

RESEARCH ARTICLE

WWW.PEGEGOG.NET

A Comparative Analysis of Community Participation in Community Radio Models in India

Tapasya Tyagi¹, Dr. Lokesh Sharma^{2*}, Dr. Gaurav Jhangra³

¹Research Scholar, Department of Journalism & Mass Communication, Banasthali Vidyapith, Rajasthan (India). Email- tapasyatyagi4@gmail.com, ORCID ID: 0009-0004-6579-227X

^{2*}Associate Professor, Department of Journalism & Mass communication, Banasthali Vidyapith, Rajasthan (India). Email: sharmaislokesh3@gmail.com; lokeshsharma@banasthali.in; ORCID ID: 0000-0002-0980-9207

³Professor, MM Institute of Management, Maharishi Markandeshwar (Deemed to be) University, Mullana, Haryana, India Email- dr.gauravjangra@gmail.com, ORCID ID: 0000-0001-9958-9991

Abstract

Community participation constitutes the ideological and operational foundation of community radio and differentiates it from commercial and state-owned broadcasting systems. Rooted in participatory communication philosophy, community radio is envisioned as a people-centred medium that enables communities to actively engage in decision-making, content creation, and local communication processes. In India, community radio operates through diverse institutional models, primarily educational institution-based, NGO-based, and Krishi Vigyan Kendra (KVK)-based stations. Although policy frameworks emphasize community ownership and participation, empirical evidence suggests that participatory practices vary considerably across these models. This study addresses the second objective of the parent thesis by conducting a comparative analysis of the nature and extent of community participation across different community radio models operating in India. Using a mixed-methods research design, primary data were collected from 90 volunteers and community contributors associated with three community radio stations in the National Capital Region (NCR). Quantitative data were analysed using descriptive statistics, while qualitative

insights were employed to contextualise participation practices. The findings reveal that NGO-based community radio stations demonstrate significantly higher levels of community participation across governance, content creation, and outreach activities compared to educational and KVK-based stations. The study confirms that institutional orientation plays a decisive role in shaping participatory depth and contributes important theoretical, managerial, and policy insights for strengthening participatory communication through community radio in India.

Keywords: Community Radio, Community Participation, Participatory Communication, Institutional Models, India

1. Introduction

Community participation is the defining principle that distinguishes community radio from mainstream broadcasting systems. Unlike commercial media, which is driven by profit motives, and public broadcasting, which is largely shaped by state priorities, community radio is conceptualised as a medium *of, by, and for the community* (Howley, 2005). Participation in community radio extends beyond passive listenership to include involvement in planning, decision-making, programme production, feedback

mechanisms, and community outreach. Through these participatory processes, community radio enables marginalized populations to articulate local concerns, preserve cultural identities, and collectively engage in development-oriented dialogue (Servaes, 1996).

In India, the emergence of community radio must be situated within the broader discourse of media democratization and development communication. The Supreme Court judgment of 1995 declaring airwaves as public property provided the ideological foundation for community broadcasting. Subsequent policy reforms in 2002 and 2006 allowed educational institutions, non-governmental organizations (NGOs), and agricultural institutions such as Krishi Vigyan Kendras (KVKs) to establish community radio stations (Pavarala & Malik, 2007). While these reforms significantly expanded the community radio sector, they also introduced institutional diversity that has profoundly shaped participation practices. Despite the participatory mandate embedded in policy guidelines, participation in Indian community radio remains uneven. Several studies suggest that institutional structures, organizational cultures, and governance mechanisms significantly influence the extent to which communities are able to participate meaningfully (Chandrasekhar, 2010; Sharma, 2022). While NGO-based stations are often celebrated for their grassroots engagement, educational and KVK-based stations frequently operate within bureaucratic or technocratic frameworks that limit community control.

Most existing research on Indian community radio has focused on thematic outcomes such as women's empowerment, agricultural extension, and health communication (Khan, 2010; Kamble, 2016). However, there is a paucity of comparative empirical research examining how participation itself is structured and practiced across different institutional models. Addressing this gap, the present

study focuses on the second objective of the thesis: to analyse and compare the nature and extent of community participation across educational institution-based, NGO-based, and KVK-based community radio stations.

2. Review of Literature

2.1 Community Participation in Development Communication

Community participation is a cornerstone of development communication and is widely regarded as essential for sustainable and inclusive development. Participation involves the active engagement of people in identifying problems, making decisions, implementing solutions, and evaluating outcomes (Dagron, 2001). In the media context, participation implies shared control over communication processes, representation, and institutional governance (Buckley, 2006).

Scholars argue that participatory media enhances relevance, credibility, and social legitimacy, particularly among marginalized communities who are often excluded from mainstream media narratives (Milan, 2008). Participation also fosters a sense of ownership, which is crucial for sustaining community-based media initiatives in resource-constrained environments (Howley, 2010).

2.2 Participatory Communication Theory and Community Radio

Participatory communication theory challenges linear, top-down models of communication and emphasizes dialogue, horizontal interaction, and collective knowledge creation. Freire's (1970) dialogic model conceptualizes communication as a process of mutual learning, critical reflection, and empowerment. Within this framework, communication is not merely about transmitting information but about

enabling communities to reflect on their realities and act collectively to transform them.

Community radio operationalizes participatory communication by allowing community members to contribute content, share lived experiences, and influence programming priorities in local languages and culturally familiar formats (Servaes, 1996). Studies from Africa, Latin America, and Asia demonstrate that community radio can foster empowerment, civic engagement, and social cohesion when participatory principles are effectively implemented (Banda, 2003; Asuman, 2018).

2.3 Community Participation in Indian Community Radio

In India, community participation is shaped by complex socio-cultural and institutional factors, including caste hierarchies, gender norms, educational disparities, and organizational control. NGO-based community radio stations have been widely documented as effective platforms for participatory communication due to their deep-rooted engagement with grassroots communities (Kamble, 2016; Sharma, 2022). These stations often involve community members in governance, content production, and outreach activities, thereby fostering ownership and empowerment.

Educational institution-based community radio stations, on the other hand, frequently prioritize student participation and academic objectives, which may marginalize broader community voices (Baruah, 2017). Similarly, KVK-based stations focus primarily on agricultural communication and farmer education, often restricting participation to consultative roles within expert-driven programming (Sharma, 2011).

2.4 Research Gap

Although participation is widely acknowledged as the backbone of community radio, existing studies largely adopt single-case or thematic approaches. Comparative empirical research examining variations in participatory depth across institutional models remains limited. This study addresses this gap by systematically comparing participation practices across three dominant community radio models within a shared regional context.

3. Theoretical Background

3.1 Participatory Communication Theory

Participatory communication theory provides the primary theoretical foundation for this study. It posits that meaningful communication emerges through dialogue, shared decision-making, and collective ownership (Freire, 1970). Participation is both a process and an outcome, enabling empowerment while strengthening democratic communication structures (Servaes, 1996).

3.2 Participation as an Institutional Outcome

Organizational theory complements participatory communication by emphasizing that institutional structures shape organizational behaviour and outcomes. Hierarchical governance structures often centralize authority, limiting community influence, whereas decentralized systems facilitate shared control and participation (Howley, 2005). This theoretical integration suggests that participation in community radio is institutionally mediated, rather than automatically ensured by policy intent.

4. Conceptual Framework

The conceptual framework positions the type of community radio model as the independent variable and community participation as the dependent variable.

Independent Variable:

- Educational Institution–Based Community Radio
- NGO-Based Community Radio
- KVK-Based Community Radio

Dependent Variable (Community Participation):

- Participation in decision-making

- Participation in content creation
- Participation in outreach and feedback mechanisms

The framework assumes that institutional orientation determines the depth, inclusiveness, and sustainability of participation.

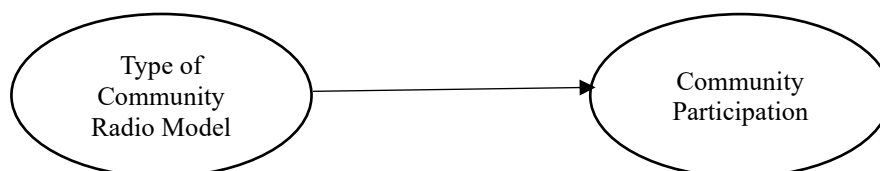


Fig. 1. Conceptual Framework

5. Research Objective and Hypothesis

5.1 Second Research Objective

To analyse and compare the nature and extent of community participation across educational institution–based, NGO-based, and KVK-based community radio stations.

5.2 Research Hypothesis

H₂: There is a significant difference in the nature and extent of community participation across educational, NGO-based, and KVK-based community radio stations.

6. Research Methodology

6.1 Research Design

A comparative descriptive research design employing a mixed-methods approach was adopted to capture both quantitative trends and qualitative insights related to community participation (Creswell, 2014).

6.2 Study Area and Sample

The study was conducted in the National Capital Region (NCR). Three community

radio stations—one representing each institutional model—were purposively selected. A total of 90 respondents (30 from each station), comprising volunteers and active community contributors, participated in the survey.

6.3 Data Collection Tools

Primary data were collected using a structured questionnaire based on a five-point Likert scale. In-depth interviews with station coordinators were conducted to supplement quantitative findings and provide contextual understanding of participation practices.

6.4 Data Analysis Techniques

Quantitative data were analysed using descriptive statistics, including mean scores and comparative analysis. Qualitative data were analysed thematically to enrich interpretation.

7. Data Analysis, Tables, and Interpretation

Table 1: Community Participation in Decision-Making

Indicator	Educational CR	NGO CR	KVK CR
Involvement in programme planning	2.8	4.6	3.1
Participation in policy decisions	2.6	4.5	3.0

Source: Primary Data

The data indicate substantial variation in decision-making participation across models. NGO-based stations record the highest mean scores, reflecting decentralized governance and strong community involvement in planning and policy decisions. Educational stations exhibit the lowest scores, suggesting that

administrative control and academic hierarchies limit community influence. KVK-based stations allow limited consultative participation, primarily focused on agricultural programming, which aligns with findings by Sharma (2011).

Table 2: Community Participation in Content Creation

Indicator	Educational CR	NGO CR	KVK CR
Community-produced programmes	3.1	4.7	3.5
Use of local voices and narratives	3.3	4.8	3.6

Source: Primary Data

NGO-based stations demonstrate extensive community involvement in content creation, including scripting, hosting, and field reporting. This participatory depth reflects grassroots orientation and empowerment-focused programming

(Kamble, 2016). Educational stations involve community members occasionally, while KVK-based stations restrict participation to farmer interviews and expert-led discussions, limiting narrative diversity

Table 3: Community Participation in Outreach and Feedback

Indicator	Educational CR	NGO CR	KVK CR
Community meetings and listener clubs	2.9	4.7	3.3
Feedback mechanisms	3.0	4.6	3.4

Source: Primary Data

NGO-based stations exhibit robust outreach and feedback systems, including village meetings and listener clubs, facilitating two-way communication and accountability (Buckley, 2006). Educational and KVK-based stations rely

more on formal or technology-mediated feedback channels, which may limit inclusivity.

8. Findings

The findings demonstrate that community participation varies significantly across community radio models. NGO-based community radio stations exhibit the deepest and most inclusive participation across governance, content creation, and outreach activities. Educational institution-based stations display moderate participation, largely confined to content contribution rather than decision-making. KVK-based stations show functional but narrowly focused participation centred on agriculture. These findings confirm that institutional orientation plays a decisive role in shaping participatory depth and validate the second research hypothesis.

9. Discussion

The findings strongly support participatory communication theory, which emphasizes that meaningful participation requires structural decentralization and shared control (Freire, 1970; Servaes, 1996). NGO-based stations align most closely with Freire's dialogic model, enabling communities to influence both content and institutional decisions. Educational and KVK-based stations, despite stronger infrastructure, demonstrate constrained participation due to bureaucratic and technocratic governance models. This discussion reinforces arguments by Howley (2005) that participation is institutionally conditioned rather than automatically achieved.

10. Conclusion

This study concludes that community participation in Indian community radio is highly model-dependent. NGO-based community radio stations emerge as the most participatory due to decentralized governance and grassroots engagement. Educational and KVK-based stations, while valuable in education and agriculture respectively, require institutional reforms to enhance participatory depth. Strengthening participation is essential for

sustaining the democratic and developmental potential of community radio in India.

11. Implications of the Study

The study extends participatory communication theory by empirically demonstrating that participation is structurally mediated. It highlights the need to integrate organizational theory into participatory media research.

Community radio managers should institutionalize participatory mechanisms such as community advisory boards, inclusive planning meetings, and volunteer leadership roles.

Policy frameworks should adopt model-specific guidelines that prioritize participatory governance rather than uniform regulatory compliance.

12. Further Scope and Limitations of the Study

Future studies may adopt larger samples, longitudinal designs, listener-centred participation analysis, and digital participation mechanisms to deepen understanding of participatory communication in community radio.

The study is limited to three stations within NCR, relies on self-reported participation measures, and does not include listener impact assessment.

References:

1. Asuman, J. (2018). Community radio and participatory development in rural Africa. *Journal of African Media Studies*, 10(2), 179–195. https://doi.org/10.1386/jams.10.2.179_1
2. Banda, F. (2003). Community radio broadcasting in Zambia: A policy perspective. *Media Development*, 50(4), 22–27.
3. Baruah, U. K. (2017). *This is All India Radio: A handbook*.

- Publications Division, Government of India.
4. Buckley, S. (2006). *Community media: A good practice handbook*. UNESCO.
 5. Chandrasekhar, C. P. (2010). Community radio and development communication in India. *Economic and Political Weekly*, 45(52), 15–18.
 6. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
 7. Dagron, A. G. (2001). *Making waves: Stories of participatory communication for social change*. Rockefeller Foundation.
 8. Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
 9. Howley, K. (2005). *Community media: People, places, and communication technologies*. Cambridge University Press.
 10. Howley, K. (2010). *Understanding community media*. SAGE Publications.
 11. Kamble, S. (2016). Women's empowerment through community radio: A study of Mandeshi Tarang. *Journal of Development Communication*, 27(2), 67–78.
 12. Khan, A. (2010). Community radio and rural development in India. *Journal of Development Communication*, 21(1), 24–38.
 13. Milan, S. (2008). The social construction of community media. *European Journal of Communication*, 23(2), 149–164. <https://doi.org/10.1177/0267323108089221>
 14. Pavarala, V., & Malik, K. K. (2007). *Other voices: The struggle for community radio in India*. SAGE Publications.
 15. Servaes, J. (1996). Participatory communication for social change. In J. Servaes (Ed.), *Communication for development and social change* (pp. 15–28). SAGE Publications.
 16. Sharma, A. (2011). Agricultural communication through community radio in India. *Indian Journal of Extension Education*, 47(3–4), 45–52.
 17. Sharma, S. (2022). Gender, participation, and community radio in rural India. *Journal of Gender Studies*, 31(4), 489–503. <https://doi.org/10.1080/09589236.2021.2014057>