



BLOCK 2
METHODS AND STRATEGIES OF
COMMUNICATION

BLOCK 2 METHODS AND STRATEGIES OF COMMUNICATION

Introduction

The Block 2 consists of four units.

Unit 5 is on Communication for Development. This unit attempts to explore the interlinkages between communication and development. This unit highlights the role of communication in development, and discusses different paradigms, strategies, tools and concepts in the field of Communication for Development (C4D). This unit also traces the genesis of the term and comments on the emerging model in employing communication for changing human behaviour, popularly known as Behaviour Change Communication (BCC). BCC incorporates the concept of social marketing and behaviour change models in the design, execution, and evaluation of communication strategies intended to influence behaviour change for Rural Development.

Unit 6 is on ICT4D Communication and Development. This unit will be dealing with the concept of ICT4D or information communication technology for development. Information and communication technologies play a significant role in every sector of development be it health or agriculture. This unit looks into the possible effects and implications of ICT in poverty reduction and further explains the different components of ICT4D, the different sectors where there are possibilities of development through ICT and lastly this unit also analyses the various challenges towards implementing ICT for development. The role of ICT towards accomplishing development goals including gender empowerment, education, poverty reduction or health has gained attention across the world.

Unit 7 is on Mass Communication in Rural Development. In this unit, you will learn about the multifaceted meaning and relationship between mass communication and rural development. Over the past few decades, there has been a significant change in understanding the concepts like 'mass communication' and 'rural development'. In recent years, communication has taken a new shape through the massive concentration of internet in various ICT platforms. Rural development has always been referred to the plans, programmes and policies undertaken for the development of rural areas. It has been assessed through development in the field of agriculture, small scale and cottage industries, animal husbandry, fisheries, forestry, rural trade, local administration and building up of the social and economic infrastructure. The recent shift from a welfare state to a neo-liberal state has directed our attention to the transfer of power from public to private sectors. This Unit explores how media as a means of rural development moves within a continuum of welfarism and neo-liberalism. It would also help you to understand how there is a change in the policies, budget allocation and programmes for rural development.

Unit 8 is on Communication Strategies and Methods for Rural Development. This unit will help you to understand various strategies and methods used for Rural Development. Communication plays a pivotal role in the process of development and social change of any geographical region. Therefore, planning and strategizing communication need in any planning process is an indispensable requirement. This unit will make you aware of various actors like the state, market and civil society use communication strategies for rural development but also various facilitators oriented to use it consciously to achieve the goals of development and social change. These facilitators may be government extension officers, development administrators, agricultural scientists, corporate social responsibility (CSR) leaders, non-government professionals and others, who are working at various levels and serving as communicators to bridge the gap between policy makers, planners, executives and beneficiaries at the ground.





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UNIT 5 COMMUNICATION FOR DEVELOPMENT

Structure

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5.0 AIMS AND OBJECTIVES

After reading this Unit, you will be able to:

- Understand the historical evolution and meaning of development Communication;
- Appreciate the relevance of communication in development;
- Understand different paradigms, approaches and tools and in development communication; and
- Develop clarity on Communication for Development(C4D).

5.1 INTRODUCTION

In this unit, you will learn about the interlink ages between communication and development, understand the role of communication in development, and comprehend different paradigms, strategies, tools and concepts in the field of Communication for Development (C4D). This unit will also introduce you to certain foundational concepts or building blocks in development communication and thereby help you to understand the intricacies, interconnections and scope of the subject.

5.2 THE GENESIS

The term communication for development is a byproduct of Cold War politics that bipolarized the world into two separate camps with distinct ideologies during 1950s and 60s. It was initiated by the United States at the behest of Truman doctrine and the Four Point Programme of 1949 to provide a path of development to the newly independent nations. It was, however, not until the 1970s that communication began to be seen seriously as a critical component in development initiatives. In their book *Communication for Another Development: Listening Before Telling*, Wendy Quarry and Ricardo Ramirez (2009) traces the history of Communication for Development. It all began when in the early 1970s Nora Querbral, a pioneer in the field, applied communication techniques to disseminate agricultural information to poor farmers in the Philippines. It was Querbral who is credited with the coinage of the term ‘development communication’. Erskine Childers, an Irish communication specialist picked up the idea of development communication and used it successfully in combating bilharzia in Egypt. He then impressed upon the United Nations Development Programme (UNDP) and the UNICEF to incorporate development communication in their programmes. Soon after the UN Food and Agriculture Organisation (FAO) set up a Development Support Communication Branch at its headquarters in Rome. Since then, other UN organisations (UNFPA, WHO) have established development communication units supporting the dissemination and adoption of health practices. Often known as Information, Education and Communication (IEC), these initiatives have mobilized communities around childhood immunization, family planning and nutrition. UNESCO in particular emphasized the importance of the mass media and sought to enhance public service broadcasting. Today various UN organisations and donor agencies support communication initiatives, though each agency interprets communication to suit its particular interests. Understandably, therefore, the field therefore goes by so many names: Development Communication, Development Support Communication, Social Marketing, Communication for Human Development, Communication for Development, Social Communication, Edutainment, Communication for Social Change, Behaviour Change Communication, Strategic Communication – the list goes on. Even as these different labels have caused exasperation and confusion among practitioners and students in this field, they suggest different communication approaches and methodologies reflecting the dominant thinking of the day.

A profitable entry point to appreciate the significance of communication in/for development is to first understand the essence of development communication by deconstructing the term itself. Srinivas R. Melkote and H. Leslie Steeves in their muchacclaimed and appropriately titled book *Communication for Development in the Third World: Theory and Practice for Empowerment Outlines* four essential concepts that underscore the concept of development communication. As aptly captured in the very title of

the book, these four terms are: development, communication, third world and empowerment. Let us discuss each one of them.

5.3 THE BUILDING BLOCKS

5.3.1 Development

The term development has been interpreted in various ways by sociologists, economists and development planners according to their frame of references. Its essence is however to modernize, bring about social change and enhance quality of life. We understand the term better when it is compared and contrasted with another competing term – growth. Unlike growth that is expressed in quantitative economic terms (e.g., increase in national income, agricultural growth, industrial productivity), development subsumes both quantitative as well as qualitative dimensions of life. You would have heard of a popular story about the African fisherman and the American economist. The fisherman was relaxing besides the beach when the economist comes and asks why he is relaxing when he could have gone to the sea to catch fish. “What will happen if I go to the sea”, asks the fisherman. “Oh! you will catch fish,” said the economist. “what will I do with the fish?” replies the fisherman. “You will sell them and make money,” suggests the economist. “What will happen with the money?” “You can buy a motorized boat and go deeper into the sea.” “How will this benefit me?” asks the fisherman apparently curious to learn from the educated visitor. “You will catch more fish and make more money,” says the visitor. The fisherman continues to ask: “What will happen with the money? “You will enjoy life, man, “answered the economist. “This is what exactly I am doing now Sir,” said the fisherman. Even as we may not agree completely with the fisherman because it is true that he would have made more money if he had listened to the economist and worked harder, the story is instructive in that it tells us that there is much more to life than just money and richness. Development, according to United Nations Development Programme (UNDP), is effected by key dimensions of life such as knowledge, long and healthy life and decent standard of living. Human Development Index (HDI) that classifies nations of the world in terms of human development is a composite index that takes into account these three key dimensions. Health dimension is assessed by life expectancy at birth. Similarly, education dimension takes into account mean of years of schooling of adults aged 25 years and more and expected years of schooling for children of school entering age. Standard of living is estimated from per capita income.

The concept of development can further be understood from the perspective of global development goals that the United Nations General Assembly has set. Thus, the Millennium Development Goals (MDG) relate to eight key goals that 189 nations in 2000 committed themselves to achieve; they took a pledge to free people from extreme poverty and multiple deprivations by 2015. These goals, to which India had also set its targets, were to: (i) eradicate

extreme hunger and poverty, (ii) achieve universal primary education, (iii) promote gender equality and empower women, (iv) reduce child mortality (v) improve maternal health, (vi) combat HIV/AIDS, malaria and other diseases, (vii) ensure environmental sustainability, and (viii) develop a global partnership for development. Sustainable Development Goals (SDG) that replaced the MDG in 2015 is a more expansive set of 17 interconnected goals set to be achieved by all the countries by 2030. Among others, the goals include peace and justice and responsible consumption and production. It is clear from these global development goals that the term development encompasses a wide gamut of aspects that determine the quality of human life. That simply stressing economic prosperity and possessing more money may not mean positive or better life is demonstrated by the fact that the per capita income in countries like South Africa, Namibia and Brazil is more than in Srilanka and China but life expectancy is higher in the later than the former. In fact, Nobel laureate Amartya Sen (1999) in his much-proclaimed book *Development as Freedom* even argues that development essentially about freedom – freedom from oppression and coercion, freedom of opportunity and economic protection from abject poverty.

At least three perspective of development gives further insights into the diversity of meaning and scope of development. First is the modernization perspective that professes that western model of economic growth based on neo-classical economic theories can lead to modernization and therefore development of any country. Based on introduction of modern technology, this perspective believes that introduction of capital intensive technologies and a free market economy will lead to growth in the economy which in turn will lead to economic prosperity and development. Second is the perspective that critiques the modernization perspective based on the claim that such a model promotes economic and cultural expansionism and imperialism. Inspired by Marxist ideology, it calls for new economic arrangements that ensures equitable distribution of resources and rewards leading to justice and egalitarianism in society. The third perspective is what may be called liberation or monastic perspective. According to this, the goals of development are empowerment and self-reliance and this can be achieved through personal and communal liberation from oppression. It calls for more compassion in the society and argues that even an oppressor is a victim of oppression and therefore liberating oneself from the web of subjugation by following a spiritual life is critical.

5.3.2 Empowerment

A key goal of development, as we have referred to earlier, is empowerment. According to Sninivas Melkote and Leslie Steeves (2001), empowerment may be defined as the “process by which individuals, organisations and communities gain control and mastery over social and economic conditions, over democratic participation within their communities, and over their stories” (p.37). The concept of power in social relation is embedded in the

concept of empowerment and it can be conceived of in at least four different ways: power over, power to, power with and power within. The first amounts to domination over others and therefore is contrast to the concept of empowerment and so, is beyond the scope of our current concern. *Power to* means transferring power to others; e.g., devolution of power in a system of administrative/state governance, or entrusting individuals in an organizational set-up with more responsibilities and authority. *Power with* implies collective empowerment by being part of a larger group, and this is ensured through various forms of participation that we will touch upon in this unit later. *Power within* focuses on empowerment of individuals that emanates through acquiring knowledge or spiritual engagements.

5.3.3 Third World

The need for strategic communication in developing societies is thought to be particularly relevant for third world countries given that they are generally poor and underprivileged. Third world, as such, refers to the emerging economies which are generally neutral in terms of its political alliance to the two power blocks that emerged after the second world war. These countries displayed poor performances on development indices and characteristics such as poverty, malnourishment, poor health conditions, reliance on agriculture, mass unemployment, mass illiteracy, etc. The concept of third world is also applied to areas and communities within developed countries that are relatively disadvantaged. Thus, it will be wrong to assume that developed countries do not suffer from development issues. In fact, while nature and intensity of such issues may be different from developing countries, they do have issues that they grapple with. For example, obesity among children and teen-age pregnancies are major issue today in developed countries. The discrimination that people with colored skin still face in many otherwise developed countries is another example. Also, within the third world, there are regions or communities which are relatively more underprivileged and neglected. In the tribal and rural areas of India, there are specific issues that may be more pronounced and central than the rest of the country. These, one may arguably call as the *fourth world* within the third world.

5.3.4 Communication

You would have already studied communication and its various facets in Block 1 in this course. Here we will emphasise that human communication is not just about sending and receiving messages but it is the dynamics of interaction and negotiated and mutual understanding that need to be addressed by communication professionals. In other words, communication is much more than *talking*; it is also about *listening* and *exchange*, and *actions*. Making communication the centre point of whatever it is that constitutes good development is the challenge in development initiatives. Communication thus is not same as information. Distinguishing between information and communication, Wendy Quarry and Ricardo Ramirez convincingly argues that the former is in fact a top-down one way

hierarchical process, whereas communication is about sharing and therefore horizontal. (check my JDC paper). While the role of communication in development can never be overemphasized, it becomes effective only when the *context* of communication is properly understood, and a communication strategy accordingly conceived, planned, strategized and implemented. These tasks demand specialised skills. The availability of various media technologies and their ever-expanding forms in contemporary times has posed both an opportunity as well a challenge for communication professionals in the development sector.

Now that we have understood the four key building blocks of the concept of development communication, it is not difficult to appreciate the field in terms of combination of these four concepts. Simply defined, it is the use of communication to promote development. It refers to the practice of systematically applying processes, strategies and principles of communication to bring about positive change and empower the people. We will get more occasions to understand the concept better in this unit. A dominant way of looking at it is what is popularly known as the dominant paradigm of development communication. In the section that follows, we take a look at it.

Check Your Progress 1

Note: i) Write your answers in the space provide.

ii) Check your answer with the possible answers provided at the end of the unit.

1) List out different development issues that India grapples with in the rural and urban areas respectively.

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5.4 THE DOMINANT PARADIGM

5.4.1 Key Features

The dominant paradigm in development communication is inspired by the works of German sociologist and political economist Max Weber (1864-1920) and developed further by policy scientists of the United States during the post-war period during the 1950s and 60s. Weber critiqued Marxism and held that capitalism was much more than property relationship and attributed the spread of protestant ideas to the growth of modern outlook that in turn led to the rise of capitalism. It is called dominant as this has been the most over riding paradigm that guided the use of communication in development

though other competing paradigms also marked their presence. Weber understood ‘modern mentality’ as opposite to the routinized, superstitious, inflexible, uncalculating, non-scientific traditional outlook. Everett Rogers, who is considered as the pioneer in the field of Communication for Development defined development as a type of social change in which *new ideas* are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organisation. Based on his field works in the middle east countries, Daniel Lerner in his often-cited work *Passing of Traditional Society* (1958) delineates two types of mental structures: (i) Traditional, and (ii) modern personality. In the first, people are illiterate, fixed, oriented towards stability or past; they are unskilled, and cannot imagine a better future. They are happier with dictatorial and traditional governments and resist any change in the status quo. On the other hand, a modern personality is one who is literate, fluid, open to change, mobile and has a desire for betterment and seeks self-advancement. A modern personality is distinctively industrial, urban, literate and participates actively in democracy. Unlike the traditional lot, such personalities are capable of *empathy*, that is they are able to imagine a better future. Empathy, for Lerner, therefore, is the key to development. Lerner observed that modernity is essentially a state of mind, a psychological disposition – the inner readiness to change and be open to innovation.

If modernity was primarily a state of mind, then the main task of development communication, Lerner proposed, was to alter the state of mind. He suggested two possible ways to do so: one, through formal education, and the second through mass media. Formal education was however understood as slow and expensive, while use of mass media was considered extremely efficient in terms of spreading empathy and leading to leap-frog development. Mass media can effectively aspirations for change among the common people. It can help people see for themselves how others have changed their life by incorporating new idea, opinions and practices. Wilbur Shramm, a great communication scholar, in this regard posited that as a mobility multiplier, radio could be the most effective medium as it is cheap, fast and does not need formal education. Shramm elaborated six reasons why new states that recently got independence could use media for development. According to him, communication must first be used to ‘contribute to the feeling of nationness’. Second, it had a role as the voice of national planning. Third, it needed to play a role in teaching ‘necessary skills’. Fourth, it had a role to play in the extension of the market. Fifth, it needed to help people adjust to the social changes brought about by the very success of the plan. Fifthly, it had the task of ‘preparing people to play their role as a nation among nations’, presumably by being ready to exercise the sovereign rights of nations (Shramm, 1963: 30-57). Dominant paradigm played a central role in the conceptual edifice of the government policies.

Even as the role of mass media was underscored in the dominant paradigm, its limitations in terms of its indirect effect was acknowledged, and the role of opinion leaders in social communication was realized. Also, Everett Rogers's conceptualization of the diffusion of innovation theory had explained how communication of new ideas (for instance in agricultural innovations) spread in the society through successive stages: the innovators – early adopters – early majority – late majority – laggards. In the initial stages, it is the mass media that is effective in the diffusion of innovations, but for the latter stages, it is the opinion leaders who spread the information to the masses. These elite opinion leaders enjoyed social prestige, were richer, better educated, had more access to mass media and had stake in the existing order and were the primary targets in development communication. In such a scheme where opinion leaders were to become the change agents or spokespersons for a new vision for the society, changes were to be promoted without disturbing the social structure. But from where would such a 'new vision,' or 'modernising ideas' come? Modernizing ideas and changes were to be imported from outside experts, from the developed countries, notably the United States. Thus, the dominant paradigm was to be a top-down communication. In fact, it does not give much space to any indigenous versions of modernity and rejected the notion that these states/common people were able to think independently, and can identify their own problems, decide solutions and implement it themselves.

Despite its strengths, there are inherent issues with the dominant paradigm. A key issue was the problem with the opinion leaders themselves. Critiques point out that the opinion leaders who were entrusted with leading the society towards the desired change were often disconnected from their roots in the villages, were city dwellers and had a different set of values and beliefs and were intellectually, culturally and socially isolated. In fact, often they were suspected by the general population to have an unholy alliance with the outside experts. Another problem with the exogenous nature of the paradigm. Since both the problems and solutions were to be identified by the outside expert, changes were imposed on the common people without their involvement.

The proponents of the dominant paradigm realized the inherent deficiencies in the vertical model and introduced some form of horizontal communication in the form of some participation among beneficiary groups, advisory committees, local organisation and feedback programming. Pointing the 'enduring power of the dominant paradigm', Colin Sparks (2007) underscores that minor revisions were made to it by incorporating three important elements into the original model: feedback and pre-test of communication messages, and researching audience. This Sparks calls the continuity variant of the paradigm.

The manifestation of the continuity variant of the dominant paradigm can be seen in the forceful emergence of at least two important models. These are:

Social Marketing and Entertainment Education. Dipankar Sinha (2013) in his book *Development Communication — Contexts for the Twenty-first Century* considers these strategies as legacies of Diffusion of Innovation. Centered on individual change directed from outside (as in the dominant paradigm), these are concrete examples of how development communication seeks to devise new strategies beyond the more mechanistic diffusion perspective. We will briefly dwell on each of these here.

5.4.2 Social Marketing

Until the 1970s, communication campaigns used one-way top down, source to receiver transmission models as envisaged under the undiluted version of dominant paradigm. The underlying assumption was that knowledge was the missing link and opinion leaders, change agents and mass media could effectively transmit persuasive message. However, the belief that effects would occur automatically once the targets received the message was proved wrong. The limitation of this mechanistic approach was attempted to be corrected by what came to be known as social marketing. According to Andreason (1971), social marketing is “the application of commercial marketing techniques to the analysis, planning, execution and evaluation of programmes designed to influence the voluntary behaviour of target audiences in order to improve their personal welfare and that of their society.” It remained as one of the most dominant models of Development Communication till the late 1980s (Sinha, 2013).

Inspired by the ideas of Philip Kotler and Gerald Zaltman who explored the possibility of using the marketing strategies for solving social and health problems, social marketing has introduced several new concepts in the dissemination of ideas and services. These are: audience segmentation, audience research, product development, incentives and facilitation. Audience segmentation takes into account the fact that audiences are variegated and there is a need to have target specific communication; pre-testing of messages at formative stages and research on audiences lead to more effective and result oriented communication; stress is also laid on product improvisation and incentives to audiences is provided when they practice what is being advocated. Role of facilitators to maximize target group’s response is also envisaged. India’s family planning communication in the 1970s provides a classic example of implementation of social marketing strategy. Till the 1960s, family planning in India relied heavily on what is called the ‘clinical’ approach. In this approach, contraceptive services and products were advertised through the mass media and made available in family planning clinics. As this did not lead to considerable change, the passive communication approach was gradually replaced by an active strategy in the 1970s. Extension agents were now employed in the ‘field’ approach and were supplemented by social advertisements, radio shows, posters, folk media performances, mobile film vans, etc.

5.4.3 Entertainment Education

Entertainment Education (E-E) shares the behaviour-change premise with social marketing and employs mass media to disseminate information. E-E broadly refers to “the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience members’ knowledge about an educational issue, create favorable attitudes, shift social norms, and change overt behaviour” (Singhal & Rogers, 2004). It demonstrates how serious messages on difficult social issue can be custom-tailored in the form of entertainment and communicated to the target groups through the media. Singhal and Rogers site the case of Jasoos Vijay, a highly popular detective serial broadcast on Doordarshan for 10 months from June 2002 to April 2003 as part of an HIV/AIDS media initiative involving the Indian government’s National AIDS Control Organization (NACO), Prasar Bharati (the Indian national broadcaster), and the BBC World Service Trust (BBC WST) to raise awareness about HIV/AIDS, to shift social norms about the disease, and to reduce stigma in the society. In this interactive, fast-paced drama series, detective Vijay solves a mystery case each month; each episode ends with a cliffhanger and an epilogue delivered by Om Puri, a famous Indian film celebrity. Puri summarizes plot developments, focuses viewers’ attention on the key HIV/AIDS dilemmas, and urges viewers to send a written response to the central question posed. Puri receives 1,000 letters and e-mails each week. There have been other very successful E-E initiatives both in India as elsewhere, and the strategy continues to evolve and reinvent itself around the globe.

Pioneered by Mexico in the 1970s, E-E as a Development Communication strategy has today become widespread and is growing as Singhal and Rogers (2004) argue. At the core, it stresses on behaviour change through dissemination of information based on Albert Bandura’s social learning theory. Bandura’s thesis is based on the idea that individuals learn behaviour by observing role models, particularly in the mass media. Dipankar Sinha mentions about the mixed opinions among scholars about E-E’ s efficacy. While Rogers, Piotrow and Arvind Singhal tend to confirm the positive effects of E-E in different parts of Asia, Africa and Latin America, scholars like Yoder, Hornick and Chirwa have argued against temptation to overrate EE’s potential.

Check Your Progress 2

Note:i) Write your answers in the space provide.

ii) Check your answer with the possible answers provided at the end of the unit.

1) How have dominant paradigm of development communication sustained itself?

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5.5 PARTICIPATORY PARADIGM IN DEVELOPMENT COMMUNICATION

An alternative version in development communication has been what has come to be popularly known as the participatory paradigm. Sufficiently different in their underlying assumption and theoretical framework, participatory paradigm subscribes to the idea that if development has to have any relevance for the people, it must start where the real needs and real problem exist. Unlike in dominant paradigm where the concern is with transferring information, in participatory paradigm, the concern is with sharing and exchange, (refer to the connotation of communication discussed earlier in section I). Robert Mc Namma, an ex-president of World Bank had rightly pointed out that centrally decided projects do not account for the wishes and aspirations of the recipients of the development projects. The new paradigm recognized wide cultural differences between different parts of the world, notably between the ‘West’ and the ‘East’ and argued, as Jean Serves (1989) points out, that “there is no universal development model, that development is an integral, multi-dimensional, and dialectic process that can differ from society to society” (p. 32). The paradigm calls for people’s active participation in identifying and articulating the needs and addressing it collectively.

The term participation has different connotation and Brazilian communication scholar Cicilia K. Peruzzo (1996) categorizes it into at least three broad types: non-participation, controlled participation and power participation. The first relates to the authoritarian structure; the authority takes the decision, perhaps in consultation with a few of their close cronies, and then imposes it upon the other stake holders. Controlled participation has two variants: limited participation and manipulated participation. In the first, the elites determine the overall goals of an organisation and also decides on the nature and scope of participation and the topics to be allowed for discussion. Such a form of participation, in fact, comes close to the one in dominant paradigm that we discussed earlier. In the second case of manipulated participation, the elite permits discussion, and possibly decision-making, but retains for itself controls over the means of opinion formation and decision-making in order to determine the outcomes that are suitable for their purposes. Power participation relates to popular control over their central direction. Peruzzo identifies two types here: co-management and self-management. In co-management, power is shared between different competing forces, for example between the funders and the representatives of the local groups in a development project. Relatively much rarer than the earlier types,

organisations that encourage such participation generally turn out to be unstable as different stakeholders with conflicting interests and goals negotiate over decisions. The final form that Peruzzo identifies that is self-management is one in which the participants in an organisation or process collectively decides upon the aims, objectives and conduct of the matters in hand, and are in a position to reach informed decisions that they then have the power to execute. Radical proponents of participatory paradigm adhere to this form of self-management though these, Peruzzo claim, are extremely rare both in the developed as well as in the developing countries.

Exercise: Taking the case of community radio project, what type of participation??

Brazilian educationist Paulo Freire contends that the goal of participation should be 'consientisation.' Consientisation is about learning to perceive social, political and economic contradictions and to take action against the oppressive elements. The goal of participation should be to facilitate consientisation of the marginalized people. It is through consientisation and collective action that they perceive their needs, identify constraints to addressing these needs and plan to overcome problems. Srinivas Melkote and Leslie Steeves dwell upon how participation can be ensured in development projects through what is called participation action research (PAR). Dedicated to revive both the power of the marginalized and their popular knowledge, PAR attempts to generate local, specific, non-western and non-positivist knowledge. Most importantly, it is used to initiate collaborative social action to empower local knowledge and wrest social power inherent in knowledge away from the privileged. PAR takes place in a local context, uses local material/non-material inputs, and is dominated by local people and their organisation. The key role of the outside expert in such a scheme of strategy is to facilitate the dialogue process between members of the community without any attempts to manipulate it.

Having gone through both dominant and participatory paradigms, you will now be able to make clear distinctions between the two intervention approaches. Melkote and Steeves calls the former development communication (DC) and the latter development support communication (DSC). It is to be noted here that they understand DC in a particular sense and not in the generic sense as we referred to in this unit. They make important distinctions between the DC and DSC in terms of structure, paradigm, level, media and effects. In terms of structure, while DC is top-down and authoritarian, DSC is about horizontal knowledge sharing between participants. In terms of paradigm the dominant paradigm is exogenous, i.e., externally directed social change; on the other hand, DSC is endogenous enabling grassroots' expression of its needs. DC is always international and national at its level and scale while DSC operates at grassroots and micro level. In terms of media, DC employs big media like television, radio, newspapers, etc., to tell and teach the intended beneficiaries, while in the case

of DSC, small media such as community radio, video, film strips, traditional media, group and interpersonal communication is used to exchange ideas between the centre and the outlying areas. In terms of intended effects, DC is directed towards creating a climate of acceptance for exogenous ideas and innovations while DSC's intent oriented to create a climate of mutual understanding between participants.

Check Your Progress 3

Note: a) Write your answers in the space provide.

b) Check your answer with the possible answers provided at the end of the unit.

1) What are the

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5.6 BEHAVIOUR CHANGE COMMUNICATION (BCC): AN EMERGING MODEL

An emerging model in employing communication for changing human behaviour is what has come to be popularly known as Behaviour Change Communication (BCC). Learnings from social marketing point out that despite the increase in the knowledge levels and favorable attitudes towards the desired change, adoption of services and products was found to be very limited. Thus, in India, while knowledge about family planning services and contraceptives increased in India, studies showed that a lack of understanding of the relationship between communication strategies and behaviour change was responsible for the low adoption rates. Since the 1990s, the Population Communication Services (PCS) aided by the USAIDS adopted what is called Strategic Communication Framework, also called Behaviour Change Communication (BCC). BCC incorporates the concept of social marketing and behaviour change models in the design, execution, and evaluation of communication strategies intended to influence behaviour change. Behaviour change models are a result of stage models in several disciplines — social psychology, marketing, rural sociology and psychotherapy. Behaviour change models are a results of stage models in several disciplines like social psychology, marketing, rural sociology and psychotherapy. Thus, the field of psychotherapy informs different hierarchical stages that individuals have to pass through. These are: pre-contemplation, contemplation, preparation, action and maintenance. Similarly, in the field of family planning and reproductive health, the five stages are: Knowledge, approval, intention, practice and advocacy. The stage theories represent behaviour change as a sequence of steps with intermediate goals. These necessitate that

communication messages and strategies should be apt for each specific stage the target group/ groups are in.

Having discussed thread are different paradigms and significant models and strategies in development communication, it is time now to discuss C4D

5.7 COMMUNICATION FOR DEVELOPMENT (C4D): THE LATEST AVATAR

Communication for Development (used in the specific sense) is one of the latest avatars of development communication and has been popularized mainly by the UN since 1996. Through the General Assembly Resolution 51/172, the UN adopted a formal definition of Communication for Development. It defined C4d thus: “*Communication for development stresses the need to support two-way communication systems that enable dialogue and that allow communities to speak out, express their aspirations and concerns and participate in the decisions that relate to their development*”. The World Congress on Communication for Development (WCCD) in 2006, further defines C4D as a “*social process based on dialogue using a broad range of tools and methods. It is also about seeking change at different levels including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change*”.

A number of features of C4D clearly emerges from the above definitions. First, it is about *people* and the stress is on the *process* needed to facilitate the sharing of knowledge and perceptions in order to affect positive development. Second it is based on *dialogue* and mutual understanding among the stake holders. Such many-to-many forms communication is greatly facilitated by both small media and the big media and today by new information and communication technologies. Third, it recognizes that there is no universal formula capable of addressing all situations and therefore it should be applied according to the cultural, social and economic context. Fourth, it emphasizes on the significance of advocacy and policy intervention. Fifth, it encompasses of a number of tools, strategies, media and methods in an integrated manner – borrowing and blending elements from both the dominant as well as the participatory paradigms (discussed earlier) as the context and need demands. More specifically, a C4D strategy may choose one or more tools at its disposal. These include: diffusion of innovation, social marketing, educational entertainment, behaviour change communication, development support communication, community engagement and participation, among others. A well thought out C4D strategy necessitates a decision on the right mix of these tools.

As for the use of media, various small media, big media and ICTs are employed depending on the issue at hand and scale at which the information is to be provided.

Case study: CG NetSwara

5.8 LET US SUM UP

In this unit, we have examined four key concepts: development, communication, third world, empowerment and that contribute to the meaning of development communication. As these terms, in particular the first two, often mean different things to different people, the field of development communication is more than simple. Looking at the historical origin of the field, we have underscored the overarching understanding that information and communication are indispensable components in the development of societies. Though the nomenclature and its popularity of the field among international development agencies owe their origin to experiments in the 1970s in East Asia, the possibility of making poorer societies modern through diffusion of new ideas and innovations was an American project necessitated by the cold war politics, since the late 1940s. Conceptually and theoretically, the field of development communication has traversed in different directions and has undergone shifts over the last seven decades or so since its emergence.

Our examination of the two major paradigms – the dominant paradigm (including their variants) and the participatory paradigm – point towards their respective strengths and weakness. While the continuity variants of the dominant paradigm are largely efficient when new information is to be disseminated widely and fast across a large population, say in health communication and risk communication (as in the dissemination of preventive measures with respect to recent Corona pandemic), this has its limitations in terms of its top-down approach. The participatory paradigm's strengths are in ensuring people's active participation in identifying their development needs, in planning and implementation and in bringing sustainable change through a bottom-up collective approach.

We have, in this unit, referred to the emergence of some strategies and approaches in the use of communication to develop societies. Apart from the continuity variant of the dominant paradigm, we have discussed three key strategies such as Social Marketing, Education Entertainment (Edutainment) and Behaviour Change Communication. With different philosophical orientation, the participatory paradigm opens up new dimension to the use of communication in development. We have also touched upon the different typologies of participation. We have discussed development support communication (DSC) as a key strategy within participatory paradigm. DSC is however restricted in its scope as it can work efficiently only in smaller geographical areas and with limited population. The amalgamation of all these different approaches have found space in what has today come to be known as Communication for Development (C4D). C4D thus encompasses all the communication tools and strategies needed for visible change at the grassroots to create an enabling policy environment by way of advocacy even as it underscores the significance of context based development model rather than one based on a universal prescription.

KEY WORDS

**Development
Communication:**

Generally defined, development communication is the use of communication to promote development. It refers to the practice of systematically applying processes, strategies and principles of communication to bring about positive change and empower the people. It subsumes the key concepts of *development*, *empowerment*, *third world*, and *communication*. In a specific or restricted sense, it is used to mean development communication within the dominant paradigm and is contradistinguished with development support communication.

Empathy:

Empathy is the ability to imagine a better future by exposing themselves to how others could change their life for better. It generates the motivation to change and inspires to adopt the same to benefit from it. A modern personality, according to the dominant paradigm, are open to change because of empathy. Lerner observed that modernity is essentially a state of mind, a psychological disposition – the inner readiness to change and be open to innovation. Empathy, for Lerner, therefore, is the key to development.

**Diffusion of
innovation:**

It is about the way the new ideas, knowledge and skills diffuse in the society according to dominant paradigm. Such information are essential to help individuals become modern in terms of mentality and practices. Diffusion happens in stages in the stratified society. The elites get such information from the mass media who influence the majority population. It is thus a top to bottom flow of information from those who have to those who don't. In a global context, such information comes from the developed countries to the developing ones. Within countries, such ideas come from the center. International aid agencies, policy scientists and the state governments of respective countries play a key role in the diffusion of innovation.

Continuity variant:

The proponents of the dominant paradigm realized the inherent deficiencies in the vertical model and introduced some form of horizontal communication in the form of some participation among beneficiary groups, advisory committees, local organisation and feedback programming. Pointing the 'enduring power of the dominant paradigm', Colin Sparks (2007) underscores that

<p>Development Support Communication (DSC):</p>	<p>minor revisions were made to it by incorporating three important elements into the original model: feedback and pre-test of communication messages, and researching audience.</p> <p>DSC belongs to the participatory paradigm and refers to horizontal knowledge sharing between participants. DSC is thus endogenous enabling grassroots' expression of its needs and operates at grassroots and micro level. In terms of media, DSC employs small media such as community radio, video, film strips, traditional media, group and interpersonal communication is used to exchange ideas between the center and the outlying areas. In terms of intended effects, DSC is oriented to create a climate of mutual understanding between participants.</p>
<p>Participatory paradigm:</p>	<p>The paradigm refers to the active participation of the community to collectively identify their needs and problems, elicit the reasons for the same and take action to correct the situation. These activities happen through a process called participatory action research. Empowerment is both a means and an end here. The stress is on reviving the indigenous knowledge system and builds on the strengths inherent in the community, rather than to rely on external agency for aid. In such a paradigm, people own the process of development.</p>
<p>Communication for Development (C4D):</p>	<p>It is a social process based on dialogue using a broad range of tools and methods. It is also about seeking change at different levels including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change.</p>

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UNIT 6 ICT4D - COMMUNICATION AND DEVELOPMENT

Contents

- 6.1 Aims and Objectives
- 6.2 Introduction
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- 6.10 Answers to Check Your Progress

6.1 AIMS AND OBJECTIVES

This unit will be dealing with the concept of ICT4D or information communication technology for development. It will start with the definitions and concepts of ICT and then engage with the idea of development. For providing in-depth knowledge about ICT4D, this Unit will further explain the different components of ICT4D, the different sectors where there are possibilities of development through ICT and lastly this unit also analyse the various challenges towards implementing ICT for development.

At the end of this unit, you will be able to:

- Understand the concept and meaning of ICT and development;
- Explain the components of ICT4D;
- Analyse the different possible sectors of ICT4D and their uniqueness; and
- Understand the different challenges and issues in the entire process of ICT4D.

6.2 INTRODUCTION

In this unit, we will be having a broader discussion and understanding of the meaning of ICT and its effectiveness in the process of development. Although there is no particular, universal definition of ICT, the word is generally accepted to symbolize all devices or networking components, applications as well as systems that collectively allow folks and communities to interact in the digital world. In the present 21st century, one of the most popular and widely used terms is ICT, which is Information Communication

Technologies. Interestingly, a broader definition of ICT would range from the conventional technologies as that of the printed world to the latest modern communication technologies. It might include technologies like data delivery systems like terrestrial satellites which are capable of downloading digital data to a laptop computer connected to cellular network. One of the simplest ways of demonstrating the significance of ICTs in the development of any nation is by examining the readiness of the poor towards paying for the service.

Development, too, is a contested concept that has been the subject of extensive theoretical debate. Furthermore, in contemporary global and national politics, development policy and action are entangled with competing interests and power dynamics, and international development agencies' policies for economic growth and institutional reform are hotly debated in developing countries. Most ICTD studies avoid delving into "development" debates. They rarely discuss what constitutes development. ICT is critical in all areas of development, including health and agriculture. So far, we have studied how ICT can benefit the poor and marginalised by improving their socio-economic conditions and contributing to the nation's overall development process in the previous three modules. This unit will investigate the potential effects and implications of information and communication technology (ICT) in development. At the same time, we must acknowledge that developing countries are increasingly utilising ICTs today, despite the fact that evidence on the usefulness of ICTs in the development process is rather limited.

Now, we move on to the further discussion of ICT and development, it is important to learn these individual concepts properly before understanding their association. There are several definitions of the term 'development' that are based upon the perspectives of how we look at it like we have socio-economic development, rural development, inclusive development etc. In other words, development can be defined as the growth and progress towards a preferred direction or goal which can vary from social to economic to education. Interestingly, in majority of the cases the term 'development' is often mentioned in the context of economic. For instance, the level of ICT provisions in any nation is directly correlated with income per capita. What must be noted here is that information is the raw material from which knowledge evolves and ICT injects the required efficiencies for the promotion of knowledge and building knowledge communities.

Information and communication technologies play a significant role in every sector of development be it health or agriculture. So, far in the previous three modules we have studied how ICT can benefit the poor and marginalized and improving their socio-economic conditions contributing to the overall development process of the nation. This module will look into the possible effects and implications of ICT in poverty reduction. How effective ICT is in alleviating poverty, which is a major problem of the developing world. At the

same time, we have to accept that the developing nations are increasingly utilising ICTs today yet the evidences on the usefulness of ICTs in the process of development is rather limited.

Information communication technologies for development are popularly referred to as ICT4D. The role of ICT towards accomplishing development goals including gender empowerment, education, poverty reduction or health has gained attention across the world. To put simple, ICT4D is a general expression in which ICTs often refers to new media tools like the internet, mobile phones and computers. Moreover, it can also mean the traditional media like the radio, television or even the landline telephones. Development is basically described as the social and economic progress of the developing world. There are many deliberations around the definitional distinctions, but what is more important is to understand how over the past decade of globalization, the explosion of the internet and convergence across telecom companies, computing and the media have caused massive changes in social as well as professional lifestyles of individuals. People nowadays, can access information, work from home, communicate, shop or do banking through a mobile device across the globe.

The 20th century has witnessed an elaborate search for the causes of rapid progress. It is suggested by the modern growth theories that communications have always played a very significant role and that by having accessible and consistent telephone facility removes some of the physical restraints on structural communication, allowing increased output through improved management in both private as well as public sectors. The diversity of technologies incorporated under the broader term ICT, function differently and have exclusive effects based on the way in which they are put to use. Nonetheless, their association with social and economic development stem from different basic features connected to improved information production and knowledge sharing. From the first time, when email was being sent there was absolutely no doubt that the internet was meant to change several aspects of how we learn or make a living. In many ways, internet which is a networked and open medium is drastically altering the nature of communication and the landscape of larger participation. So, in this context this module will be elaborately discussing the various components of ICT4D, the possibilities of ICT in development of different sectors and the various challenges in the implementation of ICT in development process.

6.3 COMPONENTS OF ICT4D

We have learnt in the opening paragraphs that ICT or information and communications technologies imply the infrastructure and constituents that facilitate modern computing. Moreover, ICT is normally used to represent a broader, more complete list of all the components linked with computer and digital technologies. In this section, we will understand the various components of information communication technologies, specifically

implying the infrastructure and components that facilitate modern computing. Both the Internet enable spheres as well as wireless networks are included within ICT. Further, it also encompasses traditional technologies like landline telephones, radio and television. We must note that all of these old traditional technologies are still extensively used alongside innovative ICT components like the robotics and artificial intelligence.

The list of components of ICT is extensive and it continues to grow. These components like the telephones and computers have existed for years. Others components like the digital TVs and mobile phones are latest entries. In general, ICT means more than the list of components and it also comprises the application of all these components. Along with the advantages and with the real potential the danger of ICT could be found. ICT also reinforces wide shifts in society the communication structure is slowly moving from face-to-face interactions to a more digitally oriented form. This new era is of tende fined as the 'Digital Age'. It is interesting to that despite the remarkable potential of information communication technologies, their potentials have not been explored and spread evenly. It is a fact that effective use of ICT can expand social inclusion. We are aware that economic growth is one of the key challenges faced by the policymakers in contemporary times.

The revolution on the information communication technologies has been found to have profound implications for social and economic development of any nation. The unique characteristics intrinsic to ICT and the evidence from both national approaches as well as micro-level initiatives suggest that a development-specific ICT strategy can be a leveraging factor in the overall development process. There are five major areas where ICT can play the role of development enabler with proper strategic interventions – human capacity, policy making, enterprise, content creation and infrastructure. Today, ICT gives the idea of amassive increase in efficiencies for the creation and transfer of information, while at the same time introducing synergetic efficiencies into knowledge creation and acquisition. ICTs have the potential for increased magnitude of information dissemination and in the creation of a knowledge society, which is much relevant for a society to be considered as developed. But, for achieving holistic development, it is required on the part of the government and the providers for ensuring ICT access reaching even the most marginalized groups while simultaneously ensuring that the ICT projects meet up to the demands and needs of the target population.

The basic components of ICT that enable broad based development could be as follows –

Increased information productivity and knowledge sharing: It is the single most significant benefit associated with accessing of ICTs as it has drastically reduced the cost of production and transmission process of information. Putting simply, usage of ICTs benefits productivity by reducing the risk of uncertainty to a great extent that leads to better decision-making regarding organizational innovation. Thus, we can see how the initial

acceptance of new technologies escalates into increased profits at any organizational or community level.

Openness: Advanced networking and sharing of information also lead to demands for greater transparency at the governance level that in turns helps in forming connectivity at the grass root level. ICTs are a powerful tool for empowerment as through it one can get updated about the decision-making process by any government agency or one can learn about the status of the foreign exchange reserves by centralized banks, etc.

Transcending Geographical boundaries: By now we have learnt how ICTs can act in empowering people and can aid in the fast transmission of information across regions. So, this gives an idea about how ICTs can transcend and overcome geographical boundaries and create a more efficient global marketplace. It has made possible a situation where the consumers and vendors are gradually able to share information on specifications and delivery times and comparative advantage could be more efficiently realized. It is definitely an advantage in developing nations as it can lead to bigger markets and increased access to worldwide supply chains.

Now, what we gather from the above lines is that the enthusiasm with which the developing communities has rushed into adopting ICT associated programmes often seems to overshadow the question of specifically how information communication technologies contribute to overall development of any country. By giving exclusive emphasis on ICT aided projects at the expense of vigilant analysis, observation and consideration of the wider social, political and economic elements that inter-connect with each other for improving lifestyles may likely result in unanticipated wasted resources or failures. As technological changes move rapidly that sometimes it tends to surpass substantive analysis leading to over dependency on circumstantial evidences as justification of ICT projects. If not addressed timely then this can lead to poorly designed programmes and chaotic implementation schemes that might not account for indigenous conditions resulting in initiatives that will eventually fail to meet the desired objectives of development or might also harm the well-being of supposed recipients.

People can be empowered by information and communication technologies (ICTs). They open the door to a world of ultra-fast global communications and decentralised information networks. In a nutshell, we can say that people's lives will improve once they have access to and use of technology.

6.4 ICT IN DIFFERENT SECTORS

The possible inter-linkages of ICT and expansive development may be found in sectors including economic management, governance, education, rural development, health, environment and security. But, for making the ICT usage relevant for the disadvantaged or deprived people, ICT tools must be made accessible as per their necessities like in some regional language or

through community sharing and participation. It must be noted that before initiating ICT frameworks for development process, a detailed valuation of the needs of the underprivileged section must be done. We will now be elaborately discussing all sectors for an in-depth understanding.

ICT in economic sector: As mentioned earlier, usage of ICT is one of the most effective contributing factors for economic and societal transactions as it has significantly changed how people work, connect, acquire and live. Furthermore, ICT continues to transform all parts of the human existence and human experience as firstly the computers and then eventually the robots started doing many of the tasks that were once handled by humans. The importance of information communication technology towards economic development and progress of business has been so enormous that it has been credited with piloting in a sort of revolution that many would label as the “Fourth Industrial Revolution”. The development of modern information communication technologies has undoubtedly altered the world into a ‘global village’ as it overcomes the physical boundaries and generates prospects for a global marketplace. Technological revolutions are intertwined with globalization and they are leading towards new avenues of global economy.

Information communication technologies are considered to be the backbone of capital accumulation and management as we already discussed how new ICTs reduce the cost of information transfer and the outsourcing information-intensive administrative and technical functions have become increasingly easier and cost effective. The present century has definitely witnessed an ever-widening search for the reasons for speedy development. According to the modern growth theories, communications have played a significant role in the development process by allowing a more structured organizational communication and increased productivity. This statement signifies the role of ICT in the improved management in both private and public sectors and aiding the growth of complex organizations.

The advancement of ICTs and the liberalization of national trade-off rules could possibly be a main factor in viable economic development. Moreover, ICT growth provides for the expansion of manufacturing components in different nations aggregating the diversity of service-related activities and their outsourcing. The opportunities offered by e-commerce revolution have been particularly notable. Though the majority of the e-commerce transactions take place in the highly industrialized countries yet the social and economic implications of e-commerce in developing nations have been profound. The capacity made possible by ICT to reach out to a global audience, acquire immediate market related information and conduct electronic business transactions leads to increased economic efficiency by opening markets for products and services from the developing world. It indicates that with the collapse of geographical boundaries due to the evolution of the internet, the ways of doing business have changed drastically. Electronic data interchange system, where one could directly

place an order on the suppliers' network, is not only a fast reliable way but also enables the supplier to plan better, optimise inventories and also reduce the overall cost. It also forms part of e-commerce that refers to purchasing and retailing of goods, services and information through computer mediated networks.

The digital marketplace is considered to be an international platform for goods, services and knowledge, which has the potential to unleash a revolution in entrepreneurship and innovation that is beyond imagination. There is undoubtedly an incredibly massive business opportunities that are propelled by internet service providers today. In this digital technology age, ICT allows firms for spreading of component manufacturing across nations, increase service-related facilities that can be outsourced. This leads to expansive supply chain management and also improves the logistics of goods and services across states/nations. It is stated that the development of ICTs and the liberalisation of national trading regimes are the major viable economic development. Scopes and prospects offered by e-commerce revolution are specifically exciting. Though majority of e-commerce transactions are still happening within the developed industrialized nations, the social and economic implications of e-commerce for the developing world might be intense. ICT makes it easier to reach out to a global audience, gaining instant market related information and conducting electronic business transactions with increased economic efficiency. It leads to the opening of markets for products and services from the developing nations.

Now, we have to understand that there are several benefits of e-commerce. It largely benefits economic development by letting local businesses access to the global markets. It also provides for new openings to export a broader range of goods and services. As we have mentioned earlier that ICTs reduce the cost of information transfer, it makes the process increasingly easier and cost effective to outsource information-intensive technical and administrative functions. Trade in services can be divided into two different categories – first is data entry and secondly, software development. For instance, the expansion of an indigenous software industry in the country can be a worthy example of developmental benefits resulting from expanding trade in business. ICTs are considered to be the backbone of capital accumulation and management. In summation, it can be said that ICTs benefit a developing state's economy by improving risk management techniques and in turn benefitting the financial flows in several ways though it comes with its share of challenges.

ICT in Education Sector: In the education system as well, ICTs have been an integral part and play a significant role in the learning process. ICTs offer influential tools for escalating access to education and improving knowledge and skills. We have noticed earlier how ICT tools have initiated the formation of building block of modern society. The world has changed fundamentally over the past century and it will also continue to do so in an accelerating

pace. With the changes, the education sector across the world face severe challenges that calls for collective change in the approach towards learning process. Since information and knowledge have become the most important elements for increased wealth, competitiveness, prosperity and productivity, nations have placed greater precedence on building their human capital. This, learning a whole new set of abilities is required in the present information and knowledge driven world. It is the aim of all governments to provide the most comprehensive education possible for all its citizens within its constraints. Online databases maintained by governments contain enormous amounts of readily accessible information. Putting simply, these technologies are essentially changing the nature and reach of education sector.

However, evaluating the cost effectiveness of ICT in the educations sector is basically difficult for major reasons such as lack of significant data, unpredictability in the application of ICTs, difficulty in generalizing from definite programmes and difficulty in measuring the value of qualitative learning differences. The efficiency of conventional distance education programmes making use of interactive technologies has been validated by several studies. As mentioned earlier, the effectiveness of ‘virtual classrooms’ and the profits of internet access on educational accomplishments are more difficult to measure. However, some of the positive impacts of ICT on education could include equalising access to education, training of teachers, improved individualised interactivity; access to global knowledge base and acquiring the skills needed to succeed in the digital era. The possibilities of almost unlimited access to information and global communication offered by ICTs give a new dimension to the concepts of open and distance learning. In isolated remote areas and in economically deprived regions, the opportunity of having access to the information resources available on the internet could greatly enrich teaching-learning situations where there could be a scarcity of more traditional educational resources and where educators have little or basically no prospect for professional development.

ICT in Health Sector: ICT can drastically improve the services in the healthcare sector by providing opportunities of remote meeting and scopes for immediate treatment. ICT can play an increasingly significant role in improving the health care delivery to the poor and marginalized section. As per the reports of WHO, it is estimated that 40 per cent of medical systems costs of process of exchanging information could be reduced significantly. The information sharing and the management functions of ICTs can benefit the health sector in many ways like through the process of ‘telemedicine’ where medical images, diagnoses and records could be easily transmitted to remote locations. Internet and telecommunications could be powerful force for managing health care delivery in regions where disease is widespread and communications are poor. For instance, email and medical reports could inevitably deliver recent medical results to a larger audience at minimal cost. The innovative features allow for moderated electronic discussion groups that

can possibly cover topics ranging from evolving trends in contagious diseases to local coordination of research efforts containing a particular geographic component.

There are a number of ways through which ICT could be applied to attain better health outcomes. Some of the most favourable and clearly validated applications for ICT in growth are in the enhancement of health care delivery. In developing nations, ICT is being used and communities for facilitating remote diagnosis, consultation and treatment. It is through ICT that health workers in developing nations are accessing appropriate medical training. It is also facilitating collaboration among physicians across countries. ICT can provide considerable benefits and capabilities to disease prevention and epidemic response efforts. The internet can also be utilized for improving disease prevention by allowing more active observing and response mechanisms.

ICT in Poverty Reduction: In a variety of ways, digital technology affects the lives of an increasing number of people all over the world. Information and communication technologies were not only important at the macro level, such as in the globalisation process, but also at the micro level, where increased use of mobile phones, for example, changed daily communication patterns all over the world. Access to ICT can bring anecdotal improvements amongst the poor, underprivileged and in rural areas by providing scopes of increasing incomes. ICTs can bring in equitable development scopes in rural areas where around fifty per cent of the world's population resides. The recent advancements in technology like the satellite signalling, cellular telephony or microwave relay bases have led to lowering the minimal costs related with telecom rollout in rural areas. It is true that the internet provides for a potentially strong means for accessing information. It possesses the potential of offering a cheap and versatile mechanism connecting users of the rural areas with a global repository of information. The productivity and economic benefits of rural ICT access can be generalized in categories like increased accessibility to markets, access to information on environmental and technical conditions and increased occupational prospects.

Farmers and other rural trade scan get the highest possible price for their products and avoid mediators through access to ICTs. As we know that communications are vital to knowing information about where, when, what and how to plant crops and hence the same could be obtained through internet supported communications. Moreover, as with urban capitalists, rural businesses can increase the sales range, increased production resulting in employment opportunities. Thus, what we see here is that internet communications can be used to not only transmit/obtain data regarding crops and fertilisers but it can also be used for tracking weather patterns, monitor expected yields and targeting new markets. However, areas lacking telephone/computer/ internet access witness considerably less entrepreneurial

activities as compared to those with access. The increased opportunities of development offered by ICT also gives rise to large income disparities.

ICT in Governance: Information communication technologies can improve governance in three distinct ways majorly. Firstly, they can assist the policy/decision makers in the procurement, management and flush transmission of complicated policy information and data increasing therefore creating efficiency benefits. Secondly, it offers scopes of transparency and improves delivery of government services and lastly ICTs empower the civil society by rising access to government information and enabling discourse and public feedback on various projects and performances of the governments. All these three factors lead to specific and quantifiable profits in sectors such as health care, education and environmental preservation. ICTs can enhance basic infrastructural services like water, electricity and sanitation both at the national and local levels. ICTs have a part to play in the functioning of government in areas as diverse as trade facilitation and traffic management. Electronic administration enables government transactions more transparent. In the present times, because of all the benefits offered by ICTs many governments are open to experimenting with information provision through the World Wide Web or email communications.

So, from the above discussion we have understood how ICT or new media offer a means of overcoming conventional barriers in different sectors available within the restricted framework. Now, we will have a look at the challenges and barriers faced by the developing nations in having access to information infrastructure. What we discovered in common is a strong correlation between the role of ICT in overall development. It is encouraging that the majority of developing countries are attempting to incorporate ICT into their development plans. Grameen Bank of Bangladesh is one such example of an initiative that has been taken to realise the benefits of ICT in the rural sector's economic growth. In developing countries, there is a high demand for ICT-based services, which can be met by creating an environment with effective regulatory mechanisms. According to social science scholars, ICT can be used to increase market access and efficient e-commerce sectors, allowing local artisans or farmers to trade their products directly to consumers without the use of middlemen.

Although it is possible that poor people are unaware of their rights and basic entitlements, a proper communication and knowledge system can effectively articulate their interests in learning about them and taking steps to meet their needs and extend services. ICT has the potential to transform and revitalise old occupations by adding new dimensions to them, and the government should take full advantage of it.

Check Your Progress 1

Note: 1) Use the space below for your answers.

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

1) What are the different sectors where ICT can play a role in the development process?

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2) What are the different components of ICT4D?

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6.5 IMPACT OF ICT ON DEVELOPMENT

As we have seen, it is now widely acknowledged that information and communication technologies play a significant role in national development. However, the nature of the connection between the two is unknown. Much of this state is due to a misinterpretation of how ICT is defined in this context. While some conceptual frameworks have been proposed, they are lacking in key aspects that can provide a more complete picture. On the other hand, development is not an easy or straightforward linear process. It is a multifaceted exercise that aims to transform society by addressing the entire complex of interwoven strands, living impulses, and organic wholes. New media technologies promise to transform how global citizens obtain news and feature programming, as well as how we communicate with one another and contribute to the emerging decentralised media system. We have seen in above sections that There is a growing recognition that information and communication technologies (ICT) are indeed very powerful tools that can make development more effective on a large scale for disadvantaged or marginalised groups. As a result, an increasing number of development organisations around the world are utilising ICT to promote development, poverty reduction, empowerment, and participation.

Independent of ICT4D programmes, ICT is a part of the daily lives of an ever-increasing number of people everywhere. For those who are literate, have a good education, and adequate resources, information and communication technologies open up new opportunities. Disadvantaged and marginalised groups have few opportunities to benefit automatically from tools like the Internet. This exacerbates social divisions and widens the gap between rich and poor countries, regions, individuals, and even men and women.

The real question for the poor is not whether ICT is desirable, because the technology is already a part of their larger context. The question is whether we accept that the poor should be denied new opportunities to improve their livelihood in addition to the existing deprivation of income, food, and health care, among other things. The strategic choice is whether to accept the rapidly widening gap caused by a highly asymmetric architecture of opportunities, or to use ICT in novel ways to level the playing field in economic, social, cultural, and political terms. To make ICT work for poverty reduction and development, it requires both affordable, market-driven infrastructure and multi-stakeholder efforts at all levels to assist poor, disadvantaged, and marginalised people in utilising the full range of ICT in accordance with their priorities and demands.

6.6 CHALLENGES AND ISSUES

While majority of the nations across the globe have been affected to a bigger or lesser extent by the impact of ICTs in various spheres of life, it has been unfortunately and it still continues to be a very 'uneven revolution'. The impact of ICTs on development has been mostly witnessed in the rich industrialized nations and large disparities still exist between the developed and developing nations. As we have already discussed earlier that how information communication technologies have provided remarkable opportunities of improving the lives of the poor and underprivileged communities and of reducing the probabilities of vulnerabilities against them. Nonetheless what we also gather from the above discussion is that for guaranteeing equal access to ICT to all despite of the social class is a constant challenge for any developing nation. We have observed that undoubtedly India is slowly becoming part of the ICT concentrated 'global economy' yet there are some key social challenges and issues which are required to be properly recognized for attaining comprehensive development.

If ICTs can offer great opportunities for the underprivileged in rural areas to expand the earnings with improved access to information and services then it is also to be noted that the relative lack of access to ICTs amongst these same set of marginalized people suggests huge inequality. The role of information communication technology in fighting poverty and its scope for fostering sustainable development has been the subject of constant debates and research. So, if there are scopes and opportunities then there are bound to be challenges. For example, there are several places where there is no facility of electricity or facilities of telephone accessibilities, so in such places how does technology fit in?

Undoubtedly, new communication technologies are driving an historical change that is transforming the entire world. At this stage, unfortunately any vibrant ICT is mostly taken for granted and constant technological advancements are considered to be the existing norm of daily lives. Today the percentage of skilled or educated population is growing, in turn further

stimulating the advancements in ICT. Most developing nations are not likely to be able to meet the barriers and challenges that hinder ICT4D and require aid and support in combating issues like poverty and deprivation. The word 'digital divide' denotes the gap that exists between the 'haves' and 'have-nots' that is the gap between communities and individuals who own, have accessibilities and can effectively use ICT and those who cannot. Development is not an absolute isolated entity and similarly digital divide is also not an individual entity. The failure in addressing the gap might lead to extreme societal disparities. Under developed nations need to address or respond to these barriers with the support of the donor agencies as the disparity this time is not being centred on literacy but on digital literacy specifically.

Check Your Progress 2

Note: 1) Use the space below for you answers.

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

1) What are the different challenges in ICT4D?

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2) Signify the role of ICT in poverty reduction.

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6.7 LET US SUM UP

The term ICT that is considered to be the combination of software, hardware, equipment, networks and IT industries and it also appropriately recognises the vital role of information services in general in the creation of an information structure. So, what we gathered from the above discussion is that ICT is basically a stand of three poles of information infrastructure, information applications and information technologies that provide for value added services to the deficiencies existing in the socio-economic, political and administrative spheres. Information communication technologies are much more than social networking sites and it rationally aids the numerous aspects of development. ICT has an acute role to play in the development of sectors like healthcare, preservation of environment, natural resources, agriculture, education and poverty reduction, etc. Recent developments in

ICT have only served to support the association between ICT and the broader development. Thus, in summation we can say that ICT applications have an intense impact both directly and indirectly on social, political, cultural, economic and other spheres of everyday life of majority of people especially in the developing world including overall governance, education, job opportunities, health, e-commerce and social systems largely.

We can conclude from the preceding discussions that the field of information and communication technology is undergoing constant change. In this context, a distinction should be made between the sectors of ICT usage, namely direct and indirect ICT use for poverty reduction. The first is the category in which ICT applications are widely used as part of the digitization process. This first category includes the incorporation of ICT into any existing activity, which it can either enhance or possibly alter; it can make the task easier or improve the quality while significantly lowering the usage cost. This first category includes e-governance, e-health, and e-learning. However, direct use of ICTs such as computers and the internet by the underprivileged and poor is much more limited. The new information communication technologies are perceived to be having the prospective to enormously improve working conditions and the inclusive quality of life for humankind, making possible for a better leisure-oriented society.

6.8 KEYWORDS

- ICT** : Information communication technology. Information and communication technologies (ICTs) are defined as the tools that enable the process of communication and information transmission via electronic means.
- ICT4D** : Information communication technology for development, which implies its potential, benefits, effects on various sectors of human interest and human development perspective.
- E-commerce** : Electronic commerce refers to the widespread use of information technology in commercial processes, with electronic tools used to achieve business goals. Electronic commerce enables producers to track the price and demand for their products and locate the best market.
- E-governance** : e-Governance is the use of information and communication technology (ICT) to provide government services, exchange information, conduct transactions, and integrate previously existing services and information portals.
- Internet** : The term “Internet” refers to a global computer network that provides a variety of information and communication services through interconnected networks that use standardised communication protocols.

6.9 SUGGESTED READINGS

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Singhal, A., & Rogers, E. M. (2001). India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: SAGE Publications.

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6.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) In this age of globalisation, information and communication technology (ICT) has become indispensable and integrated into daily life. The promises of ICT appear to be limitless. It can provide governments, businesses, and citizens with relevant information and enable them to communicate in order to make informed decisions, as well as enable more efficient processes and services to address various economic, social, financial, and educational needs. ICT as a sector has aided in the development of some of the most rapidly growing industries, including electronics, business process outsourcing, and telecommunications and internet services. Based on the adoption and utilisation of ICT in business and society, ICT is viewed as an enabler of economic growth and competitiveness as an infrastructure.
- 2) The major components of ICT could be identified as increased information productivity, knowledge sharing, openness, transparency and transcending geographical boundaries. Moreover, factors, such as vastness in terms of ICT components could be considered as a great potential to support development.

Check Your Progress 2

- 1) We recognise that while ICT is unquestionably a valuable tool for raising awareness and disseminating current information, there are limitations and impediments to its use in combating poverty. Given the current situation, it is possible to say that there is an inequality in the reach of ICT tools. The risk remains that the rich will have greater access to ICTs and the knowledge economy, while the poor will be excluded from all

such benefits. This digital divide may exacerbate existing disparities in finance, skills, privileges, and other areas of social growth. To reduce disparities, technologies must be deployed where information is made available to the poor, their voices are effectively heard, and government operations are transparent.

- 2) We discovered that poverty is a complicated situation characterised by a lack of basic essential assets. Poor people are also subjected to unsanitary living conditions, a lack of resources, a low income, and discrimination. The potential impact of ICT on poverty eradication can be found at the micro, intermediate, and macro levels. ICTs can be used in a variety of ways to improve the socioeconomic conditions of the poor, and they have a direct relationship with economic growth.



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UNIT 7 MASS COMMUNICATION IN RURAL DEVELOPMENT

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- 7.1 Introduction
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- 7.3 Trajectory of Rural Development in India
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- 7.9 Answers to Check Your Progress

7.0 AIMS AND OBJECTIVES

After studying this unit, you should be able to:

- Define the concept of rural development;
- Evaluate the multiple dimensions of rural development;
- Examine the role of communication in rural development; and
- List different schemes for rural development through ICT.

7.1 INTRODUCTION

In India, the relationship between mass communication and rural development has been multifaceted. Over the past few decades, there has been a significant change in understanding the concepts like ‘mass communication’ and ‘rural development’. In the initial stages, mass communication meant television, radio and cinema replacing the traditional mass media that included village theatres and travelling storytellers. In recent years, communication has taken a new shape through the massive concentration of internet in various ICT platforms. Rural development has always been referred to the plans, programmes and policies undertaken for the development of rural areas. It has been assessed through development in the field of agriculture, small scale and cottage industries, animal husbandry, fisheries, forestry, rural trade, local administration and building up of the social and economic infrastructure. Everett M Rogers (1969) emphasized that development needs to be conceptualized in terms of equal distribution of goods hinting towards the responsibilities of a welfare state. The shift from a welfare state to a neo-liberal state directed our attention to the transfer of

power from public to private sectors. In this Unit, we would explore how media as a means of rural development moves within a continuum of welfarism and neo-liberalism. It would also help us understand how there is a change in the policies, budget allocation and programmes for rural development.

7.2 UNDERSTANDING RURAL DEVELOPMENT

We make use of the term ‘rural development’ in our everyday conversations. It is essential to know the possible meanings of the term as well as its applications. It is generally understood as the plans and policies designed for a sustainable growth and improvement in the lives of rural people, especially those who are poor and belong to the marginalized sections of the society. One needs to move beyond this understanding and without losing its core aspect, should also take into account its multidimensionality. As K. Singh (2009) observes, rural development can be conceptualized as four things:

- i) a process,
 - ii) a phenomenon,
 - iii) a strategy and
 - iv) a discipline.
- As a process, rural development implies the temporal engagement of individuals and communities to achieve certain standards of improvements in their lives.
 - As a phenomenon, rural development refers to the outcome due to the interaction between various technological, economic and socio-cultural factors that worked together to bring about such desired results.
 - As a strategy, rural development can be understood to be a carefully designed measure to achieve social and economic well-being of the rural poor.
 - As a discipline, rural development is multidisciplinary as it takes into account the theoretical and conceptual frameworks from social, agricultural, behavioural and management sciences.

7.3 TRAJECTORY OF RURAL DEVELOPMENT IN INDIA

In post-independence era, rural development was caught between two models – Gandhian model of self-sufficiency and the Nehruvian model of industrialization. Gandhi’s vision calling for the welfare of all was conceptualized as ‘Sarvodaya’. His model emphasized on production for own consumption and local use rather than the purpose of making profit. The Technocratic model, on the other hand relied heavily on industrialization and approached agricultural development through the rampant usage of modern science and technology. In 1952, the Community Development Programme

(CDP) integrated Gandhian notion of organic and sustainable development and Nehru's vision of industrial technology. The approach was to reinforce the co-operation between the state and its citizens with an aim to promote social welfare and justice. It culminated with the establishment of small and manageable administrative units called 'Blocks' to bring about socio-economic development in rural areas. However, the ability of CPD in improving the rural economy took a back seat due to less local participation, limited human and financial resources and bureaucratization. In 1957, the Balwantrai Mehta Committee realized that rural development can be achieved by incorporating institutions that are functioning at the grassroot level and looking after the local governance like the panchayats, which would be beneficial for implementation of rural development programmes. It rejuvenated the civic, political and economic life guided by the principle of rural development and self-governance.

The year 1965 witnessed a distinctive approach with an aim to increase agricultural production through an Intensive Agricultural Area Programme. It advocated for massive usage of fertilisers, pesticides, technical infrastructure and other agricultural machineries. This was followed by what was known as the 'target-sector approach' that was based on concentration of efforts in selected areas to bring about rural development. However, it was observed that the benefits of rural development programme mostly remained confined to those who owned large tracts of land. Therefore, during the seventies the agricultural policy was oriented to ensure that the benefits of rural development programmes trickled down to the weaker sections and backward areas. Rural development expanded its meaning beyond agriculture and a National Programme for Minimum Needs was initiated to facilitate the basic requirements of the villagers like education, health, hygiene, clean drinking water, nutritional diet, roads, electricity, and provision of homes to the rural landless. A provision for intensive child development was also undertaken recognizing that women and children are the most affected and vulnerable group and as such require special attention. The desired outcomes of such efforts were short lived as they mostly remained as adhoc measures that did not contribute to generation and growth in income.

The failure of several such programmes eventually made the government adopt a holistic approach — the Integrated Rural Development (IRD) — that envisaged growth and equal distribution of agricultural output in the rural areas. Under this approach, the development of agro-based rural industries received utmost importance. It also aimed at establishment and development of health and educational infrastructure and services and provision of civic amenities. An awareness was created about the family planning measures. The overall concern was to ensure minimum state intervention and maximum local participation and self-reliance. The sixth plan document was the turning point in Indian rural development due to its focus on allocation of resources on an inter-sectoral basis. It gave an impetus for the growth of primary, secondary and tertiary sectors of the economy. All such economic activities

like horticulture, animal husbandry, fishery, forestry, which affect rural family life were included for planning and development. The community development programmes including the IRD emphasized on the usage of science and technology for the benefit of all. It requires a definite and suitable appropriation of technology for rural areas. Rural technology was identified for establishing structural and functional connections between agro-based industries and agricultural technology, which changed the social organizations and consumption patterns of the rural masses.

Check Your Progress 1

Note: i) Write your answer in the space provided

ii) Check your answers with those given at the end of this unit.

1) Indicate if the following statements are true or false.

a) The Gandhian model of rural development focused on technology. ()

b) Blocks are small administrative units created through CDP. ()

c) Community Development Programme is a combination of Gandhi and Nehru's vision of rural development. ()

2) What are the four ways in which rural development can be conceptualized?

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3) In what ways rural development extends beyond agricultural development?

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7.4 COMMUNICATION IN RURAL DEVELOPMENT

Communication is a social process that includes not only the flow of information but also the circulation of knowledge, ideas and thoughts that needs to be internalized for the benefit of the human society. It is through communication that individuals learn about new ideas and become cognizant of the changes taking place around them. The first five-year plan realized the importance of communication in all national development programmes. According to S.C. Dube (1964), development has ushered in rural India due to establishment of different channels of communication. It has facilitated development in areas such as economic growth, socio-religious conditions and government's community development programmes. In their study, Arvind Singhal and Everett M Rogers (2000) found that television as a means of communication brought about attitudinal changes among women who felt

the need to exercise their freedom of choice to limit their family size. They cite the example of “Hum Log”, a Hindi television soap operabroadcasted in Doordarshan that left a remarkable impact in the minds of the audience. However, one should also note the functioning of different kinds of media in different strata of the society. For example, S.C. Sharma (1987) in his comparative study between two different villages in Rajasthan about the effectiveness of media in rural development found that mass media favours the upper echelons of the society whereas traditional media like posters and exhibitions were more popular among the lower strata of society.

Apart from the mass communication, the effectiveness of communication in rural development has also to be understood through other channels of communication. Everett M Rogers (1974), for example, argued that a combination of mass media and interpersonal channels can bring about the potential for reaching the goals of rural development. Mass media channels, according to him, would include newspapers, magazines, films, radio and television that has a wider coverage and larger audience. On the other hand, Interpersonal channels, refer to face-to-face interaction between two or more individuals who may be family members, neighbours, peer groups, religious or community leaders and teachers. According to him, three things need to be taken into consideration to bring about effectiveness of communication in development:

- **Wide Exposure:** We can measure the impact of mass media by examining the pattern of its circulation and the span of attention it receives from the rural audience.
- **Relevance of the message:** The media message should be in the format of infotainment and relevant to the needs of the rural non-elite audiences. The gap between the makers and the receivers of the programme should be minimized in order to ensure effective communication.
- **Credibility of the Content:** Credibility implies a degree of trust that the audience bestows to a communication source or channel through his/her competence. A high degree of government control will lead to propagandist nature of advertising to persuade people. The governments, should therefore, make judicious use of media as an active promoter of development activities and as an integral tool in their development campaigns.

He believed in the power of media forums to bring about effective communication in rural development. At this stage, it is essential for us to understand what is a media forum and how does it function for rural development. Media forums can be understood as small groups of individuals who conduct meeting on a regular basis to discuss the contents of the programme. He gives an example of Indian radio forums which had a greater impact due to combination of media and interpersonal communication channels. He attributes the following reasons for the success of media forums in rural development:

- There is regular attendance and participation by the individual members in these forums. The participation may be on the basis of voluntary or due to peer pressure and social expectations.
- The group dynamics in these forums causes an attitudinal and behavioral change when the individuals are in groups.
- The group decisions are unanimously accepted by all the members involved in making the decision.
- The feedback that emerges through discussion in these forums is given to the broadcaster who immediately acts upon it and ultimately leads to greater efficiencies.

The traditional mass media has a wider reach and considered to be more trustworthy by the villagers. For example, communication channels such as folk theatre, travelling storytellers, balladeers and poets are an integral part of rural culture and the messages they convey has a greater value in the eyes of the villagers and as such they are effective tools for rural development.

7.5 MEDIA IN DEVELOPMENT COMMUNICATION

The usage of means of communication to change or improve the way of living of the individual members of the society has generally been understood as development communication. According to Everett M Rogers, “Development communication refers to the uses to which communication are put in order to further development.” It can be understood as a process of efficient management to look after the planning and implementation of developmental programmes. There are two primary roles of development communication:

- i) **transforming role** wherein communication is an agent of social change resulting in a higher quality of life.
- ii) **socializing role** wherein audiences are expected to internalize and imbibe the established values of the society.

Development communication, thus, seeks to provide a platform for social change through innovations with a focus on changing the standards of living of the individual members of the society.

According to Wilbur Schramm, the media performs three distinctive functions in development:

- a) to inform – The media should provide correct and impartial information about the social, economic, and political development. It should also make the people aware about the hindrances to the development process.
- b) to instruct – Media should instruct people and educate them about basic skills that would help them in the long run to improve their standard of living. It would, in a way, increase the rate of media literacy as well.

- c) to participate – Discussions and debates in the media would create awareness among the people about the current issues, developmental policies of the government and would encourage a voluntary participation from the citizens of the country.

In India, media was considered to be a significant element in development communication and radio was the first medium to be used for this purpose. The potential of radio to have a wider audience reach was tapped by the government. Various universities, especially agricultural universities and other educational institutes carried the development communication experiment through their extension networks under the aegis of international organisations like the United Nations. Community radio was an excellent outcome of this experiment. Several NGOs and educational institutions procured the license to run community radio stations in rural areas to broadcast information and messages on rural development. One of the advantages of the community radio was the involvement of local community in running these radio stations. It encouraged the participation of villagers and as such local problems related to agriculture and their solutions were also discussed. All India Radio became the flagbearer in the process of creating multiple radio programmes related to agriculture, irrigation, adult literacy, women and legal rights and thereby implementing the communication strategy adopted by the government that was essential for rural development.

Apart from radio, television also acted as a potential medium for development communication. In 1967, Doordarshan, the only state-controlled television channel, launched Krishi Darshan Programme to popularize the modern method in agriculture. The importance of television for development communication can be evaluated through its socially relevant programmes that aims to promote community development and formal education. Satellite communication technology was utilized in order to reach a large number of audience spread over the remote corners of the country. Indian Space Research Organisation (ISRO) utilized the space technology for education and development through various projects like Educational TV (ETV), Satellite Instructional Television Experiment (SITE) and country wide classroom (CWC) project. All these programmes were designed to impart educational training, and general knowledge and awareness among the rural poor. SITE, for example, was an experiment undertaken by the government to create awareness about development programmes through the satellite communication to six rural clusters spread over six states – Rajasthan, Karnataka, Odisha, Andhra Pradesh and Madhya Pradesh. It was a massive project as it covered a total of 2330 villages of 20 districts of these six states. It aimed to improve the rural primary education, agriculture, health, hygiene, family planning and national integration. The success of the SITE project was evaluated through the follow up studies. It showed how a continuous exposure to television in general, and developmental messages in languages understood by the people, in particular, widened the vision of the villagers to a large extent. In the subsequent years, Kheda Communication Project (KCP)

was launched in 1975 with the idea of 'limited rebroadcast' wherein 607 community television sets were installed in 443 villages of Kheda district of Gujarat. The villagers were exposed to one hour television programmes on a daily basis that focused mainly on the problems of the rural poor. Evaluation of Kheda project revealed that the villagers, particularly the women in the village gained knowledge from television programmes of Doordarshan and space application centres, which generated a sense of equality and self-confidence among them.

The government took cognizance of education as a vital instrument for social transformation and as such Indian National Satellite (INSAT) was launched to provide Educational TV (ETV), to cater to the educational needs of the primary school children in the above-mentioned six states. It proved beneficial for University Grants Commission (UGC) for initiating a similar format for higher education through the countrywide classroom programme. The Indira Gandhi National Open University (IGNOU) also made use of INSAT for distance education programmes. EDUSAT is another such effort that concentrates on facilitating community participation, teachers' training and curriculum-based teaching. It strengthened student interaction through web-based learning, virtual laboratory, interactive training, online examination and admission.

Check Your Progress 2

Note:i) Write your answer in the space provided

ii) Check your answers with those given at the end of this unit.

- 1) Indicate if the following statements are true or false.
 - a) The 1st five year plan emphasized on communication in development. ()
 - b) The combination of media and Interpersonal channels of communication are useful for rural development. ()
 - c) If communication changes the living standard of the people, it is known as development communication. TRUE OR FALSE ()
- 2) According to Rogers, what were the three things for effective communication in rural development?

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- 3) What are the two significant roles of development communication?
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4) What is the role of media forum in rural development?

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7.6 ICT AND RURAL DEVELOPMENT

The era of new media technologies, especially the Information and Communication Technologies (ICTs) gave a boost to the mechanism of bringing rural transformation. According to Michiels and Van Crowder (2001) ICTs refer to “a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organisations and redefining social relations”. They further add that there is a rapid change in the range of technologies and “there is a convergence between the new technologies and conventional media” (2001:8). The Information and Communication Technology (ICT) revolution has led to the phenomenal growth in areas such as e-governance, e-literacy, e-commerce and online transactions. Various ICT projects were undertaken by the government such as e-choupal, TARA Haat, and Gyandoot. These projects have empowered the Indian rural communities and have made them self-dependent, self-reliant and given them an opportunity to lead a life with dignity. With the introduction of websites by several independent media houses, new media has been identified as an active tool for development communication. One of the advantages of ICT is its ability to pass quick information about various services such as health awareness, education, agrobusiness and employment. The usage of ICT for rural development has ushered multiple benefits in the form of poverty reduction, knowledge dissemination, women’s empowerment, transparency in business, increased productivity and better health care practices. The importance of ICT can be evaluated through observations made by Kenneth (2002) who observed that ICTs imply the success of the Indian software industry that has developed mechanism to solve the problems associated with poverty and underdevelopment in rural India.

E-governance facilitates, reinforces, and promotes sustainable inclusive growth. It makes use of the ICT for planning and implementation of government programmes and also monitors the progress and drawbacks involved in this process. E-governance is carried out through an effective Management Information System (MIS). It helps in getting information and reports of development activities undertaken at the Block level. Another innovative step initiated by several states is the creation of State Wide Area Networks (SWAN). It helps the villagers to access electronically the services of district administration, co-operative union, state and central government departments. One of the major success of ICT application in rural

development is the computerization of land records. Since land is a valuable asset in rural areas, their revision and updation through computer aided softwares has proved more fruitful for the villagers. The state government of Karnataka started the Bhoomi project where age-old handwritten land records were computerized. The Computerization of Land Records (CoLR) became a centrally sponsored scheme of the government of India in 1988-89. The main objective of a computerised database of land records is to reduce the work load involved in manually maintaining the records and eliminates every possible chance of manipulation in the land records. The farmers were largely benefitted by the CoLR as it created a land management information system through which they could get direct access to all necessary records and information regarding their property, free from human arbitrations.

A significant measure developed through the usage of ICT is the coming up of precision agriculture. It refers to the application of specific technologies in agriculture to improve the quantity and quality of agricultural production. The computer and satellite technologies are used by farmers for improving agricultural yields and protecting the environment. It also makes use of e-commerce facilities for marketing and sale of the agricultural products through internet without being exploited by the middle-men. Precision agriculture, as the name suggests, is quite helpful for the farmers to obtain more specific information about agricultural resources through ICTs and other technologies. This helps them to identify and analyse the suitability of the soil for cultivation. It also allows them to manage accordingly the growing up of suitable crops for sustainability and profitability, keeping in view protection of the environment. Precision agriculture makes use of advanced technology, namely the GIS, GPS, remote sensing and many others such advanced applications. The Geographical Information Systems (GIS) is used for mapping the area, analysing its suitability for production and taking measures to provide any kind of remedy to agricultural problems. The Global Positioning System (GPS) helps to locate the suitable geographical conditions that suits for specific agricultural practices like growing up particular kinds of crops according to the nature of the soil of that specific region. The objective is not only providing agricultural inputs but also to observe the agricultural outputs. It, therefore, makes use of an application that monitor and records the agricultural production and creates a database for crop management.

The Department of Agriculture and Cooperation in collaboration with TCIL, a Government of India company initiated the Kisan Call Centre (KCC). It functions to address different agriculture related queries from the farmers and the solution is given in the local language for a better communication. In case the problem demands a high level of expertise, it is referred to the agricultural universities and state departments to provide instant solutions to the farmers through the mobile phone. The concentration of mobile phone usage in the villages has increased, which makes it easier for them to get real time solutions to their queries in their native language.

ICT in rural development did not remain confined to agriculture rather expanded its scope in maintaining e-governance in rural areas. The government of India brought out a national e-governance plan in the year 2006. The Government approved Common Services Centers (CSC) whose function was to deliver public as well as private services to the rural masses. The CSC provided content and services through video and voice calls. The rural needs in the areas of education, e-governance, telemedicine, health, etc. were catered to by these centres. There was entry of private players in the CSC scheme through the PPP (Private-Public Partnership) model who were responsible for implementing the scheme in different states in the country.

E-medicine is another boon of ICTs in rural areas where the patients in a remote village can have access to the city doctor electronically or digitally and can treat his/her ailments. It has improved the quality of health care in rural India. It is through telemedicine that even the rural doctors get medical advice on different diseases and mechanisms to control them.

The traditional practice in villages to sit under a peepal tree by the village elders to discuss the problems of the village and trying to find their solutions has also taken over by the ICTs. The new practice is the coming up of an E-Choupal, a digital rural forum, where the villagers discuss issues related to agriculture, market prices of agricultural products, better farming practices, usage of good yielding seed variety and fertilisers or any other such issues that will be helpful for the community. The following table highlights some of the major adoptions of the ICT for rural development in different parts of the country:

Another remarkable usage of technology is the functioning of ICT kiosks through which the villagers can generate revenue by providing services in the field of education, science, talk shows, and computer education. The operators at the kiosk should be qualified enough to handle the technology properly else all such efforts will be wasted. Therefore, significant capacity building efforts are required to ensure sustainability. In this regard, the government has roped in private to provide training to the kiosk operators and to ensure rapid development and cost-effective solutions.

There are lots of initiatives taken by the government and non-governmental organizations in partnership with the local community members to create a roadmap for a sustainable rural development in India. The Society for Research and Initiatives for Sustainable Technologies and Institutions (SRISTI) facilitates the usage of ICT to identify and encourage the grassroots inventors and rural entrepreneurs to conserve the nature and bio-diversity with an aim to develop sustainable eco-friendly solutions to local problems. Apart from environment and agriculture, ICTs and GIS technology is also used for HIV/AIDS intervention and awareness campaign among the villagers in Karnataka. Community Access to Sustainable Health (CASH) investigate the potentiality of the information technology in bringing about positive changes in rural healthcare through an economically sustainable or

viable manner. The projects based on PPP model acts as an intermediary between the private and public sectors. For example, the Raita Mitra Kendra, in North Karnataka, based on PPP model provides fertilisers, seeds, pesticides and other agricultural tools at subsidized rates. Similarly, in Maharashtra, the Warna Wired Village Project caters to the needs of the farmers by providing information about cultivation of cash crops, marketing of agricultural products, control of pests, and regulation of the prices of the produce.

All these benefits of usage of ICT in rural development, however, cannot sideline the fact that much usage of technology strengthens the process of centralization. It should also be noted that the schemes having less state intervention and more market oriented approaches would tilt the benefit to the few elites and leave a majority of rural population in the trap of debt and poverty. The Gandhian vision of self-sufficiency with emphasis on small-scale and cottage industries has been lost with the massive usage of technological advancements. It has widened the inequalities in the farming sector because there is a cultural gap between technological changes and the knowledge required to operate these technologies. Therefore, there is a need to bridge the digital divide between the rich and the poor by encouraging more of community participation involving rural people who are the actual beneficiaries of rural development programmes.

Check Your Progress 3

Note: i) Write your answer in the space provided.

ii) Check your answers with those given at the end of this unit.

1) Indicate if the following statements are true or false.

- a) E-Choupals are rural courts that decides marital disputes. (T/F)
- b) ICT has bridged the gap between rich and poor. (T/F)
- c) Telemedicine is useful for both villagers and rural doctors. (T/F)

2) What are the benefits of computerization of land records?

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3) What is the function of SWAN in e-governance?

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4) How is GPS helpful in precision agriculture?

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7.7 LET US SUM UP

In this unit, we understood the varied meanings of the term ‘rural development’. Initially it was confined to agriculture only but later on moved to other economic activities that are essential for rural livelihood like fishery, forestry, animal husbandry, etc. Gradually, it moved further to include development in education, health, road and transportation, hygiene, women and child welfare.

We also learnt how rural development in India was caught between the different ideals of development as propagated by Gandhi and Nehru. Both of their perspectives on rural development were combined for the first time in the shape of Community Development Programmes where equal weightage was given to indigenous as well as modern scientific methods.

The scope of rural development grew with the implementation of means of communication such as newspaper, radio, television and cinema. We observed the functioning of a welfare state that carried out the responsibility of utilizing mass communication to bring social change in rural areas in the country. There were several initiatives undertaken by the government by the usage of both mass media channels as well as traditional media channels.

We also covered the different schemes for rural development that got an impetus through the Information and Communication Technology (ICT). There has been failure and success of these schemes yet they gave a direction to understand local needs and to involve more of community or local participation and less state intervention. It also helped us to understand how media technologies can be properly utilized for ushering development in rural India.

7.8 SUGGESTED READINGS

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7.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) a) False b) True c) True
- 2) Rural development can be conceptualized as a process, a phenomena, a strategy and a discipline.
- 3) Rural development takes into account a holistic approach and tries to fulfill the basic needs of the villagers like education, health, road and transportation, drinking water, etc and as such extends beyond agricultural development.

Check Your Progress 2

- 1) a) True b) True c) True
- 2) According to Rogers – wide exposure, relevance of the media message and credibility of the media content are three essential things for effective communication in rural development.
- 3) Development communication performs two roles – transforming role and socializing role.
- 4) Media forums are quite effective in rural development as it makes use of both media and interpersonal communication channels. The members of this forum participate voluntarily and accept the group decisions unanimously and their feedback is sent immediately to the broadcaster, who acts upon it and modify the content of the programme as per the local needs of the community.

Check Your Progress 3

- 1) a) False, b) False, c) True
- 2) The benefit of computerized land records is that it becomes easily accessible whenever the farmers need them. It also reduces the work load involved in manually managing the land records and also prevents any kind of manipulation in the land records.
- 3) The State Wide Area Networks (SWAN) helps to connect the villagers with the government bodies and agencies.
- 4) The Global Positioning System (GPS) helps in mapping the land area and determine its suitability for cultivation and to provide solutions for any kind of agricultural problems.

UNIT 8 COMMUNICATION STRATEGIES AND METHODS FOR RURAL DEVELOPMENT

Structure

- 8.0 Aims and Objectives
- 8.1 Introduction
- 8.2 Communication Strategy
 - 8.2.1 Meaning and Scope
 - 8.2.2 Aspects of Communication Strategies
- 8.3 Audience
- 8.4 Message
- 8.5 Medium
- 8.6 Goal or Objective
 - 8.6.1 Process of Planning Communication
 - 8.6.2 Importance of Communication Strategies
- 8.7 Monitoring, Evaluation and Learning (MEL)
- 8.8 Let Us Sum Up
- 8.9 Key Words
- 8.10 Suggested Readings and References
- 8.11 Check Your Progress: Possible Answers

8.0 AIMS AND OBJECTIVES

In this unit, learners will take a closer look at the communication strategies and methods for rural development. After reading this unit, they should be able to:

- Understand the meaning and scope of communication strategies and methods;
- Analyse various communication strategies and methods adopted for rural development;
- Internalize the usage of communication strategies and methods for rural development; and
- Apply various communication strategies and methods to solve rural problems and address development issues.

8.1 INTRODUCTION

Communication plays a pivotal role in the process of development and social change of any geographical region. Therefore, planning and strategizing communication need in any planning process is an indispensable

requirement. If communication strategy is planned properly, it can compress the time required for change and development by multiplying the impact and achieve the goal in due time. Hence, all the development actors like state, market and civil society emphasize communication strategies for planning, execution and evaluation of development and social change process in rural areas. Not only various actors like the state, market and civil society use communication strategies for rural development but also various facilitators are oriented to use it consciously to achieve the goals of development and social change. These facilitators may be government extension officers, development administrators, agricultural scientists, corporate social responsibility (CSR) leaders, non-government professionals and others, who are working at various levels and serving as communicators to bridge the gap between policy makers, planners, executives and beneficiaries at the ground. These facilitators or communicators use different communication strategies and methods at different times and situations to reach the target groups or address the needs of various stakeholders. They not only express and interpret facts, figures, programmes, policies and schemes among the beneficiaries, but also respond to their queries. If there will be no clarity in expression and accuracy in interpretation, it will be a barrier in development process and there will be no proper response to it. As a result, messages may not reach the intended clientele groups in a way that should be understood and used by such groups. Therefore, it is necessary for the learners of rural development to understand the communication strategies for rural development.

In the previous three units of this block, we have learnt about communication for development, information communication technology (ICT) for development and mass communication in rural development. We will discuss communication strategies and methods for rural development in this Unit. The discussion would cover defining communication strategy, its importance, and other aspects.

Check Your Progress 1

Note: a) Write your answer in the provided space.

b) You may compare your answer with the possible answers provided at the end of the Unit.

1) Which actors and stakeholders use communication strategies for rural development?

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8.2 COMMUNICATION STRATEGY

We will discuss, what is communication strategy and what is its meaning and scope. We will also discuss the importance of communication strategy.

8.2.1 Meaning and Scope

A communication strategy is a particular combination of channels and messages, designed to reach certain audiences in order to achieve certain goals. Or, it is a combination of methods, messages and approaches by which the planner seeks to achieve the communication objectives.

8.2.2 Aspects of Communication Strategies

If we will analyse the above two statements, we will find that there are a few important concepts which are essential to describe Communication Strategy. They are combination of message, method, medium, approach, audience and objective. If we will try to illustrate this, it may take the following shape. Message, method, medium and approach must be synced with audience to achieve the particular communication goal or objective. This shape may be called “Cycle of Communication Strategy”.



There are six things we need to know for developing a good communication strategy. They are:

- The need or problem for which communication support is needed (Goal or Objective).
- The audience, who may be considered as the primary stakeholder of development process or beneficiaries of the process or clientele (Audience).
- The content to communicate to the primary stakeholders to achieve the goal (Message).
- The appropriate method to be adopted, so message will reach to the audience to achieve the goal (Method).
- The appropriate medium as per the requirement of audience and methodical needs (Medium).

- The convincing approach in a cultural, socio-political setting, where the audience must be in a comfortable position receive the message and apply it (Approach).

We will discuss all these concepts briefly now so as to be able to deal with these concepts while preparing Communication Management Plan (CMP) later.

8.3 AUDIENCE

To be a communication expert, we have to understand that who are the target audiences for any development or social change project. In case of rural development, the answer is of course the people, who are living in rural settings. To adapt to the audience, one needs to know a few things about them so that one can anticipate how audience can decode the message. One perhaps need to know as to how much they know about the subject, what are their attitudes and feelings.

The process of knowing the audiences in terms of knowledge about the subject matter, attitudes and feelings is called “Audience Analysis”. For effective communication it is necessary that you know your audience. It is not feasible to conduct extensive research to cover the entire audience/target group before any communication strategy is designed. One can take a sample after the identification of audience (target group) and collect base line information, covering knowledge, attitude and practice (KAP) of the target audience about the information message intended to be communicated. Another approach could be to divide target group in small sub-groups like farmers, women and daily wage workers depending upon the communication goal expected to be achieved and then collect baseline information from the concerned sub-target group. The analysis of this baseline information thus collected along with other information available from secondary sources should enable a person to draw up communication objectives which can be used as basis for developing strategies. A sample schedule / checklist for collecting information can take the following shape.

Schedule / Checklist

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|---|
| 1) Name of the respondent: |
| 2) Sex: Male / Female / Other |
| 3) Age: Below 15/16-30/ 31-45/ 46-60/ 61 & above |
| 4) Occupation: |
| 5) Education Level: Illiterate/ Primary/ Secondary/ Graduation/ PG/Other (Specify) |
| 6) Who takes most of the decision in the family? Elders/Those who earn/ Mutual consent/ |
| 7) Access to Media |

- 8) Language Used
- 9) Source of Information/Advice
- 10) Extent of knowledge about the problem for which Communication Strategy is to be devised. Great extent/ Some extent/ Hardly any
- 11) Importance of problem (From target group point of view): Very important / Important/ Important to some extent/ Not important at all
- 12) Existing arrangement for tackling the problem

Know your target group or audience. Because clients are in heterogenous groups, the communication strategies must be specific and tailored to the needs of individual groups.

8.4 MESSAGE

We have already discussed audience in the previous section. We will confine our discussion on message. Message is pretty much important aspect in communication strategy. Delivering proper message depends upon preparing proper content, which needs exposure to the preparation and selection of communication or media material. Hence, we have to understand content, content production plan and processes, and pretesting in support of activities.

Once you have selected appropriate message or content, you may take the following steps.

Step 1: Try to develop an objective for the content. Here the objective means as to what the selected content is expected to achieve. Let us take an example. Suppose you have selected Flipcharts as your media for communicating a message about family planning measures to be adopted by the villagers. Your media objective will be *“By using the flipcharts majority of the family planning workers will be able to more effectively describe various methods than they could without the media.”*

Step 2: You will have to identify as to who will be using the media and when. For example, if we continue above example, you can say that family planning workers will be using it during their home visits.

Step 3: You will have to decide about the time frame. Here a time frame is needed for three main activities:

- i) Preparation of prototype
- ii) Pre-testing
- iii) Preparation / production of final version(s)

Step 4: It includes identification of persons responsible for each activity under media material production.

Step 5: You may have to estimate cost(s) for media material production, wherever applicable. The main areas to be taken into account while working out the cost include cost for:

- i) Developing prototype
- ii) Pre-testing
- iii) Modification and production and
- iv) Distribution

Pre-testing

Once you have prepared proto-type media material, it is necessary that you pre-test it with a sample of your intended audience. One of the ways to pre-test your media material is to interview the target group. There are two sets of questions which need to be developed/addressed. One set of questions can be addressed to the target group after the introduction of prototype media material. This may include questions related to the reactions of the target group; understanding of media material; sequence of contents; quality of production; length of material and clarity of components of the material. The second set of questions can be developed to be addressed to the persons conducting the pre-test exercise. These may include questions related to overall effectiveness of the materials as perceived by them and so on. We will now attempt here to develop two sets of questions – one for the intended target group and another for those conducting the pre-test exercise.

Method

There are various types of communication methods used in development process, which can be broadly classified into three main categories. They are Individual, Group, Mass communication methods.

Individual: Home visits, office calls, personal letters, technical manuals, tutorials, self-learning, one to one.

Group: Meetings, open meetings, study tours, role playing, group discussion, OHT, slides, demonstrations, flip charts, flannel boards, models, blackboards, wall charts, drama groups, narrowcasting.

Mass: Pamphlets, posters, newsletters, radio, cinema slides, stickers, stamps, calendars, newspaper, coin, banner, billboard, slogan, booklet.

Selection of communication method is as important as writing content. Selection of communication methods is also closely linked with the audiences, message, medium and approach. For example, if the audience is young, productive couples and approach is campaign communication, and the message is ‘advantages and use of family planning measures’, the methods to be selected can be in a combination of individual, group and mass communication methods. The selection of methods largely depends upon:

- The nature of audience
- The nature of message
- Practicability of various methods

Check Your Progress 2

Note: a) Write your answer in the provided space.

- b) You may compare your answer with the possible answers provided at the end of the unit.

1) Mention a case, where you can use all the methods of communications.

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8.5 MEDIUM

In most rural areas of developing countries people depend on media channels to get vital information for their livelihoods. Therefore, the communication strategy will depend on appropriate media channels that are considered by rural audiences as trusted and reliable sources of information, that speak their language, that are easily accessible channel.

Communication Approaches

There are a few well cited communications approaches for development and social change in rural India. These approaches are used either independently or in combination with each other. We will discuss four such prominent approaches.

- i) Extension (Informing)
- ii) Dialogic Communication (Educating)
- iii) Campaign Communication (Persuading)
- iv) Listening Before Telling (Entertaining)

Extension (Extension Support for Rural Development)

As Paulo Freire, a Brazilian educationist explain the meaning of extension is “the action of extending something towards someone”. Rural extension agents extend their knowledge and technical capacities to the farmers. Hence, there is Agricultural Extension Division in Indian Council of Agricultural Research (ICAR), an autonomous body under Ministry of Agriculture and Farmers Welfare, Government of India. There are also extension personals in almost all Krishi Vigyan Kendras (KVKs) in the country. Their major responsibility is to inform and educate the farmers. For instance, if a disease

is spread and expected to destroy the rice crop, extension approach is selected to inform and educate the affected farmers. We can go a bit further by selecting a combination of approaches. Further approaches go beyond the objectives of extending agricultural knowledge inputs, and informing and educating farmers. They try to understand the farmers' problems critically, suggest doable solutions, persuade to apply appropriate knowledge and take the benefit through the communication approaches.

Dialogic Communication

Without communication human knowledge could not be propagated, as said by Freire. Communication is characterised by the fact that it is dialogue. When the extension personal or the development agent visits the villages and talks to the villagers or farmers, establishes relationships. It implies reciprocity. Through this dialogic communication approach, many problems, which are the barriers of development are sort out. In this approach, clientele is not only informed but also educated.

Campaign Communication

We use communication strategically to reach to our target audience to achieve our goals. There are many campaigns in past, whether it is family planning, started in 1950s and was in its peak in 1970s or pulse polio campaign, started in 1990s in India. We address social determinants such as education, delay age at marriage, etc. through communication to achieve family planning target. Health workers like ASHA and ANM have been communicating on the scheme to the community. The objective of such campaign communication is to persuade people to accept the diffusion of information for development and social change.

Listening Before Telling

Participatory

Participatory Communication

Good Communication

Good communication is like a good conversation – it is respectful, mutually beneficial, gives both parties a chance to negotiate and clarify points and leaves people feeling as though the conversation was worthwhile. Sending and receiving is not a good metaphor for communication – communication is not a linear process. It is the dynamics of interaction and negotiated understanding that need to be addressed by communication professionals.

8.6 GOAL OR OBJECTIVE

An objective is the goal or target or aim set to be achieved before commencing a work. It underlines the purpose behind taking a course of action. The audience analysis report helps to a great extent to determine communication objectives. The determination of objectives can also be guided by the information collected through secondary sources – study of existing documentation and reports and other methods like group discussion,

consultation with knowledgeable persons, observation, etc. The objectives are mostly concerned with expected changes through a particular activity up to particular degree of success. Since we are here concerned with communication objectives, let us see how it has been defined and then how it can be analysed.

A communication objective is a target which specifies the intended audiences, the type of change that is expected, when and where the communication activity is to take place and finally, what criteria will be used to measure its degree of success. You will see from this definition that four main steps have involved in preparing an objective. These include:

- Identifying the problem
- Knowing the audience
- Specifying the intervention
- Preparing an objective(s)

The objective should state specifically the improvements/changes that are expected to occur through a particular communication intervention. As discussed in WHO Educational Handbook (1984), the objective should be:

- Relevant
- Logical
- Unequivocal
- Feasible
- Observable
- Measurable

The above set of criteria is equally relevant and important in setting communication objectives. If we set objectives beforehand, we know in which direction we are heading. It helps us to save time; to narrow down the focus of communication package to the specific needs; to refrain from straying from the subject matter or making it too dilute for effective impact on the audience and setting up objectives also help us to measure the results of the communication package.

- Communication via Training
- Speaker, Time
- Channel: Interpersonal,
- Communicate with respect
- Communicate with Clarity
- Turn Taking
- Repair
- Talk to Key Stakeholders.

8.6.1 Process of Planning Communication

Design of strategies bearing in mind our colonial past and our semifeudal and semicapitalist present.

8.6.2 Importance of Communication Strategies

Why is a communication strategy important?

When a communication strategy is developed?

Communication strategies are used to communicate a concept or a process to achieve a long-term strategic goal of development. Communication Strategies are used for advanced planning. A good communication strategy always prioritizes the goals of project or organization, it always bases on extensive research and realistic goals.

Check Your Progress 3

Note: a) Write your answer in the provided space.

b) You may compare your answer with the possible answers provided at the end of the unit.

1) Why is Communication Strategy necessary?

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8.7 MONITORING, EVALUATION AND LEARNING (MEL)

Monitoring, Evaluation and Learning (MEL) are critical processes in determining the progress and effects of development programmes, projects and schemes. Monitoring of communication strategies used in development programmes is a recent innovation for systematizing reporting on the progress of activities. Evaluation on the other hand is a process to measure achievement of objectives and to draw lessons for future planning. These concepts are now being increasingly used in communication strategies and programmes. Let us take a look at the meaning and scope of MEL in general and in relation to communication strategies and programmes in particular.

The concepts – Monitoring, Evaluation and Learning – are closely related. They are used together so frequently, that at times it seems that they are performing same functions. For effective implementation and completion of any programme or project or to monitor and evaluate a communication strategy, one would like to:

- Keep track of the on-going activities so that one can take immediate corrective action for any deviation or shortfall.
- Systematically determine achievement of objectives and impact of communication activities on the audience, and
- Draw lessons for future planning.

When we keep track of ongoing activities for taking immediate corrective action, we are talking about **monitoring**. When we talk of determining achievement of objectives, impact lessons drawn for future planning, we are in effect talking about **evaluation**. When we draw lessons from the monitoring and evaluation process, and apply for future planning is called **learning**. Let us define and discuss each of one of them.

Monitoring: The main purpose of monitoring is to indicate as early as possible.

Evaluation: Planning for evaluation should start at the beginning of the communication strategy design process. Evaluation of such process is an integrated and participatory fashion. The aim of evaluation is to make sure that the communication strategy is a reliable and relevant; demonstrates to the donors and others that promising new interventions are effective and worthy of scale-up. There are a few phases to conduct evaluation in a few steps such as:

- Formulate evaluation options
- Understand the project
- Define objective and research questions
- Select evaluate type and design
- Develop indicators
- Define study population
- Select data collection methods
- Build an MIS system
- Develop an analysis plan
- Pilot activities and pre-test tools
- Conduct routine evaluation activities
- Disseminate findings

Methods and tools: There are various methods and tools being used nowadays in monitoring and evaluation communication projects.

- MIS
- PRCA

8.9 LET US SUM UP

8.9 KEY WORDS

8.10 REFERENCES AND SUGGESTED READINGS

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Suggested Readings

Quarry, Wendy & Ramirez, Ricardo. (2009). *Communication for Another Development: Listening Before Telling*. London & New York: Zed Books.

8.11 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

Check Your Progress 2

Check Your Progress 3

Check Your Progress 4

Check Your Progress 5

Check Your Progress 6