Chapter 2

The Role of Media in Development
The second chapter ‘The Role of Media in Development’ starts with the meaning and concept of media and development in brief. Theories and models of development both from international and Indian perspectives are also discussed in this chapter. This chapter also talks about various functions and responsibilities of mass media in a society and in development process. The chapter ends with explaining some of the experiments that are undertaken in India using mass media for inducing development.

2.1. MEDIA AND DEVELOPMENT: MEANING

Communication is a process through which we send and receive information. It is derived from the Latin word ‘communis’ which means ‘common’. Thus Denis McQuail says that communication is a process which increases commonality, but also requires elements of commonality for it to occur at all. In modern society, mass communication is entrusted with the great task of communicating with people from different regions and from varied backgrounds. Communication between a mass medium and its audience is called mass communication (McQuail and Windahl, 1986). There are multiple ways by which communication is made, and these are collectively known as the “media”. The word “media” is plural form of the Latin word ‘medium’, and it is used as a collective noun to refer to newspapers, magazines, television, radio, films, the internet, etc. (Busakorn Suriyasarn, 1998).

Development is a complex phenomenon and hard to define precisely. Several indicators like economic growth, social welfare, per capita income, Gross Domestic Product (GDP), Gross National Product (GNP) have ruled development literature for many years, but the development scholars across the world are yet to define development in totality. The concept of development has been in constant flux due to changes in society and its passing through various stages of development itself. Due to globalization and its consequent changes in societal fabric, economy, polity, technology and communication perspectives, the indicators of development are also changing, in accordance with the needs of the particular society. In general economic growth, mass media facilities, and social welfare have always been regarded as the primary indicators of development. UNESCO suggested a minimum standard of mass media facilities in every country: for per thousand of population, there should be one
hundred copies of daily newspapers, fifty radio sets, twenty cinema sets and twenty television receivers (Narula, 2004).

Singhal and Rogers (2001) note “Development is a widely participatory process of directed social change in a society, intended to bring about both social and material advancement (including greater equality, freedom, and other valued qualities) for the majority of people through their gaining greater control over their environment.”

According to Uma Narula, “development is conceived as dynamic in the service of the progress. The progressive change is described as alterations in awareness, motivation and participation of the individuals. From a social point of view the development refers to the change in the social structure or in the functions performed by different groups and units within it” (Narula, 2004).

In 1950s and 1960s, economic growth was the primary and sole indicator of development. While in the next two decades (1970s and 1980s) development was committed to social goals, as well as, to goals related with multifaceted interrelated sets of economic, social, political and cultural variables. In all ages, the main purpose of development is improving the quality of life that means enhancement of nutritional status, primary health care, food, employment opportunities, housing facilities, etc. Development concept has always been synonymous with the socio-economic progress (Narula, 2004). In 1980s and 1990s poverty eradication and providing basic minimum needs of people were the dominant agenda of development planning. During this period, issues of development focused on the concept of technology and environmentally sustainable development.

2.1.1. THEORIES AND MODELS OF DEVELOPMENT: INTERNATIONAL PERSPECTIVE

The problem of development is the major problem confronting the world today (Singhal and Rogers, 1989). The main problem arises with defining development because the tasks of development communication and development journalism must rest on the meaning of development. Since 1940s several theories have been
propounded to define development but the definition of development has always been a contentious issue.

After the Second World War newly independent nations of Asia, Africa and Latin America were trying to be self-reliant and improve their economy. Governments of these countries were trying hard to improve the socio-economic condition of their people. Economists from developed countries advised them to save more, and invest their capital on industrialization and urbanization. This marked the start of modernization theories. Rostow, in 1960s, postulated ‘Theory of Growth’ as a popular economic theory of development (Rostow, 1960). He emphasized GNP (Gross National Product) as a measure of a country’s progress in development, and claimed that the population of Third World nations should raise their desires for consumer goods so that they would be motivated to earn higher incomes. In this process, the mass media was believed to increase consumer desires, through advertising (Singhal and Rogers, 1989).

The psychological theories of Professor Everett Hagen and David McClelland also influenced the development discourse. Singhal and Rogers quoted Prof. Everett Hagen, who believed that Third World societies were composed of traditional personalities, whereas industrialized societies possessed more innovative personalities. He argued that for development to occur, individual personalities had to change. More innovative personalities could be encouraged by improving literacy level, by expanding the mass media, by urbanization and by promoting nationalism (Singhal and Rogers, 1989). McClelland’s theory was based on achievement motivation and the desire for excellence. He argued that the need for achievement encourages an individual to meet challenges, to take risks and to succeed in the face of difficulties (McClelland, 1951). Industrialized nations contained individuals with high levels of achievement motivation, which led to a high level of national economic growth (Singhal and Rogers, 1989).”

The dependency theorists such as Frank, Cardoso, Goulet, Baran, Sunkel, and Amin observed that the main feature of the Third World is its dependent global economic
position and they were seriously critical of the modernization theories (Melcote and Steeves, 2001). According to Frank, “the development of underdevelopment in the third world nations was and is related to the economic development of Western Europe and North-America (Frank, 1996). The core concept of dependency theory was that underdevelopment of the third world nations was due to the economic exploitation of these nations by European colonial powers. In 1970s, Rogers (1976) put forward a new approach of development. This new approach included equality of distribution of information and socio-economic benefits, popular participation in self-development, planning and execution, self-reliance and integration of tradition with modernity.

Thus the theories from 1950s to 1980s advocated economic growth and social development as the main indicators of development. Along with this, the focus was on poverty reduction, generating productivity and employment, improving physical quality of life by providing material needs. In 1990s, the objectives of development remained the same, only the approach to achieve them was different. The paradigm was technology model. It advocated alternative models like Country Specific Model, Decentralization Model, Sustainable Development Model, and Cultural Globalization Model (Narula, 2004).

Country Specific Model: Country specific model focuses on development specific to the actual needs of a country. This model argues that the needs and priorities of development differ from country to country. Each country has to tackle its development problems according the resources and knowledge available in it. This model argues that each country should pursue the goal of development within its own framework. The key components of development in this model are self-reliance, participatory communication and decentralization. It advocates self-development by participation of people and development of its own social and technological infrastructure to meet the demands of development (ibid).

Decentralization Model: Decentralization model was formulated to overcome the constraints in achieving rural development. It was felt that development initiatives fail to reach people due to complexity and mismanagement by government bureaucracy,
policy-makers and local people. This model calls for greater participation of local people in the development programmes and the power of decision making is entrusted to the beneficiaries of development projects. There are several dimensions of this model like political decentralization, fiscal decentralization etc.

**Sustainable Development Model:** The term sustainable development was brought into common use by the World Commission on Environment and Development (Brundtland Commission) in its seminal report (1987) called *Our Common Future*. The core concept of sustainable development model is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (World Commission, 1987). In Adiseshiah’s terms “sustainable development is the type of development which meets the basic needs of all, particularly the poor majority, for employment, food, energy, water and housing, and ensures growth of agriculture, manufactures, power and services to meet these needs.” Some of the basic principles of sustainable development as quoted by Srivastava (Srivastava, 1998) are:

1. Sustainable development is an alternative design for development, which, by definition should be environmentally benign and eco-friendly.
2. Sustainable development is accountable to the poor, and hence, it should ensure that the poor have adequate access to sustainable and secure livelihoods.
3. Sustainable development advocates that those who enjoy the fruits of development today must not make future generations worse off by excessively degrading the earth’s exhaustible resources and polluting the earth’s ecology and environment.
4. Sustainable development in the long run has to do with ecology, resources and people, along with their service agencies, institutions and other aspects of their social organization.

According to Srivastava (1998), sustainable development is not possible without the active participation of local people and people-centered grassroots movements and
environmentally active non-governmental organizations. Various world forums like Copenhagen conference, Kyoto conferences are pressing the need for sustainable development by reducing global warming and sustaining ecological bio-diversity.

**Cultural Globalization Model:** Cultural globalization or cultural imperialism model is totally based on technological development of the 1990s such as computer revolution, bio-molecular revolution and quantum revolution which has revolutionized the technological and scientific scenario of the twentieth century. The core concept of this model rests on the principle that developed and developing countries are interdependent in the sphere of technology and the developing countries are the consumers for the technological and mass cultural products manufactured by the Western developed countries. This model centers on centre-periphery relationship and establishes ubiquity of Western cultural goods as the torch-bearer of global culture.

**Gender in Development**

The role of men and women in the development process has received much attention in the last few decades. The equal position of men and women was recognized in 1945 in the UN Charter, and in the UN Declaration of Human Rights of 1948, but there was not enough effort on the part of the development planners to address women’s role in the development process (Das and Khawas, 2009). Leonard says, “The social status of women has a profound effect on the well-being of households, communities and countries” (Leonard, 2003). According to the 2001 Census, India has 496 million women, means 15 percent of the world’s women population live in India. So any change and variation in the status of women in India affects the substantial number of the women population of the world. Similarly the status of women determines the standards or development of India vis-à-vis the world. Since the past decade onwards, there has been growing acceptance of gender focused approach to development. Gender equity was emphasized in the Programmes of Action of the International Conference on Population and Development in 1994 and the Fourth World Conference on women in 1995. India, too, as part of these programmes of action, is making an effort to do gender justice through planning.
Millennium Development Goals

The United Nations Organization (UNO) is involved in supporting development, i.e., social and economic development by the formulation of the Millennium Development Goals. The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the UN Millennium Declaration, 2000 that was adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000.

These goals are:

1. Eradicate extreme hunger and poverty
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

These Millennium Development goals should be viewed together because they are mutually reinforcing. These goals address an aspect of poverty (Gupta, 2008). According to UNDP’s Human Development Report, 2003, “The Millennium Development Goals address many of the most enduring failures of human development. Unlike the objective of the first, second and third UN Development Decades (1960s, 1970s, 1980s), which mostly focused on economic growth, the Goals place human well-being and poverty reduction at the centre of global development objectives—an approach advocated by the UNDP’s Human Development Report since its inception” (Gupta, 2008).

Evaluation of performance of member-states in achieving global development objectives reveals that some progress has been achieved by a few countries and
regions. China reduced its number of people living in poverty from 360 million in 1990 to about 210 million in 1998. Mauritius has achieved great progress in improving sanitation, providing safe water and reducing child mortality rate. Many Latin American countries have moved closer to gender equality in education. These achievements render hope among the international community that these goals can be achieved if both domestic and international community’s take actions together towards achieving the Millennium Development Goals.

**Concept of Human Development**

In its Human Development Report 1990, UNDP developed Human Development Index (HDI), which is a comparative measure ranking countries by poverty, literacy, education, life expectancy, and other factors of human well-being. The dimensions of well-being are related to:

i. Longevity — the ability to live long and healthy life;

ii. Education — the ability to read, write and acquire knowledge; and

iii. Command over resources — the ability to enjoy a decent standard of living and have a socially meaningful life.

Human development encapsulates development as a process of enlarging people’s choices, allowing them the opportunity to live longer, to acquire knowledge etc. Mahbub-ul-Haq, the main architect behind the publication of UNDP’s Human Development Report of 1990 emphasized that the basic purpose of development is to enlarge people’s options. He further says “In principle, these options or choices can be infinite and can change over time. Income is only one of those options but not the sum total of human life. Health, education, physical environment and freedom are among other choices as important as income” (Gupta, 2008). The term ‘human development’ is accepted in the development economics literature as an expansion of human capabilities, a widening of choices, an enhancement of freedom and a fulfillment of human rights. Rising incomes and expanding outputs in the human development
framework are seen as the means and not the ends of development. Indeed, defining people’s well being as the end of development and treating economic growth as a means have been central messages of the annual Human Development Reports published by the UNDP since 1990. Political freedom and human rights are also important concerns of human development. Human Development is a holistic concept of development as it covers all aspects of development (Gupta, 2008).

2.1.2. INDIAN MODELS OF DEVELOPMENT

The Gandhian concept of development is the meta-model of Indian development (Narula, 2004). This model of development is based on Gandhiji’s principles of *Sarvadaya, Swadeshi, Swaraj* and *Panchyati Raj* and is essentially an egalitarian in character (Choudhury, 1998). His model of development was based on rural reconstruction and it emphasized three dimensions i.e., ‘socio-economic development of localized needs’, ‘village participation for self-development and self-reliance’, and ‘rural industrialization’. Gandhian meta-model has conceptualized village development through participatory communication. It postulated that development of human beings is possible by improving physical quality of life and by agricultural and rural industrialization. After independence, the government effort was to operationalize the meta-model through five years national development plans (ibid).

Soon after the achievement of independence in 1947 Government of India took sincere steps to improve the quality of life, and to meet the various physical needs of its people. The Government was committed to develop national economy which was sailing through instabilities of the post-war international economics. For this the, government wanted to initiate a set of domestic policies and indigenous models of development. The National Five-Year plans designed for a time period of five-years provided a conceptual and practical framework for initiating the development process in India. Each five year plan operated upon some specific objectives in relevance to the actual needs of the country.

The First Five Year Plan (1951-56) was conceptualized to create awareness among people by informing, educating and motivating people to accept the need for
development. It also envisioned developing communication networks like mass media-radio, print, film; interpersonal and traditional media and effective public participation (Narula, 2004). Presently India is going through the phase of Eleventh Five year plan (2007-12). During the long period since the commencement of the national planning in 1951, a wide range of priorities have been conceptualized and efforts have been initiated to implement them. These are:

Panchayati Raj,

Land tenure reforms,

Development programmes for women,

Reorientation of development administration,

Active people's participation,

Improvement of communication network for development messages,

Development of mass media for development communication,

Development of traditional and social media,

Removing structural constraints by legislation and education,

Formulation of national media and communication policies,

Reduction of poverty and unemployment,

Providing basic minimum needs of health, housing, sanitation and safe water,

Self-sustaining growth,

Use of technology for development,

Upgradation of telecommunication, broadcast and postal services,

Protection of environment and ecology,

Upliftment of the weaker sections,
Population control,

Human development, etc.

Mr. Jawaharlal Nehru, the first Prime Minister of India looked upon rapid economic development as the basis of India’s independence and unity. He insisted on the implementation of social welfare measures for the removal of poverty (Gupta, 2008). Thus, development planning in India not only focuses on economic growth, but also on social welfare. In recent years, former President of India Mr. A P J Abul Kalam laid down a new notion of development; he introduced new thoughts and vision for India’s development goal. According to Kalam and Rajan, there are several indicators to measure the level of development like “how well people are fed; their overall nutritional status; the availability of good nutrition during various phases of their growth and lives; the average life expectancy; the infant mortality rate; the availability of sanitation; the availability of drinking water and its quality; the quantum of living space; broad categories of human habitat; the incidence of various disease, dysfunctions, disorders or disabilities; the access to medical facilities; literacy; the availability of schools and educational facilities; various levels of skills to cope with fast-changing economic and social demands; and so on.” (Kalam and Rajan, 1998). Kalam’s vision of development entails “a major and continuing upliftment of all Indians who exist today and of the many more millions who would be added in the years to come” (ibid).

2.2. FUNCTIONS AND RESPONSIBILITIES OF MASS MEDIA

Mass communication is the process of delivering information, ideas, and attitudes to a sizeable and diversified audience through use of media developed for that purpose (Agarwal and Gupta, 2001). Mass communication has gained immense social significance because of mass media, like newspapers, radio, television, internet etc. According to Denis McQuail, “the mass media refer to the organized means of communicating openly, at a distance, and to many at a short space of time” (McQuail, 2005). Mass media makes it possible for the message to reach far beyond the immediate proximity of the sender. Mass media teach us about people, they show us
how they act and what is expected from them. Denis McQuail says, “one obvious feature of the mass media is that they are designed to reach to the many and the messages send through mass media has a vital reception value” (ibid.).

The role of media in development can be assessed from the functions and responsibilities that the media is assigned to. The powerful role of the mass media has been documented extensively in several communication theories of the past. Lasswell (1948) mentions that the main function of mass communication is surveillance of the environment, maintain correlation among various parts of the society in response to its environment, and transmission of the cultural heritage. Denis McQuail (1987) added one more function that is mobilizing function of media. Almost everywhere the media is expected to advance national interests and promote certain key values and behaviour patterns. In developing countries media is entitled to perform mobilizing function which calls for campaigning for societal objectives in the sphere of politics, war, economic development, work and sometimes religion.

Hypodermic or Bullet theory suggests that media are extremely powerful institutions and media have direct, immediate and powerful effects on those who pay attention to their contents. Agenda Setting Theory, known as one of the most powerful theory of mass communication says that that the news media present the public net with a picture of the world as it is but with an agenda of their own—a selection of reports about what is happening in the world. The theory also suggests that if a particular news item is presented prominently and frequently by the press, the public will come to believe that it is important (Agarwal and Gupta, 2001). Thus, the press does not necessarily tell us what to think, but it does tell us what to think about (Cohen, 1963). A whole series of factors cultural, social, psychological and so on operate at various stages to influence what is presented and how. Some journalists maintain that economic considerations often outweigh conceptions of the public interest in determining what is reported. In accordance with the law of large numbers, the media present what people will find interesting in order to attract the largest audience possible.
The Social Responsibility Theory of the press states that media has a lot of responsibilities towards society apart from the right to criticize government and other institutions. It is the duty of the press to preserve democracy by properly informing the public and by responding to society's interests and needs. Probably the most significant contribution of the social responsibility theorists is their view, about citizens' right to access information. According to them it is more important for citizens to have the right of access to information than it is for the press to achieve complete freedom of speech.

Development Media Theory came into existence with the main task of communication to be used to carry out the development functions in a society. This theory favours democratic grass-roots involvement to a certain extent. It emphasized on 'Right to Communicate' based on article 19 of the Universal Declaration of Human Rights. Among many principles, this theory asserts that media should accept and carry out positive development tasks in line with nationally established policy. In the book 'Mass Communication Theory', Denis McQuail strongly advocates the power of mass media in mass dissemination of news, mass mobilization of people for good causes or bad ones and for the promotion of democratic participation. DeFleur and Ball-Rokeach (1989) hold the view that the use of news and entertainment media by the allies, in the Second World War, established the role of mass media as potent weapon of propaganda. There was a strongly held view that mass publicity was effective in shaping opinion and influencing behaviour. More recent events, including the fall of communism, the Balkan wars and two Gulf wars, have confirmed media as an essential and volatile component in any international power struggle, where public opinion remains an important factor (McQuail, 2005).

Media has been associated with social integration and identity. According to Hanno Hardt (1979) the assimilation function of the press in society includes binding society together, giving leadership to the public, helping to establish the 'public sphere', providing space for the exchange of ideas between leaders and masses, satisfying the
public needs for information, providing society with a mirror of itself, acting as the conscience of society (McQuail, 2005).

In every discussion about role of media in development, the information and education function of mass media are taken up with great importance. As the Diffusion of Innovation model of mass communication given by Rogers (1962) has five stages, like awareness, interest, evaluation, trial and adoption (AIETA), the first and foremost stage or requirement for adoption of any new innovation, i.e., awareness or knowledge which is to be disseminated through mass media for bringing in positive change or adoption of innovative ideas among people, has received much importance in development function of mass media.

According to Vilanilam, the media are as much influenced by society as society is influenced by the media, and the impact is mutual and continuous (Vilanilam, 2005). In a society, media perform certain functions as Fourth Estate, as agenda setter, as watch-dog, as gate-keeper and as force-multiplier.

Media as Fourth Estate: The phrase ‘fourth-estate’ denotes the profession of journalism. This was used by Burke. He said that there are three estates in parliament— the Lords Spiritual, the Lords Temporal and the House of Commons. In addition to these, there exists a Fourth Estate in society, i.e., the media (Carlyle, 1905). The main idea behind this concept is that media act as a guardian of public interest and forms an important component of checks and balances in the functioning of modern democratic states.

Media as Agenda Setter: According to agenda setting theory of the press, setting public agenda is one of the most important functions of the press. McCombs and Shaw claimed that media instruct audiences about what the public issues are, and also how much importance to be given to these issues.

Media as Gatekeeper: The gate-keeping function of the media argues that there goes a long selection process by the editors and publishers of newspapers before what is being presented to the readers as news. The concept of news is thus constructed by the editors and media professionals, who are the gatekeepers in media industry
(Vilanilam, 2005). As said by Walter Lippman, “Every newspaper when it reaches the reader is the result of a series of selections as to what items shall be printed, in what position they will be printed, how much space each shall occupy, what emphasis each shall have. There are no objective standard here. There are convention” (Lippman, 1922).

Media as Watchdog: As part of the watchdog function, media speak for the people, represent the interest of people, and serve as checks on the government. Schuepp (Schuepp, 2000) identifies the responsibilities of a watchdog in the following ways:

(a) A watchdog has to protect his owner, give him security and react to possible outside interference with the rights of his owner.

(b) The watchdog has to know his loyalties; therefore, the media have to be loyal to the society, because they are the watchdog of society and not of government.

(c) Anybody who threatens democracy, freedom of speech, the basic rights of the people, should be attacked by the watchdog.

Media as Force Multiplier: In times of war the media exercise its force multiplier effects. As information is regarded as ‘power’, by disseminating information in favour of particular interest groups, the media moulds national and international opinion. During Kargil war, media raised an alarm to help those families who had been killed in the battle of Kargil. The people were moved by the sacrifice made by the heroes. Such coverage provided an information as well as emotional linkage among the countrymen (Vilanilam, 2005). This is an example of force multiplier function of the media. The sufferings of martyr’s widows as portrayed in media created strong public sentiment in favour of the families of martyrs.

Media also play a notable role in the economic, political and social development of a country.

Media and Political Development: In the political sphere, media has an important role to play in the areas of democracy and good governance, political transparency, foreign policy, human rights, war on terrorism, and public relations.
Media and Economic Development: In the economic sphere, we can find media’s role in the areas of economic policy and growth, economic empowerment, advertisements and tourism, business and investment, etc.

Media and Social Development: In the social sphere media manage social issues, such as population control, education, food security, and public health, Acquired Immune Deficiency Syndrome (AIDS), communal conflicts, prostitution, and war on drugs, among others.

2.3. ROLE OF COMMUNICATION IN DEVELOPMENT

There has been much debate among the academicians and intellectuals about the expected role of communication in development. Classical and neo-classical economists view communication as a pre-condition for development to attain, and regard it as an infrastructure in the process of development. The non-economists or critical theorists take communication as a critical and integral factor in the process of social change and modernization. The psychologists consider communication as a residual factor in the process of social change. To them, media effects should be studies on its own condition without giving much importance to its role in the development process (Narula, 2004).

However, communication for development has been used over and again with a measure of recognition and authority. In 1947, the American Commission on Freedom of the Press, the "Hutchins Commission", described agencies of mass communications as the "most powerful" educational instruments, which must assume the responsibility for "stating and clarifying the ideals towards which the community should strive" (Ogan, 1982). Similarly, McBride Commission, said effective use of communication is "essential for mobilizing initiatives and providing information required for action in all fields – agriculture, health and family planning, education, industry and so on" (Ogan, 1982).

Several experiments have been done in India using the press, radio and television with the intention to harness the potential of media for creating widespread awareness
and participation of people in development. Some of the experiments are discussed below:

**Udayavani’s Experiment in Development Journalism**

The Udayavan’s experiment also known as ‘Identify Backward Villages Experiment’ (IBVE) from 1981 to 1984 attempted to identify ten most backward villages in the Dakshina Kannada District of Karnataka. In the first year of the experiment, the problems and activities of the selected villages were given regularly extensive coverage by the newspapers in the form of articles, front page stories, photo features, reader’s comments, complaint column, photos and double page supplements. During the second year, the coverage included happenings and success stories, in and outside these villages, to motivate people to participate in the development process. By the end of the experiment, most of the villages had access to infrastructural facilities. The newspapers were successful in motivating the villagers to actively participate in development by creating mass awareness through its coverage and in encouraging community participation and independent problem solving approach (Daitola and Sanjay, 1990).

**Radio Farm Forums**

‘Radio Farm Forums’ was the first major experiment in the use of radio for rural development. It was launched by the Pune All India Radio station on 19th February, 1956 with the assistance of UNESCO. The project was a field experiment that evaluated the effects of radio farm forums, each consisting of listening groups of 15 to 20 persons, who decided the contents of the radio programme and decided the plan of action. It was found that information dissemination and action based on it, was most effective in villages with a Radio Rural Forum and radio station, followed by villages exposed only to radio broadcasts. However, the villages that had neither Radio Forum nor exposed to radio broadcasts, lagged behind considerably in awareness and action (Neurath, 1962).
Kota’s Development Broadcasting Unit

The Development Broadcast Unit of the All India Radio Station, Kota, Rajasthan was founded by the Asia-Pacific Institute for Broadcast Development (AIBD), Koalampur and by the Ryerson International Development Centre, Canada. The programmes of 20-minute duration were made involving the local people in their own language and were titled Nai Kiran (New Ray of Light). These programmes broadcasted till the end of September 1988 focused on health issues, promoting hygiene, sanitation and environmental cleanliness, enrollment of students in schools and problems of rural people. The programmes were followed by community drama, talks and films on these subject matters. These programmes were highly successful in creating interest among rural communities regarding development issues of their community. The Kota station received large number of letters from the village listeners, who though illiterate, took assistance from others to send their messages, stating a problem or requesting advice.

Community Radio

The first community radio in India involving the local people in the process of making news and entertainment programmes was launched in Chitradurga, Karnataka in July, 1998. The programmes were broadcasted in the local dialect of the people and highlighted issues on health and family welfare, women’s empowerment, micro-credit, watershed management, rural development and non-formal education. This localized radio broadcasting programme is designed to ensure participation of the local communities in programme planning and production. It is an important step that enables government agencies to reach development messages to the rural masses.

Satellite Instructional Television Experiment (SITE)

The Satellite Instructional Television Experiment (SITE) was India’s first educational and developmental experiments in television. This project was launched on August 1st, 1975 by the Indian Space Research Organization (ISRO) using the US supplied Application Technology Satellite (ATS-6) with the assistance of NASA, UNDP, ITU and UNESCO. For a period of one year, development messages on diverse topics such
as agricultural modernization through HYV seeds, improved farming techniques and management, animal husbandry, health, hygiene and sanitation, family planning, nutrition, social and educational improvement of women and children, better teaching and learning techniques were telecast via satellite to community television sets installed in 2,400 villages in 20 districts of six states in India: Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. The project came to an end on 31st July, 1976. The evaluation revealed that though success came in terms of hardware and technical operations and women took keen interest in health, hygiene and nutritional broadcast; science teaching was difficult and complex for the village children. The learning was also made complicated as there was no post-telecast discussion in majority of schools. It was also revealed that several social and cultural barriers act as impediment in the path of social change mediated through satellite television broadcast (Bhaskaran, 1986).

**Kheda Communication Project**

In the Kheda Communication Project, television was used exclusively for development communication and the local TV station became a local production centre. It was started in 1975 in Pij village, Kheda, Gujarat. In the 443 villages included in the project, 607 community sets were installed. The programmes were in local language, spoken by the people, and focused on the rights of the deprived people, minimum wages of workers, how to fight oppression, injustice and other social themes specific to the villages. The villagers not only produced and directed the programmes, but many of them also acted in them and wrote scripts for the series. The Kheda project emphasized decentralized and participatory broadcasting, addressing several social problems affecting the lives of the villagers (Mayo and Servaes, 1992). Unfortunately, the project was closed down abruptly, marking the premature death of this development communication project.

**Jhabua Development Communication Project**

Launched in November, 1996 by ISRO, the Jhabua Development Communication Project is a satellite based direct television broadcast system for district level
development in Jhabua, a predominantly tribal district of Madhya Pradesh. Through community television sets, this project broadcast development oriented programmes every evening, which were rooted in the cultural ethos of the tribal people. It also conducts training programmes for village functionaries and village level participants. Efforts are on to use this project for the development of other backward villages with the use of satellite based GRAMSAT network (DECU, 1998).

**Training and Development Communication Channel**

The Training and Development Communication Channel developed by the Development and Educational Communication Unit (DECU) and ISRO is operational since February, 1995. It is a one-way video and two-way audio tele-conferencing channel shared by a number of users. This channel is extensively used by the state governments and NGOs in rural development, to conduct training programmes for health, panchayati raj, watershed management, field workers and training of rural audiences.