

**MASTER OF ARTS
MASS
COMMUNICATION
AND JOURNALISM
CENTRE FOR OPEN AND
DISTANCE LEARNING
(CODL)**



MMC 304 : COMMUNICATION FOR SOCIAL CHANGE AND DEVELOPMENT BLOCK II

CENTRE FOR OPEN AND DISTANCE LEARNING
TEZPUR UNIVERSITY (A CENTRAL UNIVERSITY)
TEZPUR, ASSAM - 784028
INDIA

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MMC 304: COMMUNICATION FOR SOCIAL CHANGE AND DEVELOPMENT



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MMC-304: COMMUNICATION FOR SOCIAL CHANGE AND DEVELOPMENT

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BLOCK II

MODULE III: MEDIA AND UNIT 9: STRATEGIC PLANNING AND SITUATION ANALYSIS

UNIT 10: ROLE OF DIFFERENT MEDIA IN DEVELOPMENT

UNIT 11: INFORMATION AND COMMUNICATION TECHNOLOGIES IN DEVELOPMENT

MODULE IV: STRATEGIES FOR DEVELOPMENT COMMUNICATION

UNIT 12: ENVIRONMENTAL AND SUSTAINABLE APPROACHES IN DEVELOPMENT

UNIT 13: STRATEGIES OF DEVELOPMENT COMMUNICATION IN INDIA

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COURSE INTRODUCTION

This course Communication for Social Change and Development (MMC 304) , aims to develop your understanding about the significant relationship between the concepts of communication and development. From this course , you will know how communication accelerates the process of development in different aspects of the society including its political, economic and cultural growth. This course is comprised of two blocks including **Block I** and **Block II** and each block includes eight units and six units respectively. The **Block I** is comprised of Module I and Module II based on the aspects of Communication and Development and Approaches in Development respectively. On the other hand, Block II contains Module III and Module IV which discuss the topics of Media and Development and Strategies for Development respectively.

The Unit 1 in **Module I** focuses on the concept of development, its origin , approaches and indicators. The Unit 2 discusses different agencies in development including government, national and international NGO's and also role of United Nations in development. The concept of communication for development is discussed in the Unit 3 which gives the definition of the concept as well as evolution of the concept, its need and significance. Unit 4 of the Module I discusses the Modernization Paradigm including the topic of mass media as a magic multiplier , diffusion of innovation, etc. On the other hand, the **Module II** discusses different approaches in development including Dependency Paradigm in Unit 5, Multiplicity and Alternative

Paradigm in Unit 6. Unit 7 explains the approaches in Communication for development such as Behaviour Change Communication, Social Marketing, Entertainment Education , etc. The last unit in Block I, i.e. Unit 8 includes the topic of participatory approaches to Communication for Development discussing the topics such as diffusion vs participatory, levels and types of participation, participatory tools for data collection, etc.

The **Modul III** of Block II is based on the topic of media and development. The units under this module discuss the different issues including strategic planning and situational analysis, role of different media in development and also role of information and communication technologies in development in context to explaining the relationship of media and development. **Module IV** is about the strategies for development communication discussing environmental and sustainable approaches in development under Unit 12. Unit 13 gives the idea of media and nation building, family planning and other health communication strategies and also communication for development in rural agricultural economy within the context of Indian scenario. The Unit 14 under this Moule III discusses women's movements, education and food security , free speech and information right etc. within the purview of communication for development.

MODULE III: MEDIA AND DEVELOPMENT

UNIT 9: Strategic Planning and Situation Analysis

UNIT STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Concept of Formative Research
- 9.4 Applications of Formative Research
- 9.5 Process of Formative Research
- 9.6 Elements of Formative Research
- 9.7 Methodological Procedures of Formative Research
- 9.8 Definition of Evaluation
- 9.9 Monitoring and Evaluation of Formative Research
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- 9.11 Summing Up
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9.1 INTRODUCTION

This unit discusses the concept of Formative Research as well as its implications particularly in the process of Development Communication. Besides this, the concept, need, role and relevance of formative research have also introduced. Formative Research provides a base for preparing any developmental message. On the other hand, the fundamental purpose of developmental messages is to create awareness on different aspects of social welfare. So, by understanding the concept, processes, methodologies, and elements of formative research you will learn to design any developmental message for the upliftment of communities.

9.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Understand the meaning and concept of Formative Research.
- Explain the processes and methodologies utilized in the process of Formative Research.
- Analyze the monitoring and evaluation of Formative Research.
- Learn how Formative Research can also be utilized for designing in the Development message.

9.3 CONCEPT OF FORMATIVE RESEARCH

Formative Research is a methodology which is to some extent similar to Action Research or Developmental Research. It is anticipated for the betterment of design theory for outlining the instructional practices or processes. Design theory is utilized for understanding, improving and applying methods of instruction to bring desired change in learner knowledge and skill. Reigeluth (1989) and Romiszowski (1988) have suggested this approach to extend the knowledge base in instructional-design theory. It is related to the "design experiments" in which investigators and specialists like health practitioners, teachers, and professionals join together for ideation, application, and inquiry of change in practice. The goal of instructional design is to produce a well-designed instruction that saves time and money as well as eases the learning process. Indeed, the ultimate aim of any instructional design efforts is to create effective and efficient instruction. In this, Formative Research is a way for establishing an instructional-design theory.

Formative Research focuses on the requirements, benefits, and characteristics of the assorted members of the society or the community. It

is basically conducted before a plan or program is being planned and implemented. It is an essential part of outlining and operationalization of the program as well as when any improvement or changes are needed for the betterment of the program.

Formative Research has been originated from the contribution of different disciplines like Social Anthropology, psychology, sociology and many more. So, it is also related with the Development Communication as it is also talked about the interest of humanity in particular and society as a whole and help to find the nature and characteristics of the community in a particular context.

9.4 APPLICATION OF FORMATIVE RESEARCH

It is always important to understand the usefulness of Formative Research before doing it and the places or areas where we can utilize it in a proper manner. Some of the substantial applications of Formative Research are as follows:

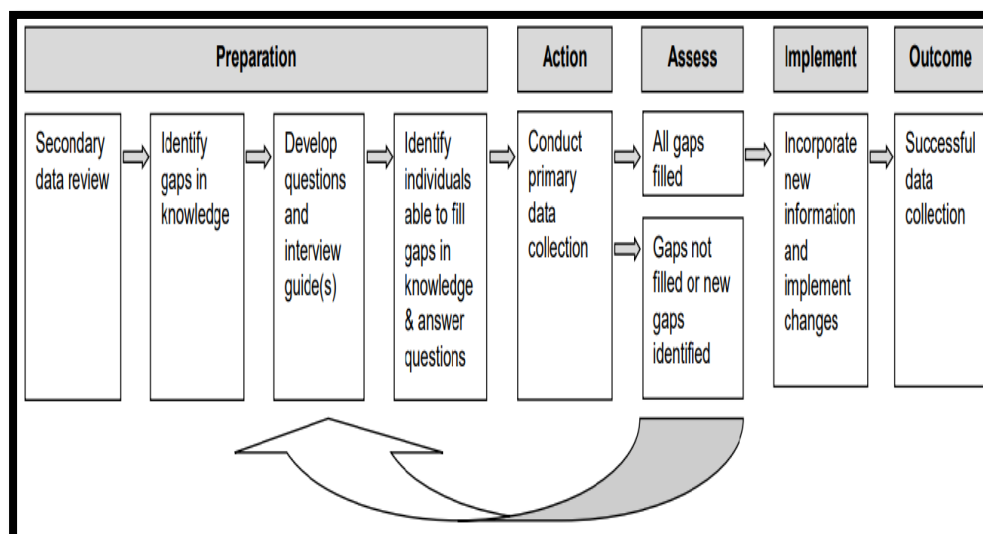
- i. It is one of the most important aspects for establishing the persuasive strategies which commute communication channels for instigating the behavioural changes.
- ii. It helps researchers to identify and understand the interests, behaviours, and needs of the target populations and instigate their decisions and actions.
- iii. It is a research organized during the establishment of a plan to help in selecting and describing the target audience, finding the factors which influence their behaviour, and finding solutions for reaching to them.

- iv. It looks at behaviours, attitudes, and practices of target groups involve exploring behavioural determinants and use a myriad of methods to collect data.
- v. It may be used to complement existing epidemiological and behavioural data to assist in program planning and design.

9.5 PROCESS OF FORMATIVE RESEARCH

While performing any Formative Research, researchers collect data by reviewing the secondary source or by getting information through a primary source. To enhance the effectiveness of these formative research activities, researchers should employ an iterative process as shown in Figure- 9.1.

Figure-9.1: The iterative process of formative research



Source: NHBS-MSM4 Formative Research Manual, version Date: 20 December 2013 (page no.3)

In the Iterative process of Formative Research, firstly, data for the research are gathered through the secondary sources which is later on reviewed to inform primary data collection. This will then validate and provide a further perceptive of the conclusion provided by the secondary data review.

Basically, Formative Research authorizes researchers to understand the upcoming problems of the research area. This will also help them to envision solutions for the elimination of obstacles.

Secondly, the process of Formative Research carried out with doing a survey of proclaimed and with-held secondary documents which are used for creating a picture of a particular part of the society and establish an idea for primary data collection. Thirdly, these collected primary data will further examined with interviews for checking the assembled data from one source are correct or not and then additional sources of information are recognized. The whole process of Formative Research completes when a proper amount of data have been collected to address every single important gap in research. After the data collection, flexible strategies address the questions that emerge from the data.

9.6 ELEMENTS OF FORMATIVE RESEARCH

The elements which comprise the structure of the Formative Research process may depend on the type of the project, requirements of the project, nature of the project, economy involved and scope of improvement in project design and so on. But, when you may try to link the Formative Research with the Development Communication then, following are the element which is required for collecting data in this process :

- i. **Audience profiling:** When any project is planned for any particular section of society then, it is necessary to know about the profile of the target audience. It describes the relevance of knowing whom you would like to make target audience and provides guidance about how to describe and divide your target audience. For example, if we are trying to plan any health issue related program then our target audience would be the persons who are suffering for that particular disease or any person who is related to it in any manner.

- ii. **Needs Assessment:** A needs assessment particularly identifies gaps among the present and ideal situation. It can be used as a baseline structure of the present scenario of any problem which can be used as a means to differentiate the effect of the program's activities later on.

Needs assessments should be organized with involving administration and community leaders, program planners, service delivery personnel and program beneficiaries at every stage of the assessment. When organized with the association of everyone, then needs assessment can help all stakeholders—including members of the intended audience—agree on the priorities of the program and how resources should be allocated. Needs assessments can also promote cross-sector collaboration that promotes creative and effective interventions.

- iii. **Problem Analysis:** A Problem Analysis suggests about the real situation/problem in order to allow the researcher to understand more about the problem by recommending practical solutions for solving it. The approach of problem analysis is to gain a better understanding of the problem before starting any related measure. For this, they may directly involve the stakeholders in the ideation process of message formulation.

- iv. **Pretesting:** Pretesting is the process of systematically gathering intended audience reactions to preliminary versions of messages before final production. Pretesting can help to find which of various ideas or rough messages are very effective, and it can identify strengths and weaknesses in particular test messages. Because formative pretesting depends on measures of anticipated message effects. For this, different methodological tools like focus group

discussion, individual in-depth interview, and self-administered questionnaire are utilized.

- v. **Input and Feedback System:** Input and Feedback System is an essential part of Formative Research. It helps the researcher to maximize their potential as well as make improvement in the proposed solution of the problem.

9.7 METHODOLOGICAL PROCEDURE OF FORMATIVE RESEARCH

In performing the Formative Research different methodological procedure of Qualitative and Quantitative are used. Utilization of these methodological procedures depends on the purpose of designing any particular instrumentality. Some of the commonly used methodological procedures for Formative Research are as follows:

- i. **Archival Data (Secondary Data Review):** Archival Data is kind of information which is previously collected by others, acquiescent to systematic research. There are various sources of archival data are present in the environment but generally sources like public documents or official records, private documents, mass media, physical or non-verbal material, and social science data archive.
- ii. **Field Notes (Primary Data Collection):** Field Notes are those notes which are written by the researcher during qualitative fieldwork for future references. Basically, it is utilized for remembering and maintains a record of behaviours, activities, events, and other features of people present in the field. These are intended to be referred by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may comprise the whole data gathered for a research work [e.g.,

an observational project] or contribute to it, for instance when field notes supplement conventional interview data.

- iii. **Observation:** Observation is a method of collecting data by observing any substance. This method of data collection is classified as a participatory study as while performing the study the researcher has to be present at the field site for observing the respondents and doing recording or taking notes for further inquiry. Observation can be categorised into two kinds: Structured Observation and Un-structured Observation. While performing the structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. On the other hand, Un-structured observation is conducted in an open and free manner in the sense that there would be no pre-determined variables or objectives.

Advantages of observation data collection method consist of a direct approach to research paradox, a different resilience in terms of applicability and creation of a permanent record of the particular paradox to be referred to later. Concurrently, observation method has a disadvantage as longer time necessity, high aspire of observer bias, and effect of the observer on primary data, in a manner that presence of an observer may influence the attitude of sample group elements.

- iv. **Focus Group:** Focus Group is a type of data collection method in which a semi-structured interview process will be conducted by the moderator or researcher. These discussions in a form of interviews are conducted for collecting data about any specific topic.

Characteristics of focus groups:

The structure of focus group research will differ based on the research questions being examined. Below, some general principles are highlighted to consider while performing focus group:

- **Standardization of questions** - Focus groups can vary to the degree of which they follow a structured protocol or grant discussion to emerge.
 - **The number of focus groups conducted** – The size of the population or sampling size will rely upon the 'segmentation' or different stratum (e.g. age, sex, socioeconomic status, health status) that the researcher determines as important to the research problem.
 - **The number of participants per group** - The rule of thumb has been 6-10 homogeneous unknown people, but as Morgan (1996) stressed out there may be a logic to have smaller or slightly larger groups.
 - **Level of moderator involvement** – It can vary from highest to lowest degree of control exercised in the middle of focus groups (e.g. the extent to which structured questions are inquired and group dynamics are properly managed).
- v. **In-depth Interview:** In-depth Interview is a research technique where an intensified individual interview is required. This technique is utilized when explorative information is requisite for knowing the interviewee perspective on a particular idea, situation, and program. For example, we might ask participants, community members or community leaders about their experiences and understanding about any phenomenon of their community, the thoughts they have concerning about their culture or community that how any changes happening in it.

Process of conducting In-depth Interview:

The process of conducting In-depth interview pursues the same general structure as is followed in other research processes: plan, develop instruments, collect data, analyze data, and disseminating findings.

Plan: At the stage of planning, firstly it is needed to identify stakeholder who will be involved, what information is needed and for whom. Then, making a list of all stakeholders who will be interviewed must be made.

Develop Instrument : In this stage, development of interview protocol has to be done. So that the rules which guide the administration and implementation of the interviews are clear in the mind of the interviewer at the time of interview.

Collect Data: For collecting the data, first, we have to set up interviews with the stakeholders. Then, getting consent from the interviewee is very important ethics of research. After this, we have to summaries collected data and verify again about the collected data.

Analyze Data: For analysing the data, firstly, one needs to develop transcript of primary data collected in the form of statements of the interviewees. Then, according to different themes, data should be categorized and analyzed.

Disseminate Findings : This is the last stage of In-depth interview. In this stage, writing a report is the main concern. But after this, rechecking the facts again with the stakeholders is necessary. Then only the verified findings will be disseminated among the interviewees, program stakeholders, funders, and the community as appropriate.

vi. Survey:

Pinsonneault and Kraemer (1993) defined a survey as a “means for gathering information about the characteristics, actions, or opinions of a large group of people”. Kraemer (1991) has discussed three different aspects of the survey. First, Survey is utilized to quantitatively depict a particular aspect of a present population. These aspects generally comprise the connection between different variables of the research. Second, the data required for the survey process are gathered from the population and are, therefore, subjective in nature. Third, a survey has

been done on a selective fragment of the population. So, that later on findings can also be generalized back to them.

Basically, Surveys can also be used to assess needs, evaluate demand, and examine the impact. For this, the researcher comprises a structured form of a questionnaire which is asked by the target audience that is defined by the sampling method. As survey results in a quantitative number, ratio, numerical and mathematical term. At the time of analysing data collected by the survey, we need some statistical tools for the analysis.

ASSESS YOUR PROGRESS

1. Explain the iterative process of formative research?

2. How In-depth Interview is utilized as a tool in Formative Research?

9.8 DEFINITION OF EVALUATION

By reviewing the literature of Formative Research, you will find many different definitions of Evaluation. Some of the major definitions that have been point out the various aspects of Evaluations are the following:

- a. Rossi, Freeman, and Lipsey - "Program Evaluation is the use of social research procedures to systematically investigate the effectiveness of social interventions programs."
- b. Marvin C. Alkin and Lewis C. Solomon - "Evaluation is a process of ascertaining the decision areas of concern, selecting appropriate

information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives."

- c. Rutman – "Evaluation Research is, first and foremost, a process of applying a scientific procedure to accumulate reliable and valid evidence in the manner and the extent to which specific activities produce particular effects or outcomes."

9.9 MONITORING AND EVALUATION OF FORMATIVE RESEARCH

The Evaluation and Monitoring of Formative Research will provide the core to the performance, monitoring, functioning, evaluation and reporting function for the development partners. The purpose of Formative Monitoring and Evaluation has three-fold – first, to provide feedback on the continuing program as soon as possible. So that the refinement and changes required for the betterment of the plan will be made; Second, to share the experience accomplished by the project members involved in the data collection process or the whole process of formative research and; third, the accountability and reporting framework of the project.

While performing the monitoring and evaluation of Formative Research, the researcher, in general, try to find out some key questions related to the project. Those questions are as follows:

1. What advancement of the project has been made?
2. What major elements have helped to the successes observed?
3. What major elements have worked to the failures or challenges observed?
4. What major changes need to be done and by whom (development partner, Project Support Unit, national government, provincial government)?

9.10 PROCESS OF MONITORING AND EVALUATION

Similar to the research process, the evaluation process of formative research also depends on some operational steps. So, the prominent steps of monitoring and evaluation process are as following:

1. Determining the purpose of evaluation
2. Developing objectives or evaluation questions
3. Converting concepts into indicators into variables
4. Developing an evaluation methodology
5. Collecting data
6. Analyzing data
7. Writing evaluation report

ASSESS YOUR PROGRESS

1. What do you mean by Evaluation?

2. Explain Monitoring and Evaluation of formative research?

9.11 SUMMING UP

This unit is based on a different perspective of formative research like how formative research has been conducted, what are the methodological procedures for doing it and how it will be monitored and evaluated. The main focus of this unit is to create a basic understanding among the readers about this phenomenon as formative research plays an important role in the process of developing any research project. Because of this, a researcher may prevent any error or shortcomings in implementing a message for social development and can also help the researcher to prepare for the next step without

compromising with time and expenditure and thereby to achieve the goal within the fixed tenure.

9.12 QUESTIONS

1. Explain the concept and different applications of Formative Research?
2. Explain the different elements of Formative Research?
3. Write down the different methodological procedures of Formative Research?
4. How Monitoring and Evaluation process help in conducting research?

9.13 RECOMMENDED READINGS

Morgan, DL. (1997). *Focus Groups as Qualitative Research*. (2nd Edition). Thousand Oaks, CA: Sage Publications, California.

Patton, Michael Q. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks: Sage Publications, California.

Pinsonneault, A., & Kraemer, K. L. (1993). *Survey research methodology in management information systems: An assessment*. *Journal of Management Information Systems*, Journal of Management Information Systems - Special section: Strategic and competitive information systems.

UNIT 10: ROLE OF DIFFERENT MEDIA IN DEVELOPMENT

UNIT STRUCTURE

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Definition of Public Service Broadcasting
- 10.4 Meaning of Public Service Broadcasting
- 10.5 Concept of Public Service Broadcasting
- 10.6 Public Service Broadcasting for Development
- 10.7 Definition of Community Media
- 10.8 Community Media For Development
- 10.9 Summing Up
- 10.10 Questions
- 10.11 Recommended Readings

10.1 INTRODUCTION

Public service broadcasting and community media are the two very significant concepts in the field of development communication. Basic purpose of both is to bring social change through communication. In this unit we will discuss the definition, meaning and concept of Public Service Broadcasting and how it is explained by various worlds' organizations and Development Communication scholars from their own perspectives.

The term Community Media has played an important role in the process of development of community members. To fulfil the needs and demands of communities, community media works as a communication tool. These tools help them to raise their voice and facilitate the process of development. From this unit, you will understand the role of Public Service Broadcasting, and Community Media in the process of development.

10.2 OBJECTIVES

A thorough study of this unit shall enable you to:

- Define and explain the meaning of Public Service Broadcasting.
- Explain the role of Public Service Broadcasting in the process of Development.
- Understand the role of Community Media in Development.

10.3 DEFINITION OF PUBLIC SERVICE BROADCASTING

The term Public Service Broadcasting is defined by different world Development Organizations differently according to the needs and demand of the time.

We can take into account some of the commonly quoted definitions:

- a. UNESCO - “Public Service Broadcasting (PSB) is broadcasting made, financed and controlled by the public, for the public. It is neither commercial nor state-owned, free from political interference and pressure from commercial forces.”
- b. Oxford Reference - “Any broadcasting regime with the idea of giving priority to the interests of the general public rather than commercial interests, often framed as giving the public what it *needs* rather than what it *wants*, offering a forum for disseminating information within the public sphere.”
- c. Cambridge Dictionary – “Television and radio programs that are broadcast to provide information, advice, or entertainment to the public without trying to make a profit is called as public service broadcasting.”

10.4 MEANING OF PUBLIC SERVICE BROADCASTING

The word "Broadcasting" is primarily meant as a transmission of information through airwaves. This characteristic of broadcasting helps in the classification of broadcast as a radio and television. These two broadcasting sets, Radio and Television, are consumed by the general public as the main source of information and used as an instrument of mass communication. Whereas, the term "Public" means as the "government" or "undertaking of the government". The Public Service Broadcasting (PSB) is maybe initiated by anyone present in the state but the government is the one who takes care of it whether the programs generated by the PSB are fit for the public or not.

10.5 CONCEPT OF PUBLIC SERVICE BROADCASTING

The concept of Public Service Broadcasting has come into existence with the establishment of British Broadcasting Corporation by Royal Charter on 1st January 1927. The presence of PSB in other countries of the world is operationalized on the basis of the model utilized in Britain.

In India, the concept of PSB has been introduced by starting broadcasting from the Radio Club, Calcutta in November 1923 as Indian Broadcasting Company. But later on, in 1930, it became The Indian State Broadcasting Services. Again in 1935, it was renamed as All India Radio.

The presence of another PSB of India has been also marked on 15th September 1959 by the commencement of Doordarshan. It is the only public service television broadcaster which maintains the mandate of public service by transmitting public interest information.

10.6 PUBLIC SERVICE BROADCASTING FOR DEVELOPMENT

Since the inception of PSB in India, it has played a very significant role in the development process. All India Radio is the initiator in the process of enforcing the communication strategy which is endorsed by the government for development. One of the strategies of AIR was to initiate Radio Rural Forum Experiment in 1956 with the collaboration of UNESCO. It covered 156 villages with 145 Radio Forums. To promote Rural Development, it produces a 30-minute duration program two days a week on different issues like agriculture and varied subjects. Endeavours are being continuously made to use radio for social change. Other than radio rural forum, several continuous efforts are also being made to bring in development.

The process of development is carried forward to another extent with the introduction of Television itself. The Television set assembles in the country as a measure in social change communication for which small tele clubs are established in Delhi and arrange community television sets. To support primary and higher education, Education Television was set up in 1961. Later on, telecast for the farmer is also begun in the form of "Krishi Darshan". It telecasted programs around Delhi which served 80 villages provided with community television sets on Wednesdays and Fridays for 20 minutes each day. This pilot project was proposed by the Department of Atomic Energy in collaboration with the Ministry of Information and Broadcasting, the Indian Agricultural Research Institute, All India Radio, and the Delhi Administration.

Later on, many developmental projects are initiated by the government for rural development. Their main focus was on the education sector. That's why they came up with the projects like SITE, Kheda Communication Project and Jhabua Development Communication Project, etc. SITE stands for The Satellite Instructional Television Experiment which was an experimental satellite communications project, outline together by NASA and the Indian

Space Research Organization. It ran successfully from 1 August 1975 to 31 July 1976. The experiment covered up to 3000 villages from six different states Rajasthan, Karnataka, Orissa, Bihar, Andhra Pradesh and Madhya Pradesh in India, most of them targeting the rural audiences. The main objectives of the experiment were to educate the poor people of India on various issues via satellite broadcasting. For this, All India Radio was assigned to prepare and produce the content for the broadcast purposes.

Kheda Communication Project was started as an extension of the Satellite Instructional Television Experiment. It was conducted between 1975 and 1990 in Kheda district in Gujarat as a field laboratory in the development and local communication. It demonstrated how participatory, and people orientation can contribute to a local TV system. Doordarshan and the Space Application Centre produced programs for over an hour every day. These programs are related to problems like alcoholism, caste discrimination, minimum wages, family planning, gender discrimination, and cooperatives. For this, they utilize various popular formats used for local productions like Television serials, folk drama, puppet shows and other popular formats used for local productions. In these productions, community people worked as actors, scriptwriters, directors, and visualizers for the program production teams.

ASSESS YOUR PROGRESS

1. What do you mean by Public Service Broadcasting?

2. Explain the significance of SITE project as a development project?

10.7 MEANING OF COMMUNITY MEDIA

Community media is a community based local media platform for dissemination of information. It fills the requirement of the community in the field of media landscape by providing them an opportunity to create programs on the basis of their community interest to propagate through different media channels like newspaper, radio, television, and internet. Commonly, low-frequency radio channels are utilized by the community for this purpose.

Basically, Community Media is a type of media service which indulges in providing engrossment of a limited area or a community which is homogenous in nature. The purpose of installation of a community media is to “give voice to the voiceless”. It transmits programs that are related and appropriate for their target audience. The aim of community media is to prosper development by creating local affinity with the help of it. Here, the term ‘locality’ means either geographical proximity, that is, people living nearby to each other or locality in a more abstract meaning, like people having an adjacent interest in politics, culture or a hobby. That’s why it is established and run by the community members, most often by local non-governmental organizations and sometimes started under any developmental project. However, they are generally at least partly financed by extraneous sources. Most community media do not have any commercial advertising. They mostly advertised public welfare policies or plans which are related to the community.

To start any community media, a license issued by the Ministry of Information and Broadcasting, India is required. These community media are expected to transmit programs as far as possible in the local dialect of the community. This will help the community to understand the content easily. Although the emphasis of the content of these programs is on developmental issues, the entertainment content is also not banned on it. They try to infuse

entertainment in developmental issues. So, the community members get knowledge while having fun.

10.8 COMMUNITY MEDIA FOR DEVELOPMENT

Community development is the process of enhancing the capabilities of the community and helping them to develop towards its full potential. To achieve this, Communication works as a key component of sustainable development of a community. For mobilizing community members for community development is a very important aspect but the mobilization process occurs only when an effective communication strategy is utilized. Communication helps to engage the community in their development. In this, community media plays a very crucial role to bring about social change among the community members who often belong to the marginalized and vulnerable population group of the society. This is to say that community media is a central or the mediating tool which facilitating and contributing to the collective change process of the community. The different tools include participatory video, community radio, multimedia centre, theatre-for-development, music, traditional and digital storytelling, the Internet, community television, mobile phones, and diverse forms of print media such as posters, pamphlets. These are often used especially within processes of enhancing participation, citizenship, empowerment, and social change.

Community Media could be considered as a medium which is transmitted programs of motivation and activation in which the final goal is to the improvement of the quality of life for those living in the community, thus expanding participation and minimizing marginality (O'Sullivan, 1980; Ariyaratne, 1989). Basically, Community Media has two major characteristics: First, It works for maximizing social competence, that is, the ability to cope up with the world around the community in a sensible and rewarding way was based on linking the community more closely to the outside world. Second, to provide a dominant mode of communication to the

community; originally it was person to person communication utilized by the community for their development process but later on, with the advancement of technology, the need and want couldn't be full filled by the interpersonal communication. Hence, community media later enabled to reach the entire community at a time.

Community Media help in empowering the community by providing them a platform for participatory content creation. Through the participatory content creation involvement of individual and community in the production and distribution of both digital and non-digital content may be seen prominently. Participatory content creation is a form of 'creative engagement' of the community member. It reinforces their communal integrity and equality and helps in prospering and preserving their culture.

10.9 SUMMING UP

Public Service Broadcasting is the government initiative for transmitting information through airwaves. Radio and Television is the major stakeholder of the PSB. They intrigue the process of development by presenting various developmental programs. To reach a different community, Community media is also utilized by the government and NGOs for initiating their development.

10.10 QUESTIONS

1. What are the classifications of communication-based approaches to communication studies?
2. What are the elements of communication?
3. Write down the characteristics of communication.

4. Explain the types of communication-based on the number of persons involved.

10.11 RECOMMENDED READINGS

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UNIT 11: INFORMATION AND COMMUNICATION TECHNOLOGY IN DEVELOPMENT

UNIT STRUCTURE

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Definition of Information and Communication Technology
- 11.4 Concept of Information and Communication Technology
- 11.5 The function of Information and Communication Technology
- 11.6 Information and Communication Technology for Development
- 11.7 Concept of Digital Divide
- 11.8 Definition of Digital Divide
- 11.9 Measurement of Digital Divide
- 11.10 Bridging the gap of the Digital Divide
- 11.11 Summing Up
- 11.12 Questions
- 11.13 Recommended Readings

11.1 INTRODUCTION

Here we start with the definition of Information and Communication Technology (ICT) and how it is explained by various scholars of Development Communication around the globe. Many developmental organizations of the world like UNESCO, FAO, and United Nations are utilizing ICTs for their developmental projects.

The term Digital Divide is a major concern for the development practitioners. As on the one side, the involvement of ICT in the process of development has to help them in part the difference between the community and its development but on the other side, it's started a new problem by creating a digital gap among them.

11.2 OBJECTIVES

A thorough study of this unit shall enable you to

- Define and explain the concept of Information and communication Technology
- Explain the role of Information and Communication Technology in the process of Development.
- Define the concept of Digital Divide and explain how it may be bridged up with the help of Development.

11.3 DEFINITION OF INFORMATION AND COMMUNICATION TECHNOLOGY

ICT means Information and Communication Technology that includes media of communication (Radio, TV, Tapes, CDs), Information Machines (Computers, Tablets), Telecommunication Technologies & Equipment (GPRS, Satellite Phones & Mobiles). It is the digital processing and utilization of information by the use of electronic computers. It comprises the storage, retrieval, conversion, and transmission of information. (IfuekoOmoiguiOkauru, 2011).

It may also define as “the use of information to meet human need or purpose including reference to the use of contemporary devices such as the Internet”. The term ICT is also used to refer to the combining of audio-visual or the convergence of medium and telephone networks with computer networks through a single cabling or link system.

However, ICT has no universal definition, because the concepts, methods and applications which are significant part of information and communication technologies are changing on an almost daily basis. The broadness of ICT covers any product that will store, retrieve, manipulate,

transmit or receive information electronically in a digital form e.g. personal computers, digital television, email, and even the modern-day robots.

11.4 CONCEPT OF INFORMATION AND COMMUNICATION TECHNOLOGY

You have already come to know that "ICT" is the abbreviation of "Information and Communication Technology". It is constituted by adding three words: Information, Communication, and Technology. To understand the whole concept of "ICT", we have to understand these three words in details. And in turn, it means that we have to define the different components of ICT i.e “Information, Communication and Technology” separately.

Here, the term Information may understand by looking the three concepts to which it is related that shown in Fig.11.1. The first concept is Data which is unprocessed raw information. This is where the term information gets generated. Often, data consists of descriptions (qualitative data) or numbers (quantitative data) that have been recorded to represent some object, place, event or other phenomena. For example, the questionnaire responses of community members about their health needs. Data is also produced as part of the routine activities of any person or organization.

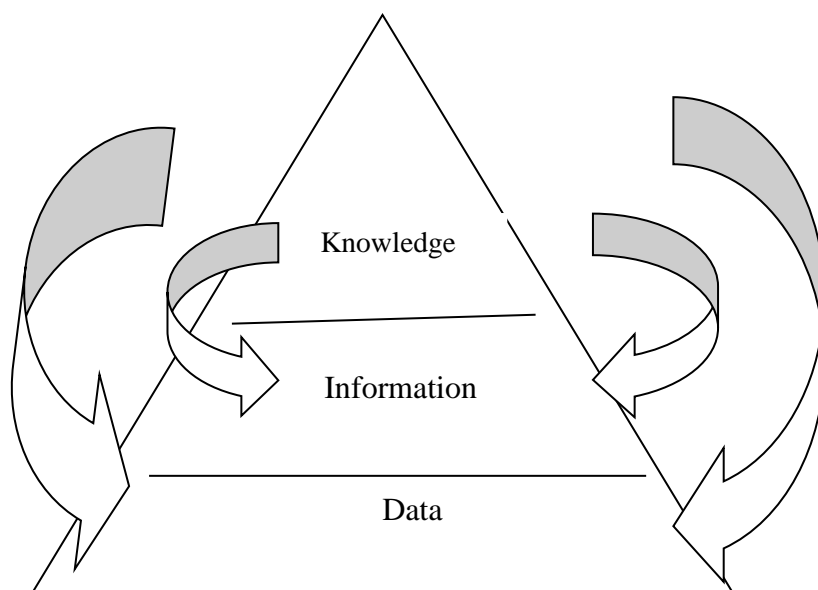
The second concept is "Information". Information is a processed form of data. It is the data which has a certain meaning. Data on its own has no meaning. It became information when the raw facts and figures processed into sets according to a proper context which is further interpreted by the recipient.

The third concept is “Knowledge”. Knowledge may be explained in two forms. Firstly, any information or facts which may be acquired and remembered and secondly, any use of information for solving problems. The first form is often called as ‘explicit knowledge’. This is the knowledge that can be easily transferable to others. Most forms of explicit knowledge can be

stored in certain media. Such as information stored in the form of encyclopaedia and textbooks are a good example of explicit knowledge. The second form is called 'tacit knowledge'. It is that kind of knowledge which is difficult to transmit to another person just by writing it. For example, saying that Delhi is the capital of India is explicit knowledge that can be written down, transmit on, and understood by someone else. However, the ability to make a basket with the help of bamboo or use different tools for fishing requires an additional piece of knowledge which can be gained through experience only and are difficult to transmit on to other community members.

These three concepts are minutely entangled with each other jointly constitute as "Information" in the ICT. When a person acquires all these three concepts then only he/she crosses the stage of Information of ICT.

Fig.11.1 The relations between Data, Information, and Knowledge



"Communication" is one of the major parts of ICT. Communication is a basic prerequisite of all human performances & interaction between two or more people in the form of transmission of thoughts, information & commands by employing the different infrastructure available – verbal (oral) or non-verbal (technological).

Prof. G B Harrison (Ex Trent Polytechnic) gives us this definition: Technology is the process of using scientific, material and human resources to meet human need or purpose. Technology means "science of craft". It is derived from Greek word 'techne' meaning "art, skill, the cunning of hand"; and 'logia' which is the collection of techniques, skills, methods, and processes used in the production of goods or services or the accomplishment of objectives such as scientific investigation.

11.5 FUNCTION OF INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is different from other applications of technology. ICT can perform those functions which other technologies don't possess. Some of the prominent functions of ICT are as follows:

- a) Core Functionality: ICT may handle all digital data to capture, input, process, store, and output digital data.
- b) Application Functionality: ICTs also undertakes processes. The specific processes any ICT system undertakes are its application functionalities: to calculate the total number of health centre patients, to store digital documents, to display geolocation data via a map, to transmit agricultural information, etc
- c) Affordances: Affordances bring people into the picture. They can be defined as the potential actions an individual or organization with a purpose can undertake with the ICT system within the context of the environment within which they function.
- d) Broader Changes: ICT also help in bringing changes for the benefit of humankind. It is the effect of ICT in the present scenario that term like automation, connection, equalization, illumination, universalization comes in trend. ICT replaces human labor with digital labor by providing automation facility. It also connects

entities by creating digital connections among the members of the digital world.

11.6 INFORMATION AND COMMUNICATION TECHNOLOGY FOR DEVELOPMENT

Information and Communication for Development may also be written as “ICT4D” in short. The term has been in dissemination since 1996 when the UN's Commission on Science and Technology for Development introduced a working group under that name (UNCSTD 1997). In 2000, the term became affiliated with a planned Program Area of work started by Canada's International Development Research Centre, which began on January 2001. Incoming Programme Area Director Rich Fuchs claims development of the “ICT4D” abbreviation, leading to its first externally published use (Gomez et al. 2001). Though slowly at first, it was from 2001 that both term and abbreviation started to take off.

Information and Communication Technology (ICT) consider as both the means and ends of development. ICT for development (ICTD or ICT4D) give an account to the usage of Information and Communication Technology (ICT) to reinforce the development of people and communities in developing nations and undeveloped regions. In the present scenario, it is a point of concerns for developing and under-developed nations and many development organizations. Many conferences and development forums are organized by the stakeholders for discussing the issues like digital technological access, social equity, sustainability, technology design, technology dissemination and other matters of concern. Since 2006, the ICTD conferences are held annually which provide a global platform for investigators and practitioners to investigate ICT related solutions and possibilities.

Key stakeholders of ICTD are UNESCO, World Bank, ITU (International Communication Union) and many more which are located in the different countries such as IDRC (International Development Research Centre) in Canada and SIDA (Swedish International Development Cooperation Agency). ICTD is also very much connected to the United Nations Millennium Development Goals (MDG) that account to end poverty and hunger, gender equality, child health, maternal health, combat HIV, universal education, environmental sustainability, and global partnership.

ASSESS YOUR PROGRESS

1.Explain the functions of Information Communication Technology?

2. How Information Communication Technology may use as a tool in development process?

11.7 CONCEPT OF DIGITAL DIVIDE

In the mid-1990s, the term “digital divide” was introduced by Larry Irving, Jr., former US Assistant Secretary of Commerce for Telecommunication and Communication in order to focus public attention on the existing gap in access to information services between those who can afford to purchase the computer hardware and software necessary to participate in the global information network, and low income families and communities who cannot (Boje & Dragulanescu, 2003).

Digital divide means the gap amongst those who have to reach to digital technologies and those who do not have such reach. The term considers that such reach differential leads to social differences owing to the inequality in

the benefit bestowed upon those who utilize this technology and those who do not utilize it. The term has gained acceptance as most nations around the world have initiated looking at this difference as a hindrance to their overall economic advancement. The rising differences arising out of this situation have been gaining attention around the world both among planners as well as critics.

According to the United State (U.S.) National Telecommunication and Information Administration (NTIA), the digital divide refers to the gap between those who do not and those who do have access to computers and the internet. During the process the approach of a digital divide and its logical connotation, social complications can be addressed by different provisions as computers and internet accounts have seemed progressively problematic (<http://www.ntia.doc.gov/>).

The difference is not necessarily determined by access to the internet, but by access to ICT (Information and Communication Technologies) and media that the different segments of society can use. About the internet, access is only one aspect. Other factors such as the quality of connection and related services should be considered. The most discussed issue is the availability of access at an affordable cost.

11.8 DEFINITION OF DIGITAL DIVIDE

There are various definitions of the term 'Digital Divide'. Some of the major definitions given by world development agencies and developmental researchers are as follows:

Organization for Economic Cooperation and Development defines Digital Divide as “the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard both to their opportunities to access ICTs and to their use of the Internet for a wide variety of activities”.

Wilson (2004, p. 300) defines the digital divide as "an inequality in access, distribution, and use of information and communication technologies between two or more populations." According to Wilson, there are eight aspects of the digital divide: physical access, financial access, cognitive access, design access, content access, production access, institutional access, and political access. There are also philosophical and sociological sides of the digital divide because of a potential missed opportunity on the part of millions of people to obtain desirable jobs and enhance their lives by using computers and the Internet (Friedman, 2001).

Fuchs & Horak (2007) defines "The digital divide refers to unequal patterns of material access to, usage capabilities of, and benefits from computer-based information- and communication technologies that are caused by certain stratification processes that produce classes of winners and losers of the information society, and participation in institutions governing ICTs and society."

11.9 MEASUREMENT OF DIGITAL DIVIDE

Since there is an expansion of different ICT tools that their effectiveness is almost endless and these technologies are expanding rapidly, there is no general unanimity about how to measure the information society and the presence of digital divide in it. Even when the term "digital divide" came into view in the mid-1990s, the expansion of the internet was already witnessed. But, it does not only refer primarily to the internet, other essential ICTs such as personal computers, mobile phones, etc. are also eminently relevant to the digital divide problem.

Commencement of studies on the digital divide has been started in the United States and with time, various national and international institutes actively exhibit interest in this area and started working on this subject with different variables as in for measuring the digital divide. Because of the various aspects of the information society, different index measures were introduced

to compare levels of the information society, such as, information society index, digital opportunity index, ICT opportunity index, ICT development index, e-readiness index, network readiness index, digital access index, mobile/Internet index and the technology achievement index.

11.10 BRIDGING THE GAP OF DIGITAL DIVIDE

In today's rapidly increasing technological world, being digitally connected is essential to social, cultural, political, and economic development. Technology has transformed the way we learn, teach, communicate, and carry forward even the simplest of tasks. The internet is maintained as a basic necessity in any area, and contingent upon others with this resource will provide to workforce development.

The digital divide described as the gap among people with and without access to technology. The inadequacy of resources largely bestows to the digital divide. There is not adequate financing that gives equal access to everyone. This is consequences the disadvantages within some communities.

As societies, we are confronted with the unanswered question of 'how do we bridge the digital divide?' A threat which we required to address as a person, community, nation, and the world as a whole. Diverse initiatives we need to adapt to constrict the digital gap under the various mentioned scopes include:

1. **Increase Digital Literacy:** We have for ages had a skeptical view of what digital literacy leads to. Most collaborators confuse digital literacy and computer literacy. Computer literacy is the ability to use a computing device, together with its affiliated hardware and software adornments, and the internet. Whereas, there is no generally accepted definition of digital literacy. However, most stakeholders agree that it comprises but not bounded to computer, information, social media and network literacy. So, Understanding and executing

socio-economic, cultural, political, and behavioural approach of digital literacy, having good awareness, competency, attitude, and behaviour towards networked equipment and, acquirement of both practical hardware and software proficiency will help in increasing the digital literacy. Thus, to bridge the digital divide, we must improve our digital literacy capacities based on the above-listed criterion.

- 2. Provide operational incentives to Information and Communication Technology entities:** There are several governmental and non-governmental organizations are present on the global level which is working hard to narrow down the gap of the digital divide. For this, sometimes, they face many barriers on a judicial and financial level that hampers their efforts. So, providing incentives will relieve the burden confronted by such organizations. These incentives may be given to them in the form of reducing some taxes or by providing some special funds.
- 3. Develop relevant and local content in addition to telecommunications infrastructure:** For individuals or a traditional community, it is easier to learn something new which is related to them. In the same manner for bridging the gap of the digital divide, we need to teach them about the technological advancement of a digital society through involving the technologies in their daily chore. For example, in the agricultural-based society, if we teach them about the farming through computers then it will be more interactive and learning computers for the benefit of their farming will also generate interest and enthusiasm which help them to learn it properly.
- 4. Promote the establishment of an internet club:** Internet Club or Cyber Club may also encourage people to fill the gap of the digital divide. If any cyber club may establish by any community member

of the society then a connection of belongingness to it may be sensed by the community members. This connection may endorse them to gain digital literacy for the overall development of them.

- 5. Establishment of workable partnerships between all information and communication technology stakeholders:** More information and communication technology stakeholders should accompany together for diminishing the gap of the digital divide. These organizations should frequently and collectively start different campaigns for promoting digital literacy. Furthermore, these campaigns need to comprise all factors which decrease the digital divide gap. Especially access and decisive use of information and communication technology must be mentioned and promoted by them.

ASSESS YOUR PROGRESS

1. What do you mean by Digital Divide?

2. How Digital Divide among the people may measure?

11.11 SUMMING UP

ICT mediated communication has become an important goal of development process. From this unit you have understood the significance of Information and Communication Technology in the development process and also the concept of digital divide as a byproduct of this process. You have also learnt different measures of bridging the digital divide.

11.12 QUESTIONS

5. Explain the concept and definition of the Digital Divide?
6. How Digital Divide can be utilized in the development process?
7. What do you mean by Digital Divide? How it can be measured?
8. How the gap of Digital Divide can be a bridge for the development of a community?

11.13 RECOMMENDED READINGS

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Chakraborty, J., & Bosman, M. M. (2005). Measuring the digital divide in the United States: Race, income, and personal computer ownership. *The Professional Geographer*, 57(3), 395- 410.

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MODULE IV: STRATEGIES FOR DEVELOPMENT COMMUNICATION

UNIT 12 : ENVIORNMENTAL AND SUSTAINABLE APPROACHES IN DEVELOPMENT

UNIT STRUCTURE

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Environmental and Sustainable Approaches in Development
- 12.4 Environment and Climate Change
- 12.5 Perspectives to Sustainable Development
- 12.6 Sustainable Development Goals
- 12.7 Summing Up
- 12.8 Questions
- 12.9 Recommended Readings

12.1 : INTRODUCTION

At the onset, you need to understand that development may refer to the process of betterment of the society. Development is a structure that generates growth, progress, positive change or the accumulation of physical, economic, social and demographic apparatuses. The need for development is to better the level and quality of life of the people, and the formation or extension of local / regional income and employment prospects, without harming the assets of the environment. Development is discernible and valuable, not essentially instantaneously, and contains a facet of quality change and the establishment of conditions for a perpetuation of that change. In simple words, development implies, the process of developing or being developed. It is also understood as the organized use of scientific and technical information to meet precise purposes or necessities.

Given below are some key definitions of development, that will help you to understand the concept of development better:

- François Perroux, French economist, defined development as “the combination of mental and social changes among the population

which decide to increase its real and global products, cumulatively and in sustainable manner” (1978:65).

- Michael Paul Todaro, American economist, defined development as “a multi-dimensional process involving the reorganization and reorientation of the entire economic and social systems. He continues to argue that development is a physical reality and a state of mind in which society has, through some combinations of social, economic and political process secured the way of obtaining better life. Similar to the one given by Tayebwa, Todaro’s definition is applauded for its wider view of the development concept as related to social, economic as well as political changes in the society” (1981:56).

Approaches to development:

Herein it is important to note that, over the years, professionals and researchers have propounded several definitions and approaches to better understand “development.”

- For instance, Nobel laureate Amartya Sen, propounded the “*capability approach*,” which demarcated development as a means of empowering people to reach the uppermost level of their ability, through conceding freedom of action, i.e., liberty of economic, social and family actions, etc. This method became a foundation for the measurement of development by the HDI (Human Development Index), which was created by the UN Development Program (UNDP) in 1990.
- Note, Martha Nussbaum, an American philosopher, developed the “*abilities approach*” in the domain of gender and accentuated the empowerment of women as a development instrument.
- Yet another important approach is the “*rights approach*” of development. This approach brings forth the connection of human rights into the deliberation and execution of development. In spirit, this approach relates to service receivers in the same way as to participants partaking on the playing field, who have the right to the results of the development.

- It was in the 1970's that the “*sustainability approach*” or self – sustaining development approach came to formation. Sustainability approach received a noteworthy stimulus with the publication of the Brundtland Report by the UN in 1987. It is imperative to understand that the report laid emphasis on previous philosophies about sustainable forest management and twentieth century environmental concerns. As the concept of sustainability advanced, the focus progressed towards more on economic development, social development and environmental fortification for forthcoming generations. Increasingly, scholars have been suggestive that the word “sustainability” ought to be seen as humanity's target goal of human-ecosystem symmetry. Sustainable development is founded on the three pillars of sustainability namely: economic, environmental and social sustainability.

12.2 : OBJECTIVES

A thorough study of this unit shall enable you to

- Get a comprehensive understanding on Environmental and Sustainable Approaches in Development
- Comprehend Environment and Climate Change
- Understand the Perspectives to Sustainable Development and Sustainable Development Goals

12.3 : ENVIRONMENTAL AND SUSTAINABLE APPROACHES IN DEVELOPMENT

The introductory paragraph has laid the platform based on which you can understand more complex related to sustainability and environment. Herein, you will understand the interconnectedness between environment and sustainability in the context of development. Remember that development is not merely an economic concept, it is a multifaceted term encompassing

socio-cultural, political, environmental and economic growth of the community and its people.

According to the “Report of the World Commission on Environment and Development: Our Common Future”- “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs... Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.”

The theory of sustainable development can be inferred in many diverse ways, but at its core is an approach to development seeks to balance diverse, and often opposing, needs alongside a mindfulness of the environmental, social and economic limitations the society faces. The emphasis of sustainable development is far larger than just the environment. It also lays stress on warranting a strong, vigorous and just society.

In the context of environmental governance, sustainability is considered to be the supreme consideration in the management of all human activities – political, social and economic. The model of sustainability depends on sustainable development. The term ‘environment’ connotes the totality of assets and the total planetary heritage that the human race has received. It comprises of biotic (animals, plants, birds, etc.) and abiotic (sun, land, water, mountains, etc.) constituents. Centuries of abuse of the environment leading to unprecedented environmental degradation, depletion of ozone layer, global warming, deforestation, pollution and the like. The crisis has upsurge such that there is no looking back, that requires determined efforts are on to manage and mitigate the global environmental crisis.

Based on the recommendations of the Brundtland Commission efforts are on in full momentum globally, to sustain the environment with adequate and good-quality assets to the future generation, just as the present generation have bequeathed from the previous generations.

Notably, the characteristics of sustainable development comprise of a persistent rise in per capita income (PCI) universally, balanced usage of

resources, pollution control, population regulation and comparative reliance on renewable sources of energy to meet fulfil the requirement of the future generations.

One key approach in environmental and sustainable approaches in development is the transferal to renewable sources of energy. Solar energy, wind energy and natural manure or bio-compost is some vital options that are being adopted globally.

A major challenge in environment and sustainability is that transformation can come primarily through augmented responsiveness and consciousness. Only when the seriousness of the situation and an ethical accountability towards future generations is comprehended can the present dwellers on the earth hand over a fit environment to them.

12.4 : ENVIRONMENT AND CLIMATE CHANGE

In the modern day, climate change is the most common phrase that one can hear and it is the greatest threat humans have created for themselves owing to the abuse of the earth and its resources. Note, universal concerns namely climate security, conserving biodiversity, shielding forests and fighting desertification are a test to the global community. Conserving natural assets is a rudimentary prerequisite for sustainable development and refining the quality of human life.

Herein it is important to state that climate change stands as the largest environmental hazard ever known by humanity.

In simple words, climate change can be defined as the average weather over a period of time. Climate change implies a substantial modification in the measures of climate, like temperature, rain, or wind, enduring for a lengthy period – years or longer. Note, the Earth's climate has transformed many times during in the planet's history, with happenings stretching from ice ages to long periods of temperateness.

The question is what is diverse about this period. In the history of the earth human undertakings are considerably underwriting to natural climate change

through the productions of greenhouse gases. This intrusion has resulted in augmented air and ocean temperatures, famine, melting ice and snow, growing sea levels, amplified rainfall, flooding and other effects.

Herein, an important example that you can keep in mind is the Intergovernmental Panel on Climate Change (IPCC), which was set up by the World Meteorological Organization (WMO) and United Nations Environment. The aim of establishing IPCC was to have an objective source of scientific information. The IPCC in 2013 provided more lucidity on the role of human activities in climate change with the release of its Fifth Assessment Report, in which it categorically concluded that “climate change is real and human activities are the main cause...there is alarming evidence that important tipping points, leading to irreversible changes in major ecosystems and the planetary climate system, may already have been reached or passed. Ecosystems as diverse as the Amazon rainforest and the Arctic tundra may be approaching thresholds of dramatic change through warming and drying. Mountain glaciers are in alarming retreat and the downstream effects of reduced water supply in the driest months will have repercussions that transcend generations”.

In the light of the above, it is reiterated that global climate change poses an unparalleled challenge to the human race. While climate change is a vital threat in the long run, it is critical to recognize primarily for the developing countries, that there is a multiplicity of other development issues. Issues that affect human welfare more instantaneously, like hunger and malnutrition, poverty, health, and unyielding local environmental issues. Thus, it is seen that climate change and sustainable development intermingle in a circular manner. Climate change has colossal effect on the prospects for sustainable development, and in turn, alternate development routes will undoubtedly disturb future climate change. This is a serious cause of concern for developing countries. Also, from the development standpoint, climate change susceptibility, influences and adaptation are the main components of concern. From the climate viewpoint, development paths also regulate

emission levels, and they have repercussions for mitigation approaches as well.

12.5 : PERSPECTIVES TO SUSTAINABLE DEVELOPMENT

Arguably, sustainable development is defined as the rudimentary vital and the sole model of development that can sustain the earth, economy and meet the requirement of the humans. The simple pointers of sustainable development signify a very valuable and quality way for measuring and observing the state of sustainable development, for every country, regions and globally as a whole. In the context of development, economic growth is undoubtedly the prime indicator of progress, primarily a western ethos since the time of the industrial revolution. However, in pursuit of economic growth, complete disregard for the state of the environment has become a cause of concern for the global community, keeping in view the future well-being of humanity.

Note, the document articulating this trepidation that has received the most attention in the contemporary times is the report primed by the United Nations' World Commission on Environment and Development (WCED, 1987), chaired by Gro Harlem Brundtland. The key model that developed from the report, titled *Our Common Future*, is that of sustainable development. In the *Our Common Future* report an appeal is made to the global community, and to particularly politicians, businessmen and bureaucrats, to guarantee that economic development in the future does not endanger the environment on which everyone relies, i.e., that such development be “*sustainable*”. The connection between the environment and sustainability has never truly separated but now has been attached to numerous words such as the neoclassical economists view ‘sustainable capital’, business management’s new ‘triplebottom line’, and climate change’s ‘green policies’ (Scoones 2007 p.593).

Herein, it is important to understand that sustainability is about altering behaviours, activities and systems, at home and at work, to guarantee that the environmental and social influences are not damaging the ecosystem now and for the future. Sustainability encompasses an extensive area that comprises terms and concepts that require attention and mitigation; namely social justice, climate change, peak oil, carbon credits, end poverty, fair trade, slave labour, extinction, work-life balance, employer of choice, etc. In a business parlance sustainability is often denoted to as corporate social and environmental responsibility. Thus, metropolitan zones became the breeding ground for political, economic, and cultural deliberation as well as for ingenuity and innovation. Consequently, sustainability within the urban dimension plays a critical part in the complete success to accomplish the SDGs (Sustainable Development Goals). Resolving global difficulties require assistances on local, regional, and national levels. Therefore, local governments play a vital role in formulating policies, supervisory actions, and inspiring knowledge to add to the accomplishment of the projected sustainable development goals. In the interim, precise and suitable apparatuses are desirable to examination local conditions, recognize problems, take fitting actions, and measure growth in delivering results and, accordingly, meeting the SDGs.

POINTS TO REMMBER

- Human existence rests on natural resources and ecosystems
- In the 21st Century, the limits of environmental sustainability have been passed
- Climate change is a chief example of the risk that the human race faces
- Food, water, and energy safety, and guarding the eco-systems are indispensable for sustainability
- Taking cognizance of the vivacious interfaces among the Economic, Environmental, and Social factors is indispensable

12.6 : SUSTAINABLE DEVELOPMENT GOALS

From the discussion above you have a comprehensive idea about sustainable development. Thus, we move on to the discussion of sustainable development goals. Note that the Sustainable Development Goals (SDGs), also known as the Global Goals, were espoused by all United Nations Member States in 2015. SDGs are considered to be universal call to action to abolish poverty, guard the planet and guarantee every individual enjoy peace and success by 2030.

Keep in view that it was in 1972, governments congregated in Stockholm, Sweden for the United Nations Conference on the Human Environment, to deliberate on the rights of the family to a healthy and productive environment. Subsequently, in 1983, the United Nations established the World Commission on Environment and Development (later known as the Brundtland Commission), which formulated the sustainable development. In 1992, the first United Nations Conference on Environment and Development (UNCED) or Earth Summit, held in Rio de Janeiro, the primary schema for Environment and Development, also known as Agenda 21, was developed and adopted.

The Sustainable Development Goals are listed as below:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Reducing Inequality
6. Gender Equality
7. Affordable and Clean Energy
8. Clean Water and Sanitation
9. Responsible Consumption and Production
10. Decent Work and Economic Growth
11. Industry, Innovation, and Infrastructure
12. Sustainable Cities and Communities

- 13. Climate Action
- 14. Life Below Water
- 15. Peace, Justice, and Strong Institutions
- 16. Life On Land
- 17. Partnerships for the Goals

POINT TO REMEMBER

The United Nations Development Programme (UNDP) enables communities by endorsing their rights, increasing their environmental managing systems, counselling on finance apparatuses that will sustain local investments and innovations for sustainability, educating, and consolidating indigenous and community voice in nationwide and global policy progressions.

12.7 : SUMMING UP

In summary you need to comprehend that development may refer to the method of betterment of the society. Development is an arrangement that generates growth, progress, positive change or the accumulation of physical, economic, social and demographic apparatuses. François Perroux, French economist, defined development as “the combination of mental and social changes among the population which decide to increase its real and global products, cumulatively and in sustainable manner” (1978:65). One also, needs to keep in mind the several definitions and approaches to better understand “development” namely *capability approach*, *abilities approach*, *rights approach* and *sustainability approach*. Most prominent among them on the modern times is the sustainability approach. “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs... Sustainable development is development that meets the needs of the present,

without compromising the ability of future generations to meet their own needs."

Note, in the context of environmental governance, sustainability is considered to be the supreme consideration in the management of all human activities – political, social and economic. The model of sustainability depends on sustainable development. In the modern day, climate change is the most common phrase that one can hear and it is the greatest threat humans have created for themselves owing to the abuse of the earth and its resources. Note, universal concerns namely climate security, conserving biodiversity, shielding forests and fighting desertification are a test to the global community. Conserving natural assets is a basic prerequisite for sustainable development and refining the quality of human life.

Arguably, sustainable development is defined as the rudimentary vital and the sole model of development that can sustain the earth, economy and meet the requirement of the humans. The simple pointers of sustainable development signify a very valuable and quality way for measuring and observing the state of sustainable development, for every country, regions and globally as a whole. In the context of development, economic growth is undoubtedly the prime indicator of progress, primarily a western ethos since the time of the industrial revolution. However, in pursuit of economic growth, complete disregard for the state of the environment has become a cause of concern for the global community, keeping in view the future well-being of humanity.

12.8 : QUESTIONS

1. Discuss with the help of examples two important approaches in development.
2. Write a note communication for SDG's.
3. Explain with the help of example the importance of Environment and Climate Change.

4. How does sustainable approach help in environment and climate change? Discuss with examples.

12.9 : RECOMMENDED READINGS

Tufte, T. (2017). *Communication and Social Change: A Citizen Perspective*, Wiley

Sen, A. (2001). *Development as Freedom* Oxford Publication

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UNIT 13: STRATEGIES OF DEVELOPMENT COMMUNICATION IN INDIA

UNIT STRUCTURE

13.1 Objectives

13.2 Introduction

13.3 Understanding of Development Communication

13.4 Understanding Strategies of Development Communication

13.5 Importance of the Strategies of Development Communication

13.6 Communication for Development

13.7 Development Support Communication

13.8 Media for Nation Building

13.8.1 Types of Media for Nation Building

13.9 Family planning and other health communication strategies

13.10 Agriculture and Rural Development

13.11 Summing Up

13.12 Probable Questions

13.13 Suggested Readings

13.1: INTRODUCTION

Here we start with the meaning of development communication and strategies of the same and why it is important to understand the significance of it in a developing country like India. The terms have acquired lot of importance and re-examination with coming of modern mass media. This unit shall help you in understanding the strategies of development communication in respect to media, family planning with other health

13.2: OBJECTIVES

A thorough study of this unit shall enable you to

- Define Development Communication
- Understand the Strategies and importance of Development Communication
- Understand Communication for Development and Development Support Communication
- Understand the strategies of development communication through-- Media for Nation Building, Family and planning and other health communication strategies, Agriculture and Rural Development

13.3: UNDERSTANDING DEVELOPMENT COMMUNICATION

The term “Development Communication” can be divided into two parts, that is, communication which refers to the use of different types of media for the process of development whereas development refers to the process of improving the quality of all human lives. Communication may refer to as sharing of information and experience to accelerate development and development may refer to both social and economic change for improvement or progress. Development is purely not an economic phenomenon but rather a multi-dimensional process involving in reorganization and reorientation of the entire economy and social order. When we say, development communication we refer to the communication that is used for development.

13.4: UNDERSTANDING STRATEGIES OF DEVELOPMENT COMMUNICATION

In simple words the term strategies refer to “a plan of action designed to achieve a long term or overall aim”. Development Communication is a communication strategy for the whole society. In a developing country like India, it is important to have strategies because such applications are “intended to either further develop in a general way such as increasing the

level of mass media exposure among the nations' citizen in order to create a favourable climate for development or to support a specific definite program or project”.

Development may refer to the process of betterment of the society and thus the Government and the social organizations such as UNICEF, the United Nations, build up strategies that play a proactive role in helping development communication to fulfil the primary roles such as:

1. Transforming Role

Transforming Role can be used by development communication by bringing in social change in a way that inspires the people to aim for a higher quality of life. Here communication acts as an instrument to achieve these objectives. For example, in India menstrual hygiene and health is a taboo topic, owing to which there is gross negligence of women health. Through grass root communication using traditional media like puppet show, folk dance and songs, communication about the issue is being made across rural areas. Thereby, initiating a catalyst for social transformation both cognitive and behavioural. Thus, in contemporary times more and more people are talking about menstruation and initiatives are being promulgated for providing better facilities in terms for women.

2. Socializing Role

The social fabric of the society is kept in mind when development communication tries to build an atmosphere of the planned or the proposed changes that may be brought in the society. It tries to maintain the established values of the society by playing a socializing role. Development Communication, engages stakeholders and policy makers and promotes information exchanges to bring in a positive change through sustainable development. The techniques of facilitating an all-round development through strategies include:

- i. Information dissemination and education
- ii. Behavioural Change
- iii. Social Marketing
- iv. Social Mobilization
- v. Media Advocacy
- vi. Communication for Social Change
- vii. Community Participation

13.5: IMPORTANCE OF THE STRATEGIES OF DEVELOPMENT COMMUNICATION

Development Communication refers to the use of process and tools of communication to facilitate social development and it can be achieved through:

- Raising peoples living standards.
- Creating conditions conducive to the growth of people's self-esteem.
- Increasing people's freedom to choose.

Point to Remember:

One of the first examples of development communication was Farm Radio Forums in Canada. From 1941 to 1965 farmers met in groups each week to listen to special radio programs. There were also printed materials and prepared questions to encourage group discussion. At first this was a response to the Great Depression and the need for increased food production in World War II but the Forums also dealt with social and economic issues. This model of adult education or distance education was later adopted in India and Ghana.

For uplifting the rural sector of our country, the Ministry of rural Development and the Government of India have been carrying out various schemes not only focusing on improving the quality of life but also ensuring economic development by creating employment opportunities and enhancement in income. These strategies ensure sustainable poverty reduction in the long run as people get an opportunity to get connected to the rest of the world. These schemes are formulated to benefit the citizens of rural India who will eventually become pillar of Indian Economy in the long run.

To name a few schemes, there are Integrated Child Development Services program to combat child hunger and malnutrition under Anganwadi. The term Anganwadi means “courtyard shelter” in Indian languages and it is a centre that provides basic health care in the village. It is a part of the public health care system.

Apart from this there is Masti ki Pathshala an informal school which has an integrated approach towards improving the quality of education for underprivileged children.

These schemes by the government are taken forward by community workers and NGOs and thus these people work closely for the social and behavioural change of the society and are termed as workers for Communication for Development

13.6: COMMUNICATION FOR DEVELOPMENT

Herein, it is pertinent to note that Change for Development cannot be planned at headquarters but needs to be developed in the local context with local resources inclusive of local methods, channels, traditions and languages. Culturally sensitive communication is the best example of the utility of the local resources.

1. Communication for Development enhances the visibility of a development agent but that is not the primary goal.
2. It aims to promote development that contributes to social change.
3. It is not a specific communication discipline but rather acts as a hinge between communication and project management.
4. It leverages the social or political impact of a policy or a programme.

The main aims of Communication for Development are as follows:

- i. Raise Awareness
- ii. Persuade
- iii. Influence
- iv. Disseminate
- v. Change
- vi. Debate
- vii. Recognize
- viii. Empower
- ix. Entertain
- x. Educate
- xi. Mobilise
- xii. Motivate

13.7: DEVELOPMENT SUPPORT COMMUNICATION

Development Support Communication is a multi-sectoral process of information sharing about development agendas, planned actions and potential outcomes. It connects planners, beneficiaries, implementers, receivers and the donor communities. It makes use of all available structures and means of information sharing. Thereby it does not relate to mass media alone. It uses formal and informal means of communication, such as youth associations, markets, and associations and so on. It is a coordinated systematic planned process of linkages and enabling development.

Development support Communication (DSC) is a legitimate function of development planning and implementation.

ASSESS YOUR PROGRESS

1. What do you understand by participatory in development communication?_____
2. What do you understand by Community film?_____
3. Write about National Rural Livelihood Mission (NRLM)._____

13.8: MEDIA FOR NATION BUILDING

The media plays an important role in nation building and, according to Wilbur Schramm the role of media in development can be divided into three parts:

1. **To inform-** For the development of the society, correct social, political and economic influence is very important. “Information is power” and the media help the people to be aware about things and develop a consensus upon important national and international development issues. Media also helps in understanding the various obstacles in process.
2. **To instruct-** Mass media plays an important role in imbibing basic skills among the people. Mass literacy is an important criteria to development and mass media can instruct people and educate them. These basic skills help people to develop their standard of living and projects like SITE and Gyan Darshan are new such examples where media is used to instruct people, educate them and teach them basic skills.

- 3. To participate-** Voluntary and continuous participation of the citizen of the country is necessary for continued development because all development activities are based primarily on people's participation. A change in the society comes with the debate and discussions amongst people which helps them know about the current issues and thus they participate in development programmes.

According to Schramm, the content of development must be designed keeping in mind the target audience of the message. He has put a lot of emphasis on Content, Feedback and Multiplier effect of Mass Media for successful communication for development. The feedback not only supports the implementation process of various communication strategies but also helps to assess whether or not the communication is meeting their purpose or aim. He further adds that modern communication technologies can be effectively used to multiply the messages and reach out simultaneously to a wide heterogeneous audience.

13.8.1 Types of media for nation building

1. Radio :

Radio from its very inception played a very important role in development communication. This is mainly due to the advantage of reaching to a large number of people from different sections of the society. Under the UN umbrella, universities, other educational institutes especially agricultural universities carry out various development communication experiments through radio. NGOs and education institutions are given license to set up a local community radio station to broadcast information and messages on development aspects. Participation of local community is encouraged in these programmes.

Community Radio provides as a platform to villagers to broadcast local issues and thus has the potential to initiate positive action. With the widespread reach and acceptability among the rural audiences, several

initiatives were made to use radio for development communication. The initiatives are;

- **Farm and Home Division of All India Radio**

The Farm and Home Division of All India Radio guides, monitors and supervises the programming activities of rural listeners specially designed to cater to the day to day seasonal needs to the farming community in Hindi and different regional languages or dialects from more than 188 Radio stations across the country.

- **Women Progress**

These programs cover subjects related to socio economic development of women, health and family welfare, food nutrition, scientific home management, women entrepreneurship, education including adult education, women empowerment, gender issues and so on. There are special programs also been made to focus of the importance of girl child and it is broadcasted throughout the year to create social awareness.

- **Swasth Bharat Programme**

This program was launched on the 7th of April, 2012, by The Ministry of Health and Family Welfare and the Government had signed a MOU with Prasar Bharti for broadcast of a thirty minute long Health Magazine program for five days a week over 29 stations of All India radio.

- **School broadcasts**

The approved teaches of the All India radio make excellent programs for the school students and they are broadcasted from the metros and other centres of AIR.

2. Television:

Television was introduced in 1959, on an experimental basis and the aim was to see what TV could achieve in community development and formal education. There were several different projects taken by television and to name them they are;

- **School Television Project**

The project was designed for the secondary school students of Delhi and its aim was to improve the standard of teaching in view of shortage of laboratories, space, equipment and earth of qualified teachers in Delhi.

- **Delhi Agriculture Television (DATV) Project (Krishi Darshan, 1966)**

This project was started in January 26, 1966 and it was named Krishi Drashan. It was initiated for communicating agricultural information to the farmers on experimental basis for the 80 selected villages of Union Territory of Delhi through Community viewing of television for further discussion among themselves. The experiment turned out to be successful and there was substantial gain in the information regarding agricultural practices.

- **Satellite Instructional Television Experiment (SITE, 1975-76)**

This was a one year project which was primarily undertaken to develop programs through the satellite communication to six rural clusters, which included a total of 2330 villages of 20 districts. These satellites spread over sixes states namely, Karnataka, Andhra Pradesh, Orissa, Rajasthan, Madhya Pradesh and Gujarat. The objectives were:

- i. Improve rural primary education
- ii. Provide training to teachers
- iii. Improve agriculture, health hygiene and nutritional practices
- iv. Contribute to family planning and national integration

- **UGC higher Education Television Project (HETV, 1984)/ Country Wide Classroom**

The University Grants Commission in collaboration with INSAT started the educational television project which was known as, 'Country wide Classroom'. This program was started for the benefit of the University students in August 15, 1984 with the aim to update, upgrade and enrich the quality of education while extending its reach. In this program, a one hour program in English comprising a variety of subjects is presented with the object of general enrichment of undergraduate students.

- **IGNOU-Doordarshan Telecast (1991)**

The IGNOU- Doordarshan telecast program was designed for mainly distant learners in May 1991. In its initial days it was telecasted on Monday, Wednesday and Friday from 6:30 to 7:00 in the morning through the national network of Doordarshan with an aim to provide tele-counselling to students of open university in remote areas but when the show started to gain popularity, the frequency of the project was increased to five days a week.

- **Gyan Darshan Educational Channel**

Gyan Darshan, the Educational TV Channel of India was launched by the Ministry of Human resource Development, Information and Broadcasting the Prasar Bharti and IGNOU on January 26th, 2000. It was given the responsibility to be the nodal agency for transmission

and it started out as a two hour daily test transmission channel for students of open and conventional universities. In February, the duration was increased to nine hours a day.

3. New Media

New Media or the computers entered the Indian Society around 1986. The actual transition happened in the year 1996 when several independent media houses brought new websites and thus today new media has become an important and active tool for development.

4. E-Governance-

In simple terms, electronic governance is the delivery of public services and information at the door step of the people with the help of computers. It plays a catalyst for sustainable inclusive growth and it uses the Information Communication technologies (ICT) for planning, implementation and monitoring of government programs.

13.9 FAMILY PLANNING AND OTHER HEALTH COMMUNICATION STRATEGIES

In the context of India, the Family Planning Association was established in the year 1949. The country launched a countrywide Family Planning Programme in 1952, notably a first of its kind in the developing nations. Family Planning Programme originally included birth control programmes and later encompassed under its annex, mother and child health, nutrition and family welfare. In 1966, the ministry of health created a separate department of family planning. The then ruling Janata Government in 1977 developed a new population policy, which was to be accepted not by compulsion but voluntarily. It also changed the name of Family Planning Department to Family Welfare Programme.

Effect of Family Welfare Programme in India: The followings are some of the instances of effect of family welfare programme in India -

- Consciousness of one or more methods of contraception grew
- Intensification in the use of contraceptives over a period of time
- Information about female sterilization grew
- Fertility rate lowered among educated women
- Fertility rate lowered among higher income groups

13.10 AGRICULTURE AND RURAL DEVELOPMENT

Agriculture and rural development are the very interrelated elements of Indian rural economy which is basically an agrarian economy. From communication perspective, media play a significant role in the process of promoting agriculture in rural areas. The role of media varies from creating awareness on scientific agricultural practices to disseminating information regarding different government schemes and policies. There are various agriculture based broadcasting programmes in both radio and television which help the farmers to generate skills along with advanced technologies. Some phone-in programmes are particularly emphasizing to reach the rural farmers in which an expert is invited to the studio to answer all the questions asked by farmers from different geographical locations. For example, the Radio Rural Forum was experimented by All India radio in the year 1956 which covered 156 villages. It contained a 30 minute duration programme which was aired two days a week primarily. It spoke on agriculture and varied other subjects that could promote rural development. Another example of using information and communication technologies (ICTs) for rural development is E-Choupal. This was launched in the year 2000 and it has already become the largest initiative among all Internet-based interventions in Rural India. E-Choupal has been designed to tackle the challenges posed by the unique features of Indian agriculture, characterized by fragmented farms, weak infrastructure and the involvement of numerous

intermediaries among others. Its services have reached about 5 million farmers, in over 3500 villages growing arrange of crops. The enthusiastic response from the farmers has encouraged ITC to plan for the extension of the ‘E-Choupal’ initiative which reaches to 15 states across India over the next few years.

However, government also takes special initiatives to generate awareness among the farmers through different channels such as leaflets, general meeting, public announcements, etc. But, there is still an imbalance in the mundane of the government in implicating appropriate strategies for promotion of agriculture.

ASSESS YOUR PROGRESS

1. What do you understand by Development Support Communication? _____

2. In the development communication how different type of media is used? _____

13.11 SUMMING UP

From this unit , you have learnt different dimensions of strategies of development communication. In discussing the strategies , this unit particularly emphasizes on role of media in the process of nation building, family planning and other health communication strategies, agriculture and rural development, etc. Media as a channel for communication, bridge the gap in creating awareness on different important aspects of development through developing public service messages. You have also learnt different initiatives by government both in the form of mas media broadcast programmes as well as ICT initiatives.

13.12 QUESTIONS

1. Theories and paradigms of development – unilinear and non-unilinear.
2. Write a note communication for rural development.
3. Explain with the help of example the importance of Panchayati Raj system in development.
4. How does communication for Tribal development? Discuss with examples.

13.13 RECOMMENDED READINGS

Tufte. T. (2017). Communication and Social Change: A Citizen Perspective, Wiley

Sen, A (2001). Development as Freedom, Oxford Publication

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UNIT 14: MOVEMENTS, RIGHTS AND ISSUES IN NATIONAL DEVELOPMENT

UNIT STRUCTURE

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Social Movements
- 14.4 Women's Movements
- 14.5 Education
- 14.6 Food Security
- 14.7 Free Speech and Information Rights
- 14.8 Summing Up
- 14.9 Questions
- 14.10 Recommended Readings

14.1 INTRODUCTION

In this unit, you will learn about the crucial role that public movements can play in the course of national development, and how certain movements have shaped the course of the socio-political structure of our nation in history. We shall also discuss the issues that pose threats to national development like food insecurity, and how individual rights, their awareness and implementation can facilitate in the process of development.

14.2 OBJECTIVES

Going through this unit will enable you to:

- Understand how social movements can aid the development of a nation.
- Get insights into the role of education in the all-round development of a nation.
- Define food security and the challenges in achieving it.
- Explain what is freedom of speech and its importance.
- Understand Right to Information within the context of development.

14.3 SOCIAL MOVEMENTS

Movements, in the social context can be described as groups of people or organisations coming together or striving toward a common goal relating to human society or social change, or the organized activities of such a group. Generally, collective behaviour in crowds is short-lived and guided largely by impulse. When these impulses give way to long-term aims, and when sustained association takes the place of situational groupings of people, the result is a social movement. Social movements may be loosely organized but persistently striving in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values.

Movements can also be classified as “reform” and “revolutionary” movements. A reform movement advocates a change that will preserve the existing values but will provide improved means of implementing them. The revolutionary movement, on the other hand, is regarded as advocating replacement of existing values. Movements are led by people who seek to challenge the existing structures, norms and values of the society by dedicating themselves to the pursuit of a goal that can be political, religious, economic, educational, or any other social institute. While revolutionary movement advocates rapid, precipitous change, a reform movement works for slow, evolutionary change.

14.4 WOMEN'S RIGHTS MOVEMENT

Movements for women's equality all over the world have always been rooted within or have been the results of movements for democratic rights, people's rights, human rights and basic equality for human beings. Women's movements have driven global and national action on gender equality.

Women's movement in Great Britain originated during 1840 to 1870 and it was mostly initiated by the middle class women. The objective of these movements was mainly ethical concentrating on the demand for gender equality as a part of moral reforms. Then, the movement was directed towards the social reforms of the society through legal changes.

Women's Rights Movement, also called Women's Liberation Movement in the United States, began in the 1960s and '70s seeking equal rights and opportunities and greater personal freedom for women. The first-wave feminism of the 19th and early 20th centuries focused on women's legal rights, especially the right to vote, and the second-wave feminism of the women's rights movement touched on every area of women's experience—including politics, work, the family, and sexuality. Organized activism by and on behalf of women continued through the third and fourth waves of feminism from the mid-1990s and the early 2010s, respectively.

The women's movement in India is a rich and vibrant movement which has taken different forms in different parts of the country amidst backlashes and regression. The women's movement has a long history in India.

During pre-independence period, main issues of women's movement were to provide social equality to women by emancipating them from evil social customs and traditions. But, after independence, the issues changed and all the women's movements spoke for the economic uplift of women through eradication of poverty, education, creation of awareness, and creating jobs for women. Thereafter, the women's issues took a new turn by putting

emphasis upon empowerment of women through participation in decision-making bodies.

Swarnakumari Devi, less heard of than her brother Rabindranath Tagore, started the Ladies Theosophical Society (a multi-religion association of women) way back in 1882 and later became a member of the Indian National Congress. The Theosophical Society was later associated more with Annie Besant, a British woman supporter of the Indian nationalist movement.

We can also cite the case of Pandita Ramabai, who was one of the 10 women delegates to the Indian National Congress in 1889 and she was instrumental in the setting up of several women's organisations, schools for girls, and homes for widows, apart from a host of her other contributions to society.

In 1916, the Begum of Bhopal founded the All India Muslim Women's Conference with education of women as a prime agenda, apart from provisions of other remedial services for women and changing oppressive practices such as polygamy. We can cite many such instances or special cases where individual women have been leaders in a struggle for women's rights, and whose voices have been accounted for in the patriarchal recording of history.

Women's leadership in the nationalist phase however, emerged from a small section of the urban, middle-class, who had their education in English and invariably was in some way linked to movements or organisations in the west. The Women's Indian Association, which had links with the British women's movement for suffrage, was started in 1917 by Margaret Cousins, Dorothy Jinarjadasa and Annie Besant. The National Council of Women, a branch of the International Council of Women, was founded by Lady Tata and Lady Aberdeen in 1925. In 1927, the All India Women's Conference was set up by Margaret Cousins which later merged with the Women's Indian Association in the 1930s.

In 1904, a women's wing was started in the National Social Conference, which was later called the Indian Women's Conference.

Besides these women leaders, there have been several men who fought for the cause of women's liberation and empowerment. The issues concerning women's social emancipation that were prime on the agenda of social reformers were issues such as sati, the plight of widows, polygamy, child marriage and women's education. These were some of the causes taken up leaders such as Raja Ram Mohan Roy, Dayanand Saraswati, M.G. Ranade and others.

Women also participated in the Swadeshi Movement in the early 1900s and continued to play a crucial role in the struggle for independence from British colonial power. Women's organisations such as Desh Sevika Sangh, Nari Satyagraha Samiti, Mahila Rashtriya Sangh, Ladies Picketing Board, Stri Swarajya Sangh and Swayam Sevika Sangh began mushrooming at this time to organise the mass boycott of foreign cloth and liquor. The strategy of non-violence at this time became the standard protest tactic as the government continued with lathi charges and mass arrests.

The Self-Employed Women's Association (SEWA) movement in Ahmedabad led by Ela Bhatt, which was a sort of pioneering women's trade union movement that began in 1972, was another such landmark in the history of the contemporary women's movement.

The Progressive Organisation of Women (POW), developed in Hyderabad in the year 1974, worked towards organising women against gender oppressive structures in society, namely, the sexual division of labour and the culture that rationalised this discrimination. The organisation promoted the ideology of 'equality' and opposed the economic dependence of women on men.

Looking back we can say with a fair amount of certainty that women's position in Indian society has changed. There has no doubt been a wider

recognition of women's rights, several steps taken towards equality among genders, a greater sensitivity towards gender discrimination, etc. The women's movement comprising of autonomous women's organisations, other women's groups, women's studies centres, etc. has played no small role in bringing about this change. We can therefore say without hesitation that, over the decades, the women's movement has affected the socio-political environment in India. However, this change has been at a gradual pace and has even affected certain sections more than others leaving yet much to be desired.

ASSESS YOUR PROGRESS

1. What are the different types of social movements?

2. Name some of the women's organisations that emerged during the Swadeshi Movement in India.

14.5 EDUCATION

The key to the development of a nation lies in cultivation of talents and practical virtues. Awakened minds, right knowledge, sophisticated skills and desirable attitudes are essential for national development. Education helps in unfolding the latent powers or talents for the purpose of harnessing the process of national development and personal development.

Human resource development is essentially a key indicator of socioeconomic development of a country and the quality of life of its people. It is the maximization of the realization of the potential of human beings as well as promotion of its optimum utilization for economic and social progress.

Development of sound human resource is of utmost importance for the development of nation. This man power needs to be elevated by, means of development of skills, knowledge and training. Apart from traditional knowledge, scientific and technological insights are also necessary for economic growth and national development.

Education aims at all round development of individual personality in all its manifestations— physical, mental, social, emotional, moral, spiritual and aesthetic. Without development of individual, national development cannot be possible.

Development of individual includes certain qualities— development of self-confidence, generation of scientific temper, attainment of self-sufficiency, sense of devotion to duty, discipline and decency, sense of dedication, promotion of social and ethical values, fostering a positive attitude towards unity and integrity of nation, and cultivation of social efficiency. In other words, it leads to development of cognitions and thereby grow consciousness about the self as well as in reading the world around them.

Therefore, education helps the individuals in developing and fostering the aforesaid qualities required for the resurgence and development of a nation. Education should be expanded to cover all segments of population. Education transforms people socially, culturally and economically to establish a socialistic, democratic and secular social order.

Social cohesion is a stepping-stone to achieve national integration which in turn helps in the process of national development. Our education and other activities should be a gear to strengthen unity and solidarity of the nation.

Article 45 of the Indian Constitution seeks to provide free and compulsory education for all children up to the age of 14. **The Kothari Commission** (1964) recommends suitable programs to be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course. It

also focuses on training and development of teachers, as teachers play a key role in the quality of education. The recommendations have also highlighted the need for the development of regional languages, and the learning of international languages at the same time. It also recommends that the education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

It is said that no nation rises above the level of its education. As the literacy rate in India improves, so will the living standard of its people. Today the world looks at India as an emerging giant due to its knowledge centric approach. Aggressive investment in education has brought about a high degree of economic transformation. However, lack of accountability, corruption and political instability are amongst the various challenges and obstacles hampering the best that can be derived from this sector.

Better facilitators who realize that education is the central component for India's developmental process are the need of the hour. The education implementation plan should be clearly defined and modern techniques of teaching should be adopted for better results. In all educators must create awareness that being literate is a way of being liberated, it is a mode of touching new horizons and encompassing difficulties to realize one's complete potential.

14.6 FOOD SECURITY

Food is one of the basic human needs, and one of the indices of a nation's development is the level of food and nutrition that is available to its citizens.

Food security is defined as the availability of food and one's access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation. Stages of food insecurity range from food secure situations to full-scale famine. The World Food Summit of 1996 defined food security as existing "when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life".

Worldwide, close to 800 million individuals do not have access to enough food, more than 2 billion individuals experience key micronutrient deficiencies, and nearly 60% of individuals in low-income countries are food insecure. Food insecurity negatively affects human physical, social, emotional, and cognitive development throughout the life course and is a major social and environmental disruptor with serious repercussions for planetary health (i.e., the health of human civilization and the state of the natural systems on which it depends).

Food security is related to all of the United Nations Sustainable Development Goals (SDGs). Improved food security governance based on sound, equitable, and sustainable food systems that benefit from modern information and sustainable and equitable agricultural technologies is essential for countries to meet the SDGs. In 2009, the World Summit on Food Security stated that the "four pillars of food security are availability, access, utilization, and stability".

Global water crisis, land and environmental degradation, climate change, agricultural diseases, politics and food sovereignty, and food waste are amongst the various challenges to achieving food security in the world today. Ensuring food security requires action in multiple dimensions, including: improving the governance of food systems; inclusive and responsible investments in agriculture and rural areas, in health and education; empowering small producers; and strengthening social protection mechanisms for risk reduction.

ASSESS YOUR PROGRESS

1. What are the key recommendations of the Kothari Commission?

2. What is meant by food security?

14.7 FREE SPEECH AND INFORMATION RIGHTS

Freedom of speech is a principle that advocates the freedom of an individual or a community to articulate their opinions and ideas without fear of retaliation, censorship, or legal sanction.

Freedom of expression is recognized as a human right under article 19 of the Universal Declaration of Human Rights (UDHR) and recognized in international human rights law in the International Covenant on Civil and Political Rights (ICCPR). Article 19 of the UDHR states that "everyone shall have the right to hold opinions without interference" and "everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice".

Since its inclusion in Article 19 of the Universal Declaration of Human Rights, the right to freedom of opinion and expression has been protected in all of the relevant international human rights treaties. In international law, freedom to express opinions and ideas is considered essential at both an individual level, as it contributes to the full development of a person, and is considered a foundation stone of a democratic society. Free speech is a necessary precondition to the enjoyment of other rights, such as the right to vote, free assembly and freedom of association, and is essential to ensure press freedom.

However, free speech is not an absolute right and can be limited where it is necessary and done in a proportionate manner. Under the ICCPR, freedom of expression can only be restricted by law and where necessary to respect of the rights or reputations of others; or for the protection of national security or of public order, or of public health or morals (United Nations, Article 19(3)). By reason of those parameters, defamation and hate speech laws can be justifiable as protecting the reputation and rights of others.

People need access to information to empower themselves to have choices and control over the decisions that affect their lives. Forging of a knowledge-based society is the best antidote to inequality and for the establishment of a developed nation. It is an undeniable fact that information is power, all the more so because it is not possible for people to lift themselves out of poverty without giving them the tools to do so.

Meaningful participation in democratic processes requires a citizenry that is well-informed. And commitment to open and transparent governance is a non-negotiable if people are to get the information they need to hold their governments to account, build trust, reduce corruption and be active and meaningful participants in their own development.

The **Right to Information Act** is an act to provide for setting out the practical regime of right to information for citizens to secure access to information under the control of public authorities, in order to promote transparency and accountability in the working of every public authority, the constitution of a Central Information Commission and State Information Commissions and for matters connected therewith or incidental thereto. The Government of India enacted the **RTI Act 2005**, which came into effect on 12th October 2005.

Information means any material in any form including records, documents, memos, e-mails, advices, press releases, circulars, orders, logbooks, contracts, reports, papers, samples, models, data material held in any form, be it electronic or manual. Information relating to any private body can be accessed by a public authority under any other law for the time being in force but does not include "file noting".

Right to Information involves:

- Inspection of works, documents, record.
- Taking extracts or certified copies of documents or records.
- Taking certified samples of material.

- Obtaining information in form of printouts, diskettes, floppies, tapes, and videocassettes or in any other electronic mode or through printouts.

In India, the organisation called Mazdoor Kisan Shakti Sangathan was instrumental in the passage of RTI Act. Aruna Roy is the mastermind behind the RTI Act 2005. RTI is a legal right for every citizen of India. The authorities under RTI Act 2005 are called quasi-judicial authorities. This act was enacted in order to consolidate the fundamental right in the Indian constitution 'freedom of speech'.

Rights to free speech and access to information are essential when it comes to the maintenance of democracy and the fight against inequality. Freedom of speech and the media and an atmosphere of transparency and access to quality information are as interlinked as they are essential to development.

14.8 SUMMING UP

The development of a nation is dependent upon and aided by several factors. Social movements have been known to be critical in the process of development in the past. Movements, in the social context can be described as groups of people or organisations coming together or striving toward a common goal relating to human society or social change, or the organized activities of such a group. Women's movements all over the world as well as in India have played crucial roles in changing the nations' socio-economic and political structure, aiding the growth of development and establishing equality to a great extent. Education and Food Security are essential elements and indices for the growth and development of a country. While education helps to build human resources, food security ensures the availability of and access to food for all. Apart from these, freedom of speech, expression and the right to information are also of utmost importance for the growth and all around development of a nation, as these are the bases of democracy.

14.9 QUESTIONS

1. Trace the history of the Women's Rights Movement in India, highlighting upon important phases and the contributions of key leaders.
2. How can education ensure the all-round development of a nation?
3. What is meant by freedom of speech and expression?

14.10 RECOMMENDED READINGS

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