

Block

2

MEDIA AND DEVELOPMENT

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BLOCK INTRODUCTION: MEDIA AND DEVELOPMENT

Block Two of the Course **MJM-024 Media and Society** introduces you to the dynamic field of Communication for Social Change. Spread over four units, this block exposes you to the changing nature of the concept of development and the current perspectives. An attempt has been made in this course to provide a blend of theory and practice for a better understanding of its nuances and applications.

Unit 5: Development: Concept and Theories takes an overview of the concept of development and discusses various theories of development including the dominant paradigm of development; structuralist and dependency theories, and alternative approaches to development. The unit also examines the changing perspectives about the role of communications in development.

Unit 6: Development Communication explores the concept of Development and different notions about Development Communication. Based on these you will understand the philosophy and features of Development Communication that differentiate it from other fields and characterise it. You will also analyse the role of media and the imperatives of people's participation in development communication.

Unit 7: Social and Behaviour Change Communication: takes an overview of the approaches of development communication and various aspects of social and behaviour change communication (SBCC). It traces the shift from IEC to BCC and then to SBCC and highlights its principles. The unit also outlines the steps involved in designing a SBCC strategy.

Unit 8: SBCC Case Studies deals with some cases studies related to SBCC and development issues for facilitating behaviour change. The cases provide insights about the role of media and interpersonal communications, dialogue among stakeholders, community mobilisation and other processes adopted for influencing individual and social level change.

We hope that this Block will give you the necessary orientation to Communication for Social Change and enable you to use its methods and approaches in your projects and endeavours.

UNIT 5 DEVELOPMENT: CONCEPT AND THEORIES

Structure

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5.0 INTRODUCTION

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

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

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

5.1 LEARNING OUTCOMES

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

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

5.2 DOMINANT PARADIGM OF DEVELOPMENT

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

The key features of Modernisation Approach were:

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

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

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

5.2.1 Approaches to Dominant Paradigm of Development

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

Daniel Lerner

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

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

Wilbur Schramm

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

Walt Whitman Rostow

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

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

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

Everett M Rogers

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

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

Originally having five stages – awareness, interest, evaluation, trial and adoption, the model is considered to being hierarchic and unidirectional as communications are directed from the informed 'source' to the uninformed 'receiver'. Rogers, however, later revisited and included the element of 'participation' in communication. The explanation for the term 'development' given by Rogers subsequently enjoyed acceptance from scholars across social science disciplines since it included the concepts of equality, freedom and individual expressions. It said, "Development is a widely participatory process of directed social change in a society, intended to bring about both social and material advancement including greater equality, freedom and other valued qualities for the majority of

the people through their gaining greater control over their environment” (Rogers, 1976).

5.2.2 Critique of Dominant Paradigm of Development

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

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

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

These debates paved the way for Dependency Theory.

Check Your Progress 1

Notes: 1 Use the space below for your answer.

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

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

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

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5.3 THEORIES SINCE DOMINANT PARADIGM OF DEVELOPMENT

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

5.3.1 Structuralist Theory

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

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

5.3.2 Dependency Theory

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

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

According to dependency theorists:-

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

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

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

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

5.4 ALTERNATIVE APPROACHES TO DEVELOPMENT

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

5.4.1 Basic Needs Approach

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

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

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

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

5.4.2 Another Development Paradigm

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

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

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

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

5.4.3 Participatory Approach

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

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

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

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

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

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

5.4.4 ‘Capability’ as Development

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

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

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

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

5.4.5 Rights Based Approach

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

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

The right to development contains specific entitlements that include:

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

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

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

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

Check Your Progress: 2

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

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

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

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2) Trace the salient features of another development paradigm.

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5.5 APPROACHES TO DEVELOPMENT COMMUNICATION

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

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

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

interactive communication strategy was adopted in this period.

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

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

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

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

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

Check Your Progress 3

Notes: 1 Use the space below for your answer.

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

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

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.....

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

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5.6 LET US SUM UP

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

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

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

5.7 FURTHER READINGS

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5.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

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

Check Your Progress 2

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

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

Check Your Progress 3

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

UNIT 6 DEVELOPMENT COMMUNICATION

Structure

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 - 6.3.2 Philosophy
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- 6.7 Let Us Sum Up
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6.0 INTRODUCTION

You have read about the evolution of the field of Development Communication in the previous unit. Development communication is the process of deploying communication as a catalyst of social change aimed at improving the lives of the poor in sustainable ways. Since its inception, the field of Development Communication pertains to a process of strategic intervention through various forms of mass media and interpersonal methods of socio-cultural engagement.

The focus of Development Communication approaches has since shifted from a top down, government propaganda and aid agency jargon to strategies for deepening democracies, encouraging peoples' participation and sharpening approaches for bottom-up decision making. These shifts emerged and the focus changed from a predominantly economic growth-driven model of development to a participatory model in which social and cultural factors play an important role.

Development Communication today deals with concerns of inclusive growth in developing countries, where millions of people face abject poverty and deprivation. The subject area is as much about our understanding of development priorities as it is about communication needs for a better and less unequal world. In this unit, we shall discuss various pertinent issues relating to the concept of development communication and its potential as a tool for inclusive growth and empowerment.

6.1 LEARNING OUTCOMES

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

- differentiate between different perspectives of development and the role of Development Communication;
- explain the concept of Development Communication;
- describe the elements and philosophy of Development Communication;
- explain the role of Media in Development;
- discuss the scope of ICTs as a tool of empowerment; and
- describe mechanisms of peoples participation and the role of participatory communication in inclusive growth.

6.2 APPROACHES TO DEVELOPMENT

The country's Gross Domestic Product (GDP) growth continues to be a buzzword in news stories and is treated as synonymous with a nation's development. However, this is contested by a large number of practitioners and development thinkers and the inadequacy of economic indicators like GDP, Gross National Product (GNP). They argue that social indicators such as the Human Development Index (HDI), Physical quality of the life index (PQLI), Multidimensional Poverty index (MPI), are better measures of a country's development and the well-being of its people.

The expanded concept of development perceives it to be a multidimensional process leading to the improvement in both economic and social conditions of a country. Current notion of development also emphasises enhancement of peoples freedoms, capabilities and entitlements for a better life. Thus apart from basic problems of underdevelopment (Poverty, Health, Hunger, Food security, Illiteracy, Unemployment etc.) that continue to plague most of the less developed countries including India, issues of social inclusion, equitable growth and social justice have become the focus of the development agenda and consequently the focus and role of Development Communication.

Inclusive growth and Social justice

Development Communication tackles development issues in ways that can help the poor people lead a life of dignity and equal opportunities. Promoting inclusive economic growth is the new model that is related to providing equality and opportunity to all, for achieving a productive and meaningful life with freedom, equality and dignity. Through its initiatives, Development Communication promotes core values of a socially just society that encourages basic human rights, equitable distribution of resources, equal opportunities, peace and security and the realisation of human potential. Development policies hence need to address issues of social and economic challenges and the multiple deprivations faced by the poor and marginalised groups.

Mainstream Gender and Marginalised Communities

One of the biggest challenges of Development Communication is to mainstream gender and marginalised communities. Poverty exacerbates inequalities which

further leads to worsening of poverty and backwardness. Further under-development of the marginalised and gender inequality is correlated. Women of India continue to face multiple deprivations and form one of the most neglected, poorest segments of the population. The same can be said about the marginalised communities like the *dalit*, tribal and various backward communities. With limited or poor access to education, healthcare, employment, communication and other services they remain enmeshed in the multiple webs of poverty.

Sustainable economic growth and human development rest on equal participation of women and the marginalised sections of society. Development policy, issues of governance as well as development planning need to be looked at from the perspective of inclusion and exclusion. Providing them greater voice and prioritising the needs of the economically and culturally vulnerable is key to their societal mainstreaming and our nation’s development.

Environment Sustainability

Development communication also plays a key role in reinforcing the Sustainable Development Goals (SDGs) and its principle of environmental sustainability and spearheading processes for empowering people to act and deal with the environmental challenges communities are facing. Any successful endeavour will require amalgamation of traditional and scientific knowledge, debate on policy and programmes, and collaboration between governments, corporates and civil society at the national and global levels.

Institution Building

Strengthening capacities of development professionals and building institutional infrastructure of organisations involved in development is necessary to enable effectiveness of development delivery and efficiency in utilisation of development aid. Development Communication supports the building of strong vibrant institutions, facilitate freedom of expression in which all groups are able to voice opinion and participate in development debates. An independent media that serve the public interest; enables transparency and accountability in development programmes and involve divergent stakeholders in debates are a key thrust area of Development Communication.

Check Your Progress 1

Note: 1 Use the space below for your answer.

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

- 1) How the HDI-based indicators are different from GDP growth rate based markers of development?

.....

.....

.....

- 2) What are the key aspects of current development paradigm?

.....

.....

6.3 CONCEPT OF DEVELOPMENT COMMUNICATION

Let us now examine the term ‘Development Communication’. Several scholars have provided definitions of Development Communication that vary in their perspectives. These definitions not only help to understand the boundaries that define the field of development communication but also better comprehend how it has expanded in its nature and scope.

6.3.1 Definitions

One of the earliest definitions was provided by Nora Quebral. According to her (1975), *“development communication is the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality and the larger fulfillment of the human potential.”*

Quebral highlights the importance of development communication for not just informing and persuading people to adopt new ideas and technologies but also understanding the root cause of people’s problems, inequality and marginalisation that they face. These insights need to be combined with the theory and practice of communication for creatively developing appropriate programmes and media strategy for alleviating poverty and improving peoples quality of life.

According to Everett Rogers (1983) *“development communication refers to the uses to which communication is put in order to further development. Such applications are intended to either further development in a general way, such as by increasing the level of the mass media exposure among a nation’s citizens, in order to create a favourable ‘climate’ for development, or to support a specific development programme or project (this type of development communication is often termed as ‘development-support communication’ DSC)”*.

Rogers, in his Diffusion theory focused upon the application of communication for the purpose of disseminating information and messages to induce change. The flow of information (mostly one-way), help create a suitable environment by providing relevant information and effective messages for persuading people to adopt new ideas or innovations at a fast pace.

F. Rosario Braid is of the opinion that development communication is *“an element of the management process and the overall planning and implementation of development programmes”*. And in a broad sense, *“the identification and utilisation of appropriate expertise in the development process that will assist in increasing participation of intended beneficiaries at the grassroots level.”* While Erskine Childers in her definition said *“Development support communications is a discipline in development planning and implementation in which more adequate account is taken of human behavioural factors in the design of development projects and their objectives”*. Thus, development communication plays a key role in engaging people and understanding their varied perspectives and ideas. Incorporating people’s viewpoints in the various processes of development projects enables projects to become more people-centric, leading to greater receptivity towards new ideas, ownership of projects and their consequent success.

In 1997, through Article 6 of General Assembly Resolution 51/172, the United Nations adopted the following definition “*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 Rome Consensus of the First World Congress of Communication for Development (WCCD), held in Rome in October 2006 defined it 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. It is not public relations or corporate communications*”.

These definitions focus not only upon the participatory nature of development communication but also on its transactional nature and the opportunities that need to be created for people to freely articulate their ideas and dialogue about issues most relevant to them. Focusing upon both the socio-cultural context as well as people’s capacities; they draw attention to the diverse factors that can influence integration of multiple voices in development programmes and policies and action towards sustainable change.

From above definitions you would have understood that development communication does not merely involve the transmission of information about products, ideas and or facilities for improving peoples’ lives, or the exchange of information for problem-solving. It extends to include developing empathy for others, raising aspirations, building new skills and capacities as well as increasing peoples’ participation in development activities. Interweaving both mass media and interpersonal communication systems, development communication helps people to understand the linkages between local events and national and global issues; develop new perspectives as well as nurture relationships between different stakeholders groups, for effective management of development activities and realising the full benefits of development.

6.3.2 Philosophy

Communication for Development differs from other forms of communication, such as corporate and internal communications. Corporate communication helps to build organisational identity and communicate organisational values, mission and activities consistently to the public. Internal communication on the other hand is the flow of information within an organisation and enables timely and effective communications among staff for greater coordination, work efficiency and outputs. Development Communication is a specialised field differing from others because of the role it plays in empowerment processes. It strives towards sustainable change by involving different stakeholders, establishing a conducive environment and use appropriate media and methods for inducing behaviour and social change.

Development Communication can be further differentiated from other fields by three aspects, i.e. it is Purposive, one looks for specific behavioural objectives; Positive, affirmative prosocial values are attached to what one communicates about; and Pragmatic, practical and having specific purpose, it is evaluated by the results achieved (Jamias, 1975). For example as a Development communicator, one looks for specific behavioural objectives, such as adoption of high yielding variety of seeds by farmers. This can increase their harvest manifold and hence

has a definite positive value attached to it. The development communicator plans interventions knowing well that mere increase in the flow of information does not necessarily result in behavioural changes desired. The intervention efficacy is later reevaluated by examining what were the objectives, the intended results, what led to the success/failure of the communication. In this regard, feedback is taken from different stakeholders and not merely by the communication activities performed, such as the number of posters printed or visits made and so on.

Activity - 1

In your community look for at least two posters/hoardings put up by any government agency. Analyse the message and state if it is Purposive, Positive and Pragmatic

6.3.3 Features

From above analysis, the following features of Development Communication emerge:

- Communication is vital for human growth and progress and use of Communication for Development makes a difference to human development.
- Development Communication is an essential part of programmes and initiatives aimed at achieving development goals as well as those challenging existing hierarchies and power structures for achieving development priorities in an equitable and sustainable manner.
- Participation is fundamental to processes of development communication and enables multiplicity of voices, especially of the poor and marginalised, to be incorporated in development programmes and policy.
- Dialogic processes are central to development and empowerment practices. Based on horizontal, two-way processes, Development Communication prioritises communication systems and processes sensitive to the local context, that enable people to deliberate and speak out on issues important to their own well-being.
- Development Communication helps create a constructive environment where stakeholders participate in defining problems, arrive at a common understanding of issues, consider and discuss ideas, negotiate, and collectively find solutions.
- Development communication processes include, among other things, analysing the socio-economic and political context of communities, identifying and prioritising needs, assessing risks and opportunities, empowering people and strengthening institutions.
- Development Communication utilises multiple communication methods and media, which include Interpersonal communication, Mass media, ICTs etc, for information dissemination, behaviour change, social mobilisation, advocacy for sustainable social change.
- Development communication encourages advocacy to build networks and collectives to influence policy formulations.

The two primary roles Development Communication plays are - transforming role and socialising role.

Transforming role: As it seeks pro-social change in the direction of improving the quality of life of people. Promoting immunisation of children and institutional deliveries of pregnant women, encouraging enrollment of girls in schools, adoption of toilets by families, breaking myths surrounding menstruation or social customs like early marriage are some initiatives for improving the lives of people with communication being an integral component for achieving these objectives.

Socialising role: By seeking to maintain some of the established values of the society development communication seeks to create an atmosphere for change as well as providing innovation through which society may change. Each society has some traditional values that give people an identity, a sense of belonging and within which their aspirations are intricately embedded. As people of different cultures meet, the values, customs and beliefs of societies make inroads into each other’s societies, slowly influencing and changing them. Communication can play a very vital role by making people aware of differing values and beliefs, critically examine new ideas as well re-analyse the relevance and richness of their own values, customs, beliefs and, above all, aspirations in changing contexts.

Check Your Progress 2

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

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

1) Define development communication.

.....

2) How is Development Communication different from other types of communication?

.....

3) What types of communication media and methods does Development Communication use?

.....

4) What processes are central to Development Communication initiatives?

.....

Activity-2

Analyse the socialising and transforming roles of any programme being implemented in your area for women or adolescent girls drawing upon points discussed above.

6.4 MEDIA AND DEVELOPMENT COMMUNICATIONS

As the concept of development communication has evolved with time, consequently the nature of communications and the role of media have also changed focus. Earlier it was expected to convey all the relevant information regarding a development programme and the benefits that may be reaped by the community. Media was expected to build a favourable climate to implement such programmes by removing doubts, apprehensions or fears about them. Development communications was characterised by the use of mass media that considered people as passive audiences ready to be influenced by the messages they received, and was simple one-way asymmetrical communication (Mefalopulous, 2008). Later the focus of Development Communication moved from a 'communicator' to a more 'receiver-centric' orientation. Advocating 'bottom up' two-way symmetrical approaches it recognises and adopts various participatory methods for inclusion and active participation of the target audience. The emphasis of Development Communication processes has shifted from persuasion to information exchange; from information transmitted to the meaning sought and attributed by audience groups; and disseminating information for which there is a need than creating a need for the information being disseminated.

6.4.1 Mass Media

Mass media as you are aware play a significant role in taking development to the people. Being able to reach large number of heterogeneous audiences scattered over vast geographical area, their ability to provide the same messages simultaneously to a vast and diversified audience remains unparalleled. They have a definite role in spreading information about development, making people aware of their rights and responsibilities, exposing anomalies and corrupt practices, and promoting transparency and accountability through encouraging participation in of development schemes. By not only reporting facts about specialised areas of development, it also strives to provide an interpretation and analysis.

Communication interventions for development are made through various media platforms such as the newspapers magazines, radio, TV, Internet or movies and theatres etc. In a country like India, where literacy level is low, the choice of mass media is of vital importance, as they reach out to different groups of audiences. The Satellite Instructional Television Experiment (SITE, 1975-76) was one of the earliest projects primarily undertaken to develop special development programmes through the satellite communication. Later the Kheda Communication Project, the Indian National Satellite project (INSAT) (1982); Educational programmes (ETV) Gyan-Darshan Educational Channel (2000); E-Choupal and others have demonstrated the potential of using mass media for development.

The mass media has played a particularly positive role in enlightening farmers on the use of various technologies to boost agricultural development; Women programmes cover a range of subjects related to empowerment of women as well as programmes on a range of topics like health, sanitation, family planning, education, conduct of democratic exercises like free and fair elections and monitoring of expenditure or implementation of development plans are some areas media has focused upon.

6.4.2 Alternative Media

Recent years have seen the emergence of a range of alternative, participatory media forms that are separate from and provide an alternative to commercial media as well as state-run public-service media. Also called ‘community media,’ ‘citizen’s media,’ ‘grassroot journalism’ it has created local alternatives to mainstream broadcasting like local community newspapers, radio stations, as well as traditional media such as theatre and puppetry. Differing from mainstream media in their aesthetics, independent non-profit orientation, non-dominant discourse and serving the needs and interests of a community it enables peoples participation and their greater access and control of the media and communications in their community. Contesting and challenging mainstream media discourses, community media aids in raising people’s awareness, representation and the consequent emergence and democratisation of an alternative public sphere. Some of the most successful alternative media for development are community radio, community video, and community newspapers. You will read in detail about alternative media in Unit 16 of this course.

6.4.3 Traditional Media

Traditional cultural forms such as peoples’ theatre, puppets, song and dance are also being designed to engage people and communities in positive social change. Sensitive to the needs and context of the communities, folk media are an integral part of the fabric of rural communities. Social ideas, tradition and culture are preserved and disseminated through these highly intimate, flexible and dynamic, traditional media forms. Enjoying immense popularity and appeal they have traditionally been used for entertainment, social communication and persuasive communication. Now, several initiatives have involved folk media for conveying development messages. By presenting messages subtly in local popular artistic forms, they carry the message of development among the masses.

Indian People Theatre Association (IPTA), used some of the popular regional theatre forms like “Jaatra” of Bengal, “Bhavai” of Gujrat, “Tamasha” of Maharashtra and “Burkatha” of Andhra Pradesh to increase social awareness and political education. Other initiatives include the Kerala Sastra Sahithya Parishad (KSSP) which organised Science Jathas, a science procession using different folk art forms to spread the message of people’s involvement in the development process. The International Planned Parenthood Federation and UNESCO used traditional media for promoting family planning. Folk songs have played a very important in the Chipko and Narmada movements. Organisations like Katkatha for puppetry, Jan Sanskriti, Sahmat and several theatre groups are using the traditional media innovatively for spreading messages to both urban and rural audiences.

Check Your Progress 3

Notes: 1 Use the space below for your answer.

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

1) How has the role of media changed in Development Communication?

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.....
.....

2) What are the characteristics that distinguish community media from mainstream media?

.....
.....
.....

Activity- 3

In your community, identify development messages being given through two different media forms. Are these messages reaching the target groups? Analyse.

6.5 DEVELOPMENT COMMUNICATION AND NEW TECHNOLOGIES

The new communication technologies such as the Internet, ICT, mobile phones and satellites have radically transformed the concept and nature of development as well as communication. In today’s information societies, communication networks occupy a central place. The way citizens connect with each other depends on their access and use of these technologies.

These technologies enable fast exchange of information and overcome time and space barriers and have immense potential for providing effective solutions to various problems. Many countries have evolved technology-enabled systems to make development programmes more effective. Enabling real time information about projects technologies is leading to better monitoring of projects and decision making, disbursement of benefits and targeted deliveries of goods and services to the poor. The system of grievance redressal is leading to reduction in corruption and is making development both transparent and accountable. E-governance initiatives seek to provide essential services, such as providing drinking water, healthcare, power supply and civic amenities, to the citizens in ways that are simple, speedy and inclusive.

Apart from being cheap and user-friendly the use of new technologies also offers varied opportunities for two-way communication to people to voice their ideas and access relevant information. Farmers get weather or market-related information on their mobile phones, ASHA workers get alerts about monitoring pregnant women’s health, beneficiaries receive SMS when money or entitlements are transferred in their accounts, data regarding government schemes on websites is helping minimise corruption. These concepts are giving new directions to the very idea of development communication leading to empowerment of citizens.

Technology and Digital Divide

It is true that the digital divide separates the ‘digital haves and have-nots’. People with higher levels of education and prosperity are able to make better use of ICT and knowledge products than those who are less privileged. The divide works as a roadblock for use of technologies for removal of poverty and inequality. The access to digital technology goes a long way in providing benefits to the users in terms of skills, knowledge, capabilities and consequently incomes, increases the divide further. Hence, one of the biggest challenges of development communication is to work towards enabling the digital have-nots to access ICT and digital services.

Differences in the availability, access and use of these technologies pose several challenges. In India, with a large section of the population not being technology literate, users need training in basic computer use as well as skills to communicate effectively on the Internet. Gender and socio-cultural differences impede the availability and use of ICTs by several community groups. Several researchers have pointed out that how ICTs are embedded and utilised within specific local contexts and needs will determine their effectiveness as instruments of social change.

Further, the new technologies are also seen to be dominated by vested interests and market-driven forces that are leading to hi-tech systems becoming tools of exclusion rather than inclusion.

However, despite such limitations, ICTs can and do play a major role in development communication. Apart from being used for information dissemination, technologies also have the potential to support horizontal communication processes. Technologies such as IVR systems, Mobile apps, low power technologies used by community radio and participatory video are proving to be powerful instruments in promoting people’s participation and empowerment.

Check Your Progress 4

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

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

1) In what ways are new media technologies transformative?

.....

2) What are the challenges of using ICTs for rural communities?

.....

Activity - 4

Give four examples of digital divide from your surroundings.

6.6 PEOPLES' PARTICIPATION AND DEVELOPMENT COMMUNICATION

We have discussed in the previous section that people's participation is central to Development Communication. It is recognised that inclusive development cannot be achieved without involvement of community in various stages of development projects. However, people's participation is known to range from tokenism to proactive involvement and is deeply linked to prevailing power (im)balances, empowerment and equality within communities. Often a misinterpreted concept, significant and meaningful participation requires the application of two-way participatory communication processes.

6.6.1 Participatory Communication

A dynamic, interactional, and transformative process, participatory communication enables people to articulate their ideas, recognise common concerns, and seek solutions from within their community. By generating an open environment, participatory processes enable stakeholders to engage in dialogic processes, build trust and confidence among each other. Consequently they lead to raising awareness about critical issues, improving access to information, increase utilisation of services, mobilise people around a common issue and encourage them to engage in their own and their communities' development (Singhal, 2003). All participatory communication activities ultimately endeavour to encourage certain changes in attitude or behaviour at the individual, family, and/or community levels.

Underpinning participatory communication is the idea of providing communication rights for ordinary citizens. Providing a voice to the voiceless they stress the need to create alternate communication spaces for the poor and the marginalised that strengthen the diversity of cultures and languages in ways not provided by the conventional media. The movement for communication rights was spearheaded by the UNESCO and the MacBride Commission through its report (1980), *Many Voices, One World*. The Commission highlighted the problems of commercialisation of media, unequal access to information and communication and of a rising communication deficit in the developing and under-developed countries. The commission called for democratisation of communication and this became the basis of many community media projects throughout the world including the community radio movement in India.

6.6.2 Participatory Democracy

Participation is strongly related to the power dynamics in decision making. Letting the poor and marginalised make strategic decisions about programmes and policies influencing their lives involves devolution of power. The 73rd and 74th Amendments of the Indian Constitution provide a participatory framework by giving powers to panchayats and urban local bodies and subsequently for people being in-charge of development of their areas. A significant aspect of these provisions is planning by people through locally constituted District Planning Committees (DPCs) who consolidate and implement plans prepared by the village panchayats and urban municipalities. The success or failure of these plans, and thereby the future of development depends significantly on the citizens' awareness levels and participation through effective communication strategies.

Another very important aspect of participatory development is the community monitoring of development schemes. The MG-NREGS has the objective of providing rural employment, and enhancing livelihood security. The scheme also has the provision that the Gram Panchayat hold regular social audits of all development works by making available all relevant documents to the gram sabha.

6.6.3 Policy Formulation and Citizens’ Participation

The task of creating awareness and promoting citizen participation in policy formulation is one of the new challenges of development communication. There is a near absence of institutional mechanisms for ordinary citizens to intervene in the processes of legislations or policy making, and policy making continues to be treated as a matter of expert knowledge, mostly left to the ‘specialist’ and not something which can be shared with ordinary citizens.

The inclusion of ordinary people in policy formulation has become all the more important in the post-liberalisation era when the state has retreated from some key areas in the economy leaving space for the private sector or Public Private Partnerships. It is in this backdrop that the citizens’ participation is required to check the possibility of the policy process being dominated by powerful vested interest groups and has direct bearing on inclusive development.

Check Your Progress 5

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

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

1) Define Participatory Communication.

.....

2) Why is it important for the citizens to engage with the Policy formulation process?

.....

Activity- 5

Identify a news item reported in the national and local newspaper about your city/town/area. Do you think there is a difference in what is presented in the two newspapers? How would you like the content to be presented?

6.7 LET US SUM UP

It was explained in this unit that the concept and meaning of both development and communication are undergoing rapid changes in the modern world. We also discussed that high GDP-growth rate cannot be equated with inclusive growth and top-down, economic growth driven models of development are giving way

for culturally sensitive participatory models. Thus, the focus of development communication has shifted to more inclusive and participatory development to include the marginalised and vulnerable sections of society.

Various definitions expanded the scope of development communication to include developing empathy for others, raising aspirations, building new skills and capacities as well as increasing people's participation in development activities. Its role in empowerment and philosophical foundations of being positive, purposive and pragmatic enable the understanding of the various aspects of Development Communications.

Development Communication utilises multiple media, which include mass media, community media and ICTs, for information dissemination, behaviour change, social mobilisation, advocacy for sustainable social change. A key aspect of development communication is promoting peoples' participation and providing them greater voice through participatory communications. Consequently it strives to improve citizens' awareness and engagement with governance and demanding greater transparency and accountability in development processes and policy making.

6.8 FURTHER READINGS

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Sen A and Dreze J (1989), Hunger and Public Action, Oxford University Press.

6.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress: 1

- 1) Social indicators like the HDI, PQLI, and MPI are better indicators of a country's development and the wellbeing of its citizens. HDI indicators recognise that GDP growth rate is not synonymous to a nation's development. To measure development, they account for both social upliftment and economic growth.
- 2) Current notion of development emphasises enhancement of people's freedoms, capabilities and entitlements for a better life. In addition to

poverty, health risks, food insecurity, illiteracy, etc. that continue to plague the less developed countries, issues of social inclusion, equitable growth and social justice have become the focus of the development agenda.

Check Your Progress 2

- 1) Development Communication, apart from sharing of information to improve people's lives extends to include developing empathy for others, raising aspirations, building new skills and capacities as well as increasing people's participation in development activities.
- 2) Development Communication is a specialised field differing from other communications because of its role in empowerment processes. It strives towards sustainable change by involving different stake holders, establishing conducive environment and uses appropriate media and methods for inducing behaviour and social change.
- 3) Development Communication utilises multiple communication methods and media, which include IPC, mass media, ICTs, etc., for information dissemination, behaviour change, social mobilisation, advocacy for sustainable social change.
- 4) DevComm stands on three philosophical ideas: it is Purposive, one looks for specific behavioural objectives; Positive, affirmative pro-social values are attached to what one communicates about; and Pragmatic, practical and having specific purpose, it is evaluated by the results achieved.

Check Your Progress 3

- 1) Earlier, media was expected to build a favourable climate i.e. to convey all the relevant information regarding development programmes and their benefits. The advent of participatory approach led to increased emphasis on horizontal communication processes, and people dialoguing to evolve their own development strategies. The alternative communication paradigm favours multiplicity, smallness of scale, locality, and decentralisation.
- 2) Community media differs from mainstream media in their aesthetics, independent non-profit orientation, non-dominant discourse. It serves the needs and interests of a community, and enables people's participation and their greater access and control of the media and communication in their community.

Check Your Progress 4

- 1) The emerging new technologies such as the ICTs, mobile phones have radically transformed development and communication. Communication networks occupy a central place; the way citizens connect with each other depends on their access and use of these technologies. Enabling fast exchange of information and overcoming time and space barriers, these technologies have immense potential for providing effective solutions to problems faced by people.
- 2) Digital divide separates the "digital haves and have-nots". There is a need to work towards enabling the digital have-nots to access ICT and digital services. People with higher levels of education and prosperity easily use

ICT and knowledge products than those who are less educated and go a long way in providing the benefits to the users.

Check Your Progress 5

- 1) Participatory communication is a dynamic, interactional, and transformative process, that enables people to articulate their ideas, recognise common concerns, and seek solutions from within their community.
- 2) Policymaking largely remains a matter of specialised knowledge; best left to the ‘experts’ and is often not shared with ordinary citizens. It is in the interest of inclusive development that ordinary people engage in policy formulation.

UNIT 7 SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION

Structure

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- 7.2 Social and Behaviour Change Communication: Concept and Role
 - 7.2.1 IEC, BCC, SBCC: The Shift
 - 7.2.2 Principles of SBCC
- 7.3 Strategic Approaches to SBCC
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 - 7.3.3 Entertainment Education
 - 7.3.4 Advocacy
 - 7.3.5 Social Mobilisation
 - 7.3.6 Institutional Capacity Building
 - 7.3.7 Media and Communication Environment
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 - 7.4.3 Identify Communication Objectives
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- 7.7 Check Your Progress: Possible Answers

7.0 INTRODUCTION

You have read in the previous units that for things to improve they require change at various levels and in different forms. The idea of communication for social change is to make use of all available information structures to bring changes for improvement in people's lives. Recognising the dynamic interaction between the socio-cultural environment, social norms and individual behaviours have brought about the shifts from information – education communication to communications that will lead to behaviour change.

Mefalopoulos (2008) notes two modes of communication approaches in the evolution of social and behaviour change communication. The dominant paradigm based top-down approaches, or the *monologic* mode of communication versus the *dialogic* mode, based on the two-way model. As a result, the field of communications for social change has expanded to include a range of approaches for accomplishing different programme goals and outcomes. While mass media remains key to raising awareness and informing the masses, interpersonal

approaches are crucial for grass-root and policy advocacy initiatives and locally generated community media for facilitating participatory communications.

In this unit, we shall discuss the concept and principles of social and behaviour change communication (SBCC) and trace the shift of IEC and BCC to SBCC. We shall take an overview of various strategic approaches to SBCC and delineate the steps to design a SBCC strategy.

7.1 LEARNING OUTCOMES

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

- discuss the concept and role of SBCC;
- describe shifts from IEC, BCC to SBCC;
- discuss various strategic approaches to SBCC;
- define the concept of social and behaviour change communication; and
- design a social and behaviour change communication strategy.

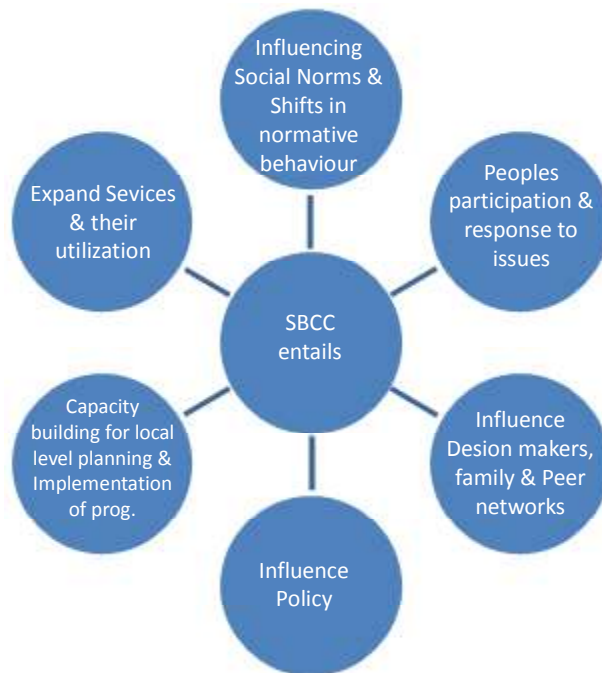
7.2 SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION: CONCEPT AND ROLE

The field of communication for social change has seen strategic shifts. From designing communication media for delivering messages for promoting desired behaviours to include the full range of ways in which people individually and collectively convey meaning.

Social and behaviour change has evolved as a systematic research-based consultative process for addressing knowledge, attitudes and practices. Enabling different stakeholders and community groups to engage in participatory processes to define their needs and demand their rights. The collaborative, transformative actions emphasise public and private dialogue to change behaviour on a large scale, including norms and structural inequalities.

Addressing individual behaviours, which are shaped by social, cultural, economic and political contexts, requires interactive approaches and a mix of communication channels in order to encourage and sustain positive and appropriate behaviours. SBCC programmes employ a range of approaches, with well-defined strategies and participatory practices, Social and behaviour change communication provides individuals with relevant information and motivation.

Social and behaviour change hence is a deliberate and iterative process of public and private dialogue, debate, and negotiation that focuses on the community as the unit of change. It aims to change behaviours on a large scale, eliminate harmful social and cultural practices, and change social norms and structural inequalities. The participatory process allows communities to define their needs, identify their rights, and collaboratively transform the way their social system is organised, including distribution of power within social and political institutions. Collective community action, based on negotiating and partnership, creates joint ownership of the change process. Community members control the tools of communication, which fosters empowerment and helps them shift social norms, policies, and culture.



7.2.1 IEC, BCC, SBCC: The Shift

The terms Information Education Communication (IEC), Behaviour Change Communication (BCC) and SBCC are generally used inter-changeably. However, these terms are different as “Information, education and communication (IEC)” comprise of activities when communication media like posters, leaflets, radio broadcasts, etc. are used for providing people with information for awareness building and ‘tell them’ how to behave. It was realised that providing information alone is not enough for making personal choices and bringing about behaviour change among individuals. Communication strategies can have positive and sustainable effect when designed using a structured communication plan i.e. communications are designed for specific target audience after a situation analysis; pretesting of material; clear objectives, indicators and targets; a distribution plan with follow-up; regular feedback through monitoring; and formal evaluation.

This approach is called Behaviour Change Communication (BCC), and employs a more participatory methodology, and focuses more on the end actions of the client. BCC hence is said to be “an interactive process with communities to develop tailored messages and approaches using variety of communication channels to develop positive behaviours; promote and sustain individual, community and societal behaviour change; and maintain appropriate behaviours”. BCC performs following tasks:

- Develops *communication strategies* to promote *positive behaviours* that are appropriate to their settings
- Provides a *supportive environment* that enables people to initiate and *sustain* positive behaviours

BCC thus builds on IEC approach, however, it focuses on promoting individual behaviour change and does not account for interplay of biology with social determinants (social norms and cultural practices) that shape human interaction.

In order to influence social dimensions of health and wellbeing, practitioners formulated a strategic, systematic and targeted communication approach and coined the term Social and Behaviour Change Communication (SBCC).

SBCC goes beyond the delivery of message to encompasses the full range of ways in which people individually and collectively convey meaning. It is the systematic application of interactive, theory-based, and research-driven communication processes and strategies to address tipping points for change at individual, community, and social levels. Among the powerful tools employed by SBCC programmes are mass media, community-level activities, IPC, information and communication technologies and new media. SBCC is “use of communication to change behaviours, including service utilisation, by positively influencing knowledge, attitude, and social norms” (Johns Hopkins University). It aims to change both social conditions and individual behaviours. It applies a comprehensive, socio-ecological model to identify tipping points for change by examining individual knowledge, motivation, and other behaviour change communication concepts. It also maps the social, cultural, and gender norms, skills, physical and economic access, and legislation that contribute to an enabling environment.

SBCC is amalgamation of all approaches of development communication discussed earlier. Primarily it uses key strategies of *social mobilisation*, as it encourages wider participation, coalition building, and ownership, including community mobilisation; and *behaviour change communication*, as it changes in knowledge, attitudes, and practices among specific audiences.

Hence, SBCC ensures sustained demand and access to services by engaging community leaders and influencers and advocating shifting underlying norms that affect service-seeking behaviours.

The addition of “S” to “BCC” signifies that individuals and their immediate social relationships are dependent on the larger structural and environmental systems. Gender norms, power hierarchies (class and caste), cultural practices, societal, organisational, political atmosphere and local economy have a profound effect on an individual’s compliance with healthy practices. Consequently, SBCC encompasses three core elements:

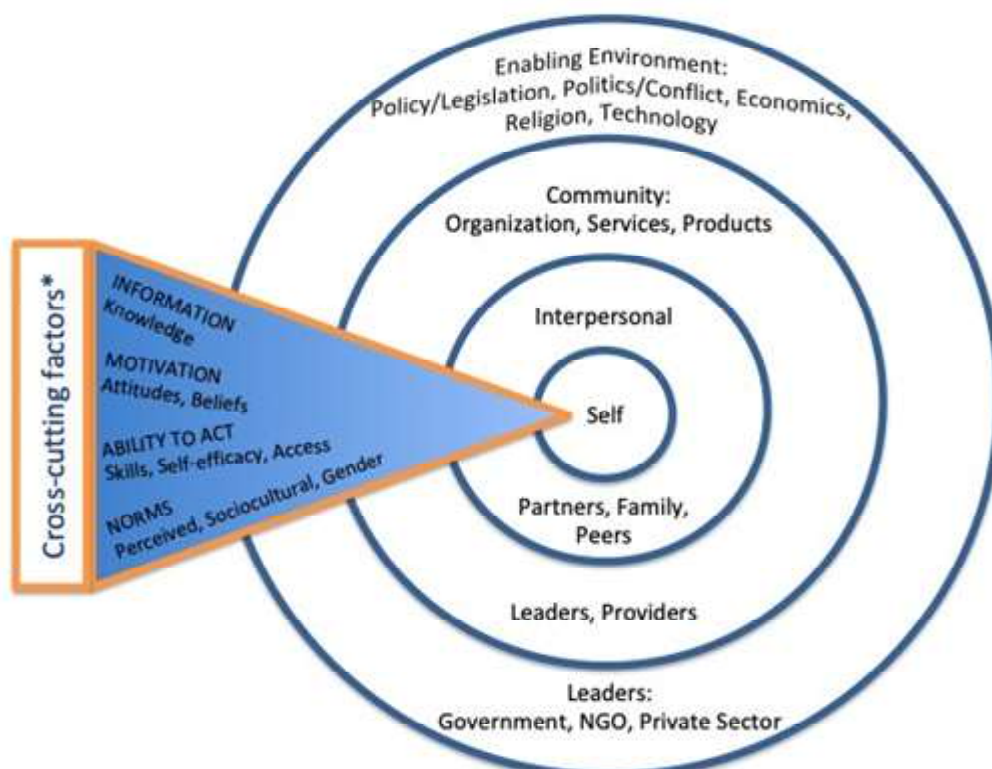
- 1) *Communication* uses channels and themes accessible and acceptable to an intended audience based on their needs and preferences;
- 2) *Behaviour change* makes efforts to simplify specific health actions, make them feasible so as to protect or improve health outcomes; and
- 3) *Social change* brings about shifts in operationalisation of an issue, community mobilisation, public policies, and gender norms and relations.

SBCC is a transformative process of social engagement, reflection, and practice that works on various dimensions: an individual’s behaviour and practices, collective action by networks, social and cultural structures, and an enabling environment.

7.2.2 Principles of SBCC

Social and behaviour change communication relies on certain principles, which are also central aspects of its strategy. These are embedded in the design to ensure effective delivery of message ensuing positive, sustained behaviours.

- 1) **SBCC is a process** - not a product. Communication products such as posters, television or radio spots, flipcharts or leaflets constitute only one component of the process.
- 2) **SBCC is research-driven** - Effective SBCC starts with research and analysis to understand intended audience and their context. Consequently, strategies are developed to ensure that key messages across multiple channels are consistent.
- 3) **SBCC is strategic** - SBCC programmes are grounded in theory (discussed in the next section) and use evidence that helps programmes understand the situation, the audience, and existing programmes.
- 4) **SBCC caters to multiple stakeholders** - Individual and social change depends on larger structural systems and norms. Hence, achieving sustainable social and behaviour change requires SBCC programmes to work at multiple levels of the system – individual, family, community, and political environment. SBCC hence operates through the socio ecological model that provides insights on multiple levels of the causes of problems and recognises the interplay of personal and environmental factors upon each other.
- 5) **SBCC uses multiple media channels** - SBCC coordinates messages across a variety of communication channels (print, community-level, social media, IPC, radio, TV) to reach multiple levels of society. Behaviour and social change is more likely through repeated exposure to messages.
- 6) **SBCC is informed by monitoring and evaluation** – Monitoring & Evaluation (M&E) activities are operationalised during design stage. An effective SBCC programme uses M&E to enhance its implementation and evolve its later phases.



*These concepts apply to all levels (people, organizations, and institutions). They were originally developed for the individual level.

Check Your Progress 1

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

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

1) What are the major differences between IEC, BCC and SBCC?

.....
.....
.....

2) What are the key strategies of SBCC?

.....
.....
.....

7.3 STRATEGIC APPROACHES TO SBCC

Various strategies are followed for SBCC which differ in their approaches - while some have a ‘communicator centric’ orientation emanating largely from the dominant paradigm. Others have more ‘receiver centric’ approaches aimed at strengthening dialogue with stake holders; enhance local level participation and ownership of programmes for sustainable impact. Depending on the objectives and expected outcomes most development communication initiatives use a combination of approaches. In this section, we shall discuss some such strategies.

7.3.1 Social Marketing

Social marketing (SM) involves use of commercial marketing techniques to promote pro-social behaviour. Using theories from the marketing and advertising disciplines, it applies consumer behaviour theories for development communication. According to Kotler and Zaltman (1971), Social marketing is “the design, implementation, and control of programmes to influence the acceptability of social ideas and involving consideration of product planning, pricing, communication, distribution, and marketing research”. In contrast to commercial marketing, which is not concerned with the social consequences of its actions, and cause related marketing that use social issues to market products, social marketing campaigns are designed to promote socially beneficial practices or products in a target group. By positioning social ideas within the context of community beliefs, SM provides information to help bridge the gap between products and consumers’ unfulfilled demands. Social marketing approach has been used by the government for issues like family planning, smoking, alcoholism, AIDS etc. where TV and print ads as well as direct campaigns with local NGOs have been used to target different groups.

7.3.2 Health Promotion and Health Education

In developing nations, campaigns promoting maternal and child health, immunisation and family planning, and preventing diseases such as HIV rely on health education as a fundamental tool. In 1970s, many health education programmes emerged in the developed world for addressing lifestyle related

health problems like smoking, obesity etc. whose approach was also used for addressing third world problems of child survival among others. These programmes had a very individualistic orientation focusing on individual behaviours and ignored the socio-cultural factors responsible for diseases and peoples health behaviours. It was during the 1980s that more sophisticated, theory-informed interventions, accounting for social and economic context of behavioural decisions were developed. Hence, health education was strengthened and integrated individual and social actions of people to help them make healthy choices. These programmes began to enhance personal and social skills of the target audience in order to influence their health behaviour choices. Several theories of behaviour change were developed by scholars (Bandura, Ajzen, Fishbein, Rogers) to explain the complex relationships between knowledge, beliefs and social norms. These theories also guided content of educational programmes and promoted behaviour change in a given context.

7.3.3 Entertainment Education

Entertainment-education (EE) is a communication strategy concerned with behaviour change by dissemination of information through the media. Based on Bandura's (1977) Social Learning Theory, EE is centered on the idea that individuals learn behaviours by observing role models, particularly in the mass media. Another underpin of EE strategies is the concept that expected changes result from self-efficacy and the belief of individuals that they can complete specific tasks (Bandura 1994, Maibach and Murphy 1995). EE thus involves the purposive design of media messages to both entertain and educate, with the view to increasing audience knowledge about a social issue, shift attitudes, and change overt behaviour (Singhal and Rogers, 1999). Systematic research in the design and implementation of social messages helps design effective EE strategies. Focusing on both individual and community level change EE uses a range of widely popular entertainment media like TV soap operas, Radio dramas, songs, theatre, comics etc. for resulting in pro-social behaviour. A Peruvian telenovela, *Simplemente María*, pioneered the entertainment-education approach in 1969; it has subsequently been used as a development communication tool in several countries. EE strategy has been used in India recently as part of popular serials like *Kyun Ki Jeena Isi Ka Naam Hai* and *Balika Vadhu*.

7.3.4 Advocacy

Advocacy communications involves certain specific processes designed to influence decision makers, stakeholders and relevant audiences to garner support and implement actions for seeking change regarding specific issues. It is a means of seeking change in governance, power relations, social relations, attitudes and even institutional functioning. As part of the Communication for Development (C4D) strategy, ongoing advocacy processes, policy makers, political and social leaders at all levels are influenced to create and sustain enabling policy and legislative environments and to allocate resources equitably (UNDP, 2011).

The aim of advocacy is to influence

- The political climate
- Modify/change existing laws or policies, promote new policies
- Redefine public perceptions of social norms

- Community support and empowerment
- Funding and resource allocation decisions

For example, organisations advocate for reserving greater women's representation in the Indian legislature.

7.3.5 Social Mobilisation

Community participation is a collective participatory process that empowers groups and their communities to reflect on and address a range of behaviours, issues and decisions that affect their lives. Community participation raises awareness, strengthens capacities and leads to proactive involvement of people in their development. Social mobilisation engages a range of stakeholders around a common issue. It is a wider process of garnering support from selected partners to raise demand for services or products, or sustain progress toward a development objective. Social mobilisation reaches out to different groups such as leaders (community, political, opinion), educational institutions, civil society organisations, professional groups/networks, farmers' cooperatives, micro-credit groups/self-help groups, youth groups, women's groups, community-based organisations, faith-based organisations, professional networks and the private sector and catalyse them to take action and/or support change about a common cause.

Using a combination of alliance-building and partnerships along with media campaigns, social mobilisation motivates various partners at national and local levels to raise awareness and demand for a particular development objective and to provide sustainable, multi-faceted solutions to broad social problems. Building partnerships is key to community mobilisation as sustainable outcomes require collaboration at multiple levels, and partnerships yield stronger impacts than isolated efforts.

7.3.6 Institutional Capacity Building

Development agencies perceive Institutional Capacity Building (ICB) as possibly the most important way to achieve superordinate goals of development. Capacity building of any institution simply means improving performance of development professionals, and increasing their capacities in order to develop new capabilities, to learn from and adapt to their environments, to partake in activities of programmes of change. This is to ensure effective development delivery. According to the World Bank, ICB encompasses three major activities:

- 1) Skill upgrading
- 2) Procedural improvements
- 3) Organisational strengthening

ICB occurs by acquiring resources (human, financial, networks, knowledge, systems and culture) and integrating them in a way that leads to change in individual behaviour and ultimately to more efficient and effective operations of institutions and organisations. For this, mechanisms such as legal, judicial and electoral systems, regulating the societies and economies are strengthened.

7.3.7 Media and Communication Environment

This approach emphasises that strengthening communication capacities, including professional and institutional infrastructure, is necessary to enable: (i) a free, independent and pluralist media that serves public interest; (ii) broad public access to variety of communication channels, including community media; (iii) a non-discriminating regulatory environment; (iv) media accountability systems; and (v) freedom of expression, all groups enjoy the right to voice opinions, and participate in development debates and decision making. Influx of newer technologies in 1990s made communication environment more conducive by enabling global reach at low cost; ordinary individuals broadcast information (bottom-up message initiation) and co-creation of messages e.g. Integrated Voice Response systems for agricultural services; providing opportunities for convenient information seeking through vast array of sources, which are on-demand; among others. Designing communication strategies integrated with technological amplifiers have relatively simplified diffusion of ideas, products and services into the contemporary world.

Check Your Progress 2

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

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

1) What is the importance of social mobilisation?

.....

2) What are the three major activities for capacity building of institutions?

.....

7.4 DESIGNING A SBCC STRATEGY

Communication strategy is the bridge between situation analysis and the actual implementation of a SBCC programme, including the creation and rollout of materials, products, and activities. It guides the rest of the intervention by providing direction and ensuring that different products, materials, and activities all ultimately work well together and support each other toward a clear vision of change. It ensures that the plan is implemented according to the diagnosis and decisions. Simply put, development of a communication strategy ought to be guided by evidence-based insights. There are various models that can be used for strategy development, these include for example, ACADA, COMBI, the Health Communication Programme Cycle, the SCALE process, C-Change and the P-Process. These models provide a stepwise guide to how behaviour change is expected to happen and help formulate a strategic programme that is grounded in theory and has measurable impact. Different organisations have their own terminology of such processes; essentially, they follow the same course. In a

nutshell, the five steps are: inquire, design the strategy, create and test, mobilise and monitor, and evaluate and evolve.

Following are three over-arching aspects that are embedded in most models and SBCC approaches work best when all three guide the process.

Participation: Each step should be informed by a robust group of partners, decision-makers, target audience, and subject experts. It is critical to have representation from all stakeholder groups during implementation; this spreads project ownership and is the first step to on the road to sustainability.

Capacity building: It uses a blended learning approach to capacity strengthening at the individual, organisational and system levels, including a mix of on-job coaching and mentoring and formal training opportunities to ensure that learning happens at all levels.

SBCC Theory: Behavioural change theories are attempts to explain why behaviours change. These theories cite environmental, personal, and behavioural characteristics as the major factors in behavioural determination. The key is to identify a theory that matches how one comprehends about what influences promoted behaviour. *Socio-ecological model (SEM)* is a theory-based framework for understanding the multifaceted effects of personal and environmental factors that determine behaviours. It also identifies behavioural and organisational leverage points, and intermediaries for behaviour promotion. The most effective approach to behaviour change uses a mix of interventions at all levels of this model.

Categorised according to socio-ecological level, following are some widely used behaviour change models and theories:

I) **Individual Level**

- **Health Belief Model:** It focuses on an individual's perception of threat and susceptibility to a health problem, and the efficiency of promoted health behaviour in preventing or managing it.
- **Theory of planned behaviour:** It states that an individual is more likely to perform a behaviour if behavioural intention is realised.
- **Stages of change (Trans-theoretical model):** An individual passes through a series of stages as they move from a state of unawareness to awareness about a health problem, thereby influencing their readiness to change towards healthy behaviours.

II) **Interpersonal Level**

- **Social learning theory:** Behaviour is based on a dynamic reciprocal theory according to which personal factors, environmental influences and behaviour interact continually.

III) **Community Level**

- **Diffusion of innovations:** It explains how new ideas, products, services and social practices spread within a society.

These models illustrate how change is facilitated in an individual and within a community. Identifying a suitable theory on the basis of promoted behaviour, programme planners then design a *theory of change*, a method that explains how a given intervention, or set of interventions, are expected to lead to a specific development change. Drawing on a causal analysis based on available evidence the change theories are applied during the planning phase.

7.4.1 Analyse the Situation

The first step is situation analysis which helps to understand the problem to be addressed, identify groups affected by the problem, individual behaviours associated with the problem, map factors that facilitate change in behaviours, enlist potential stakeholders, and determine a vision of what should happen. In case of insufficient or outdated data, conducting a formative research fills the gaps in knowledge of programme planners. Quantitative tools such as survey data and qualitative tools such as focus group discussions, observation checklist and key informant interviews are recommended.

Numerous tasks need to be undertaken in order to assess the situation, audience, and environment. These tasks enable a clear understanding of the challenge to be addressed.

- i) **Clarify shared vision:** A vision clearly states ‘where we want to be’. It is shared by all stakeholders (household, government, community), and must secure a strong commitment to overcome obstacles. For example, Urban Health Initiative (UHI) vision statement is “Every household in Uttar Pradesh will have confident, expert couples who discuss, choose, and consistently use the modern contraceptive method best suited to their needs in order to realise their dreams and achieve their aspirations of a bright future for their families.”
- ii) **Identify challenges and root causes:** It is of core importance to cull out the root (or primary) cause to determine the main reason for the situation. Challenges usually have underlying causes and thus, many plausible solutions. For example, population control is a problem that can be addressed by strengthening family planning commodities through a service delivery (social marketing) or eliminating misconceptions on family planning methods bringing shifts in attitudes. Problem tree, fishbone diagram and force-field analysis are widely used tools.
- iii) **Understand context of core challenge:** Examining the interconnected influences of family, peers, community and society on individual behaviour helps gathering information needed for situation analysis. In Social Ecological Model, individuals’ decision-making and subsequent behaviours depend not only on their own characteristics, but also social and environmental contexts in which they live.
- iv) **Summarise core challenge:** Core challenge statement describes the key behaviours, norms or policy needed to make the shared vision a reality. It explains why there is a difference between the vision and current situation. It may also include consequences, if challenge is not addressed.

- v) **Determine programme theory:** SBCC programmes are more effective if they are based on social and behaviour science theories (BCC theories listed earlier). Audience's behaviours vary; some behaviours are driven by individual preferences, needs or desires while others by social pressures. For example, deciding to brush one's teeth before bed is based on an individual need of maintaining dental hygiene. On the other hand Structural or contextual conditions such as access to resources, with availability can also drive behaviours such as purchase of insecticide treated bed nets.
- vi) **Identify potential priority groups:** Demographic variables such as age, sex, education, locale, occupation, parity, media exposure and economic status that differentiate the affected groups from those who are not at risk or are unaffected by the challenge define the target audience in a programme. Applying a gender lens i.e. understanding gender roles and relationships related to the challenge, identifying differences in social norms and expectations from females and males, their knowledge and attitude levels, how females and males are affected by the challenge, and whether gender inequity worsens the situation.
- vii) **Assess communication needs and resources:** This includes assessing potential communication resources that may help carry out SBCC interventions, identifying current communication activities being implemented to address the challenge, and determining communication capacity building needs for IPC, local media, digital and social media, and community communication partners. If communication efforts advocate for uptake of services or products, then link between demand and supply must be strengthened.
- viii) **Conduct participation analysis:** This task requires gathering information on partners and collaborators, their expertise, and determines if there are capacity building requirements.

7.4.2 Know the Audience

A SBCC programme caters to enhance wellbeing of *primary audience* i.e. directly affected by or is at most risk due to the challenge or those who make decision on behalf of those affected (caregivers of young children). *Influencing audience* i.e. family members, service providers, community leaders and teachers influence primary audience's way of thinking, either directly or indirectly.

This step requires three tasks to be fulfilled. First, segmenting the potential priority groups identified in step 1 determines specific audiences to focus. This enables implementation of activities, which are effective and appropriate for each of the specific audiences, by developing customised messages and material suited to various groups. Audience are usually segmented on the basis of demography, geography, socio-cultural context, behaviours, psychographic characteristics (personality, interests, lifestyle) and ideational factors that promote or hinder social and behaviour change.

Second, facilitated discussions help in prioritising audience segments i.e. ranking of potential segments based on proportion of population in intended target group, programme objectives, vulnerability, their likeliness to change and availability of resources. Finally, a personalised audience profile aids in bringing audience

to life as it embodies their characteristics. This profile includes current behaviours, motivations, emotions, values and attitudes as well as socio-demographic information. By focusing on an individual with defined characteristics, instead of a collection of statistics or a mass of anonymous people, helps in development of appropriate communication messages.

7.4.3 Identify Communication Objectives

The third step is to identify communication objectives to reflect the needs of the intended audience and the goals set by the programme. These objectives tackle the core challenge. They clearly state the desired change in behaviour, social norms and policies; intended effect of change; and time required for change to happen.

SMART (Specific, Measurable, Appropriate, Realistic, Time bound) approach is key to formulating strategic communication objectives. It is noteworthy that each of the primary and influencing audiences require their own sets of communication objectives, but it is important to maintain consistency in the types of changes that are expected from both audiences. To estimate how much change is manageable, one may consider the overall context of problem that varies from ‘barriers to change’ to ‘incentives not to change’; examine research data and reports describing past experiences of similar communication programmes; and check availability of resources. In addition, existing baseline measures needs to be included in the objectives to propose realistic and measurable amount of change. Furthermore, determining the time frame in which change will be achieved is crucial; it ensure adequate time for change to effectively happen.

7.4.4 Strategise Approaches

As discussed in section 7.3 of this unit, several approaches are required to address multiple audiences across social ecological levels. The commonly used approaches are entertainment-education, advocacy, community media, community and social mobilisation, distance learning, peer communication (IPC), mass media and information and communication technologies. It is convenient to incorporate these approaches into a goal-oriented campaign as a campaign uses a blend of approaches (usually mass media in addition to on-ground, community-based interventions) to benefit an individual and/or society within a stipulated time period. This helps in not only ensuring consistency and coordination among partners but also create synergistic programme interventions.

The strategic approaches describe how the communication objectives will be achieved; they guide development and implementation of programme activities and help determine the vehicles, tools and media to be used. These approaches convey and reinforce the messages. Hence, understanding the complexity and sensitivity of challenge is crucial to this process. In addition, following are to be considered while identifying such strategic approaches:

- ***Effectiveness of approach to address challenge:*** Analysis of health interventions show that social norms (such as child marriage) are more successfully dealt with entertainment education while IPC is more effective in addressing tabooed subjects (such as HIV/other sexually transmitted diseases).

Method	How Method Helps Change Behaviour
Posters, Counseling cards, Brochures	Provide Information
Radio, TV, Songs	Remind people about malaria action
Stories, Drama, Plays	Present role models for behaviour change
Discussions	Provide opportunities to plan for problem solving
Peer groups	Provide encouragement

- *Literacy:* Understanding the educational background of audience is essential as interventions that rely on the written word do not benefit if a large proportion of target audience is illiterate.
- *Desired reach:* Mass media, internet-based and Health interventions can provide regional and national reach.
- *Cost:* Cost effectiveness of all potential approaches must be considered in accordance with the budgetary allowances.
- *Innovation:* A new and unexpected approach can make it more appealing and develop interest in audience.
- *Age group:* Mobile based and social media approaches can engage the young adults more.

7.4.5 Positioning and Strategy Outline

The next step is positioning which aims to determine an identity or a central theme of a SBCC programme that shapes the development of messages. Deciding on the tone and appeal is key to setting the identity of any SBCC programme. Positioning presents the strategic approaches in a way that is persuasive and appealing to the intended audience. It also helps in creative implementation i.e. guides the creative process by ensuring a consistent voice across all messages, and checking whether programme activities correspond with, and reinforce each other for a cumulative effect. An effective position:

- Resonates with the audience
- Differentiates from the competition
- Stands out as better than the known alternatives
- Provides a benefit that is worth the cost or effort.

7.4.6 Implementation Plan

Details of the *who, what, when* and *how* constitute the implementation plan that covers partner roles, operational activities, proposed timeline, budgetary and management considerations. First, success of any communication effort relies on the combined expertise of participating agencies. These areas may include creative design, advocacy, service delivery, media placement, training, community mobilisation, monitoring and evaluation. In addition, involving the audience in design and implementation is crucial.

Second, a detailed plan of activities (on-ground) is developed. It is important to include intermediary steps, and determine the sequence of activities. Third, a timeline is established, periodically reviewed and modified as changes occur.

Finally, budget for SBCC interventions includes description of employees' salaries, resources for training, fieldwork, accommodation and travel allowances, other mobilisation and outreach activities, production of communication material, data processing and analysis, report writing, dissemination of findings, and other communication, administrative and overhead costs. It is recommended to allocate 10% budget to monitoring and evaluation.

7.4.7 Monitoring and Evaluation

The final step is Monitoring and Evaluation (M&E). Ideally, effects of all SBCC programmes are compared with its objectives, and contributing factors and/or constraints to achievement of programme goals are identified. Results from such efforts advance theory development and understanding. M&E team is involved at the planning stage; it is responsible for identifying valid, reliable, specific, sensitive and measurable indicators to track progress of programme; it helps in mapping impact of SBCC efforts later.

Monitoring checks whether the programme is on-track i.e. it focuses on WHAT is happening (are frontline workers using communication skills? Are adolescents talking to their parents about education and delaying marriage?). Evaluation, on the other hand, is a more comprehensive study of communication's role in the overall programme, and is done, usually, at the end of the programme cycle. It determines the effect of programme and prepares for the next implementation phase. By being more comprehensive, evaluation explores WHY behaviours are happening or not. Monitoring becomes too heavy if it addresses these issues. An effective monitoring and evaluation plan suggests changes in implementation plan or indicators, and ways to address the issues arisen.

More and more development programmes are adopting "participatory monitoring and evaluation". This approach involves the people addressed by the programme in monitoring and evaluating its activities. These people track programme progress, and reflect upon and learn from their own experiences. By the virtue of participatory M&E, participants' motivation and sense of ownership is substantially improved, and project is more likely to have sustainable outcomes. Essentially, participatory M&E is integrating community participation with M&E process.

Check Your Progress 3

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

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

1) What is SMART Indicator? How it is related to SMART objectives?

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2) Why are SBCC programmes increasingly using participatory M&E?

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Activity-2

Choose any government programme implemented within the last 5 years. Identify the key SBCC strategies used, target audience catered and the problems addressed.

7.6 LET US SUM UP

In this unit we discussed that Social and Behaviour Change Communication (SBCC) has been in existence for quite a long time, but has had different terminologies. We further discussed how dialogic processes are integral to this approach, and involving all stakeholders during design is crucial for sustainable solutions. Different approaches and components such as social mobilisation, behaviour change, communication, institution building and health promotion intertwine to formulate an effective SBCC effort.

Just like a sales venture is in vain if the consumers’ needs are not fulfilled, the idea of SBCC is incomplete without the people, particularly the ‘last’ section of the society. It accommodates the contextual needs of people in the design process, thus SBCC is more inclusive.

7.7 FURTHER READINGS

Mefalopulos, P. (2008), *Development communication sourcebook: Broadening the boundaries of communication*, The World Bank.

Servaes, J. (Ed.). (2007), *Communication for development and social change*, Sage Publications, India.

7.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

1) IEC comprises of activities when communication media like posters, leaflets, radio broadcasts, etc. are used for providing people with information on how to behave. On the other hand, BCC develops communication strategies to promote positive behaviours by building conducive environment that enables people to initiate and sustain positive behaviours. However, SBCC takes the process of BCC one step further in order to influence social dimensions of health and wellbeing. It is a strategic, systematic and targeted communication approach that improves health behaviours throughout the continuum of care.

- 2) SBCC uses social mobilisation, as it encourages wider participation, coalition building, and ownership, including community mobilisation; and behaviour change communication, as it changes in knowledge, attitudes, and practices among specific audiences. Hence, SBCC ensures sustained demand and access to services by engaging community leaders and influencers and advocating shifting underlying norms that affect service-seeking behaviours.

Check Your Progress 2

- 1) C4D programmes need support from selected partners to raise demand for services or products, or sustain progress toward a development objective. Social Mobilisation uses alliance building along with media campaigns, and motivates various partners at national and local levels to raise awareness and demand, thereby providing sustainable, multi-faceted solutions to social problems.
- 2) Three major activities for capacity building of institutions are: skill upgrading, procedural improvements and organisational strengthening. ICB occurs by acquiring resources (human, financial, networks, knowledge, systems and culture) and integrating them in a way that changes individual behaviour and enables effective operations of institutions.

Check Your Progress 3

- 1) SMART indicators are specific, measurable, appropriate, realistic and time-bound. The indicators measure change in programme variables before and after the implementation, hence appropriate indicators must be set before identifying SMART objectives. Existing baseline measures informs the communication strategies, which are based on programme objectives.
- 2) Development programme planners are adopting participatory M&E strategy as it engages the people whose problems are to be addressed. Consequently, these people track programme progress, and reflect upon and learn from their own experiences. PM&E enhances participants' motivation and sense of ownership, which drives the project towards sustainable outcomes.

UNIT 8 SBCC: CASE-STUDIES

Structure

- 8.0 Introduction
- 8.1 Learning Outcomes
- 8.2 Environment
- 8.3 Agriculture
- 8.4 Population
- 8.5 Education
- 8.6 Health
- 8.7 Gender issues
- 8.8 Governance
- 8.9 Let Us Sum Up
- 8.10 Further Readings
- 8.11 Check Your Progress: Possible Answers

8.0 INTRODUCTION

In the previous Unit, you have read that Development Support Communication (DSC) has evolved into Social and Behaviour Change Communication (SBCC), which is research based interactive and planned process aimed at changing social conditions and individual behaviours. Social change communication involves strategic use of advocacy, media, interpersonal and dialogue-based communication, and social mobilisation to systematically accelerate change in the underlying drivers of certain health risks, social vulnerability and impact. It requires an assessment of the specific nature of these drivers in order to design an appropriate response.

Social and Behaviour Change Communication (SBCC) engage both top-down and bottom-up communication in absorbing communities, building on local wisdom, expanding horizontal communication (i.e., communication that occurs between individuals operating at the same “level”) and through increased access to media. It is a process of community dialogue and collective action through which the community itself identifies priorities, develops a vision and plan of action, and mobilises internal and external resources to carry it out. Every time a community goes through this process, changes in both individual outcomes (such as increased knowledge and healthier behaviour) as well as social outcomes (such as strengthened community leadership, broader participation, and social cohesion) are expected to occur.

Mass media play a crucial role in spreading information and influencing public opinion. New Media has especially helped to create a more interconnected world by overcoming space time barriers. The emerging networks, linking individuals and communities are offering both new advantages and challenges to social justice movements around the world. The case studies discussed in the unit will focus on how communication is used to bring about social and behaviour change in the society. In this unit, we shall discuss some select case studies related to

8.1 LEARNING OUTCOMES

After reading this unit, you should be able to:

- critically analyse some case studies using Social and Behaviour Change Communication (SBCC) in the areas of governance, health, environment, gender issues, education and agriculture; and
- apply some of these strategies for designing campaigns in your area of interest.

8.2 ENVIRONMENT

The environment, as you know consists of our surroundings, which include the trees, plants, flower, waterfalls, forests, mountains, water, air etc. We need a clean environment for our well-being and living a healthy life. As such, polluted environment in the form of unhygienic surroundings, excessive emission of toxic materials and non-degradable waste, makes our surrounding unsafe to live. We will now examine a case study on community participation on clean surrounding.

Today, lack of cleanliness in cities poses a serious environmental challenge. Realising these consequences, EXNORA International of Chennai, started off as a club of concerned citizens, who took this challenge upon themselves to clean up their city. The concept of CIVIC EXNORA was introduced first in Adyar area of Chennai in October 1988. The primary objective of EXNORA was to generate ideas, create civic and environmental awareness among the citizens and provide a service to the public, which would turn these novel and radical ideas into practice.

It all started as a trial, when the Corporation chose to experiment with hydro-containers at Kamaraj Avenue in Adyar and EXNORA got involved in the collection of garbage. In this experiment, garbage was to be directly placed into the hydro-containers so that Corporation workers could later mount them directly on trucks. These hydro-containers were made available at the end of every street so that the garbage could be directly dumped and not strewn in and around the dustbins. The residents found it inconvenient to carry the garbage from their respective houses to the end of the streets for disposal. EXNORA worked with the local residents and came up with an innovative yet simple and practical solution. Thus was born the Civic EXNORA movement through this experiment after successfully working hand in hand with the Corporation. EXNORA further used this model to promote the idea of community involvement in collection and transportation of garbage. The system is based on people's participation through local neighbourhood committees. The residents who generated garbage got together to collectively solve the problem of solid waste accumulation, by removing and relocating it, in an identified dumping place

Today, there are about 5,000 such Civic Exnoras in Chennai city and in the various Districts of Tamil Nadu, Andhra Pradesh, Karnataka and Kerala and a few other states of the country, covering about 30,000 streets and settlements.

The Chennai City alone having 2000 Civic Exnoras translates this Waste Management into a Rs 30,00,000 turn over in the informal Solid Waste Management Sector per month which amounts to a turnover of Rs 3.6 crores per annum. The Waste Management of an area is under the purview of the local authority. Exnora has brought about the enactment of Municipal Solid Waste (Management and Handling) Rules 2000 through the Public Interest Litigation filed by Exnora in the Supreme Court.

Since the start, these practices have been replicated and implemented in many places. The replication and sustainability of the practices was ensured through awareness and motivation of communities resulting in behaviour change among the citizens, which was followed by encouragement and active involvement. Adopting this model has further helped in spreading the message and assisted the communities to easily introduce major Zero Waste Management Concepts.

Another remarkable example of the Social and Behaviour Change Communication is the Clean India or Swachh Bharat Abhiyan, where it focuses on changing the mindsets and acknowledging the right of every citizen to a clean and healthy environment. The campaign was launched by the Prime Minister of India, Shri Narendra Modi on 2nd of October 2014 and sets an ambitious goal to make India 'clean' by 2nd of October 2019. The key components of the campaign include construction of toilets, elimination of manual scavenging, solid waste management, and converting waste into wealth.

The World Bank reports that 53% Indian households still defecate in the open, and over 20 percent of the toilets constructed are reported to be not in use (Government of India, 2013) which poses a threat to the sanitation and health aspect of the people. Currently, more than 2.5 billion people worldwide lack access to toilets, one billion people practice open defecation and over 600 million in India openly defecate. Poor sanitation and lack of access to toilets are detrimental for public health, the environment and the economy of the country.

Since its country wide launch, industry leaders, political parties, religious groups as well as civil society organisations, irrespective of their ideologies have endorsed the campaign and are collectively working for its success. Celebrities, including actors and sportspersons, have pledged to work for Swachh Bharat Mission and have set exemplary roles by taking part in the Mission. Youth and citizens across the country are actively participating in the campaign and learning to keep their environment clean and healthy.

Having separate guidelines for both rural and urban areas, the endeavour of the Swachh Bharat Campaign is to turn into a mass movement, focusing not just on toilets but also on behavioural changes regarding healthy sanitation practices among the citizens of the country. For this, the Central Government has used different media to create awareness on the Clean India campaign and has also earmarked Rs.1800 crore for an intensive Information, Education and Communication (IEC) mission for behavioural changes. The IEC mission envisions creating awareness about the need for cleanliness and realising the much needed behavioural changes among the citizens of India. Capacity building plans for undertaking the intensive behaviour change activities at the grassroots level have also been rolled out by the states.

Since the inception of Swachh Bharat in 2014, over 9.17 crore toilets have been built, more than 5.43 lakh villages have been declared Open Defecation Free (ODF), 594 districts declared ODF and 27 States and Union Territories declared ODF. The campaign is an ongoing process and with the support and initiative of the citizens, the country can attain the Swachh Bharat Mission.

Check Your Progress 1

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

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

1) What is Social and Behaviour Change Communication (SBCC)?

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2) Why SBCC is needed in Environment protection?

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3) What are the key components of Clean India or Swachh Bharat Campaign?

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8.3 AGRICULTURE

Agriculture has remained the mainstay of human existence since time immemorial. With the passage of time, agricultural practices have also evolved into different forms. Scientific ways of farming have helped farmers yield better crops and high productivity. However, in many parts of the world including in rural India, farmers hesitate to adopt modern technologies and prefer to use age old practices passed down from generation to generation. This kind of attitude hampers the introduction of latest scientific technologies and usages.

In order to educate farmers about scientific ways of farming, a number of successful campaigns have been taken up in agricultural sector using different forms of media. The role of mass media in agriculture has become indispensable. Television, Radio and Print media are used to educate both literate and illiterate farmers to boost their agricultural practices. Nowadays, different Mobile applications (apps) are introduced for the farming communities wherein they can update themselves on the latest farming technologies, farming methods, marketing and agricultural schemes of the government. Rural farmers still rely on radio as an important source of information on agriculture. Farm radios are also developed by different organisations to help the farmers by giving them inputs on farming.

The Government of India through its Information and Broadcasting wing has introduced the FM Kisan Vani Stations in the country and the Kisan TV channel in Doordarshan. It has initiated the Kisan Channel in collaboration with the Ministry of Agriculture, Government of India. The FM Kisan Vani is playing an important role in supporting the Agriculture Extension in the country. All India Radio has documented success stories of farmers listening to FM Kisan Vani, where farmers from different parts of the country have given their testimonials on successful farming.

One such example is that of Hema Ananth, whose primary occupation is flower cultivation and rearing animals and dairy farming as the secondary occupation. Hema being an undergraduate wanted to convert 10 acres of wasteland into a fertile land. She developed an interest in listening to FM Kisan Vani and regarded it as a guru and followed everything that was instructed in the radio programmes. She became an avid listener of Akashvani, Hassan and learned from the experiences of other progressive farmers on organic cultivation and natural cropping. The programmes inspired her to act with proper planning and caution. Hema became a successful farmer with the knowledge acquired from Kisan Vani and an expert in rose cultivation, marketing and value addition. The Department of Agriculture, Government of Karnataka provided her financial assistance for promoting organic cultivation.

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) Why is the role of mass media in agriculture important?

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2) What role did media play for Hema Ananth’s success in farming?

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8.4 POPULATION

India is projected to have the largest population in the world by 2045, surpassing China. The latest UN projections say India will have two billion people by 2101 if the population continues to grow at the current rate. Stabilising population is an essential requirement for promoting sustainable development with more equitable distribution. In the early 1950s, the Government of India launched a family welfare programme, whose main objective was to spread the knowledge of family planning method and encourage people for adopting contraceptive methods. The programme was accorded special priority during the 1960s and 1970s but could not catch up to its desired goals. Various factors such as socio-economic status, ethnicity, quality of health care services decision making roles

etc. influenced contraceptive choices and use. The programme was later expanded and became the Reproductive Health programme. A project carried out by the United Nations Population Fund in Rajasthan in 1993 called, 'Jan Mangal' a community-based contraceptive distribution intervention was piloted in two districts of Alwar and Udiapur in 1993 and later scaled up and replicated in all districts in the state.

Rajasthan recorded a high rate of population during 1951-1991 followed by low acceptance of spacing methods, high infant mortality rates and lack of adequate knowledge of contraceptive methods. There was also a lack of communication between the Auxiliary Nurse Midwives (ANMs) and the general public. The Jan Mangal project was initiated with the aim to create awareness about different methods of contraception, break the socio cultural barriers in contraceptive use and to influence behaviour change among the community. The programme was carried out by Jan Mangal couples (husband and wife) recruited by the ANMs after consultation with the community members on voluntary basis.

The Jan Mangal couples were trained to counsel other couples on spacing methods and ill effects of child and maternal health due to frequent pregnancies. The barrier to poor communication was broken as Jan Mangal couples educated and counseled other couples on contraception methods through intra-personal communication. The couples were selected primarily because they could easily communicate with their community members and also relate with other couples in the village. Earlier due to lack of knowledge, the villagers were not aware of the usage of contraceptive methods and maternal health care, resulting in high rate of population and maternal and infant mortality. The project involved active participation by the community volunteers. The intervention was found to be useful in increasing the level of awareness on the usage of contraceptive methods and make services easily accessible to the villages.

Another approach towards family planning and reproductive health have been innovative public awareness campaigns, like the Condom Bindaas Bol Campaign. Launched in India in September 2006, Condom Bindaas Bol Campaign was a collaborative initiative of USAID, Ministry of Health and Family Welfare, PACT CRH and other stakeholders. The main objective of the campaign was to expand the declining condom use and sales in Northern India, address the stigma surrounding condom use and decrease the embarrassment associated with purchasing condoms. The campaign encouraged people to talk openly about condoms and not hesitate in freely using the word at the time of purchase.

Formative research conducted prior to the launch of the campaign revealed that the subject of condoms remains a taboo topic that most people were uncomfortable discussing about. A strategy was hence developed to "normalise" the condom, positioning it as any other product used by normal people and reduce the discomfort people felt when saying the word 'condom'.

Using a 360-degree approach, the campaign targeted both consumers and vendors. A combination of communication channels and approaches were used including traditional and non-traditional media, public relations initiatives, and other activities. To promote the campaign, a series of powerful TV advertisements were aired along with numerous stories about the campaign and condoms on key television channels and in the print media.

The mass media efforts were supported by contests that invited people to re-enact the television advertisement in towns across the states. Retailers, consumers, as well as celebrities all participated to create greater impact and “buzz” about the campaign. Contest winners were given prizes by celebrities supporting the “Bindaas Bol” campaign. The male celebrities did pro bono re-enacting of the advertisements, and gave interviews about the campaign and why they chose to endorse it. The retailer’s enthusiastic participation led to “wallpapering” their shops with “Bindaas Bol” and other condom promotion materials.

To supplement the mass media activities, “Bindaas Bol” partnered with condom marketers to enhance visibility and access and conducted sensitisation sessions for over 40,000 health care providers (chemists, retailers stocking condoms, and indigenous medical practitioners) through project field representatives on the importance of correct and consistent use of condoms.

Evaluations done after completion of the campaign contend that the programme proved to be an effective way of increasing the total condom market in North India and of changing attitudes towards use and users of condoms. The numerous partnerships developed with the private and commercial sectors and celebrities over the course of the campaign were crucial in leveraging cash and in-kind contribution and the success of the campaign. The campaign won several accolades and inspired the design of other such campaigns.

8.5 EDUCATION

Education is one of the most important tools for change and development. The constitutional commitment of free and compulsory education to all children up to 14 years of age has made education a very important goal, especially in the rural areas. Community participation in schools is seen to be a successful process, wherein, the community has taken the initiative of looking into the affairs of the school, students and teachers as a whole. It has become more formalised in policy in recent years with new forms of community participation emerging. Community schools involve the community in construction and management of schools, through funds and assistance from the government.

Community participation is particularly significant at the primary level. The formation of school committees is an important way in which community involvement is being promoted in many countries. Several studies report that community schools are successful in improving access to schooling, and also that girls’ participation in schooling in particular has improved.

Nagaland, a small state in the Northeastern part of India is credited for its unique concept on Communitisation of Public Institutions and Services. The Government of Nagaland enacted the ‘Nagaland Communitisation of Public Institutions and Services Act’ in 2002 to cover water, power supply and education sectors. The Act empowers community to own, manage and control these sectors as their own, vesting in them legal powers and responsibilities. In the education sector, which is a partnership between Government and the community, the programme seeks to develop institutions of excellence with active participation of the community. Communitisation has helped open a channel of communication

between the government and the community. Agendas of the community can be addressed directly to the Government for appraisal for improving the standard of education and other facilities.

All Government-run Primary and Middle Schools have been communitised, empowering the community to manage elementary schools in respect to academic, administrative and financial responsibilities. The community receives funds for key purposes such as purchase of textbooks, furniture repair and maintenance of school buildings etc. A sense of ownership and responsibility is developed among the communities and they take active participation by contributing generously in cash and kind, besides the government-aided facilities. The community has also participated in improving the poor and run-down infrastructures such as buildings and educational facilities. As a result of this social change initiative, the community created a sense of ownership among the young and the old to preserve and care for the school buildings and other facilities.

Following the enactment of this Act, 205 elementary schools covering 90 villages were covered as a pilot project in 2002. In the second phase, 197 schools covering 128 villages were communitised in 2003 and at present, all government schools have been communitised. Many rural children who were engaged in agriculture and child labour were motivated to attend schools, which resulted in an overwhelming response in the school enrollment.

Regular inspections, parent-teacher-community interactions are held, the quantity and quality of mid-day meal scheme is also monitored along with the maintenance of proper teacher attendance and their conduct in schools. Proxy teachers are disallowed and the concept of 'no work no pay' has also paid dividends since Village Education Committees have deducted salaries of teachers for unauthorised absence from classes.

Intensive awareness campaigns were carried out at all levels. Mass media played a big role in creating awareness among the communities on the concept of communitisation. Documentary films and radio programmes were developed to educate the communities and extensive news coverage was given on communitisation. The concept of communitisation has been successfully implemented in all the rural areas of Nagaland, thereby bringing about a social change for quality education through the participation of the community. It has also awakened the competitive spirits of the communities, thereby reducing the wide inter-district variations in education. Many schools reported improvement in academic performance and produced toppers in the Class 4 board exams.

The state government, realising the success of the experience, has upgraded many primary schools to middle schools. The communitisation process has also been extended in urban areas with the setting up of Ward Education Committees. According to an official report released by the State government, communitisation has helped in improvement in enrolment, students' academic performance and attendance while there is substantial reduction of school dropouts and proxy teachers, including corruption and irregularities in school functioning.

Check Your Progress 3

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

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

- 1) What kind of communication approach was used by the Jan Mangals to educate people on family planning methods?

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- 2) What is communitisation and why is it important?

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8.6 HEALTH

In Vietnam, a project was funded by USAID and supported by Family Health International (FHI) for decentralised and comprehensive Behaviour Change Communication (BCC) campaign, which was carried out in four provinces viz; Hai Phong, Can Tho, Quang Ninh and Binh Dinh in May 2000. The local governments and mass organisations were involved in implementing the interventions, under the guidance of FHI. The BCC project included basic, intensive and advanced training and ongoing technical support from FHI for building local capacity in the BCC campaigns.

The IEC centers of Provincial Health Services played a key role in the development of materials and for training for interpersonal communication through peer and health educators. Local artists and writers were engaged to participate in the campaign with tailor made messages to reflect local realities and reach their target populations. The reasons for initiating the BCC campaign were as follows;

- To upgrade the knowledge, skills and practices of communication practitioners so that BCC strategies and activities are more effective.
- To improve audiences’ HIV/STI knowledge, to encourage changes in behaviour and build skills for safer practices.
- To increase the acceptance of condom use for STI/HIV prevention among people whose sexual or injecting behaviour puts them at risk of HIV.
- To convince men to be more responsible in sexual health matters in their roles as citizens, fathers, husbands, friends, and employees.

During the course of the campaign, different activities were carried out in the form of formative research in the initial stage to explore knowledge, behaviours, attitudes and needs linked to HIV prevention Advocacy Meetings with community and party leaders. In the process, workshops and trainings were organised for

barbers, shoeshine boys, motorcycle taxi drivers and workplace. Television and radio spots/tele-dramas productions were used during the campaign. Condom promotion through social marketing at non-traditional outlets, mass media advertising and media events were organised.

The outcome of the BCC campaign saw significant results in fostering institutional autonomy and sustainability by strengthening provincial capacity to design activities and HIV/AIDS prevention messages, to locally produce materials and to select and prepare appropriate mass media and interpersonal channels. Both Government bodies and mass organisations collaborated to successfully implement community-based activities which otherwise was traditionally carried out by NGOs in other countries in the region. A remarkable outcome was also the dynamic and successful decentralisation of BCC campaign at the provincial level in terms of design, pre-testing materials, production and dissemination of BCC messages through both mass media and interpersonal communication (peer education) approaches.

The BCC campaign reached over 150,000 people through FHI-supported interpersonal one-on-one peer education HIV/AIDS prevention activities and the BCC messages on HI/AIDS prevention reached literally millions of people through provincial and nation-wide broadcasts of tele-dramas, radio and TV spots, FHI-sponsored HIV/AIDS concerts, social events, World AIDS Day events, and provincial and national advertising for condom promotion.

8.7 GENDER ISSUES

Various studies have revealed that the empowerment of women, through education, literacy, employment and economic opportunities, has positive consequences for society as a whole, including the women themselves, their children, their whole family and the community (Sen, 1999; Parker, 2005). Healthy, educated and empowered women are able to contribute to the socio-economic development of the society more effectively. In a society where women are empowered through education and employment and where women participate in decision-making processes on all levels of society, there is generally an increased emphasis on values such as peace, social justice, equality, human rights and ecological sustainability, than in patriarchal societies (Jeong, 2000, Bell, 2006). Gender-based oppression; inequality, social injustice and poverty are forms of structural violence. Many women in today's world are victims of gender-based violence, as they encounter direct and indirect forms of violence, through unjust and oppressive social systems. Women have been promoting a 'culture of peace' by working with social and "global issues such as development, democracy, human rights, world security and the environment" (Yesufu, 2000). Thus, it is important to focus on the empowerment of women as well as on the potential of women's agency for social change. In this regard, let us examine the case study of the Gulabi Gang of India.

The Gulabi Gang is a movement formed by a group of women in 2006 to fight various forms of social injustice. The leader of the group named Sampat Pal Devi came from Banda District of Uttar Pradesh, which is regarded as one of the poorest districts in India. The state is known for its patriarchal culture, rigid caste divisions, female illiteracy, domestic violence, child labour, child marriages and dowry demands. The women's group is popularly known as Gulabi or 'Pink'

Gang because the members wear bright pink saris and wield bamboo sticks. They protect the powerless from abuse and fight corruption to ensure basic rights of the poor in rural areas and discourage traditions like child-marriages. Today, the Gulabi Gang has tens of thousands of women members, several male supporters and many successful interventions to their credit. Sampat Devi organises meetings with different people and network with those who are ready to fight for a cause. She not only educates the people through her eloquent speeches but also sings folk songs to “uproot the corrupt and be self-reliant”, and animatedly talks to women and men who flock to her with their problems. The gang ensures proper public distribution of food-grains to people below the poverty line, disbursement of pension to elderly widows who have no birth certificate to prove their age, and prevent abuse of women and children.

The Gulabi Gang experience shows how a mixture of traditional communication mediums in the form of speeches, folk-tunes and visual communication symbolised through colours in attires and demonstrations can be a powerful strategy for social change. The case study shows the potential of how the empowerment of women can lead to social change and transforming systems of violence and gender-based oppression into gender equality.

Check Your Progress 4

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

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

1) What was the outcome of BCC in the HIV campaign?

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2) Describe how the Gulabi Gang members used communication for change.

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8.8 GOVERNANCE

Good governance, economic, social and political development continuous to be a big challenge today. Freedom of Information in any democratic society is a core principle of good governance as it enables citizens to understand and participate in public affairs and also holds those in public office accountable for their decisions, actions or non- actions.

The media occupies a critical place in the governance process and plays a vital role as a gatekeeper; disseminating critical messages to the public and highlighting issues/concerns/ initiatives and ultimately creating social change through its communication strategies. Ever since the inception of Right to Information (RTI) Act, the media has been playing a pro-active role in disseminating awareness

and bringing about huge social change in the country. Right to Information Act 2005 mandates timely response to citizen requests for government information.

NDTV launched a nationwide campaign on RTI in partnership with civil society organisation to build public awareness on RTI. People were discouraged from paying bribes and without any fear ask for information under the RTI Act to solve their problems. Doordarshan, the State owned broadcast network also launched a weekly half-hour programme on Right to Information to present best examples of how the common man has used the power of RTI and create awareness through the programme. The Indian Express has also been guiding people in exercising their right to information through a column – “Express Initiatives”. It has not only reported cases of success and failure in use of the Right to Information Act but also published sample ‘questions’ to assist citizens in framing ‘well drafted’ questions. In addition to this column, the Indian Express has organised awareness camps and training workshops in association with other institutions to guide people in accessing information.

Social activities are also making use of social media to educate the people on RTI Act. One such initiative is that of Raju Inamdar from Purandar Taluka in Pune, who is a part of an audio-CD released by NGO Masoom to raise awareness on the institution of local-self governing bodies. The four-minute song asks villagers to use the RTI to pave the way for an informed citizenry to ensure transparency and strengthen the fabric of democracy.

The song, which starts with a brief introduction on the procedure of filing RTI applications and general benefits of the RTI Act, terms the RTI as a right that would enrich the lives of many. The song reads that developmental works like construction of roads and digging of wells should not remain on paper. You have to monitor the work and also the spending on it, through RTI. The song has reached several villages in Maharashtra online and has become a powerful tool of communication. Many villagers, who could not understand RTI Act, could now understand the Act because of the song, which was composed in local language.

Activity-1

You have been appointed as a Consultant for Behavioural Communication Change for RTI. Design a short media campaign to create awareness on RTI Act in your state. Use the following grid to develop a BCC plan of action

Identify the audience	Risk/problem area	Messages	Channel of Communication (choose the easily available channel)	Activities
Primary				
Secondary				
Tertiary				

8.9 LET US SUM UP

In this unit, you studied various case studies on Social and Behaviour Change Communication (SBCC) and examined how SBCC can influence policy makers, stakeholders, community and individuals to bring about tangible changes in the society. It was discussed that the change in community's role in leadership patterns, initiating a dialogue about problems and having a consensus opinion will improve a community's problem and create a sustainable livelihood for the people without any apprehensions and doubt. You studied how a sense of ownership is related to community's feeling that the programme belongs to them and they have a commitment to the programme. You also learned the role of mass media in Agriculture extension and how it can influence the farming community in embracing innovative ideas and technologies. Further, you learnt that social cohesion consists of forces, which act as members of a group or community to actively contribute to the group thereby resulting in productivity of a given programme. SBCC is being extensively used in Poshan Abhiyan, Beti Bachao Beti Padhao and similar initiatives.

8.10 FURTHER READINGS

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8.11 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Social and behavioural change communication is an umbrella term involving strategic use of advocacy, media, interpersonal and dialogue-based communication, and social mobilisation to systematically accelerate change. The characteristics of Social and Behaviour Change Communication are:
 - 1) It is an interactive, researched and planned process.
 - 2) It relates to socio-ecological model.
 - 3) It operates through three key strategies, viz, advocacy, social mobilisation and behaviour change communication.
- 2) Social and Behaviour Change Communication is needed for environmental protection because human behaviour is related to environmental degradation and changing the behaviour will entail efforts in conserving the environment.

- 3) The key components of the Clean India campaign include construction of toilets, elimination of manual scavenging, solid waste management, and converting waste into wealth.

Check Your Progress 2

- 1) The role of mass media in agriculture has become very important. Television, Radio and Print media are used to educate both literate and illiterate farmers to boost their agricultural practices. Farmers rely on mass media to get information on innovative ideas, technologies and different forms of farming. Mass media has helped farmers in giving right information on seasonal crops, weather updates, sowing techniques, farm technologies etc.
- 2) Radio played a very important role in Hema Ananth's life as a successful farmer. She developed an interest in listening to FM Kisan Vani and followed everything that was instructed in the radio programmes. She learned from the experiences of other progressive farmers on organic cultivation and natural cropping. The programmes inspired her to act with proper planning and caution. Hema became a successful farmer with the knowledge acquired from Kisan Vani and an expert in rose cultivation, marketing and value addition.

Check Your Progress 3

- 1) The Jan Mangal couples were trained to counsel other couples on spacing methods and ill-effects of child and maternal health due to frequent pregnancies. The barrier to poor communication was broken as Jan Mangal couples educated and counseled other couples on contraception methods through intra-personal communication. These couples known as the Jan Mangals were selected as the communicators, because they could easily communicate with their community and also relate with other couples in the village.
- 2) Communitisation consists of a unique partnership between the government and the community with the aim of improving the delivery of public utility systems. It involves transfer of ownership of public resources and assets, control over service delivery, empowerment, decentralisation, delegation and capacity building.

Check Your Progress 4

- 1) The outcome of the BCC campaign saw tremendous results in fostering institutional autonomy and sustainability by strengthening provincial capacity to design activities and HIV/AIDS prevention messages, to locally produce materials and to select and prepare appropriate mass media and interpersonal channels. Both Government bodies and mass organisations collaborated to successfully implement community-based activities which otherwise was traditionally carried out by NGOs in other countries in the region. A remarkable outcome was also the dynamic and successful decentralisation of BCC campaign at the provincial level in terms of design, pre-testing materials, production and dissemination of BCC messages through both mass media and interpersonal communication (peer education) approaches.
- 2) The Gulabi Gang members used a mix of traditional communication mediums in the form of speeches, folk-tunes and visual communication symbolised through colours in attires and demonstrations for social change.

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