Unit 5 : TELEVISION FOR DEVELOPMENT

UNIT STRUCTURE

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5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain how television is used as a tool for development communication,
- discuss about SITE, Kheda Communication Project, Jhabua Development Communication Project, and
- describe how Gramsat is used for satellite of rural education.

5.2 INTRODUCTION

In the previous unit, we discussed the development of television in India, emergence of colour television, autonomy for electronic media and various reports like Chanda Committee, Verghese working group report etc. In this unit we shall discuss the television as a tool for development communication, about Satellite Instructional Television Experiment (SITE), Kheda Communication Project, Jhabua Development Communication Project (JDCP) and Gramsat- satellite for rural education.

5.3 TELEVISION AS A TOOL FOR DEVELOPMENT COMMUNICATION

Communication refers to the use of different media forms, such as television, radio, print, new media etc. These are used for more than just passing of information from one person to another and often used as a tool to facilitate the participation of people in developmental activities. Such form ofcommunication is known as Development Communication.Out of many medium of communication, television is considered to be commenced with the aim of promoting development in the nation.

On 15 September 1959, television inIndia was introduced on an experimental basis. From this you can very well understand the importance of television for development communication.Hence in 1961, Doordarshan which was a part of All India Radio (AIR) initiated the education programs to support the middle and secondary school education by imparting lessons on science, mathematics and other languages. With the introduction of School Television (STV), teachers appreciated the efforts of the television as a tool for teaching and presentations of contents. *'KrishiDarshan'*, a program meant for the farmer started after a year. With the aid of community television set, the program was telecasted for 20 minutes on wednesday and fridaywhich had served for 80 villages around Delhi. This pilot project was initiated by the Department of Atomic Energy in collaboration with the Ministry of Information and Broadcasting, All India Radio, the Indian Agricultural Research Institute and the Delhi Administration.

In 1976, television was separated from All India Radio which had managed the television in its initial stages. This television broadcasting was put under an independent organisation called Doordarshan which came under the direct control of the Ministry of Information and Broadcasting, Government of India.The University Grants Commission also initiated a country wide classroom which is dedicated to higher education started its telecast on Doordarshan in 1984 with one-hour educational programmes. The program became very popular in the small towns and remote areas of the country. Gyandarshan, a satellite channel was also launched in 2000 in

collaboration with the Ministry of Human Resource Development and the Indira Gandhi National Open University (IGNOU) to boost the educational telecasts in the country.

Today, after 58 years of Indian television, you see the programs are broadcastedwiththe aim ofdisseminating social responsibility among the people.Daily soap operas that incorporate socially relevant themes, interactive talk shows with experts, agricultural information to rural areas, farming audiencesand open forums with government representatives responding to audience queries are few of the popular programmes. Besides, Doordarshan has been used to deliver a number of useful messages that include messages on family planning, immunization, nutrition of the mother and the child, the need to stem bias against the girl child and others.

With the aid of satellitecommunication technology, television couldeffectively bring development changes. Satellite communications technology offers unique capability to reach out the large number of television spread over large distance even in the most remote corners of the country. In India, ISRO has continuously pursued the utilization of space technology for education and development. This has been done through different projects like Educational TV (ETV), SITE, Kheda Project and Country WideClassroom (CWC) project. Over a period of last 30 years, these programmes have been designed to cater to the country's need for education, training, and general awareness among the rural audiences.

With the coming of private satellite channel, the scenario of Indian television broadcasting had a drastic change. CNN had telecasted the Gulf War through satellite in the National Channel in most of the Western and Asian countries. This had made the viewers to watch the foreign broadcast via satellite in the developing countries like India. Even the programs from Western countries were imported and dubbed into Hindi or other regional languages. Under the new policies the government allowed private and foreign broadcasters to get engage in limited operations of private channels in India. Even the programs produced in India conveyed consumerist and

material values. Therefore, the private channel had increased choice for the 'consumer', which is fuelled by ratings, advertisement revenues and the response to the demands of urban culture.

5.4 SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT (SITE)

In 1967, UNESCO expert mission along with the Government of India undertook a study on the use of satellite for National Development in India. Based on the favorable recommendation, the Satellite Instructional Television Experiment (SITE) was launched as an experimental satellite communications project in 1975, designed jointly by NASA and the Indian Space Research Organization (ISRO) and was supported by various international agencies such as the UNDP, UNESCO, UNICEF and ITU. The main purpose of introducing the satellite communication was to feed information to the people of India on various issues that concern them and also to familiarize with the technical experience in the field of satellite communications. From 1st August 1975 to 31st July 1976, the experiment had covered more than 2400 villages in 20 districts of six Indian states and territories. The programme was broadcasted by NASA's ATS-6 satellite stationed above India and produced by Doordarshan which was part of All India Radio. Theseprogrammes were broadcasted twice daily in the morning and evening. Morning programs was dedicated to school children for one and half hours and evening broadcast were targeted for general audiences in the villages for about two and half hours.For evening broadcast, half an hour included the common programmes in Hindi which was developed in Delhi.

This experiment helped hundred of engineers, technicians and mechanics to acquire knowledge and develop their skills. The programmers, broadcasters and telecasters also got opportunity into this medium. Similar kind of experiments was also conducted in different countries that showed the important role ofSatellite TV in providing education and information to the masses. The following are the major objectives of the experiment. They are:-

1. To gain experience in the development, testing and management of a satellite-based instructional television system particularly in rural areas and to determine optimal system parameters;
2. To demonstrate the potential value of satellite technology in the rapid development of effective mass communications in developing countries.
3. To demonstrate the potential value of satellite broadcast TV in the practical instruction of village inhabitants; and
4. To stimulate national development in India, with important managerial, economic, technological and social implications.

The experiment helped in gaining research and development capability during its setting up in India. The audience favored the instructional programmes more than the socio- cultural related issues. Programmes on information, awareness and knowledge in areas such as health and hygiene, political consciousness, overall modernity, and family planning increase its popularity. In agriculture oriented programs a large number of innovations generated and the farmers adopted only those new practices which did not demand additional expenses. Survey showed that the children had better language efficiency and gained knowledge and information from sources other than conventional classroom teaching through the programmes broadcasted. As a result of television viewing, the living standard of the people has improved leading to modernity.

To sum up the primary objectives of this experiment were to educate the general public aboutissues related to family planning, agricultural practices and national integration. These were followed by the importance of imparting better skill and knowledge development to the general school, adult education andto train teachers, to improve general health and hygiene etc. Besides, there were technical aspects which included the broadcast and reception facilities and television program material had gain proficiency.

5.5 KHEDA COMMUNICATION PROJECT

Kheda Communication Project or KCP is another milestone in the history of India Television. It was introduced as the field laboratory for the overall developmentof people residing in the Kheda District of Gujarat.The district comprises of more than 1000 villages and for their empowerment an instructional television project known as the Kheda Communication Project was introduced in the year 1975. The project was operated under the charge of Space Application Centre (SAC) and the Development and Education Communication Unit managed and produced the programmes whichalso involved the local audience.

The Kheda village became one of the most important milk producing centres in India as a part of 'White Revolution'. To empower the villagers the Kheda Communication Project collaborated with extension agencies working in dairying, health services, local banks, employment exchanges, cooperatives and agriculture. Since the project was government funded, so it did not have any commercial interest for it support system. However, the project was managed by the SAC, therefore it enjoyed the support of state government and political autonomy from the National Government.

The Kheda system involved one low transmitter located at Pij village which is about 50 kms south of Ahmedabad. This transmitter is connected to a local studio, the Doordarshan and as well to the local earth station at Ahmedabad.The primary coverage zone of this project was about 35 kms which however covered most of the village areas in Kheda district.The programme basically consists of local television programmes and national television programmes. To implement the projects, 650 community television sets were provided to 400 villages in the Kheda district which was funded by state government and local cooperative organization. These television sets were distributed in public places like Schools, Cooperative Society or the PanchayathGhar, where village audiences gathered in theevenings to view the broadcast programmes.

The programme created under the project had some special features that truly defined to be the content of Indian Television. The project also

called as another experiment which used television for education purpose in India. It not only promoted the rural development but also contributed its role in social changes by disseminating the news and information relating to many issues concerning the society. Local villagers also became part of many programmes as an actor, writers etc for the production of television series on the issues related to caste discrimination, education, health, dowry, alcoholism, elections, food etc. Programs contents like family planning, gender equality, and village sanitation became regular for television serials, folk drama, puppet show etc. Namely two popular entertainment-education serials Chatter Mota (Wise Elder) on dowry and widow remarriage became extremely popular serial and *NariTuNarayani* (Woman You Are Powerful) had active audience participations. Besides, there were other successful series such as *Dadi ma Ni haton* (wise women's talks), *Hun Ne Mara Ae* (I and my husband) and *Jagi Ni Jus to* (When I wake up and see).

In 1984, Kheda Communication Project received the prominent UNESCO Prize for rural communication efficiency. The project was instrumental in decentralizing television broadcasting in India. Yet, the Indian government did not replicate the Kheda Communication Project community-based television model in other part of the country. However, after a high-powered transmitter was installed in Ahmedabad, the government declared that the Kheda transmitter should be shifted to Chennai, so that a second entertainment channel can be facilitate for the people of urban residents. As bringing the project in metro cities could attract the advertising incomes more than spending money on running a rural community-based communication project. The Kheda Communication Project operated in the area only till the year 1990.

5.6 JHABUA DEVELOPMENT COMMUNICATION PROJECT (JDCP)

Another communication project that was successfully installed in India is known as the Jhabua Development Communications Project or JDCP. It also uses the satellite communication system to address the needs of the rural illiterate population and provide programme support

communication to development efforts. In the mid 1990's, the project was officially launched by the Development and Educational Communication Unit (DECU) of the Space Application Centre (SAC) in Ahmedabad.The project is located in therural area of Jhabua district of Madhya Pradesh where mostly tribal population resides. The literacy rate of this place is very less to only 15%, infant mortality rate is high, transportation and other communication is very limited. Basically, poverty is the face value of the people of this area. However, the natural resources were abundant and agriculture is the main source of income. The main motive of initiating the project was to experiment with the utilization of an interactive satellite-based broadcasting network to support the development and education in the remote areas of India. From DECU`s Ahmedabad studio which is uplinked through satellite, mere about 150 direct receptive systems like satellite disk, VCRs, Television sets and other equipments were installed in the various areas of Jhabua districts. The television programmes were broadcasted for two hours every evening. There were about 12 talkback terminals distributed in each of the block headquarter of Jhabuadistricts.With this system villagers could able to ask questions, provide feedback etc.The programme contents of the project focused on not only educating the mass but also on entertaining. The active participation of the local people on the various topics such as watershed management, health, education, agriculture, natural forestry, and governance were also meet in the project. While the afternoon programs were more on training related which was conducted through the talkback terminals with a range of village functionaries like teachers, anganwadi workers, hand pump mechanics, and local panchayat members etc. In the Jhabua Development Communication Project, there were continuous flow of information from media producer to the receivers and vice-versa in the form of feedback and feed-forward.

In 1988, the Jhabua Development Communication Project was also evaluated where it was found that the poor people of Jhabua district has gained significant knowledge and understanding in several materialistic areas and social issues. The project had assisted in enhancing the quality of the life of people and of the environment in the region.



CHECK YOUR PROGRESS

Q.1: What is the role of television in development communication?

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Q.2: What is the full form of SITE, SAC, ISRO?

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Q.3: Explain about the transmitter system in Kheda Communication Project?

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Q.4: What are the programme content of Jhabua Development Communication Project ?

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5.7 GRAMSAT- SATELLITE FOR RURAL EDUCATION

GRAMSAT is the initiative of Indian Space Research Organizationtaking satellite applications to villages in order to eradicate illiteracy from the rural areas for the overall development of the nation. It is one of the innovative programmes to recast the media for pro-social needs. On 24th May 2000, the then Prime Minister of India, Atal Bihari Vajpayee formally launched it in the state of Orissa.The project was launched to address the issues of transparency, accountability, responsiveness, reduction of corruption, training and skills development, peoples participation, project planning and monitoring, disaster warning etc. Besides, the project was

also to provide live communication between the state capital, districts and blocks, different levels of government from the Central to the State and then District and Block levels. The satellite programmes was also launched in the state of Andhra Pradesh, Gujarat, Karnataka, Madhya Pradesh, Goa, Himachal Pradesh and Rajasthan revolutionizing communication in the villages of India. Whereas in Andaman and Nicobar the GRAMSATnetwork has been utilized for vocational training, video conference and computer education in polytechnics.Along with the broadcast partners like DDK National, OTV, and ETV, the programmes were broadcasted in all week days in 30 districts of Orissa, 314 blocks, 1179 Gram Panchayats of Khalahandi-Bolangir-Koraput districts, and in 5 important offices at Bhubaneswar.

GRAMSAT includes six to eight high powered C-band transponders and two to three very high power Kuband transponders. The network consist of data broadcasting, computer connectivity and TV broadcasting facilities with applications of National Resource Information System (NRIS), tele-medicine, tele-conferencing, disaster management, distance education, e-governance and development information. There was also up gradation of network for television broadcasting in the state of Orissa of Khalahandi-Bolangir-Koraput region (800 villages). Likewise in Andra Pradesh, the project through an integrated satellite channel called as MANA TV has provided connectivity to distance education, Tele-medicine, agricultural extension, E-governance and Community Internet Centre. While in Karnataka, through the GRAMSAT project, the experts in Panchayat Raj could able to train its Gram Panchayat members via satellite technology. Therefore, the communication process employed by new age methods and technology had broadened the area of training and active participation.



5.8 LET US SUM UP

Let us summarise some of the important points of this unit in the following way-

- In 1975-76 the Satellite Instructional Television Experiment brought television programmes for people in 2400 villages in the most inaccessible of the least developed areas in India.
- In 1976, television was separated from radio and given a new name - Doordarshan.
- The Kheda Development Project was launched in 1975, where 650 community television sets have been installed in 400 villages of Kheda district of Gujarat.
- The Kheda Communication instigated popular entertainment-education serials like Chatter Mota (Wise Elder), NariTuNarayani (Woman You Are Powerful) and successful series like Dadi ma Ni haton(wise women's talks), Hun Ne Mara Ae (I and my husband) and Jagi Ni Jus to (When I wake up and see).
- In the mid 1990's, Jhabua Development Project was officially launched by the Development and Educational Communication Unit (DECU) of the Space Application Centre (SAC) in the rural area of Jhabua district of Madhya Pradesh.
- The then Prime Minister of India, Atal Bihari Vajpayee on 24th May 2000, formally launched Gramsat satellite in the state of Orissa.



5.9 FURTHER READING

- Aggarwal, VirBala (2002). Handbook of Journalism, New Delhi: Concept Publishing Company.
- Shitak, Rommani Sen (2011), Television and Development Communication India: A Critical Appraisal, Global Media Journal-Indian Edition.
- Usha Rani, N. (2006) Educational Television in India: challenges and issues. Discovery Publishing House, New Delhi.

5.10 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q.No. 1: The main role of television in development communication was to educate the general public about the issues related to family planning, agricultural practices and national integration. Besides, it also serve for the importance of imparting better skill and knowledge development to the general school, adult education, to train teachers, to improve general health and hygiene etc.

Answer to Q.No. 2: SITE - Satellite Instructional Television Experiments, SAC - Space Application Centre, ISRO - Indian Space Research Organization.

Answer to Q.No. 3: It consists ofone low transmitter located at Pij village which is about 50 kms south of Ahmedabad. The transmitter is connected to a local studio, the Doordarshan and as well to the local earth station at Ahmedabad. The primary coverage zone of this project was about 35 kms which however covered most of the village areas in Kheda district.

Answer to Q.No. 4: The programme contents of the project are on the educating the mass and on entertaining. The topics which includedwere on watershed management, health, education, agriculture, natural forestry, and governance and the afternoon programs were more on training related topics with teachers, anganwadi workers, hand pump mechanics, and local panchayat members etc.



5.11 MODEL QUESTIONS

A. Very short questions

Q1. Define Development Communication.

Q2. Describe briefly the significance of SITE

Q3. Explain briefly the Jhabua Development for Communication.

B. Short Questions (Answer each question in about 150 words)

Q1. Explain the major objectives of SITE.

Q2. Describe briefly the programmes broadcasted by Kheda Development Project.

Q3. Explain the role of GramsatSatellite for removing illiteracy from rural India.

C. Long Questions (Answer each question in about 300-500 words)

Q1. Explain the significance and contribution of educational television.

Q2. Describe the importance and role of television in India.