives founded on the concepts of economic growth only. The modernists identified ‘growth’ as the idea of ‘progress and underestimated socio-psychological attitudes, nationality, strengths of traditional systems etc. The minimalistic approach of modernisation and its limits were identified by the theorists of this paradigm also and Rogers, Lerner and others who later modified the central ideas by addressing the ‘individuals’ and the cultural environment in which communication strategies needed to be evolved.

These debates paved the way for Dependency Theory.

Check Your Progress 1

Notes: 1 Use the space below for your answer.

2 Compare your answers with those ones given at the end of this Unit.

- 1) What is the role of mass media in development according to modernisation theorists?

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2) What is the criticism of modernisation approach to development?

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5.3 THEORIES SINCE DOMINANT PARADIGM OF DEVELOPMENT

Structuralist and dependency theories were proposed as a response and critique of dominant paradigm of development. These theories reaffirmed the significance of international social and political system in the course of development within each nation. Issues of economic development could not be understood on a nation-by-nation basis and an analysis of the network of interrelations among nations must be evaluated according to these theories.

5.3.1 Structuralist Theory

The key aspects of structuralist school of thought were proposed by Raul Prebisch, first executive director of Economic Commission for Latin America (ECLA) and Brazilian economist Celso Furtado. They broadly divided the world into Core nations and Periphery nations and articulated the unequal terms of trade that exist between core and periphery nations, they cited the experiences of Latin American nations such as Chile. Breaking away from this unequal trade relation requires rapid development through fast-paced industrialisation. The Structuralists argued that the only way Third World countries can develop is through action by the state. They need to push industrialisation and reduce their dependency on trade with the First World, and trade among themselves.

Structuralism focuses on policy prescriptions including major government intervention in the economy to fuel the industrial sector, known as *Import Substitution Industrialiation* (ISI). ISI is the initiative for ending the reliance of the underdeveloped country on exports of primary goods such as agricultural and mining products. It shields the domestic economy from that of the developed economies. The under-developed economy is protected by the trade barriers and promotion of domestic industrial substitutes.

5.3.2 Dependency Theory

Dependency theory was proposed as a response to the failure of Latin American structuralism. It was influenced by the works of Paul Baran (*The political economy of growth*) and Andre Gunder Frank (*Capitalism and underdevelopment in Latin America*) which were based on US monopoly capital School of thought. It critiqued the exploitation of periphery (underdeveloped countries) by the core (developed countries) and extraction and transfer of surplus generated in the periphery nations. It also critically viewed the collapse of ISI in periphery nations.

The main theorists of Dependency School of thought were Gunder Frank, Fernando H. Cardoso, Samir Amin and Immanuel Wallenstein. According to Gunder Frank the ties of dominance and dependency run in chain- like fashion throughout the global capitalist system with, 'metropolitan states'(centre) appropriate the surplus from the 'satellites'(periphery). While the Structuralists were of the view that, development would not be possible unless a strategy for delinking with other developed economies is put in place and rigorous ISI was pursued, dependency theorists allowed developmental interaction with other parts of the globe.

According to dependency theorists:-

- Economic growth in developed nations did not lead to growth in the poor countries, whereas activities in richer countries often lead to serious economic problems in the poor countries.
- Poor countries exported primary commodities to the rich countries and they manufactured products out of those commodities and sold them back to poor countries.
- Poor countries should be empowered themselves on import substitution practice.
- Replace imports to capital products.
- Levy higher tariff for capital goods.
- Import substitution is not a feasible solution as this increased dependency on foreign capital goods (machine tools and technology).
- New forms of marginalisation from labour intensive structures to capital intensive structures emerged. (Indebtedness)
- Politics became more authoritarian.
- Undevelopment v/s underdevelopment: - Undevelopment refers to a condition which resources are not being used while underdevelopment refers to a situation in which resources are being actively used but used in a way which benefits dominant states and not the poor states.

Instead of internal factors such as traditions and values, dependency theorists (Santos, 1971; Galtung 1971) attributed 'historical conditions which favoured the developed west' as the cause for under development of third world. Immanuel Wallerstein, (2000) identified two interdependent regions of the world as labour-intensive production based periphery and capital- intensive production based core. According to them, technology was the most prominent factor which shaped up the core and periphery nations.

Dependency paradigm was strongly influenced by the Marxist way of social interpretations. According to Servaes, this notion failed to recognise the local inequalities and class differences. However, dependency and world-systems analysis showed that independence from western colonial forces alone had not sanctioned freedom to the South as those nations were largely depended on the foreign policies of North, markets, capital and technology (Mody, 1991).

Based on the critique of modernisation, structuralist and dependency theories; some Alternative approaches to development emerged.

5.4 ALTERNATIVE APPROACHES TO DEVELOPMENT

Alternative approaches to development placed individuals above society, allowed plurality in development discourses and brought participation, equality and inclusivity as keys to development. It underscored the importance of meeting basic needs of the 'last' person of society and the need to curb unscrupulous exploitation of natural resources. Some of these include basic needs approach, another development paradigm, participatory approach, capability as development and rights based approach. Let us discuss these approaches in detail.

5.4.1 Basic Needs Approach

The Basic needs approach is rooted within the ideas of well being and focuses upon the fulfillment of basic human needs of people as the overriding objective of any development policy. People who are unable to meet their basic human requirements are living in poverty. The approach included identifying and measuring wellbeing outcomes and focused upon standards of both material needs, such as food, clothing shelter as well as non-material needs such as employment, participation and political liberty. The approach was proposed by Paul Streeten and others. The main features of this approach were:

- Provide adequate food and clean drinking water
- Provide decent shelter
- Provide education
- Provide security of livelihood
- Help people participate in decision making
- Uphold a person's dignity and self respect.

PQLI (Physical Quality of Life Index): The usual indicators of development such as GDP and GNP did not adequately reflect growth in the quality of life of an individual. In order to measure the fulfillment of standards in a quantifiable way, one measure/indicator developed by Overseas Development Council (ODC) was the PQLI which includes data on three aspects:-

- Life expectancy
- Infant mortality
- Literacy
- Flexibility and ease of implementation is the core strength of this approach. Based on prevailing situation different bundles of needs can be created for different regions or groups of people. However it remains a top down approach and is criticised for its arbitrariness as "Experts" and policy makers generally decide peoples 'needs', assuming that all people have exactly the same needs and is indifferent to individual preferences.

5.4.2 Another Development Paradigm

Jan Servaes (1986) postulated a new paradigm - 'multiplicity' or 'another development', which stated, 'development must be conceived as an integral, multi-dimensional and dialectic process which can differ from country to country'.

He observed that each country should form their own model of development by keeping in mind the factors such as basic needs, endogeny (stemming from the heart of each society), self-reliance, ecological balance, participatory democracy and structural transformations.

The alternative paradigm of development rejects the idea of economic centralism in development discussions. It puts both social and cultural aspects of the society as vital components of development. The scholars associated with this approach are Jan Servaes, Majid Tehararian and Goran Hedebro. The new definitions for development under alternative paradigm included clean environment, growth with equity, provisions for basic needs such as food, shelter, education and medical care, meaningful employment and a harmonious relationship between culture and change. The key elements of alternative paradigm or new paradigm are:-

- Greater equality in the distribution of growth
- People's participation
- Self reliance and independence
- Integration of traditional and modern communication systems
- Acceptance of local culture.
- Peng Hwa Ang and Shikha Dalmia (2000) traced inherent contradictions and inconsistencies in the multiplicity paradigm and posed some relevant questions. What would be the outcome if the history and culture of a society contradicted any of the principles of the paradigm? What would happen if an under developed country relied heavily on its own culture in the absence of any other model? Is the new paradigm free from paternalism (i.e., when the administrative machinery does everything for its citizens, but not giving any choice at all)? The authors concluded that the multiplicity paradigm also was not successful in providing a theoretical framework for development in many developing countries.

5.4.3 Participatory Approach

The participatory approach, on the other hand, places people at the core of development processes. It incorporates the concepts in the framework of multiplicity and stresses the significance of cultural identity of local communities, democratisation, peoples' participation at all levels. It emphasises emancipatory processes that strive towards redistribution of power and greater voice to the marginalised. Braidottiet al (1994) called for "locally sustainable life styles, participatory democracy and recovery of dominated people's over powered knowledge". They summarised the alternative perspectives on development as:

- Equity in distribution of information and other benefits of development
- Active participation of the people at the grassroots
- Independence of local communities (or nations) to tailor development projects to their own objectives
- Integration of the old and new ideas, the traditional and modern system, the endogenous and exogenous elements to constitute a unique blend suited to the needs of a particular community.

Building empathy and communion participatory processes help shape new ideas, foster trust and encourage people to question existing hierarchies.

The importance of dialogue and participation was ascertained by many other scholars as well. Well known usages such as “making them (people in the periphery) masters of their own destiny” (Wang and Dissanayake, 1984), “development with a human face” and “growth with equity” gained much attention in the participatory approach to development.

‘Equality’ and ‘access’ constitute two key intertwined facets on which effectiveness of the participatory model depends. The first emphasising respect and dignity for otherness and opportunities for collective dialogue rooted in Freires dialogical pedagogy. The second involves the opportunities of access, participation and self-management (Berrigan, 1977, 1979) in bottom up decision-making within organisations and in the formulation of policies and plans.

However, later experiences revealed that these were not sufficient to answer the complex issues of development emerging in the 21st century. Although people may have chances to access development initiatives, but their ‘capability’ to utilise such opportunities made a difference.

5.4.4 ‘Capability’ as Development

According to Nobel laureate Amartya Sen (2000), the notion of defining development in terms of Gross National Product (GNP), Gross Domestic Product (GDP), industrial output etc. was considered only as ‘means’ of well-being but this did not guarantee freedom to individuals. The concept of freedom encompassed better education and health care, removal of poverty and hunger, political and civil rights which contributed to development and quality of life. He observed that even in economically well-developed regions; conditions of lack of freedom and subsequent under-development co-existed for long. Thus ‘development as freedom’ according to Sen can be achieved only by creating an atmosphere where people have the opportunity to manifest their capabilities. He defined ‘capability’ as individual’s freedom to achieve various lifestyles’.

Sen’s proposition on development did not disregard the economic growth perspectives in a monolithic way. He extended the argument for development further by focusing on communities within communities and individuals within families. He correlated conditions of ‘unfreedom’ to lack of development and ascertained the importance of creating conducive atmosphere for maximising the human potential or capability to achieve real development. He did not propose a model which can be replicated everywhere but pointed out the inter-relationships of variables such as economic growth, poverty, under development, support led-strategies, public action and freedom and reaffirmed the importance of evolving region- specific development strategies (Dreze and Sen, 1996).

Thus in the capability approach, poverty is seen in terms of deprivation of ‘basic capabilities’ when people are not able to achieve crucially important functionings, such as being nourished and being sheltered. Unlike the needs approach which is a consumption oriented approach, the capabilities approach is a people-focused approach. It focuses on enhancing people’s well being by expanding their capabilities so that they can look after themselves and lead the life they value. It is a holistic approach and connects the problem of poverty with the broader

issue of human development. It advocates empowerment initiatives that emphasise peoples participation and development programmes that provide opportunities and choices that enable greater control over their lives.

5.4.5 Rights Based Approach

Human rights are the basic rights and freedoms to which all humans are entitled. Historically, recognition of rights has guaranteed minorities and various groups of people to challenge power structures and enjoy entitlements denied to them. First generation rights have protected Civil and political liberties; Second generation Economic Social and Cultural rights have led to greater tolerance to religious and cultural practices. The Right to Development, a third generation right is regarded as an inalienable human right which all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development. It is considered as a key element for achieving development goals

Lately, with globalisation and rising inequities the voices for ‘inclusive development’ and rights based approach have gained currency in the policy formulations of national governments Right to Information, Right to Employment, Right to Food and Right to Education were fully or partially implemented or enacted in the country. In this approach, the focus is on ‘distributive equity’ where individuals are empowered legally to claim their rights and fruits of development.

The right to development contains specific entitlements that include:

- People-centred development- identifies “the human person” as the central subject, participant and beneficiary of development.
- A human rights-based approach - requires that development be carried out in a manner “in which all human rights and fundamental freedoms can be fully realised.
- Participation - calls for the “active, free and meaningful participation of people in development.
- Equity- the need for “the fair distribution of the benefits of development.
- Non-discrimination - permits “no distinction as to race, sex, language or religion.
- Self-determination- integration of self-determination, including full sovereignty over natural resources, as a constituent element of the right to development.

It can be observed that Millennium Development Goals (2000) and Sustainable Development Goals (2015) set out by UN for its member states have linkages with the rights based approach of development.

Poverty reduction, elimination of hunger, health care, gender equality and environmental sustainability were some of the eight Millennium Development Goals targeted to achieve before 2015, by all UN member countries. However, the MDG targets established by United Nations in 2000 for the member states failed to achieve the desired results in parts of the globe, particularly in Africa. In 2015, September UN set out 17 Sustainable Development Goals which included

169 targets which are to be fulfilled before 2030 as an agenda for global development. The crux of these initiatives is to ensure inclusion of the most disadvantaged people in the process of development.

Check Your Progress: 2

Notes: 1) Use the space below for your answer.

2) Compare your answers with those ones given at the end of this Unit.

1) What are the key features of structuralist and dependency theories?

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2) Trace the salient features of another development paradigm.

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5.5 APPROACHES TO DEVELOPMENT COMMUNICATION

The scholarship on the role of communication in development has undergone paradigmatic changes along with the changes in the approach to development. Development communications, initially was characterised by the use of mass media and people were considered passive audiences ready to be influenced by the messages they received.

Dominated by western notions of development and westernisation, communication was rooted in the basic Sender-Message-Channel-Receiver (SMCR) model and was perceived as a simple one-way asymmetrical process. The top-down, vertical communication models of the dominant paradigm was challenged by inter-dependency theorists who called for decolonisation of information conditions in the developing countries. This approach has helped in institutionalising “New World Information Order” (Narula, 2014). Further, the dependency theorists pointed out that the control over mass media by transnational corporations has enabled the promotion of consumerism which led to cultural imbalances. According to them, mass media should take up the role of an educator and help them in mobilising their own structure for development.

Subsequently, the Basic needs approach was promoted by Paul Streeten et al (1979) which was aimed at creating awareness among the poor people about their fundamental needs such as food, clean drinking water, shelter, education, livelihood etc. and ways to achieve these minimum requirements. It sought the government intervention in establishing community media networks to help poor people who were denied access to mass media due to various socio-economic factors. By placing the audience who were ‘active’ and ‘participatory’ at the centre, the New Paradigm of Development in the 70’s proposed a two-way communication for development between authorities and audience. Bottom-up

interactive communication strategy was adopted in this period.

Paulo Friere, Luis Ramiro Beltran and Arturo Escobar; scholars from Latin America, enriched the participatory model of development and communication by exposing the discriminatory approaches in the western models (Sinha, 2013). Friere through his famous work, 'Pedagogy of the Oppressed', revealed the tendency to promote dependence among under privileged communities by the dominant institutions in the name of 'assistencialism' (providing assistance to make them dependent always). Escobar explored the issues related to 'capital' based development strategies and how it aggravated the unequal conditions of development in the developing countries. The Latin American school of thoughts sought rejection of the 'transmission models' mooted by the west by the participatory model and 'dialogic communications'.

Under the participatory approach, with increased emphasis on horizontal communication processes, the focus shifted to motivating the community to participate in dialogue and evolve their own development strategies. The importance of the process and context was emphasised in the exchange of 'meaning,' and the effect 'of' as well 'on' patterns of social relationships and social institutions due to the participatory processes. The emerging alternative communication paradigm favoured multiplicity, smallness of scale, locality, de-institutionalisation, interchange of sender-receiver roles (and) horizontality of communication links at all levels of society (McQuail, 1983:97).

During the 80's, specific efforts were made to bring development to the needy through an approach known as Information, Education, Communication within cultural matrix and Motivation for participation in development (IECM). Mass media had a pivotal role in each of these stages. Globalisation and economic reforms introduced yet another approach - technology paradigm in which decentralisation, participatory democracy and sustainability featured prominently.

Milan L. Rodrigo (1989) highlighted agriculture, irrigation, health education and family planning as four areas associated with top-down models of development communication. After explaining the limitations of the economic (Rostow), modernisation (Lerner) and diffusion (Rogers) approaches of development communication, she called for a receiver-centered, bottom-up approach. She emphasised popular participation and facilitation of personal expression and dialogue and said, 'for any development programme to be successful, it has to be integrated and coordinated with the needs of the people. It must also be implemented by committed leaders'. The lack of insight and understanding in development planners of the needs of their clients were identified as the major factor for setbacks in achieving desired goals of development.

The basic framework of communication for development hence has seen some drastic shifts from a simplistic one-way, asymmetrical approach that was used to influence, less developed third world countries, to adhere to Western ideas and norms to a more mature sophisticated, two-way symmetrical approach that aims to involve the target audience through various means of participation. The conceptual shifts in the concept of development have consequently led to transformation in the role of media and development communications. You will read more about it in the next unit.

Check Your Progress 3

Notes: 1 Use the space below for your answer.

2 Compare your answers with those ones given at the end of this Unit.

1) What is the nature of communication in the modernisation paradigm?

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2) Briefly outline the shifts in the framework of Communication for Development.

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5.6 LET US SUM UP

In this unit we discussed the changing concept of development through the emerging theories of development. The Modernisation or dominant paradigm of development aimed at replicating the western model of development and Mass Media was considered a strong agent in bringing about socio-economic change. It was criticised for its economic growth oriented linear top down approach and was later replaced by the structuralist and dependency theories. These theories focused on underdeveloped countries which need to reduce their dependency on the developed world to overcome their vulnerabilities.

We further discussed Alternative approaches to development including another development paradigm and participatory approaches that recognised the multiplicity of perspectives and need for center-staging marginalised groups, voices in development debates. The basic needs approach focused on the fulfillment of human needs, and the ‘capability’ as development brought to light the issue of freedom, capability and choices while the rights based approach provided an entitlement view towards development. In the last section we highlighted how through various conceptual changes in the notion of development the role of communications for development has changed and evolved.

From above discussion you would have learned that there is no universal approach for developing a region. Ideally, it should be evolved from respective regions as per the needs and aspirations of the people and it also should facilitate in improving the quality of life in terms of socio-economic and cultural growth of individuals. Development experiences in the present context need introspection in terms of inclusion, equality and freedom and the role of media in current development discourse.

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5.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) The powerful effects of mass media in disseminating information and its capability in bringing about desirable changes was the foundational pillar of modernisation theorists. Media was portrayed as magic and mobility multipliers which can act as an agent in creating ‘empathy among masses’. Media was perceived as the supporter of development initiatives in this school of thought.
- 2) Modernisation approach underestimated the ground realities of least developed nations. The technology and innovation provided were not tailor made for the regions. It undermined the ethnic culture and ignored the characteristics of communities. The economic imbalance created out of modernisation was instrumental in increasing inequality in such societies. Further, it forced the periphery nations dependent on foreign capital intensive technology and structures and thereby paved the way for neo-economic colonialism which was based on exploitation.

Check Your Progress 2

- 1) The structuralist theory prescribed fast-paced industrialisation based on indigenous technology as a panacea for under-development. They advised shielding of domestic economy through Import Substitution Industrialisation. The reliance of periphery nations on core nations should be brought down according to structuralists. Dependency theorists were more realistic about the inadequacies of indigenous technologies for industrialised nations and advised need based imports of capital goods.

- 2) Another development paradigm brought in human face to development discourses. Equality and participation were considered as key drivers of development according to the theorists. They accepted local culture and sought a mid-way between tradition and modernity.

Check Your Progress 3

- 1) The dominant paradigm was characterised by the use of mass media and people were considered passive audiences ready to be influenced by the messages they received. Communication was rooted in the basic Sender-Message-Channel-Receiver (SMCR) model and was perceived as a simple one-way asymmetrical process and remained top-down and vertical in approach.
- 2) The basic framework of communication for development has seen some drastic shifts from a simplistic one-way, asymmetrical approach that was used to influence, less developed third world countries, to adhere to the Western ideas and norms to a more mature sophisticated, two-way symmetrical approach that aims to involve the target audience through various means of participation.