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MEDIA AND CONTEMPORARY ISSUES-I

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BLOCK INTRODUCTION: MEDIA AND CONTEMPORARY ISSUES -1

This block spread over five units, focuses at some important contemporary issues facing Media and Society such as health, education, gender, environment and human rights. Each of these areas has been dealt with in detail to facilitate a better understanding of emergent issues effecting society and how various media deal with them.

Unit 9: Media and Health Issues discusses health as a development issue and explains conditions pertaining to the habitat, the market and how the cultural practices in any given setting have a direct or indirect influence on the health of any society and its people.

Unit 10: Education and Media discusses the significance and functions of education. It takes an overview of the education systems in pre-independent and contemporary India and examines some initiatives of using media and ICT for development at the school and higher education levels.

Unit 11: Gender and Media focuses on the relationship of gender with media and the implications of this relationship for media producers and members of society. It examines the issues of stereotyping, portrayal, representation, omissions and commission of women, men and third gender in media which may lead to distorted socialisation, visibility or invisibility about them in society.

Unit 12: Media and Environment examines various environmental issues such as global warming, pollution and wildlife conservation and some other emerging areas of concern. In this modern knowledge-society, media plays a vital role as a facilitator of development, disseminator of information, and change agent. The unit suggests alternatives for environment protection to people and policy-makers.

Unit 13: Media and Human Rights: delineates the historical, theoretical and constitutional aspects of human rights in global and Indian perspectives. It explains that the human rights of individuals/communities remain contextual due to cultural and social diversity. Hence, it is important to understand the varied media processes operating in diverse contexts for a better understanding of human rights, media and society.

We hope that the above analysis will help you appreciate the crucial role media plays in projecting these contemporary issues and equip you with critical theoretical perspectives.

UNIT 9 MEDIA AND HEALTH ISSUES

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9.0 INTRODUCTION

Health is the pivot for sustaining development and progress, and is one of the major goals of the Sustainable Development Goals (SDGs) for 2030. ‘Health for All’ has been a universal aim of all societies for achieving socio-economic development of its people. The Alma-Ata Declaration of ‘Health for All’ by World Health Organisation (WHO) in 1978 emerged as a major milestone of the twentieth century in the field of public health. The goal of **”Health for All”** was defined as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. This definition seeks to include social and economic aspects within the scope of attaining health and reaffirms health as a human right.

To improve health, in its biological, psychological and social dimensions, it is, however, not enough to focus on people’s behaviour, or on users or providers of health services. The health determinants are embedded in the socio-economic conditions, political scenarios and environmental settings. In the context of rapid economic growth and changing lifestyles, health consequences vary from endemic infectious diseases among the most vulnerable and marginalised sections of the society to stress-related mental disorders among the well-heeled sections involved in high-pressure jobs and life-settings. Environmental conditions are significant

factors in impairing the quality of air and living habitats of the people, especially in the developing countries where rising carbon footprints have taken a toll on the health outcome. Attention on these factors, and using communication framework for improving collective and individual decision making, in choosing healthy decisions and behaviour can help in mitigating adverse health behaviour for improved health status.

In this unit we shall explore how health is a development issue and other conditions pertaining to the habitat, the market conditions and the cultural practices in any given setting have a direct or indirect influence on the health of any society and its people.

9.1 LEARNING OUTCOMES

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

- define the significance of health as a development agenda;
- establish interrelationship between Health and Communication for realising the sustainable development goals;
- discuss the role of media in creating awareness and setting the healthy agenda for societies; and
- outline various strategic communication initiatives for effective health programmes for sustainable development.

9.2 CONCEPT OF PUBLIC HEALTH

Traditional notions of health defined it to be the absence of disease and highlighted the role of diagnosis and interventions for good health. However, the perspectives on health have shifted their moorings, away from an individualistic angle of the problem to a comprehensive positioning. It is now recognised that an interdependence of various socio-economic determinants, situated in the conditions of people's lives influence their health and ability to handle their morbidity and mortality. The World Health Organisation (WHO) defines health as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity' (WHO, 1948). It recognises the interplay of physiological, psychological and social factors influencing health and link health with wellbeing, and quality of life of people. It also conceptualises health as a human right requiring physical and social resources to achieve and maintain.

Policies and programmes for ensuring health of all require multi-dimensional efforts which sustain the health of the people and the society. Availability and access to health related services and facilities is a major issue since treatment procedures cost money and are mostly not adequate, especially in rural areas. Affordability of health, ability to pay for the treatment and high costs of medicines and diagnostic services push many people in the cycle of debt and poverty. Consequently, governments have slowly started investing in health and in making this exercise as an inalienable part of their policy and planning. In India, the quality and cost of health have been major issues which have led to many debates about kind of health care system India should have.

According to the UN *“Not only does disease impact the well being of an individual, it burdens family and public resources, weakens societies, and squanders potential. The health and well being of people at all ages therefore lies at the heart of sustainable development. Protection from disease is not only fundamental to survival, but it enables opportunity for everyone and strengthens economic growth and prosperity”*. Thus engagement and involvement with health is primed by an interest to ensure healthy societies and living conditions that are primary for achieving economic progress. In this context, media has a fundamental role to play in promoting healthy conditions, influencing behaviours and change conducive to the aim of social and economic growth and keeping a vigil in getting right policies and programmes on the ground.

9.3 SUSTAINABLE DEVELOPMENT AND PUBLIC HEALTH

The call for ‘Health for All’ is an attempt by governments and various agencies to ensure that each person in a given society has the ability to lead productive and healthy lives through different milestones of their life. The state has the responsibility to formulate such development policies which do not devalue the environment in which people live and achieve health equity. Equitable health requires concerted efforts on the social determinants of health which include removing poverty, adequate nutrition, education and lifelong learning, clean water and sanitation, providing decent work and employment, health care, and aspects of the built and natural environment.

Today, it has been proved that environment degradation and destruction of natural habitat, contamination of water sources, degradation of land because of overuse of pesticides, and large-scale polluting industries have taken a toll on human health. In addition, paucity of trained manpower, in terms of doctors and nurses and the para-medical staff push people into state of morbidity and endanger their lives. Another facet of burden of disease is the emergence of non-communicable diseases on a large-scale while communicable diseases like malaria, TB, HIV-AIDS and water-borne diseases like cholera and diarrhea have been source of large mortality and morbidity burden and risk factors abound in terms of unhygienic living conditions and lack of civic facilities.

The health conditions of both women in reproductive age and new-born children are also an issue of great concern since India has poor indicators of women’s and children’s health status. As part of the SDG’s, efforts are afoot to make the health services focused on the marginal groups. The burden of debt which is undertaken for health care by selling family assets, largely by poor has been a matter of great concern in the country. The new National Health Protection Scheme ensures health coverage of upto Rs 5 lakh per family for secondary and tertiary care hospitalisation. The government plans to establish 1.5 lakh Health and Wellness Centres under the Ayushman Bharat programme.

Sustainable Development Goal 3: Good Health

By 2030, Reduce the global maternal mortality ratio to less than 70 percent per 100,000 live births.

By 2030, End preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 25 per 1000 live births.

By 2030, End the epidemic of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

An additional burden is a consequence of unsustainable lifestyle. Sedentary lifestyle, highly-saturated diet, work-related stress has made people more prone to debilitating condition. These have led to emergence of diseases like cardiovascular diseases, cancer, diabetes and mental illness. Another dimension which has raised alarm, especially in the western countries is the aging of the population and reduction in the number of young because of the improvement in life-expectancy and less number of children being born.

Large-scale interventions are required for disease control and management on a sustainable basis through participation and coordination between all health agencies in the government and non-government organisations (NGOs), communities and the media. Well-being and health of the people forms part of this social evolution which requires use of communication strategies and multi-media approach in achieving the desired change in health behaviours at an individual and community level.

9.3.1 Communication Agenda for Public Health

Health Communication has been defined as a multi-faceted and multi-disciplinary approach to reaching different audiences and sharing health-related information with the goal of influencing, engaging and supporting individuals, communities, health professionals, special groups, policy-makers and the public to champion, introduce, adopt or sustain a behaviour, practice or policy that will ultimately improve health outcome (Schiavo, 2007).

The purpose of Health communication practice is the effective dissemination of health information to influence personal health choices. It is generally accepted that health of people in a country depends on the way people behave and tackle their health issues at individual level. This is a limited view of health and disease since private actions have public consequences. There are other underpinning factors which play a salutary role in ensuring that people and communities remain healthy and productive. Increasing access to health information, educating people about a healthy environment and habitat and provision of communication channels can change the quality and quantity of access to promotive and preventive health programmes and reduce the debilitating effects of ill-health conditions.

9.3.2 Public Health Communication

The Public Health Communication efforts must be multifaceted, regionally appropriate and easy to engage with. For many decades health communication was predominantly understood as delivering a top-down vertical flow of information about health messages to various stakeholders such as patients, community members, opinion leaders, and health workers from the public health experts. It was presumed that effective circulation and dissemination of information and education would lead to behaviour change and improve the

standards of health. However, this assumption that individual behaviour alone can solve public health problems is fundamentally flawed. To communicate and strategise such initiatives require an organised effort and initiation of such efforts which will mobilise communities, individuals and enlist political will in taking a concerted effort to achieve the goal of healthy people.

In India, since large number of people still live in adverse socio-economic conditions, it becomes primary to assess the feasibility of such measures which would help people to overcome their disadvantages. Health status of the people of any country is testimony to the socio-economic progress made. Access to adequate and reliable information is a basic right of any individual and the community or society. No community can have the resilience to develop if its people are subjected to ill-health and have poor health outcome to be productive and gainfully employed.

Check Your Progress 1

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

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

1) Briefly explain the concept of Public Health Communication.

.....

2) What are the socio-economic and environmental determinants of health?

.....

3) What is the interrelationship between Sustainable Development Goals and Public Health?

.....

9.4 THE ROLE OF MEDIA IN HEALTH COMMUNICATION

Media has the primary role of providing information and a forum for discussion on important issues dealing with socio-political and economic issues in their cultural context. Media contributes in educating the public about health issues and has a responsibility to report accurate health information to the public. The potential role of the media needs to be recognised in raising awareness, mobilising social groups as an actor in the public health system, that is, how it can mobilise societal action that creates the conditions for health. Various behaviour change theories and models have also recognised media as a change agent that has power

to influence change in people's health related actions. Particularly, areas such as smoking cessation, condom usage and HIV/AIDS prevention have been a testimony to mass media's mettle in catalysing behaviour change.

9.4.1 Print Media

News media can place health issues on the national public agenda and can catalyse action at the national and local levels. Media is either highly preoccupied with political issues and tries to overplay them while ignoring the issues which are of real merit and consequences. This has allowed the media to treat other development issues, especially health, with a perfunctory treatment which has been at times treating some issues in a sensational manner and creating panic in the society. The reporting of H1N1 virus and Dengue were initially given very little coverage by the press and were relegated to the city pages. With several deaths being reported made the press understand the importance of reporting on such epidemic kind of conditions with more scientific evidence rather than concentrating on number of deaths and creating a panic-like situation.

Health scientists are of the opinion that media suffers from lack of initiative and harbour biases since reporters do not understand the proper interpretation of statistics, probabilities, and risk (Hartz and Chappell 1997). On the other hand, journalists viewed scientists as being too immersed in technical jargon and unable to explain their work simply and cogently. Although the news media does not specifically tell us what to think, it plays an important role in identifying what issues we should think about (McCombs and Shaw, 1972). The more coverage a topic receives in the news, the more likely it is to be a concern of the public. Conversely, issues not mentioned by the media are likely to be ignored or to receive little attention. The importance of effective communication among public health officials, the media, and the public is particularly critical during crises. During such times, the news media play an important role.

9.4.2 Television: Message Multiplier

TV has given a boost to reaching out to many viewers simultaneously with pro-social messages and an ability to cross all barriers of class and education. Many programmes were launched on TV to promote family planning programmes through paid advertising on small family norms from time to time including communicable and infectious diseases. TV has the ability to pull in attention and sustain the interest of people with timeliness and positioning of messages. TV Programmes like *Humlog* on public broadcasting channel, Doordarshan in late 80s focused on various social issues, including, health of the pregnant woman and bearing of number of children in the hope of a son. Equally important role played by TV was in promoting Pulse Polio programme in the country and utility of immunisation programme for health of children. TV programmes have been able to educate people about health issues through health-based programmes and phone-in programmes with experts but the consistency of such programmes has been sporadic.

NFHS- II, III data revealed that women who were exposed to family planning messages on television or radio were more likely to approve of family planning than women without mass media exposure. They were also likely to discuss family planning with their husbands; and use contraceptive measures at some time or have an intention to do so in the future (Olenick, 2000).

The entry of satellite channels has brought a surfeit of soap dramas and many of them did focus on many dimensions of health but treatment of these aspects was more inclined to highlight the condition but failed to ignite an interest on preventive and promotive aspects of health status. TV News has shown some ability to shift the focus on allied interest areas of health planning and implementation but this falls short of creating any pro-active social change in improving lives of people.

9.4.3 Reaching out to Rural Communities through Radio

In places where radios are still popular, they can be used with great success as health communication tools. Not only are they cheaper and more readily available in rural areas, radio programmes can also be adapted to suit local needs in terms of language, culture and values. In India, radio programmes have been used to combat myths and misconceptions surrounding immunisation programme for children. Let us look at a case study which has used radio effectively for health.

Case Study: Using Radio for Diarrheal Disease Control

In a district at the village level, an intervention was carried out to provide women with infants information about how to reduce infection among the children with ORS treatment. To prevent the deaths of infants and young children from diarrhea, radio broadcasts were used to train health professionals to treat the disease, distribute relevant health materials and set up kiosks where mothers could learn how to prepare medication properly. According to the evaluative study, this was a good way to learn from professionals in an easy manner and enabled timely help of facilitators for a better comprehension and support. The number of mothers who learned the correct procedure for mixing the medication from the radio was almost double than those who learned it from face-to-face communication. This provides strong evidence that the radio campaign was a successful health communication strategy.

9.4.4 Digital Media and Health Prospects

Regardless of location, the Internet allows people to gain access to a wide array of health-related information from worldwide at the click of mouse. Since the Internet transcends geographical barriers, there is plenty of potential for websites to provide a valuable source of health information, thereby enhancing health and wellbeing for people in developing countries. The Internet is rapidly and radically transforming many aspects of society, including reshaping how information is accessed and shared (NRC, 2000).

In the health arena, interactive health communication, or the interaction of an individual - consumer, patient, caregiver, or professional - with an electronic device or communication technology to access or transmit health information or receive guidance and support on a health-related issue, is growing at a rapid pace (Robinson et al., 1998). Easy availability of mobile phones and cost-friendly data plans have translated mobiles into hyper active forums where consumers, health providers and government services are able to channelise information queries and reducing gaps in access to information on health services.

Internet services have been gainfully utilised by support groups to share their stories and empower others in managing their health conditions as in the case of cancer, diabetes and mental health. Web users also turn to the Internet to find

social support (Bly, 1999) and referral information to local resources, e-mail access to experts and peers, and computerised management support tools. A film actor spoke about her condition of depression with millions of her fans and talked about her mental state publicly through this medium.

Although the potential benefits of interactive health communication applications are many, the growing volume and use of these applications also raise several concerns. There are three areas of concern: (1) the quality of information, (2) the digital divide, and (3) the privacy and confidentiality of personal health information.

9.4.5 Community Media

Community media like community radio, online radio and community videos have been gainfully employed to process information in a useful way by communities to seek solutions. The emergence of community radio, through a tie-up with NGOs and universities, has given these efforts an advantage by using them in a cooperative and collaborative manner.

Use of community-based media in an easy and local language culturally relevant have potential for the disadvantaged to access information and self-help groups, especially among women and panchayat members. It can enable productive use of these resources at the local level for enhancing information and bringing the concerns of the local to the district and above for resolution. The distribution of pamphlets and leaflets created by specialised health bodies can disseminate vital health information reliably through these channels as well.

9.4.6 Choice of Media: Need for Research

Above discussion points at the choice of media which should be based on audience research rather than on assumptions about its utility and audience reach. For instance, certain technologies are not particularly useful when:

- they are utilised only by a small number of people
- they are too complicated to be operated by the average person.

Audience research studies, which reveal the target audience's preferred media, should form the choice of media. In view of access to diverse channels and programmes, the ability to plan strategic and viable programme for better recall and comprehension of health messages has become a challenge. The research is increasingly becoming more precise with studies on all aspects of the influence of media on decisions making of audiences. More research studies in the area of audience psychology and cultural aspects are being undertaken to understand how health awareness is not a sufficient indicator for pro-social behaviour.

Check Your Progress 2

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

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

- 1) Why simply the provision of information to the target audience does not lead to change in behaviour?

.....

2) What changes have taken place in Health Communication?

.....

.....

.....

9.5 STRATEGIES FOR PUBLIC HEALTH COMMUNICATION

All health programmes require an intervention in terms of services and facilities to achieve an improvement in the health conditions of a population living in any community setting. In any communication-based programme which is located in persuasion and promotion of a healthy behaviour or uptake of any health services, like immunisation for children or family planning, adequate planning and strategic approach underpin the success of the programme. However, people are resistant to such new ideas because of existing life patterns or some misgivings about such programmes of vaccination and contraception.

The smart, timely and relevant communication approach is not just enough to achieve the participation of the people in a health programme. We require formative research to analyse the underlying cultural and social practices which may inhibit acceptance of such health programmes. To off-set this lag between what is socially a good practice and resistance to change, a strategic communication approach is required which has evolved as part of the process of recognising the equal participation and respect for the communities' own beliefs and practices. More emphasis is not on just transmission of information but undertaking such negotiation and involvement with the people which would lead to change in behaviours and allow them to practice healthy behaviours on a sustainable basis.

9.5.1 Social and Behaviour Change Communication Practices

An understanding has emerged that cultural and social context should provide a reference point for legitimacy and acceptance of new behaviours. Hence, Social and Behaviour Change Communication (SBCC) attempts to create an environment where positive behaviour change is acceptable, possible and promoted. Sustaining these healthy behaviours usually requires a continuing investment in SBCC as an integral part of an overall health programme (Salem, Bernstein, Sullivan, 2008). However, awareness and information by itself are not enough; especially if the environment does not support change and adoption of new practices. Such behaviours, embedded in the normative practices of any society, require social sanction for change, while those seen as 'easy to manage and with little effort' can ensure only compliance at the individual level. An individual is likely to accept a new practice, or alter an old practice, if the policy and legal framework, economic and socio-cultural factors all provide a conducive (and acceptable) environment.

With paradigmatic shifts in communication theory, the nature and applicability of SBCC components in health related programmes have undergone a shift from a premise that provision of information alone is the primary requirement to raise knowledge levels.

The Family Planning programmes in India during 70s and 80s employed a top down approach and met with a lot of resistance. The Polio programme was mostly well received in communities because of its participatory media campaigns, social mobilisation efforts, facilitated by community leaders and mop-up drives by health providers. Today SBCC components have shifted from focusing on individuals and households to communities and the wider society; from involving beneficiaries of change to ‘partners’ in social development; **from demand creation to participation and empowerment; from top- down channels to participatory, dialogical and learning models and from needs to rights.** Sustaining the change requires optimisation of local assets in the form of material, know-how and human resources to ensure that interventions (healthy behaviours) have fiscal viability and can easily germinate in the local culture to gain acceptability, trialability and regular practice.

9.5.2 Health Prevention, Promotion and Education

Now let us try to find out the difference between prevention, health promotion and health education. It is important to distinguish between the concepts of “prevention” and “health promotion”. The two concepts share a common goal: to improve health condition and status of the population across all class and sections. They need to be understood as complementary approaches to tackling public health issues in a population.

Health Prevention: The historical term “illness prevention” dates back to the 19th century discussion around social hygiene and population health. Prevention is concentrated on illness and disease, with close links to the medical and biological sciences. It aims at avoiding illness and diagnosable conditions through reducing or eliminating risk factors which determine ill health. Prevention may take place at an individual level (e.g., breast cancer screening) or at a population level (e.g., chlorination of water sources). Prevention also includes interventions such as anti-smoking campaigns based on health education, screening for disorders and illnesses, or treating high blood pressure to avoid complications - to name some examples.

Health Education: “Health education” is one of many possible strategies, to pass on information in a prevention or health promotion programme. According to WHO, health education is any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes.

Health Promotion: Prevention does not focus solely on the individual, but takes a community or population perspective. The lead for prevention campaigns often lies with the health sector. The much younger concept of “health promotion”, on the other hand, uses an approach which focuses on health and factors that maintain or lead to good health with a multi-sectoral philosophy, involving not only the public health sciences, but also economic, political, cultural and social sectors.

The Health Promotion concept is deeply rooted in the socio-ecological concept of the determinants of health, where the individual (with the individual determinants of genetic/hereditary factors, sex and age) adopts health related behaviours and leads a lifestyle, influenced by social and community networks and wider socio-economic aspects, the physical environment (food, water, home, workplace, etc.), and cultural and environmental conditions.

In India, the family planning programme, which was a major health initiative to motivate couples and families to decide on the number of children, envisioned a population that would be sustainable in supporting the burden of the ever increasing population. Employing government media and the press to promote the idea of a small family norm was carried out with the help of advertising and using the extension approach through the network of block and district level IEC staff. The focus was on preventive health aspects which were based on increasing the levels of knowledge of people in managing their health needs.

Under National Health Mission (NHM) communication is an integrated task which works at multiple levels from policy making to community counseling. Using innovative communication promotion measures such as facilitating advocacy and social marketing; involving multiple channels for mainstreaming information flow; creating theme based campaigns such as ‘immunisation week’; building brand identity and having goodwill Ambassadors etc. it is having positive effect.

9.5.3 Media Advocacy

Media advocacy is a developing strategy that seeks to change social determinants of health, primarily public policy, rather than personal habits or behaviours. Specifically, media advocacy is defined as the strategic use of mass media and its tools, in combination with community organising, to advance healthy public policies. An example of media advocacy is HIV AIDS. Since 1986, when the first case of AIDS was found in India, the media has been in the forefront of giving coverage and reporting on it extensively. Focusing on its causes and control, media coverage have contributed to improved public awareness and knowledge of AIDS.

9.5.4 Enter-Educate Communication

Mass media as a standalone strategy, however, has limitations since it is not customised to cater to group and individual differences. Enter-Educate (EE) programmes in a group and IPC settings have an edge over purely technically loaded or even vertically directed enter-educate health education programmes since people can learn more through use of game-activities, group interaction and use of media material.

EE is most effective when exposure to mass media messages goes along with reflection, debate and interpersonal communication. A prime example of this is the 30 minute TV weekly programme ‘Kalyani’ which was launched in 2002 and aired in the nine most populous states of the country. *Kalyani (the one who does social good)* was conceptualised to be entertaining, participatory, need-based, multi-segmented and interactive to change behaviour and influence social action on issues of health such as tuberculosis (TB), cancer, HIV/AIDS, malaria, iodine deficiency, misuse of tobacco and water-borne diseases. It takes on a ‘reality show’ format in which doctors’ visit rural areas to interact with the community. In addition; viewer participation is encouraged through ‘phone-ins’, newsletters, quizzes, weekly question competitions, and monthly slogan prizes.

According to the communication theorist Walter Fisher, story telling is inherent to human nature and to societies. Developed as the ‘narrative paradigm’ in communication theory, it attempts to show how narratives make an activity more

pleasurable, involving, believable and coherent. It also establishes ‘para-social’ interaction; by which people perceive a relationship with the characters of the entertainment programme and see them as their friends. In this way, media role models can create a sense of ‘self- efficacy’ and ‘collective efficacy’ (Rogers and Singhal, 2001).

In Karnataka the project for rural and poor women regarding child health and nutrition, used simulation game analysis (SGA) group interaction method (GIM) and graphic aided talk (GAT) methods to raise their awareness. While all the three strategies proved to be effective, SGA was the most preferred for transfer of learning as compared to the other two (Vishwanath H.N, 2006) which suggests that learning through entertainment has a better recall and is more acceptable.

Check Your Progress 3

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

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

1) As a communicator why will you chose SBCC strategy in a health communication programme?

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.....

2) What type of media-mix is required for social and behaviour change communication?

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.....

9.6 LET US SUM UP

In this unit you have read that health is an important development issue and is inextricably linked to human development and rights. Health has a symbiotic relationship with our life-style and with the socio-economic conditions which determine our access to health services and facilities.

Lack of availability of health facilities and access to such services can impair our ability to sustain healthy status. At the same time, it is relevant to discuss the significance of other adjunct factors of our unhealthy lifestyle and habits which can have a debilitating effect on our health.

Health for All is an agenda for achieving the sustainable goals set for 2030. In an effort to achieve these targets the role of communication is critical not in just mobilising people, but highlighting the role media can play in positioning salient issues for preventive health, promotion and education of health programmes across communicable and non-communicable aspects of human condition.

Carbon footprints of our productive life have some consequences for the ecosystem and societies and health of its denizens. The disease burden can take toll of human lives and leave a great financial burden of managing the system of facilities and delivery network of health services. Health behaviour, in particular, has been shown to be linked to the larger social, political, and economic environments. Health communicators and journalists can provide a consistent and tangible approach to sustaining health for all through messaging and interactions and simultaneously making policies and programmes more people-friendly and transparent.

9.7 FURTHER READINGS

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9.8 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) The public health approach requires gaining immediate and consistent public participation in managing action at the community level and among the people. Well-being and health of the people forms part of this social evolution which requires use of communication strategies and multi-media approach in achieving the desired change in health behaviours at an individual and community level. In this context media plays an important in promoting healthy conditions, changing behaviour conducive to the aim of social and economic growth and keeping a vigil in getting right policies and programmes on the ground.
- 2) Health determinants are embedded in the socio-economic conditions, political and environmental settings of any society. The changes in the lifestyle and economic policies, or health services have adverse effects on the health of the people. Rapid economic growth and changing life styles, the health consequences vary from endemic infectious diseases to stress-related disorders. Environmental conditions have also taken a toll on the health conditions of communities.
- 3) Health is the pivot for sustaining socio-economic development and progress, and is one of the major goals of Sustainable Development Goals (SDGs)

for 2030. Health goals are based on the premise that increasing access to health information, empowering and educating people about critical value of healthy environment could bring substantive changes in their lives. Communication programmes and media channels play a significant role in promoting preventive health practices.

Check Your Progress 2

- 1) For many decades health communication was largely a top-down vertical flow of information about health messages to various stakeholders aimed at behaviour change of an individual. However, this assumption was found to be fundamentally flawed and such health innovations were met with resistance by the communities who saw them against the local cultural idiom and social norms. Communication programmes were met with apathy or suspicion at the community level and this led to failures of many health programmes such as Family Planning programmes in reducing population growth.
- 2) Health communication has changed from being just transmission of information to more meaningful and empowering engagement with communities. Based on the experience and research, it has been realised that an organised effort needs to be made to mobilise communities, individuals and enlist political will in making a concerted effort to achieve the goal of healthy people.

Check Your Progress 3

- 1) I will choose SBCC strategy in a health communication programme as SBCC attempts to create an environment where positive behaviour change is acceptable, possible and promoted. It is based on the understanding that an individual is likely to accept a new practice, or alter an old practice, if the socio-cultural factors provide a conducive environment for sanctioning the recommended changes.
- 2) Mass media is not customised to cater to group and individual differences, thus have inherent limitations as a standalone strategy. Media-mix comprising print media, radio, television, community radio, online radio and community videos can be gainfully used by customising their content to local conditions and context. To cite an example, community radio has been gainfully employed to work in community settings with their participation in providing programmes relevant to their needs. Hence, community media can be effectively used in a cooperative and collaborative manner through proper tie-ups with NGOs and universities.

UNIT 10 EDUCATION AND MEDIA

Structure

- 10.0 Introduction
- 10.1 Learning Outcomes
- 10.2 Education: Concept and Role
 - 10.2.1 Literacy and Education
 - 10.2.2 Functions of Education
- 10.3 Education and Human Development
- 10.4 Education in India: A Historical Overview
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- 10.6 Using ICT for Education: Some Experiences
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10.0 INTRODUCTION

Education, as you are aware, is a vital investment in human and economic development. Education in the present day context is perhaps the most important means for individuals to build their capability levels, overcome constraints, improve competencies and in the process, enlarge their available set of opportunities and choices for a sustained improvement in their quality of life.

In this unit we shall discuss the role and importance of education, take a historical overview of education in India and analyse the role of media in education with the help of some experiences.

10.1 LEARNING OUTCOMES

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

- discuss the role and importance of education in our life;
- describe various schemes in education;
- analyse the role of mass media in issues related to education;

10.2 EDUCATION: CONCEPT AND ROLE

The need and importance of education has been discussed by great thinkers from Plato to the father of the nation, Mahatma Gandhi. Let us understand how great

educators and thinkers of the east and west have defined the role of education. According to the Greek philosopher Plato, “Education develops in the body and the soul of the pupil all the beauty and all the perfection he is capable of.” It is an action upon our mental nature and is remuneration of years of labour. Aristotle mentioned “Education as the creation of sound mind in a sound body. It develops man’s faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.” While Rousseau, a political philosopher, stated “Education is the child’s development from within”. Swami Vivekananda affirmed “Education as the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.” Mahatma Gandhi observed “By education, I mean an all-round drawing out of the best in the child and man’s body, mind and spirit.”

From the above definitions it is apparent that education is a broad concept. Since ancient times to the modern societies of today, education has played a crucial role in the holistic development of individuals by enabling learning through not just gaining of knowledge but also the development of skills, nurturance of values and beliefs and the physiological and psychological growth of individuals.

10.2.1 Literacy and Education

The terms Literacy and education are often interchangeably used; however, they are not identical concepts. Literacy is an ability to read and write. When you can read a book or a newspaper, write a letter or do mathematical calculations, are all examples of literacy. People differ in their literacy skills which is a gradual progression, beginning with the ability to understand spoken words, decode written words, to the deeper understanding of meaning in texts. Education on the other hand is a much larger concept that leads to the development of capabilities of individuals and enhances their competence and skills to meet the challenges of life. Literacy helps in acquiring skills and learning, while education is about applying these skills and learnings, to think rationally and analyse situations comprehensively. Hence every literate person cannot be called an educated person and vice versa. Education is a continuous lifelong learning process where everyday activities and events that we experience, in one or the other, educate us. Improvement in education level indicates improvement in the quality of human resource.

10.2.2 Functions of Education

The constitution of India resolves to secure justice, liberty and equality for all its citizens. As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for social, economic, and political development should be passed on to new generations and to people who need this knowledge. To realise these noble goals, education plays a significant role in any society performing several crucial functions.

- Education provides value of unity which leads to **integration in society**. Education expands our outlook and teaches us to be tolerant towards other views. Educational institutions provide new skills and opportunities to interact with people of different social milieu, which make an educated person receptive to various points of views. Education broadens our intellectual panorama, leading to greater enlightenment.

- Awareness is an asset in itself and education **broadens our awareness and makes us knowledgeable** not only about a range of issues, but also our privileges and duties. An aware society leads to positive behaviour and growth of human kind.
- Education **enhances citizen's participation in democratic processes** so that they become responsible citizens. It enables us to understand our rights as well as responsibilities and encourages us to follow them. An educated person is a more conscientious citizen who sensibly exercises adult franchise and selects able leaders.
- Education leads to awareness which **facilitates decision making**. Well informed decisions enable us to make the right choices, prevent losses and thus contribute in the per capita income and the economy of a country. To realise the Sustainable Development Goals and the overall development of nations, education is a significant factor.
- Education prepares an individual for economically productive activities and the workforce. Our productivity increases manifold by acquiring new skills and competencies and enables an individual to **augment and earn a continual livelihood**. Education is futuristic in character; one who receives education secures his/her future.
- Education is significant to secure justice, liberty and equality for all citizens. It helps in preparing an individual to work in economy, teach values and morals. The impact of Education enables people to **lead healthy lives**. A well-educated individual would be physically and mentally strong thus having better opportunities in life.

10.3 EDUCATION AND HUMAN DEVELOPMENT

In today's societies education is considered essential for eradicating poverty and sustenance of fair democratic processes. Millions of people all over the world are unable to play their full part in the social and economic life of their communities and nations because they lack the basic skills to read or write. A foundation for sustainable development, literacy is considered key for overall development of individuals, boost economic growth, by enhancing skills and livelihoods of people and improve people's lives and a nations overall development. Sustainable Development Goal (SDG) 4 of ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all consequently remains an important step towards achieving sustainable development.

The concept of Human Development (HD), as it was formulated in the first Human Development Report (HDR) in 1990, identifies education as a critical component in advancing HD. Education is one of the three dimensions of the index. HDI is a composite index assessing progress in three basic dimensions of human development — health as measured by life expectancy at birth, knowledge measured by mean years of education, and standard of living measured by per capita gross national income. HDRs have annually explored critical development themes through the HD lens and have reinforced the importance of investing in education.

India's Human Development Index (HDI) value for 2019 is 0.647, which puts the country in the medium human development category. Between 1990 and 2019, India's HDI value rose from 0.427 to 0.647. India climbed up a spot to rank 129 out of 189 countries in the latest human development rankings by the United Nations Development Programme (UNDP). According to the Census of 2011, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2011 survey holds the National Literacy Rate to be around 74.07%. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Within the Indian states, Kerala has shown the highest literacy rates of 93% whereas Bihar averaged 63.8% literacy. An effective education system is fundamental for a developing nation like India. It is of utmost importance to understand our present education system by incorporating sustainable changes to make it compatible with the global standards.

10.4 EDUCATION IN INDIA: A HISTORICAL OVERVIEW

Education in India has always been valued more than merely considering it as a means towards earning a good living. Right from pre-historic days, education, especially higher education has been given a predominant position in the Indian society. Great universities flourished in India. German scholar Max Muller observed: "If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered on the greatest problems of life, and has found solutions to some of them which well deserve the attention of even those who have studied Plato and Kant, I should point to India". When we are studying a unit on Education and Media it is important to have a brief glimpse of the historical overview of Education in:

- Pre- independent era
- Post-independent era
- Contemporary India

10.4.1 Pre-Independent Era

Education System prevalent in India during the ancient vedic period was based on the 'Gurukul' system, where a student or 'shishya' had to stay away from his home at the house of a teacher/'Guru' so as to develop a close bond between the student and the teacher. While living in a gurukul, the shishyas would be disconnected completely from their families, for long periods of time. In the gurukul system all students were treated as equals, irrespective of their social background. It worked towards the holistic development of students by not only making them socially aware, but also building their personalities and character, imbibing self-control and discipline and nurturing their intellectual, spiritual and physical development. The relationship between a guru and the shishya was considered very sacred and at the end of one's education, a student offered the guru *dakshina* before leaving the gurukul which was an acknowledgment of respect and gratitude to the guru.

In ancient India, education was given immense importance and was considered as an instrument which puts an ignorant person on the path of intellectual

progressive, moral and virtuous course of life. Later, powerful kings took keen interest in promoting the interests of higher education by giving rich donations and land to learned scholars. The major universities – Nalanda and Takshila in ancient India were the seats of great intellectual scholarship.

British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. In British period Western education was introduced in India. This period was of great historical significance for emergence of modern education systems in India. The British aggressively worked to spread education in India, using it as a tool for furthering their hidden motives among the natives of India along with education.

In the pre-independence period, the British government was the main agency for deciding the direction and focus of the education system in India. They facilitated in launching a number of schools and colleges throughout the country from where several educated Indians, well versed in modern subjects graduated. British government's main purpose was not to produce thinking intellectual minds but to produce clerks for their administrative machinery. During this time social problems increased manifold and several scholars felt the need for introduction of English education in India.

However, this new western culture and education gave birth to a new awakening as well. Several western educated social thinkers, contributed in rousing the national consciousness in the minds of Indians in the nineteenth and the twentieth centuries. The main torch-bearer of this new found awakening was Rajaram Mohan Roy, the founder of Brahma Samaj. Other social and religious reformers included Swami Dayanad Saraswati who founded the Arya Samaj, the Ramakrishna Mission started under the leadership of Swami Vivekananda and the Theosophical Society of Annie Besant. Along with other social reformers such as Ishwar Chandra Vidyasagar, Sri Aurobindo Ghosh they initiated novel ideas of a new type of education for the country. These movements, while trying to reform religion and society, were fully aware of the importance of education as a tool in arousing the national consciousness and national regeneration. Their leadership and legacies substantially helped in evolving a national system of education in India.

10.4.2 Post-Independent India

After independence, India adopted the Constitution in 1950 and education became the responsibility of both – the state and the central governments. Following Independence, school curricula were thus imbued with the twin themes of inclusiveness and national pride, placing emphasis on the fact that India's different communities could live peacefully side by side as one nation. Subsidised quality higher education through institutions such as the Indian Institute of Technology (IITs) and Indian Institutes of Management (IIMs) formed a major contribution of a self-reliant and modern Indian state, and they now rank amongst one of the premier higher education institutions in the world.

The independent India resolved to secure justice, liberty and equality for all citizens to achieve these noble goals education. As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development should be passed on to new generations. To this effect, the Indian Constitution under its various articles

mandates that free and compulsory education be provided as a fundamental right to children between the ages of 6 and 14.

10.4.3 Contemporary India

Since independence, India has made substantial progress in increasing the achievement of universal primary education. Almost 75% of the population, aged between 7 to 10 years, was literate in 2011. Enrollment in higher education has also increased steadily reaching a Gross Enrollment Ratio of 26.3. However Indian education still lags on many fronts compared to developed nations and if India has to reap the benefits of its demographic dividend from its young population its education sector needs to make tremendous strides.

The challenges before the Indian education system have been succinctly summed up in NGO Pratham report which states that, *“Modern education in India is criticised for encouraging rote learning, rather than comprehension, critical thinking, and problem solving. Students spend most of their time memorising a syllabus with no thought given to learning or playing. Textbook knowledge, rigid ideas, and test scores take precedence over open debates and logical reasoning. Little room is left for creativity to thrive. Moreover, there are growing concerns about student learning outcomes, teacher training, curriculum quality, assessment of learning achievements, and the efficacy of school management. Faced with such problems, many children drop out of school before even completing five years of primary education. Those children who do stay on often learn little”*.

Juxtaposed with these challenges is the new technological revolution, the effects of which, all segments of society are experiencing. Today’s students are the first generation to grow up with digital technology which has changed the way they view knowledge, access information and relate to our world. Now, technology is offering new possibilities and making life easier for both students and educators.

Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as, internet, wireless networks, cell phones, satellite communications, digital television, radio, etc. Educational institutions are increasingly adopting digital teaching-learning solutions. Education needs to both capture the incredible possibilities for deep learning opportunities that new technologies can offer and prepare students to cope with the amount and speed of information at their fingertips.

Online education in India has been gaining importance in the recent times. Online facilities have tried to address the challenges of delivering education in remote areas. Educational technology can enable more individualised instruction and student teacher interaction that allow for better differentiation enabling students to learn at their own pace. Online education has become an effective mode of learning and the growing awareness of various online courses is encouraging more students to opt for this mode of learning. People choose online methods of education for various reasons; some do it to acquire skills independently while others do it to gain accreditation from institutions worldwide in order to gain better qualifications as per their convenience without withdrawing from their work. Online learning is a cost effective and faster mode of learning.

A large number of distance education universities and programmes use ICT to supplement and complement the self-learning materials that they deliver to

students. These include audio-video broadcasts such as radio and television programmes, delivered to students as part of a learning kit, and in more recent times, multimedia content such as lessons which are delivered off line in CDs. This is also sometimes called multimedia education, where multiple media are used to support learning.

Multimedia education is an interactive instructional method that uses a computer to present material, track learning and direct the user to additional material which meets the students needs. Multimedia learning uses a combination of text, graphics, sound and video in the learning process. It can also be used to describe Internet based instruction through the use of Web Pages, Web Bulletin Boards, Letters and Newsgroups, Video and Real Audio, Graphics and Hands-on Applications.

In India, we have a 24-hour education channel- Gyan Darshan-as part of the national repertoire and GyanVani - the radio co-operative to remove the remoteness through the use of communication technologies. The responsibility of running them has been essentially entrusted to the Indira Gandhi National Open University (IGNOU), but more collaboration and networking is needed in this regard.

The concept of **e-learning in India** is in its early stages and as a mode of teaching and learning, it has seen an increasing use in educational institutions in cities.

Activity – 1

Search the internet for Educational Technologies that are being used in India. What are the advantages and limitations of using these technologies?

Check Your Progress: 1

Note: 1) Use the space below for your answers

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

1) What is the difference between Education and Literacy?

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2) What is ICT?

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10.5 MEDIA AND TECHNOLOGY FOR EDUCATION

According to Rowntree, communication modes and media are essential for effective transfer of learning as they enable the student to use different senses to comprehend concepts. Romiszowski reiterates that concept of communication is closely linked to learning. Education hence is essentially a communication process, where the communicator and the receiver (the communicator may be teacher or student; and the receiver may be student or teacher here), partake in a two-way exchange for the growth, development and learning of the student. The evolution of educational technology has seen shifts in their approach and focus. Lewis Elton (1977) identifies three broad transferals, namely mass communication, individualised learning and group learning.

In the earlier phase, focus was more on technologies like Radio and TV with more importance was given to technology to achieve cost effectiveness and to reach out to a large number of students. Later shifts towards individual learning and group learning led to more emphasis on individual need, constant feedback and peer support in the learning process. The role of educational technology shifted from playing an instructional to a more supportive role for enhancing the quality of education.

For solving the problem of “more education to more people in less time”, educational media and technology have a crucial role as they can tremendously influence the structures, processes and outputs of teaching-learning. The ever increasing presence of media in the Indian subcontinent makes it a potential instrument of mobilising public opinion which if positively harnessed, can play a crucial role in motivating parents to send their children to school and also reducing the number of drop outs. Media can help to deliver the learning materials from communicator to receiver as per the objectives of communication. With the advent of internet the pedagogy of education has seen a sea change. Internet has been used to expand access, promote efficiency, improve quality of learning, enhance quality of teaching, and improve management systems.

The experience of introducing different media and communication technologies in the classroom and other educational settings all over the world over the past several decades suggests that the full realisation of the potential educational benefits of ICTs is not automatic. The effective integration of media technology into the educational system is a complex, multifaceted process that also involves curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

Media Technologies are powerful tools for extending educational opportunities to various sectors. These include both formal and non-formal education, scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons (such as ethnic minorities, girls and women, persons with disabilities, and the elderly), as well as those who are unable to enroll on campus, due to cost or time constraints.

- **Flexibility, Adaptability:** A feature of media technologies is the flexibility they offer for various tasks for both the educators and students. Educational media technologies can be useful tools for how we structure tasks to better

understand procedures and processes; access knowledge databases and find information that is appropriate and relevant; as well as provide us with multiple forms of knowledge representation (audio, text, video, image etc.) styles that we can choose from. Thus ICTs can effectively offset variations in student teacher abilities in the learning process.

- **Anytime, Anywhere:** One defining feature of Media and Communication Technologies is their ability to transcend time and space. With access to the Internet, distance educators and their students can use email and Web search engines to get more information and share the information. As the Internet continues its rapid penetration into households, education in the form of virtual universities and distance education continues to develop. Distance education serves to reverse social dynamics by bringing school to students, rather than students to school. Media and Communication Technologies make possible asynchronous learning, or learning characterised by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24×7. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).
- **Access to remote learning resources.** Information technology has made education accessible at remote areas allowing teaching and learning to take place beyond the traditional boundaries and resources of the school. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere and anytime by an unlimited number of people. Students in remote and under-developed areas are the largest beneficiaries of education through the Internet. Students who are unable to get through university entrance examinations and working people can also get a chance of continuous education and training at virtual universities. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons - mentors, experts, researchers, professionals, business leaders, and peers, all over the world.

The very origin of the Internet is strongly linked to education, as it was in universities and research institutes that electronic networks were initially developed. Internet technology led to growth of distance learning which gives millions of people who lack the time or resources to attend traditional schools and colleges, the chance to pursue education qualifications at their own pace. Because of distance learning, students who live in remote areas no longer have to travel great distances to get to classes or to access educational materials. While this is particularly true in rural and remote areas, it applies to many urban areas as well.

There are three general approaches to the instructional use of computers and the Internet, namely:

- Learning about computers and the Internet, in which technological literacy is the end goal;
- Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and
- Learning through computers and the Internet, integrating technological skills development with curriculum applications.

As computer and internet based teaching tools become popular innovations in education it is important to keep in mind the desired results before introducing educational technology. How is it going to bring an increase in the quality of learning? Will there be decrease in the time taken for learner to attain desired goal? Is there increase in the capacity of teacher in terms of learners taught, without reducing quality of learning? Is educational technology helping to reduce cost in long run, without affecting quality? A holistic understanding of media and technologies can go a long way in strengthening teaching learning problems encountered in educational institutions.

10.6 USING ICT FOR EDUCATION: SOME EXPERIENCES

In the previous section we have discussed that ICTs which include radio and television, as well as newer digital technologies such as computers and the Internet are potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. ICTs also make teaching and learning into an engaging, active process connected to real life. Some of the initiatives in India using ICT for education are as follows:

10.6.1 Initiatives in Education and Development

In India, media technologies have been used to facilitate education and development through projects such as SITE, Kheda and JDCP.

SITE: India was one of the first developing countries to experiment with satellite television. The Satellite Instructional Television Experiment (SITE) was a technology based experiment conducted in India in 1975-76. It was designed in collaboration with NASA and the Indian Space Research Organisation (ISRO). The Satellite SITE was the first attempt to use technology as an educational tool. In 1975, when television was a rare even in urban India, TV sets for community viewing were set up in schools or Panchayat centres in 2,400 villages in six States — Bihar, Orissa, Madhya Pradesh, Andhra Pradesh, Karnataka and Rajasthan. The programmes were directed at creating a positive attitude to formal education and making education interesting, creative, purposive and stimulating.

Kheda Communication Project: Kheda Communication Project was yet another pioneering projects using television for educational purposes in Kheda district of Gujarat, India. In this venture villagers were encouraged to participate as actors, writers, in the production of T.V. programmes which was based on the community issues such as alcoholism, family planning etc. Chatter Mota and NariTu Narayani

were two popular soaps of this project. This initiative aided in facilitating services based on the needs of community, community mobilisation and acted as a medium to initiate a dialogue among locals. This project demonstrated how technology can be put to use for social progress and development especially for ones who are in the deprived segments of society.

Jhabua Development Communication Project: Jhabua Development Communication Project (JDCP) was launched in mid 1990s. It used satellite communication to address the needs of the rural illiterate population and provide programme support communication to development efforts. The project was located in Jhabua, a predominantly rural area with a large tribal population in the state of Madhya Pradesh in central India. The purpose of JDCP was to experiment with the utilisation of an interactive satellite-based broadcasting network to support development and education in remote areas of India. Some 150 direct-reception systems like satellite dish, TV sets, VCRs, and other equipment have been installed in several villages of Jhabua, which received television broadcasts for two hours every evening from Ahmedabad studio, uplinked through satellite. Moreover, 12 talkback terminals have been installed in each of the block headquarters of Jhabua district, through which village functionaries ask questions, provide feedback, and report on the progress.

10.6.2 School Education: Some Experiences

Several private and government projects have harnessed ICT for education at the school level, some of these include:

Hole in the Wall Project: An experiment for children's learning - "Hole in the Wall" (HIW) was first conducted in 1999 in which a computer was placed in a kiosk in a wall in a slum and children were allowed to use it freely. The experiment was conducted with a purpose to demonstrate how technology can be used to teach children without formal training. Through this experiments, especially with children from resource poor settings it was concluded that the key is forcing a group of children to share a computer rather than giving one to each, since sharing foments debates and a collaborative knowledge-seeking process which is far more effective than learning alone. This showcases the potential of ICTs to bring about educational change and how these can be effectively used with children.

Gyandoot Samiti: The Gyandoot Samiti, established 32 kiosks at the high schools and higher secondary schools to provides them local educational contents through the server. The schools are also accessing the Internet for other educational contents. Each school is having an e-club to promote activities related to IT among the rural students. This initiative of the Samiti has been named *Shiksha Gyandoot*. It is meant for the benefit of both students and teachers to foster the motto of providing good quality education to all. At present the Samiti provides the following facilities to the students through its site:

- Career guidance: students of various streams (PCM, PCB, Commerce, Arts etc.) with the various options open to him after completion of his XII board.
- Pathyakram: syllabuses of various subjects taught in class X and XII. and question bank on various subjects available to students to help them prepare better for the exams.

- **Chhithi:** This option allows the student to interact with other schools, soochnalayas etc. and discuss their problems and experiences.
- **General Awareness:** A question bank, which allows the student to assess his/her general awareness.
- **Prerak Prasang:** Moral stories to help the students develop good moral values.
- **Jiwaniya:** Biographies of great leaders in various fields of our country. Presently it includes the biographies of all the Prime ministers and Presidents of our country besides scientists and mathematicians like Arya bhatt, Vikram Sarabhai etc.
- **Sawaliram se poochiye:** opportunity provided to schoolchildren to ask inquisitive questions regarding career counseling or any other field from *Sawaliram* at no cost.

Vidya Vahini: In year 2003, the Government launched “VidyaVahini”; an ambitious school computerisation programme aimed at connecting 60,000 Government aided schools through internet and intranet. The Schools were given computer labs to facilitate IT education, access to Internet, online library, academic services, web broadcast and e-learning.

ePathshala: In the year 2015, the Ministry of HRD and NCERT jointly launched an educational portal called ePathshala. Available in three languages – English, Hindi and Urdu – it provides educational resources for students, teachers, as well as parents. A web and mobile based application, it features textbooks, audio visuals, print material, etc.

10.6.3 Initiatives in Higher Education

ICT have been used to facilitate higher education in the country. Some such initiatives have been discussed in this section.

Country Wide Class Room Project: The ‘University Grants Commission’ (UGC) in collaboration with ‘INSAT’ launched educational television project, popularly known as ‘Country wide Classroom’. The project was launched on August 15, 1984. It was the first project which targeted the under-graduates in India. The media centres were established in 6 universities of India. These centres were names Audio Visual Research Centres (AVRCs) (AVRCS) (later these centres have been renamed as Educational Multimedia Research Centres (EMMRCS).The project used electronic media for the quality enrichment of higher education.

UGC-INFONET Programme: Indian Universities constitute one of the largest higher education systems in the world. With large number of universities and affiliated colleges it is a great challenge to ensure effective coordination and communication amongst students and teachers. Frequent changes in curricula and introduction of new subjects impose a great demand on the system in general. Indian Universities need to be given the required trust to enter the third millennium with a leading edge.

Technology is a driving force in contemporary education system. University Grants Commission has launched an ambitious programme to bring about a qualitative change in the academic infrastructure especially for higher education. Under this initiative UGC is modernising the university campuses with state-of-the-art campus wide networks and setting up its own nationwide communication network named UGC-InfoNet.

ERNET India, a society under the Ministry of Communications and Information Technology, in partnership with the University Grants Commission has set up UGC-InfoNet. Under this programme it is proposed to use ICT and Internet to transform learning environment from mono-dimensional to multi-dimensional. UGC-InfoNet will be a boon to the higher education system in many ways:

- **A vehicle for distance learning** to facilitate spread of quality education all over the country.
- A tool to distribute education **material and journals** to remotest of areas.
- **A resource for researchers and scholars** for tapping most up-to-date information.
- **A medium for collaboration** among the teachers and students not only within the country but all over the world.
- Will be an **Intranet for University Automation**.
- Will **encompass entire University System** for most efficient utilisation of precious network resources.
- Will establish a **channel for Globalisation** of Education and facilitate the universities in marketing their services and development.

Gyan Darshan

Gyan Darshan channel is a major milestone in the field of Educational Television in India. It is a joint venture of the Ministry of Human Resource Development (MHRD), Ministry of Information & Broadcasting (I & B Ministry), Prasar Bharati and IGNOU serving as the nodal agency. Launched in the year 2000, Gyan Darshan is a 24-hour educational channel which offers educational programmes covering a variety of subjects and catering to a wide range of viewers. These include pre-school, primary, secondary and higher secondary students, college/university students, youth seeking career opportunities, homemakers and working professionals. The software is pooled from various educational Institutions and Development Organisations. GD conducts two hours of live interactive sessions every day to build interactivity in the Open and Distance Learning (ODL) system. The Gyan Darshan telecast is also beneficial for students of the formal education system and the viewers can access Gyan Darshan on IGNOU's website <https://www.ignouonline.ac.in/gyandarshan/>.

Gyan Vani

Gyan Vani (GV) FM Radio was conceived in 2001 as a network of educational FM Radio Channels operating from various cities in the country. With an aim to enhance and supplement the teaching-learning process, each GV Station has a range of about 60 kms and covers an entire city/town including the adjoining

rural areas. Gyan Vani serves as an ideal medium for niche audience addressing the local educational, developmental and socio-cultural requirements of the people. The flavour of the channel is by and large local and the medium is English, Hindi or language of the region. The overall content pertains to Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, Distance Education and Extension Education etc. Interactive Radio Counseling (IRC) facility is being provided by GV Stations to enable students to interact with the faculty, academic counselors and student support staff. The live phone-in programmes are popular components of the network. Students can listen to these live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email or through chat mode on Gyan Dhara.

Gyandhara

Gyandhara is an internet audio counseling service offered by IGNOU. Students can listen to the live discussions by the teachers and experts on the topic of the day and interact with them through telephone, email and also chat mode. The Gyandhara streaming is available for internet users anywhere in the world. Important events broadcast by GV Delhi are also relayed by all GV stations using the Gyandhara feed. You can access Gyandhara using the link <https://www.ignouonline.ac.in/gyandhara/>

eGyanKosh

eGyanKosh is a National Digital Repository to store, index, preserve, distribute and share the digital learning resources developed by the Open and Distance Learning Institutions in the country. Items in eGyanKosh are protected by copyright, with all rights reserved by IGNOU, unless otherwise indicated.

Swayam Prabha

IGNOU is the national coordinator for five channels of Swayam Prabha, the DTH channel initiative of Government of India. IGNOU has been coordinating with INFLIBNET, MHRD and for production of videos, scheduling and management of these channels.

From above discussion you would have understood that media and ICT play an important role in improving the Indian education system in India.

Check Your Progress 2

- Note:** 1) Use the space below for your answers
2) Compare your answers with those given at the end of the Unit

1) What is SITE?

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- 2) Briefly outline the role of internet in the progress of Indian education system.

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10.7 LET US SUM UP

In this Unit you were exposed to various aspects of media and education. We started with the concept and functions of education and made a distinction between literacy and education. We discussed the significance of education and examined how education contributes in our overall development and plays an important role in democracy too. Then we looked at the historical overview of education system in India that prevailed in the pre-independent and post-independent India. We outlined some issues pertaining to the education system in India and looked at some initiatives of using media and ICTs at the school and higher education levels. The analysis will help you in understanding the education system and harnessing media for education and development.

10.8 FURTHER READINGS

Cuban Larry (1986) ‘Teachers and Machines: The Classroom Use of Technology Since 1920’

Abbott, C (2001) “ICT: Changing Education”, Routledge/Falmer

Raman, S.A. (2006). “Women’s Education”, Encyclopedia of India (vol. 4), edited by Stanley Wolpert, 235–239, Thomson Gale: ISBN 0-684-31353-7.

10.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Literacy is an ability to read and write while education aims to make the human beings capable and develops their competence and skills to meet the challenges of life.
- 2) ICT is an umbrella term that encompasses all communication technologies such as, internet, wireless networks, cell phones, satellite communications, digital television, radio, etc. that provide access to information.

Check Your Progress 2

- 1) Satellite Instructional Television Experiment (SITE) was an experiment conducted in India during 1975-76 using satellite based communication. The programmes were directed at creating positive attitudes to formal education and making education interesting, purposive and stimulating.
- 2) Internet has facilitated in accessibility to education in far flung, remote areas. It has made teaching and learning an engaging process and raised the quality of education.

UNIT 11 GENDER AND MEDIA

Structure

- 11.0 Introduction
- 11.1 Learning Outcomes
- 11.2 Relationship between Gender and Media
- 11.3 Visibility and Invisibility
- 11.4 Portrayal and Representation
- 11.5 Gender in Mainstream and Alternate Media
- 11.6 Implications of Gender-Media Relationship
 - 11.6.1 Stereotyping
 - 11.6.2 Socialisation
 - 11.6.3 Omission and Commission
- 11.7 Projects and Organisations
 - 11.7.1 Projects
 - 11.7.2 Organisations
 - 11.7.3 Women Communicators
 - 11.7.4 Women's Issues
- 11.8 Let Us Sum Up
- 10.9 Further Readings
- 10.10 Check Your Progress: Possible Answers

11.0 INTRODUCTION

Gender as a theoretical concept has evolved during the last few decades. Rooted in women's movement and based on the premise of unequal relationship between men and women in any society, gender today involves a vast array of issues and concerns. It has also emerged as an academic discipline by itself and is accepted as an area of utmost importance by activists and academics alike.

In this unit, the focus of our discussion will be on the relationship of gender with media and implications of that relationship for media producers as well as the members of the society - both men and women. Most often we view gender as a dichotomous binary but in some societies there are three or even four genders. In Asian, South Pacific and North American Indian societies individuals who adopt gender behaviour ascribed to members of the opposite sex; they live, work or dress beyond their biological binary. Gender refers to the relative position of man or woman in a given caste-class-race-geography contexts.

In any given society the roles, qualities, behaviour of 'biological' man or woman are defined by the members of the society. Since your childhood, you as a male or a female are told what is expected from you. For example, if you are a boy and you cry, in the Indian context you are told 'why are you crying like a girl'. If you are a girl and if you want to study further and work, some of you may be advised that to learn to manage household chores and think about marriage rather than career. Most often the valuation associated with 'female' roles-qualities-behaviour is inferior. Males get certain advantage or freedoms in terms of mobility, resources,

sexuality, fertility, property and so on. Being female means restrains over mobility, behaviour, sexuality and lack of access to resources and opportunities to generate resources. You would have noticed even within your own family or around how girls and women are asked to ‘be conscious about being female’ whereas boys and men usually get relatively flexible code of behaviour and role concessions.

Media as earlier discussed, refers to anything that is used to reach out to people in any society. It could be street plays, text books, out of house media, proverbs, songs, stories, drawings and paintings or technology mediated mass media like television, radio, newspapers or films and even Internet. It is necessary to understand that when media portrays a particular ‘stereotype’ it reinforces ‘expected’ code of conduct in a given society. Apart from stereotyping media selectively presents the reality about roles-behaviours-qualities of women as well as men. Even about caste, class, religion, race and ethnicity. Such representations inevitably influence the members of the society as well as people in question.

Apart from the way media ‘shows’ gender realities, issues like who are media personnel and how they influence ‘what is shown’ have also become critical in recent years. If media has only upper class and upper caste people, and men more than women working as employees, more often realities, especially of women, poor lower caste people would not become part of media content. These audiences when they do not see such realities being shown feel more marginalised.

11.1 LEARNING OUTCOMES

After reading this unit you should be able to:

- explain the concept of gender and its relationship with media;
- describe issues associated with gender and its relationship to media;
- examine implications of gendered representations in media on society; and
- discuss some national and international projects and institutions working on issues of gender and media.

11.2 RELATIONSHIP BETWEEN GENDER AND MEDIA

UNDP Human Development Report (2007/2008) states, “Women’s historic disadvantages - their limited access to resources, restricted rights, and a muted voice in shaping decisions -make them highly vulnerable to climate change (and everything else in the development process). The nature of that vulnerability varies widely ... But climate change (*and everything*) is likely to magnify existing patterns of gender disadvantage”.

You can try and analyse what are the messages you grew up listening about your ‘being’ a boy or a girl. You would realise that it was the list telling you of code of behaviour, expected role and anticipated qualities depending upon your biology being male or female. Media is one of the main players in this socialisation. Media showed women as ‘submissive housewife’, ‘domesticated bahu’, ‘aggressive husband and coy wife’. Occasionally it shows them counter opposites of ‘dominating woman’ in form of mother-in-law or ‘submissive husband’ as a considerate man.

Gender is all pervasive and it is a cultural construct. Language is a critical part of culture. Gender becomes part of society even by the words indicating ‘expectations’ and ‘prevalence’. Words like ‘cameraman’ and ‘chairman’ make men all pervasive and marginalise women. As you are aware the term sex is variously employed and it includes everything from the sex cells to sexual behaviour. Gender and sex are different conceptual constructs. Sex invariably is a physiological whereas gender a sociological construction. Sex refers to biological differences between men and women, boys and girls. Gender characteristics are culturally constructed. Differences in biological functions of males and females are genetically determined and immutable but cultural belief systems determine gender definitions.

Sexism is reflected and reinforced by gender differences and inequalities in language, language use and non-verbal communication. Simplest example of it is the way we call ‘history’ as ‘his story’ and ‘mankind’ in spite of women bearing the burden of human society. The chairpersons are referred as chairman. We almost always define doctor as male and nurse as female. There is a variation in degree of ‘equality’ amongst males and females. This variation has been historical as well as cross-cultural. There is a radical female disadvantage across cultures globally.

When woman cooks food in the family, she does not get or expect economic benefit and it is looked upon as ‘her duty’. But the chefs in restaurants are mostly men. While sewing is more often done by women without economic returns, most tailors are men who earn for the same work. The concept of private sphere refers to women to be confined within the four walls of house/family taking all the burdens without recognition. The same activities in public sphere get economic returns and recognition for men. Contrary to it if men cook in the house, it is occasional and usually not appreciated even by the woman of the house. Even if he does so in absence of woman, it is looked up as ‘woman’s work’.

You should realise that the values and meanings attributed to gender identity are encoded, preserved and transmitted through public symbols. These symbols are shared by the members of a particular society. At a basic level they are vocabulary and convention of language itself. On a complex level they are thoughts and behaviours. Media contributes to this process of meaning making.

Activity-1

What are the qualities that you associate with females and males? Analyse, to what extent your response is culturally constructed rather than biologically defined?

11.3 VISIBILITY AND INVISIBILITY

You must have been watching television and films, reading newspapers. You might be coming across men and women and even ‘third gender’ (Hijras, LGBT- Lesbians, Gays, Bisexuals, Transgender, Intersexual) in your day to day life. If you pay attention, you will realise that media simplifies the diversity within the third gender. If you examine how ‘local/domestic’ media presentation of gender roles are different from ‘global/international’ media presentation. India now officially includes a third option in the gender categories that citizens can select, opening the way for stronger recognition of sexual and gender minority rights.

All media are gendered. Women continue to be shown in advertising to add glamour value, they are objectified and commodified. Bare bodies of women and now even men form an integral part of media content. Media even define those bodies as size-zero female or six-packed male. Health, nutrition, beauty, language and so on get shaped by media, and all these are gendered.

Even American media is not different. Research by Dr. Stacy Smith of Annenberg School for Communication & Journalism for The Geena Davis Institute on Gender in Media reveals that males outnumber females 3 to 1 in family films though they are just over half of the population in the United States. The study revealed that this ratio, as seen in family films, is the same as it was in 1946. Even the Gender Media Monitoring Project in 2009/10 clearly showed while women form half of the population, women become news subject only one fourth times compared to 76 percent of men. Only 13 percent stories globally were women central stories and only ten percent had gender-policy reference. Only six percent stories highlighted gender equality.

Media makes gender issues visible as well as invisible at the same time. Television programmes like *Balika Vadhu* or *Satyamev Jyate* made child marriage or many other social issues visible, it also made them visible from a stand point. While certain visibility is 'good' the invisibility leads to absence from mainstream discourse. Farmer suicides, child sexual abuse, smoking and drug abuse, honour killings and many such issues while represented in media, on one hand creates public opinion, may lead to stereotyping, selective representation or even misrepresentation.

11.4 PORTRAYAL AND REPRESENTATION

The most discussed and commented area with reference to gender and media is that of portrayal. Portrayal refers to 'way of showing'. In a recent Delhi gang rape case, a premier English daily of India referred to the girl as 'nirbhaya' to 'portray' the 'girl who was raped'. Usually women/girls having faced sexual assault (rape being one of it) are referred as 'victim'. This change of terminology may or may not have led to real change in the attitudes of society but it has definitely led to creation of space to talk about such issues, public opinion and some legislative amendments.

The most commonly researched and discussed portrayal issues are stereotyping. Women are most often shown as delicate, pretty, docile, helpless, unintelligent whereas men are shown 'in control' of situation. Masculinity is valued and femininity is shown as unimportant. Apart from creating male-female stereotyping, media also creates caste-class-religion-education and other variable stereotypes. In most Hindi films heroine is shown wearing western outfits and the moment she is married, she gets wrapped in a *saree* while educated women are shown as selfish. Also most often you would have seen that heroine in trouble due to her clothes abused by goons is 'saved' by a hero. Majority of times, film and television represents Hindu iconography and rituals for a country as diverse and secular as India.

In UNESCO's review of literature on women and media, Gallagher (1981) notes that her review presented "*a picture remarkable only for its overall consistency when compared from one country to another*" (p 70). The report noted,

Representation of women can best be described as narrow. On film, press and the broadcast media, women’s activities and interests typically go no further than the confines of home and family. Characterised as essentially dependent and romantic, women are rarely portrayed as rational, active or decisive. Both as characters in fictional media material and as newsmakers in the press and broadcasting, women are numerically under representation- an absence which underlines their marginal and inferior status in many spheres of social, economic and cultural life. Prevalent news values define most women and most women’s problems as un-newsworthy, admitting women to coverage primarily as wives, mothers or daughters of men in the news: in their own right, they make the headlines usually only as fashionable or entertainment figures.

Leela Rao (2001) stresses the need to formulate an explanatory and representative theory that encompasses the various domestic, urban, rural, and global factors that shape the current Indian social order, which is closely affected by the global consumer culture. Rao further remarks that “most of the women who articulate the inequalities of gender in media belong to urban, middle class and upper caste segments of society, they inevitably face accusations of their ‘Western-ness’ and consequent ‘in authenticity’ and questions: “What should be the criteria to evaluate the media projection of a homogeneous pan-Indian identity of woman?” (Rao, pp. 47) when there is no such single and identifiable identity.

Alexander Georgia, Rudaba Nasir, and Huyen Tran (2011) argue that gender misrepresentation in mainstream media is common across countries and cultures all over the world. They remark that especially now that globalisation has initiated the spread of a strong global culture that has permeated and changed societies, values, traditions, and perceptions. This means that although there are similarities in the way in which women are misrepresented in media, there are also certain differences dependent upon the indigenous culture and values and how the global culture interacts with these local values, cultures, and societies. They give examples from India, Chile, Latin America and the USA pertaining to gender and media.

<p>Activity-2</p> <p>List the role expectations from you in your family and compare the same with role expectations presented in an Indian television serial or film. Are there variations? If yes, what are they? Now watch an international television programme and see if role expectations differ from the Indian media?</p>
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Check Your Progress 1

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

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

1) What qualities are associated with women vis-à-vis men?

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2) What are role expectations from women vis-à-vis men?

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11.5 GENDER IN MAINSTREAM AND ALTERNATE MEDIA

The Main Stream Media (MSM) is all pervasive, largely commercial and privately owned media. In India too MSM constitute large part of English or Indian language media. MSM producers usually stick to what is supposedly expected by the large majority of its audiences, the conventions used in MSM therefore are also stereotypical and largely gendered.

Leela Rao (2001) observes that media monitoring by various women's groups have produced three main insights: print media's deceptive and insensitive portrayal of women's issues, highly patriarchal content of television programmes portraying women as having limited or no role outside the house, and female models in TV commercials trivialising women's domestic work and achievements outside the 'home' domain. "When there is a success story, the sufferings/exploitations are not highlighted; when women are victims, their struggles/strengths are not projected; newsmakers were mostly politicians and male; the more local the media, the less the reference to women" (Rao, pp. 46). The GMMP report of 2015 observes that only 24 percent of newsmakers in the world and 22% in India are women in contrast with, 78 per cent men in Indian media and 76 per cent worldwide. Across the different reports the most worrying is the fact that there has been no change in women's news making role in the traditional media since 2005 (Gallagher, 2016). With few women being newsmakers the stereotypes about men and women continue to abound in them. The 2015 GMMP report further reinforces these aspects with its findings of only 4% of stories challenging gender stereotypes, in comparison to 42% that reinforced them, and women were only central to 11% of online news stories, compared to 13% of traditional news media.

In India and across the globe there are numerous advocacy groups, non-government organisations and government organisations working for public service. Such agencies inevitably showcase gender more sensitively than the MSM. But as we know, alternate media remains 'alternate' having a limited reach. In last few years the Internet has contributed immensely in connecting gender advocacy groups globally. There are projects and organisations dedicated to media literacy and gender sensitisation.

Activity-3

Compare and contrast how local media is different from the mainstream and international media in showing women-men-transgenders.

Analyse the material developed by an NGO or advocacy group and see how they present issues differently.

11.6 IMPLICATIONS OF GENDER- MEDIA RELATIONSHIP

Kamla Bhasin and Bina Agrawal (1984) argue, “by reinforcing sex-stereotypes and constantly glorifying motherhood and subservient wifehood the media makes it difficult for women to break out of those prescribed roles, norms and behaviour patterns. Such conservative depictions reduce the few statements about sex equality and equal participation of women contained in the constitution to mere window dressing”.

Fair gender portrayal can not only benefit present society but also the future of the society. If children grow up with non-stereotypical gender roles and unbiased gender identities, every member of the society gets the chance to discover one’s full potential.

According to UNESCO (2009) Fair gender portrayal is professional and ethical aspiration, similar to respect for accuracy, fairness and honesty. It is the other side of the coin that says women need to be more present at higher levels of the news business, both at work and in the unions. In a world where hard news is still mainly reported and presented by male journalists there is a need to stand up for gender equality. This equality is not just a women’s issue; everyone benefits from eliminating discrimination.

Some implications of misrepresentation of gender in media are stereotyping, socialisation, omission and commission.

11.6.1 Stereotyping

One of the most long lasting impacts of gender representation in media is that of ‘stereotyping’ which refers to ‘defined way of showing’ or ‘fixing certain characteristics’ with individuals. Stereotyping provides a ready-to-use template for everyone. Most often cultural stereotypes form part of popular culture. Media producers find it easier to use stereotypes as it makes the communication easy to reach. But the ease to reach out cannot be at the expense of gender.

As we discussed in the earlier sections how women are stereotyped as weak and men as strong. Similarly, morality and sexuality are defined through representation. Heterosexuality is considered ‘norm’ and homosexuality as ‘abnormal’. Such stereotypes not only make it difficult for people who do not ‘fit into the fixed norm’ but also create resistance for deviations in the society. Like communalism and fundamentalism, stereotyping influences ‘normalcy definitions’ of a given society. It also makes you think of a group as inferior or superior. The people who are stereotyped may get impacted in their perception about themselves.

11.6.2 Socialisation

You have read about cultivation analysis by George Gebner and his colleagues in Unit 2 on Media Audiences. Their research revealed that children who watch cartoon shows got influenced by violence shown and replicated it in real life. While debating the role of media and society as to who influences whom, one cannot ignore the fact that media does play an important role in socialisation. The way media shows men, women or third gender impacts the way people

perceive them in real life. While school text books state that “My father goes to work and my mother is at home”, the orientation towards ‘not-working’ homemaker is inculcated in the child’s mind. Any form of misrepresentation or stereotyping contributes to the gender identity formation. It gives him/her acceptability if their mother is not working and creates dissonance if they have a working mother.

We cannot deny the fact that people live beyond media and media cannot influence people so much. But at the same time, commodification of women in advertising, promotion of unwanted needs through consumerism, projection of unsustainable life styles are realities of media-saturated times making viewers getting carried away by what is shown and gender is no exception.

11.6.3 Omission and Commission

Sanjay (2006) quoting Centre for Social and Development Studies survey of 37 Delhi-based media organisations remarks, “Hindu upper caste men hold nearly 71 percent of top jobs in the national media. Women, non-upper Castes and Muslims are grossly under-represented”. Due to profile of people working in media the ‘nature of content’ covered and presented by them may carry ‘class and caste’ bias.

Apart from media personnel, media inherently eliminates certain realities and exaggerates certain other due to varied societal and institutional compulsions. English media many times does not do full justice to the regional contexts while the regional media may be coloured by local contexts of creation and consumption.

Some studies about women working in media have revealed that they face pressures due to their being women. Stories by women journalists may not see the light of the day due to bias of male editors. Homosexuals face discrimination at work place due to their gender preferences. At the same time if the editor is positive about homosexuals, s/he might give preferences to their stories. #MeToo is another journey in gender and media space that is in a process of development.

The above discussion would have helped you to understand how gender can influence media content creation as well as consumption and that gender and media has long lasting implications.

Check Your Progress 2

- 1) List some films in which the heroine is not interested in the relationship and hero keeps following her up. In your opinion what does this process suggest? How does it impact relationship between men and women in our society?

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2) Why such representation should be opposed?

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11.7 PROJECTS AND ORGANISATIONS

It would be pertinent to discuss a few projects and organisations working in gender and media. You also must know that work in the area of women and media is more comprehensive compared to gender and media. Women’s movement has historically addressed control and access issues with reference to media for over four decades. Gender being more recent academic formulation has limited literature forthcoming.

11.7.1 Projects

Several initiatives regularly undertake media monitoring and examine the gendered aspects of the media as well as advocacy activities that promote change in policies, within newsrooms. and journalism practice.

Global Media Monitoring Project: The GMMP is a longitudinal research and advocacy initiative on gender in the world news media, globally co-ordinated by The World Association for Christian Communication (WACC). The research has been carried out in 5-year cycles since 1995 to monitor change in selected indicators of gender in news media content. Data was collected in 108 countries for the fourth research in the series, in 2010. The report is available online (http://www.whomakesthenews.org/images/stories/website/gmmp_reports/2010/global/gmmp_global_report_en.pdf).

In 2015 one more round of monitoring was carried out but the findings did not bring any relief. In spite of the fact that women are half of the humanity, they are represented proportionately only one fourth and most often do not have their own voice. The project examined women as news sources/providers, media professionals, news subjects and their portrayal in news stories.

Resource Kit: WACC and the International Federation of Journalists (IFJ) launched a resource to promote gender ethical journalism. The *Learning Resource Kit for Gender-Ethical Journalism and Media House Policy* is the outcome of a project launched in July 2011 to promote fair gender portrayal within media houses and the journalistic profession. The kit is organised in two books. *Book 1* concentrates on conceptual issues about gender in news reporting. *Book 2* presents gender-ethical thematic guidelines on reporting climate change, disaster, economic news, sexual and reproductive health, human trafficking, peace and security, politics, and sexual violence.

Training Kit: Screening Gender is a co-production of NOS/Netherlands, NRK/Norway, SVT/Sweden, YLE/Finland, DR/Denmark and ZDF/Germany, with financial support from the European Commission’s Fourth Community Action Programme on Equal Opportunities for Women and Men. The training kit has

been produced within a three-year project Promoting Good Practice in Gender Portrayal in Television, 1997-2000. Based on the conviction that non-stereotypical gender representation is a vital element in quality programming, the project selected programme examples to illustrate common patterns in gender portrayal. The kit is primarily aimed at media professionals for use in training, as well as in programme development and evaluation.

Handbooks: The Mediterranean Institute of Gender Studies from the Republic of Cyprus has created ‘The Gender and Media Handbook’ in 2005. The handbook ‘promoting equality, diversity, empowerment’ is available online (<http://medinstgenderstudies.org>). It notes, “There are many obstacles to changing media cultures. We see everywhere persistent negative or stereotypical portrayals of women in the conventional media that are perpetuated and accentuated by new media (for example video games, the internet and music videos). There is, furthermore, a distinct lack of media depictions of minorities or the disabled, especially in this country. In Cyprus there is an overwhelming lack of women in decision-making positions, and a lack of gender-sensitivity among media decision-makers as well as those who write policy. There is a clear lack of role models and mentors for women journalists and no support from donor agencies for alternative media produced by women”. There is another handbook by Greta Gober and the International Network of Women in Radio and Television gender mainstreaming project publication available online

(https://www.iawrt.org/sites/default/files/field/pdf/2019/02/GMP_Handbook_IAWRT_ebook.pdf) titled Working towards Gender Equality in the Media published in 2019.

Curriculum: UniTwin (The International UNESCO UniTwin Network on Gender, Media and ICT- www.unitwin.net) is in a process of developing curriculum for gender sensitive coverage of media issues for media schools. It is in a process of publishing under the title *Gender Media and ICTs: New Approaches for research, education and training*.

11.7.2 Organisations

A number of organisations as well as networks of women media professionals are also working in diverse ways to monitor and critique media trends and support women in the media.

National Organisations: Way back in 1983, Government of India constituted committee on portrayal of women in media. Working Group on Software for Doordarshan noted in its report, “Girls are socialised to be passive, submissive and docile because they grow up with such role models which also define their lives as a preparation towards marriage and motherhood in almost total exclusion of any other aspect. Therefore, it is important that the children’s programmes should be always conscious of projecting the values of equality and breaking those of sex stereotypes” (GOI, 1985, P-144). The report also known as Joshi committee reported devoted a chapter to women titled “Women-The Neglected Half” and made several recommendations for women’s programme on Doodarshan, public service broadcaster of India.

Many women’s groups and women’s magazines like *Manushi* made gender issues visible in mainstream media space. Autonomous Women’s movement has many

groups all over India which fight for gender discrimination and women's portrayal in media. AWAG (Ahmedabad Women's Action Group and SEWA Video in Gujarat, SKILLS Madras (now Chennai) based group, Video volunteers, Women Feature Service in Delhi, The Network of Women in Media (NWMI) in 16 centres across the country, groups working for the sexual minorities are also working for gender and media.

Many organisations have worked in the direction of media literacy, training of women in screen printing and other media production, gender sensitisation and so on. It is challenging in a country like India to have central documentation due to linguistic and cultural diversities but it can be aimed for in the coming years.

International Organisations: The Geena Davis Institute on Gender in Media was founded in 2004 by Academy Award-winning actor and advocate Geena Davis. The Institute and its programming arm, see Jane, are at the forefront of changing female portrayals and gender stereotypes in children's media and entertainment. The website notes that it is the only research-based organisation working within the media and entertainment industry to engage, educate, and influence the need for gender balance, reducing stereotyping and creating a wide variety of female characters for entertainment targeting children 11 and under.

Asia-Pacific Institute for Broadcasting Development (AIBD) in collaboration with Friedrich Ebert Stiftung (FES) carried out training programmes with programme producers and published a booklet 'Broadcasting for All: Focus on Gender' in 2011. The booklet also provides resource links besides addressing issues of gender and media. It remarks that gender is a human rights issue and great challenge for media organisations and professionals and for governments and women and men in the wider society.

In 1979, Jean Kilbourne's lecture about image of women in advertising was made into documentary "Killing us softly: Advertising's image of women". It has been revised and updated four times. The videos with examples from American advertising is informative and educative about women in advertising. In 2010, Still killing us softly IV was made by Jean Kilbourne with The Media Education Foundation. It examined objectification, sex stereotypes, body/self image and representation issues in advertising.

The Global Women's Studies and Gender Research Network was established in 2006 by UNESCO. UNESCO has continued work in the area of gender and media and has number of publications to that effect (UNESCO, 2009, 2012). In November 2014 UNESCO organised first meeting of the International Steering Committee (ISC) of the Global Alliance on Media and Gender (GAMAG) in Geneva. The alliance strengthened action in the direction of gender and media. UniTwin (University Network in Gender, Media and ICTs) worked on curriculum for journalism programmes. In 2019 they came up with a publication titled "Gender, Media, and ICTs: New Approaches for Research, Education and Training".

11.7.3 Women Communicators

In the history of time, women have voiced their concerns. Most often that did not receive mainstream attention and action but women have not been silent. There have been women communicators who have created gender sensitive media

in India and abroad. Women as folk artists, song writers, poetess, authors, painters, directors, novelists, dancers, journalists, documentary filmmakers, actresses, photographers, reporters, anchors, news-readers, even politicians, CEOs and business leaders have been communicating with diverse impact in the society.

There is media created by women and there is media created for women. Not necessarily all the media created for women is gender sensitive. Much of women's magazines refer to women's role in cooking, beauty and child care. But organisations like Jagori, Nirantar, SEWA, CHETNA and many other have created volumes of material which is gender sensitive. There are newsletters, story books, reading material for neo-literates, diaries, annual reports, event documentations and much more. Such material may not be seen by lots of people, but it does exist, and provides insights into processes of the organisations, individuals and collectives which view women as individuals.

Women like Kamla Bhasin, Deepa Dhanrajand many others have worked on women's issues with gendered lenses. Indian Association of Women's Studies is another organisation that has been instrumental in bringing together autonomous women's groups in the country. There have been male communicators too but few in numbers.

11.7.4 Women's Issues

Women's issues have become mainstream issues in twenty first century. The international women's day has been co-opted by the markets. Women customers received discounts or free desserts were served in restaurants; diamonds purchases were promoted for wife and girl-friend in the name of women's day; buy 1 get 1 free offers were also given. Women's day from struggle concept became celebratory concept. For obvious reasons, women are half of the market and capitalism would not mind co-opting them as consumers. What is unfortunate is that while women as individuals are being promoted in advertising, the concerns about their security in still promoted in news media. The struggles of eighties by women's organisations have come full circle where movements for rape, dowry, body image are becoming more and more relevant in the age of social media. While social media is providing alternative space for voicing women's concerns and lives, it is also promoting women's stereotypes in terms of beauty, childcare and house work. Third gender and decriminalisation of section 377 has led to public acknowledgment of third gender in India.

Activity-3

Examine the focus of newspapers and television channels on International Women's Day. Analyse the relevance of such media content in your own day to day life.

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11.8 LETS SUM UP

In this unit we discussed how media and gender are inseparable and how valuation of feminine as inferior and masculine is superior is all pervasive, globally. Due to skewed media portrayals, the society and people may perceive themselves in a similar light. Thus stereotyping, portrayal, representation, omissions and commission of women, men and third gender in media may lead to distorted socialisation, visibility or invisibility about them in society.

It is in the power of media to question, challenge, and facilitate diverse gender definitions, roles and identities. Newer ways of presenting gender division of work may lead to change in gender identities in a given society. Visibility of women's work and women's role in any society can give them equal opportunities. Women who constitute half of the humanity, if represented equally in media will lead to a more equal society.

There are a number of women communicators who have actively contributed in the alternative spaces and have also been receiving mainstream media glare. In twenty first century women have become an important topic in media content and gender concerns are now mainstreamed. There are individuals, organisations working in the direction of mainstreaming gender sensitive media contents which includes professional associations, United Nations and national organisations.

11.9 FURTHER READINGS

Bhasin K & Bina Agarwal (1984) (ed.) *Women and Media: Analysis, Alternatives and Action*, Women Information and Communication Service, Rome-Italy and Pacific and Asian Women's Forum, New Delhi, December, 1984.

Carter Cynthia and Steiner (2004) *Critical Readings in Gender and Media* (ed.), Open University Press, Michigan.

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Gallagher Margaret (1981) *Unequal Opportunities: The case of women and the media*, UNESCO Press, Paris.

Gallagher Margaret (2001) *Gender setting: New agendas for media monitoring and advocacy*, ZED Books and World Association for Christian Communication, London.

11.10 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Media shows women to be feminine and men to be masculine. Women need to be submissive, tolerant, emotional, passive, delicate, pretty, caring. Men need to be strong, tough, aggressive, in control, active and daring.

- 2) Women are expected to be looking after the family, doing household work, taking care of children and elderly, cooking good food, need to keep smiling and happy and never question any decision made by others. Men are expected to be earning for the family, decision-maker and in control. They need to be providing for all the requirements of the family.

Check Your Progress 2

- 1) Multiple Indian films in all languages show women being pursued by male lead. The heroine does not agree to the advances but the hero does all sorts of things to make her agree to his proposition. Such representation makes it normal that there is no need to a woman's consent in the relationship and it is man who decides and can 'force' his need/decision on her and whatever he is doing is 'love' and not 'violence'. Film songs, dialogues and sequences keep reinforcing such stereotypes which may lead to an understanding in younger audiences that it is 'acceptable' to do things with 'girl' even if she is not approving of the advances.
- 2) The reason such representation needs to be opposed is that it disrespects women and reduces her agency. It shows power play and objectification of women and minimises her consent in matters related to her own life.

UNIT 12 ENVIRONMENT AND MEDIA

Structure

- 12.0 Introduction
- 12.1 Learning Outcomes
- 12.2 People, Planet and Sustainability
- 12.3 Environmental Risks
- 12.4 Mass Media and Environment
 - 12.4.1 Environmental Communication
 - 12.4.2 Environmental Journalism
 - 12.4.3 Functions of Mass Media towards Environment
 - 12.4.4 Media Platforms and Environmental Awareness
- 12.5 Environmental Movements
 - 12.5.1 Environment Conservation Movements in India
 - 12.5.2 “Save our Tigers” Campaign
 - 12.5.3 Media Advocacy in Environmental Organisations
- 12.6 International Environmental Agreements
 - 12.6.1 Key International Conventions and Protocols
 - 12.6.2 U.S. India Partnership on Climate Change
- 12.7 Let Us Sum up
- 12.8 Further Readings
- 12.9 Check Your Progress: Possible Answers

12.0 INTRODUCTION

Development is inevitable in a progressive society. However, when development happens relentlessly and does not account for the adversities it causes to the environment, it poses a threat to the survival of humankind. Human beings are a part of nature; they are increasingly exploiting it for selfish reasons. Humans and nature form an inseparable part of life support system which has five elements- i.e. air, water, land, flora and fauna which are inter-related and interdependent. Deterioration in any one element affects the remaining four. A short-term deterioration may repair itself, but if it continues for a long term it has the capacity to throw the entire system off balance. It is imperative and our moral responsibility to keep Earth safe for future generations.

Environmental issues such as global warming, pollution and wildlife conservation have been a concern for the scientific community for decades. However, it is only recently that public is increasingly becoming aware of such issues. This can be partially attributed to the way mainstream/news and other media have portrayed these issues alongside other significant events of the world.

Since 1990s, the shift from traditional to new media has indicated substantial changes in patterns of accessibility and interactions of people with information i.e. who has access to it, and who are considered “authorised definers” of various dimensions of environmental issues. The news serves to identify issues that are

important, works as a platform for advocacy and change, and provides information about environmental crises for civic participation and autonomy.

In this unit we shall try to understand the relationship of media and environment and why it is so important in the present context. This unit highlights the role played by media and communication processes in the public and political definition, elaboration and debates over environmental issues and problems.

12.1 LEARNING OUTCOMES

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

- discuss the relationship of environment and human beings;
- describe some environmental challenges;
- analyse the responsibility of media towards environment; and
- examine some environmental campaigns in India and the role of media in them.

12.2 PEOPLE, PLANET AND SUSTAINABILITY

Nature provides raw materials for industries, food for people, fuel for transport, etc. Environment absorbs waste that developmental activities generate. It acts as both - a *source* and *sink* for human activities. However, the ecological imbalance ensued from depletion of earth's resources leads to concerns about its life support systems. For achieving sustainable development, the well-being of humans and the ecosystem are equally important and a sustainable society needs to achieve both together. In 1997, United Nations' definition of sustainability "Development is a multidimensional undertaking to achieve a higher quality of life for all people. Economic development, social development and environmental protection are interdependent and mutually reinforcing components of sustainable development", was adopted in its Agenda for Development.

To understand the co-existence of humankind and environment, International Union for Conservation of Nature (IUCN), the World conservation union, developed the "Egg of Sustainability" model. It comprises of people (human, communities, economies) within the ecosystem (ecological communities), processes and resources together with their interactions. These interactions consist of bi-directional flows – from the ecosystem to people which includes benefits (life support, economies, resources) and stresses (natural disasters) and conversely from people to the ecosystem, in terms of both the stresses (resource depletion, pollution) and benefits (conservation). Being a subsystem of the ecosystem, people depend on it; it surrounds and supports them just as the white of an egg surrounds and supports the yolk. At the same time, a healthy ecosystem is no compensation if people are victims of poverty, misery, violence or oppression. Just as an egg can be good only if both the yolk and the white are good, similarly a society can be well and sustainable only if both the people and the ecosystem are in a state of equilibrium. For a sustainable society we need to achieve this balance with effective harmony, and people need to understand that policy decisions, especially decisions on environment related issues have profound influence on their lives as well as the future generations.

In 2015, the United Nations and the international community adopted a new global agenda – Sustainable Development Goals. Health is centrally positioned within the SDGs in SDG no. 3 – Ensure healthy lives and promotes wellbeing for all ages, but its accomplishment means more than just enhancing healthcare, it also incorporates environmental health. Thus, environment underlies each of those 17 goals, from eliminating hunger to reducing inequalities to building sustainable communities around the world. However, these SDGs directly indicate the urgency to address environmental risks – SDG 6: Clean Water and Sanitation; SDG 7: Achieving Affordable and Clean Energy; SDG 11: Sustainable Cities and Communities; SDG 12: Responsible Consumption and Production; SDG 13: Climate Action; SDG 14: Life below Water; and SDG 15: Life on Land.

12.3 ENVIRONMENTAL RISKS

In this section, we shall discuss various environmental challenges that the world faces.

- i) **Air pollution and transportation:** Air pollution kills more than 6 million people every year; it is the biggest environmental health risk of our time. Air pollution also causes alterations to earth's climate, with profound effects on the health of humankind. Air pollution comes from many sources – from cooking stoves and kerosene lamps to coal-fired power plants, vehicle emissions, industrial furnaces, wildfires, and sand and dust storms. The problem escalates in urban areas, particularly in Africa and Asia. In low- and middle-income countries, 98 per cent of cities with more than 100,000 inhabitants fail to meet the World Health Organisation's air quality guidelines.

As economies grow, escalated transport activity around the world, especially in urban cities, implicitly suggests rising emissions from the sector. 95 per cent of the world's transport energy is obtained from fossil fuels. This poses a threat to environment and human health.

- ii) **Energy:** Energy production and use is the single biggest contributor to global warming. This sector accounts for about two thirds of global greenhouse gas (human-attributed) emissions. More than a billion people do not have access to electricity, while 3 billion use dirty fuels – charcoal and animal waste – for cooking and heating. The challenge is to reduce reliance on fossil fuels to produce electricity, while making reliable, clean and affordable energy available to everyone.
- iii) **Technology:** Technologies used for treating waste help solve environmental problems, while air conditioning and refrigeration systems use ozone-depleting refrigerants, which have huge environmental repercussions. How fast human society meets these and other challenges depends in large part on the pace and scale at which good technology displaces inferior technology in different global contexts.
- iv) **Chemicals and waste:** It forms an integral component in everyday life, but they also have major impacts on environment and human health. As the world's population nears 8 billion, there is an urgency to promote sound management of chemicals and waste. The United Nations estimate productions of 2.2 billion tonnes of waste by 2025.

- v) **Ecosystem degradation:** Humans depend on ecosystems to meet their basic needs, but it is crucial that their needs be met sustainably. Biodiversity loss and ecosystem degradation are expected to continue, or even accelerate. By 2030, the world will require 40 per cent more water, 50 per cent more food, 40 per cent more energy and 40 per cent more timber and fiber. The only way to meet these demands is by managing ecosystems smartly and sustainably, so as to make it healthy and productive (Integrated Ecosystem Management).
- vi) **Water scarcity and pollution:** Oceans regulate the climate, and generate most of the oxygen. They also support sectors from tourism to fisheries to international shipping. Nonetheless, oceans are facing unprecedented threats as a result of human activity. Approximately 8 million tonnes of plastic waste end up in the oceans every year. Climate change damages coral reefs and other water ecosystems. Further, overfishing threatens the stability of fish stocks; nutrient pollution contributes to the creation of dead zones; and nearly 80 per cent of the world's wastewater is discharged without treatment.
- Demand for water – for drinking, sanitation, farming and energy production, among many other uses – grows with the rise in population. At the same time, human activity and climate change disrupt the natural water cycles, acting as a stressor for freshwater ecosystems. Pollution, infrastructure development and resource extraction pose additional challenges.
- vii) **Climate change:** It is one of the most pervasive and threatening environmental issues with far reaching impacts on the entire planet. Climate change is expected to have unprecedented implications on where people can settle, grow food, build cities, and rely on functioning ecosystems for the services they provide. In many places, temperature changes and sea-level rise are already leading to ecological imbalance and affecting human wellbeing.
- viii) **Disasters and conflicts:** In the last two decades, the world has been a victim to more than 2,500 disasters and 40 major conflicts. These tragic events have affected more than two billion people. Such environmental hazards destroy infrastructure, displace populations, and hamper human security. They also compound poverty and challenge sustainable development.
- ix) **Gender differences:** Men and women relate to environment in different ways, and environmental changes have different adversities in their lives. Women play a critical role in sustaining communities and managing natural resources, but their contributions are often undervalued and neglected. Women are more likely than men to live in poverty, and they are more vulnerable to the impacts of climate change, especially in developing countries. These differences are often magnified by other social determinants such as age, socio-economic status, and geographic location.

Check Your Progress: 1

Note: 1) Use the space below for your answers

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

1) Enlist any three ways that transports contribute to environmental pollution.

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2) Why is it crucial to address water pollution?

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Activity 1
List various activities that you perform everyday and analyse if they impact the environment positively or negatively.

12.4 MASS MEDIA AND ENVIRONMENT

Across a wide array of disciplines, people have been interested in understanding and harnessing the influential power and scope of mass media for a long time. Because of this power of media to reach a large audience in a small amount of time, mass media is a tool that is incredibly good at rallying the support of a variety of diverse people at once. The media is also able to attract such a large audience because it simultaneously approaches people as the diverse beings that they are (Bennett & Entman, 2001).

The rapid expansion and new breakthroughs in the arena of science and technology have ushered humankind into a new age. Unfortunately, the same advancement has had devastating effect on the nature itself. At this juncture, media plays a crucial role in forming public opinion and influencing the policy decisions. A common citizen gains confidence and capacity to become effective agents of change when aware of environment and development related issues.

12.4.1 Environmental Communication

Robert Cox defines environmental communication as “the pragmatic and constitutive vehicle for our understanding of the environment as well as our relationships to the natural world; it is the symbolic medium that we use in constructing environmental problems and negotiating society’s different responses to them.”

Alexander Flor explains that “environmental communication has six essentials: knowledge of ecological laws; sensitivity to the cultural dimension; ability to network effectively; efficiency in using media for social agenda setting; appreciation and practice of environmental ethics; and conflict resolution, mediation and arbitration.”

Symbolic action of environmental communication serves two functions **pragmatic and constitutive**.

- 1) Environmental communication is pragmatic because it solves environmental problems by educating, alerting, collaborating, persuading and mobilising the masses. Communication plays a vital role in this area by helping citizens and organisations to achieve the goals towards solving environmental problems.
- 2) Environmental communication is constitutive because by shaping our perceptions of environment it helps to shape people's understandings of environmental issues.

12.4.2 Environmental Journalism

To be an environmental journalist, one must write about nature but also have an understanding of scientific language and practice, knowledge of historical environmental events, the ability to keep abreast of environmental policy decisions and the work of environmental organisations. S/he should have a general understanding of current environmental concerns, and the ability to communicate all of that information to the public in such a way that it can be easily understood, despite its complexity. With growing environmental pollution and industrialisation environmental journalism came up to study and analyse all threats to the environment and ecology, and to convey these fears and their remedies to the people. The Bhopal Gas tragedy was the first instance which woke up the media and drove them to environmental journalism.

Dissemination of environmental facts: Technical jargon or generic terminology

Media is generally attracted to gloom and doom stories of climate change. But journalists are required to become more exposed to the language and the concept of risks in covering climate science. With climate models becoming more powerful and sophisticated, media professionals are better equipped to quantify uncertainties and generate probabilistic climate projections, easily comprehensible to the layperson.

Media is often a target for lobby groups, to amplify or underplay uncertainties around climate science for self-serving interests; leading to substandard reporting. In lieu of this, journalists must enhance their competencies to handle such risk, and be familiar with numbers and probabilities in order to formulate a more constructive narrative about climate change i.e. reframing technical uncertainties cited in scientific terms into more comprehensive measures of risk to the society. This would enable the people to perceive the problem, understand the risk and actively engage in public dialogue to seek sustainable solutions (Pidgeon and Fischhoff, 2011).

12.4.3 Functions of Mass Media towards Environment

The mass media plays a significant role in modern society. Mass media has certain important functions to perform which include influencing and moulding public opinion. In this modern knowledge-society, media can play following roles in spreading environment related information:

Information Disseminator: Mass media play a major role in shaping people's perceptions and their awareness of environmental issues. People unknowingly imbibe various kinds of behaviours and attitudes from media.

Agents of Change: The media and interpersonal interactions work together to reinforce the message and bring about persuasion to change our attitudes, beliefs and behaviours. Though, these are very difficult to change, mass media plays a major role in helping to change political preferences and religious attitudes. Once an attitude is formed, the media functions to channel it in a specific direction.

Media as Stimulator: The mass media activates latent attitudes, prompting people to take action. It helps in mobilising the masses for collective action by appealing to people's conscience to participate in various environmental conservation and support activities, e.g. using paper bags or jute bags instead of Poly bags, etc.

Facilitator of development

Media coverage is crucial for any environmental issue to enter into the arena of public discourse and become a part of the political process. Civil Society Interest groups and non-governmental organisations (NGOs) working on environment related issues can cultivate the formation and spread of public opinion on issues of concern with the help of media.

Messenger to policy makers: Along with centre staging the environmental issues into the hub of debates and discussions, media also tries to triangulate the opinions of different stakeholders. It works as a bridge by amplifying the popular opinions of people and communities across geographies and shares them with the policy makers and vice-versa. This plays a significant role in encouraging governments to devise environment friendly policies.

Across the world, rigorously covering and following upon events like Bhopal Gas tragedy in 1984; and snowballing the discussion on the facts shared by the Academy Award-winning documentary on climate change, *An Inconvenient Truth*, in 2006, media has tremendously helped in creating a public opinion about significant environmental issues.

12.4.4 Media Platforms and Environmental Awareness

Media play an important role in influencing attitudes of the public towards the environment. Media's role in increasing environmental awareness of the population is an enormous one as it reaches a vast percentage of India's complex society. Following are some common media platforms:

Newspapers and Magazines: Newspapers have always been a profound source of information about daily events with the morning cup of tea. They act as a source of motivation, for example, when they educate farmers about ways of introducing organic farming, new agricultural technologies, or sensitise them about negative consequences of the use of pesticides, stubble burning etc. As a result of such exposure and subsequent public pressure, local authorities, governments, industries and other stakeholders are often forced to rectify their practices, to strongly enforce laws and regulation, and to abandon development projects if their environmental and social costs outweigh benefits (both organisational and societal).

Similarly, the environmental magazine “Down to Earth” covers a wide variety of environment related topics and their scientific background.

Radio: Radio is an affordable, most common medium of information and its signals cover almost the entire nation. It is noteworthy that the Ministry of Environment & Forests used to broadcast two weekly programmes on environment, “Kinare-Kinare” and “Aao Dilli Savaren” on Delhi FM. At the national level, the news on environmental aspects is scant and if they are broadcast they are most often at the regional level.

Community media: With the integration of media with community-based initiatives, community radio and video have opened doors for the remote population to not only participate but also initiate the dialogues regarding their regional environmental concerns. Community media also gives them the freedom to deliberate on environmental protection activities for conservation and regeneration of natural ecosystems. Henvallvani Community Radio (Chamba, Uttarakhand) has been extensively producing programmes on environment and climate change in the region.

Television: Studies indicate that television, by the virtue of its audio-visual elements, enables a greater retention tendency among the viewers. As a result, government is increasingly interested in allocating prime time slots to environmental programmes on the television. Presently, documentaries that revolve around environment attract fewer viewers, maybe because of the academic or obscure manner in which they are presented. Mainstream channels such as the Discovery Channel, National Geographic and Animal Planet broadcast exclusively on endangered species and wildlife, sea life, among other ecological aspects, etc. Programmes like “Virasat”, “Race to Save the Plant”, quiz show “Terraquiz”, “Earth” was telecast by the Ministry of Environment & Forest in collaboration with Doordarshan. In addition, BBC’s “Earth Report” offers interesting pieces of information on environment. In fact, reruns of “The New Adventures of Captain Planet” on Cartoon Network cater the younger population of children and sensitised them about deforestation, pollution, poaching and other environmental hazards.

New Media: Internet’s exponential reach and easy accessibility make it the prime resource for the global population to seek information about climate change, environmentalism, and how to be green and eco-friendly. Nowadays, Internet services are more frequently utilised for environmental awareness among people to engage in public dialogue almost instantaneously. Social media sites such as Twitter, Facebook, etc. share news, information, and articles and are thus, most resourceful for concerned “netizens” to keep abreast of the environmental issues. Internet has also created spaces for convergence of traditional media with new media, in order to produce an eclectic and multifaceted resource for people to gain indigenous knowledge about environmentalism. Furthermore, with the advent of mobile applications using different strategies to provide people with a sense of ownership of the planet, a search engine “Ecosia”, ensures its users to spend 100% of its profits on planting trees on suggested locations.

The next section provides information about prominent Indian Environmental Movements, discusses the initiatives taken by Indian media, and elaborates the functions of media advocacy for environmental projects.

Check Your Progress 2

Note: 1) Use the space below for your answers

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

1) Define environmental communication.

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2) Enlist the five functions of mass media towards environment.

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12.5 ENVIRONMENTAL MOVEMENTS

The environmental movement is a diverse scientific, social, and political movement for addressing environmental issues. Environmental movement is a type of “social movement that involves an array of individuals, groups and coalitions that perceive a common interest in environmental protection and act to bring about changes in environmental policies and practices” (Tong, Yank 2005).

According to Rootes, Christopher (1999), “The environmental movements are conceived as broad networks of people and organisations engaged in collective action in the pursuit of environmental benefits. Environmental movements are understood to be very diverse and complex, their organisational forms ranging from the highly organised and formally institutionalised to the radically informal, the spatial scope of their activities ranging from the local to the almost global, the nature of their concerns - from single issue to the full range of global environmental concerns. Such an inclusive conception is consistent with the usage of the term amongst environmental activists themselves and enables us to consider the linkages between the several levels and forms of what activists call ‘the environmental movement’”

Environmentalists advocate the sustainable management of resources and stewardship of the environment through changes in public policy and individual behaviour. The environmental movement is represented by a range of organisations - from large to grassroots.

12.5.1 Environment Conservation Movements in India

Name	Year	About the movement
Chipko Movement	1973	Chipko movement was spearheaded by Chandni Prasad Bhatt and Sunderlal Bahuguna in the villages of Garhwal Himalayas, Uttarakhand. The movement was carried on by local community members, especially women, against mindless deforestation. They registered their protest by hugging trees when the woodmen came to axe them.
The Silent Valley Project	1978	Save Silent Valley was a social movement aimed at the protection of Silent valley, an evergreen tropical forest in the Palakkad district of Kerala, India. It was started to save the Silent Valley Reserve Forest from being flooded by a hydroelectric project.
Jungle Bachao Andolan	1980s	The Jungle Bachao Andolan took shape in the early 1980s when the government proposed to replace the natural Sal forest of Singhbhum District, Bihar (now Jharkhand) with commercial Teak plantations. Historically, this region has seen rebellion, victory and loss in the tribal communities struggle to live and work in their own forests.
Navdanya Movement	1982	Navdanya promotes biodiversity conservation, biodiversity, organic farming, the rights of farmers, and the process of seed saving. Navdanya has led the national and international movement for bio-safety and against the dangers of Genetically Modified Organisms (GMOs) in agriculture.
Bhopal Gas Tragedy	1984	The Bhopal gas tragedy was a gas leak incident in India, considered one of the world's worst industrial disasters. It occurred on the night of 2–3 December 1984 at the Union Carbide India Limited (UCIL) pesticide plant in Bhopal, Madhya Pradesh. Scores of environmentalists, civil society and community based organisations are working together since then to bring justice to the ones who died in this tragedy by lobbying for tougher environmental laws and regulations.

Narmada Bachao Andolan	1985	Narmada Bachao Andolan is a social movement against a number of large dams being built across the Narmada river which flows through Madhya Pradesh, Gujarat and Maharashtra. Tribals, farmers, environmentalists and human rights activists carried out their protest by doing hunger strikes and garnering support from noted film and art personalities, together with its leading spokespersons Medha Patkar and Baba Amte.
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12.5.2 “Save our Tigers” Campaign

Decline in the number of tigers in India was highlighted by a media campaign. The current population of tigers in India constitutes over 50% of the world’s tiger population. The coming years will be extremely crucial for the long term survival of the tiger. In 2004, environmentalists were shocked when not a single tiger could be spotted at the popular Sariska wildlife reserve in Rajasthan. It was seen as the biggest crisis in India’s conservation history and led to initiation of campaigns to save the tiger. India has struggled to stop the rapid decline of tiger population from an estimated 100,000 at the beginning of the 20th century, in the face of poachers, international smuggling networks and loss of habitat.

NDTV and telecom operator Aircel launched a media campaign called “Save Our Tigers”. The campaign was a social campaign to create awareness about the alarmingly dwindling population of tigers across the country, promote tiger conservation efforts and save tigers from extinction. The campaign is spearheaded by Sanctuary Asia, India’s premier wildlife magazine and the Wildlife Conservation Trust with film star Amitabh Bachchan being the face of the campaign.

The campaign provided a platform to tiger conservationists to raise this issue, engage key stakeholders in discussions and provide concerned citizens an opportunity to voice their opinions and contribute to the cause. In a bid to save tigers, this campaign ignited people across the country to come together for collective action. There were marches, cycle rallies and signature campaigns demanding from the government to act before it’s too late.

12.5.3 Media Advocacy in Environmental Organisations

Strategic uses of news created through mass media can promote public debate and generate community support for changes in community norms and policies on environmental issues in India and other nations. It is necessary for such platforms to devote an adequate amount of airtime and space to produce effect on people, who then take the desired action. Many studies establish that members of the general public are the ultimate decision makers and opinion leaders in our society. Dialogues that take place within families and social networks we experience in our everyday lives, shape our attitudes, beliefs, norms, and practices. Therefore, leveraging on the potency of media advocacy in attaining the goals of sustainable development is key to healthy and prosperous communities. Building

on this backdrop, many organisations have evolved their advocacy units to address the most complex environment issues. We briefly discuss the endeavours of a few environmental organisations:

- A) The Palm Oil Controversy:** Greenpeace's strategic use of social media to urge Nestle to stop buying palm oil for its infamous chocolate bar 'KitKat' was a breakthrough. Palm oil used in the manufacturing of this chocolate (and many other household products) is an endangering threat to Orangutans, and Nestle used to avail the ingredient from Sinar Mas, a company that deliberately smoked out Indonesian rainforests to make space for palm oil plantations. Greenpeace demanded Nestle to refrain its use of palm oil and used Facebook, Twitter, YouTube, and even blogosphere to its aid. The environmental organisation also wrote an open online letter to the Public Relations team of Nestle when the latter began to avail palm oil from an intermediary (Cargill) to avoid direct repercussions.
- B) Basin Report Card Initiative:** Basin report cards provide a platform to gather information about basin health, which is then synthesised and delivered via a public platform, and people are empowered and can take action. Developed from the ground-up and rooted in science, report cards identify what is most important to the diverse water users in a given basin, hence creating a common understanding of the basin's health in order to foster a shared vision for its future. World Wildlife Fund (WWF) seeks to empower stakeholders around the world to develop and effectively use credible, locally owned report cards in their basins, fostering sustainable water management across basins around the world. It provides visual elements such as photos, maps and conceptual diagrams to the media to disseminate among government entities, private sector and public at-large, with an aim to initiate dialogue and inspire positive change.
- Further, WWF has designed a simple online quiz for users to play and determine the health of any fresh water basin. Results of this quiz suggest possible actions to reduce water pollution.
- C) The Energy and Resource Institute:** In addition to a vast body of scientific knowledge on energy and environmental issues, TERI produces films portraying stories of change, which capture the human side of the story through powerful images and voices from across India that brings out the many struggles and solutions related to sustainable development.
- D) Center for Science and Environment:** CSE organises media fellowships for media professionals to develop systematic content on various thematic areas of environment such as good food, smart cities, minerals use, pollution and renewable energy. They conduct capacity building workshops for journalists representing different platforms of television, radio and newspapers. By the virtue of these trainings, the fellows are groomed to write data-driven, thought provoking stories to influence the general public and enhance their competence to determine the course of action beneficial to society at-large.

Other organisations include Central Pollution Control Board (India), United Nations Environment (UNE), Wildlife Protection Society, Indian Environmental Society, Center for Environmental Studies, Development

Alternatives (DA), Navdanya Trust, Water Aid, Water for People, among many others.

In addition, campaigning organisations such as *Jhatkaa.org* are standing up against large-scale corporations like Hindustan Unilever, and issuing online petitions using innovative methods. To create awareness about mercury poisoning in Kodaikanal, *Jhatkaa.org* roped in a Chennai-born rapper to write a parody song. The video of the song took an undisguised jab at Unilever for its failure to clean up mercury contamination for over 14 years or compensate workers affected by its thermometer factory, despite promising numerous claims about its social responsibility towards environment. With more than 3.1 million hits on YouTube, it stirred a mass movement by reinforcing the message - ‘*Kodaikanal Won’t (suffer)*’; this ensued desired action by the corporation.

Check Your Progress 3

Note: 1) Use the space below for your answers

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

- 1) Briefly discuss two environmental movements with an objective of preservation of Indian forests.

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- 2) Give two examples of media advocacy.

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12.6 INTERNATIONAL ENVIRONMENTAL AGREEMENTS

Countries around the world have formulated Environmental Agreements at the global, national and local levels. Each country has laid down specific laws and legislations, which are unique to their region. International Agreements have been formulated to collectively address the issues of Environment. Some of the important Environmental Conventions and Protocols are tabled below, while many more are being formulated.

12.6.1 Key International Conventions and Protocols

S. No.	Conventional Protocol	Objectives	Year
1)	Montreal Protocol	The Montreal Protocol on Substances That Deplete the Ozone Layer specified that the production and consumption of compounds –chlorofluorocarbons (CFCs), halons, carbon tetrachloride, and methyl chloroform, that deplete the ozone layer in stratosphere, be phased out.	1989
2)	Base Convention	The Base Convention on Tran boundary Movement of Hazardous Wastes and their Disposal was adopted in response to concerns about the toxic waste from industrialised countries being dumped with economics in transition. It aimed to:- <ul style="list-style-type: none"> • minimise the generation of hazardous wastes in terms of quantity and hazardousness;- • dispose them off as close to the source of generation as possible; - • reduce the movement of hazardous wastes. 	1992
3)	Convention on Biological Diversity(CBD)	The three objectives of the CBD are: conservation of biological diversity; sustainable use of its components and; fair and equitable sharing of the genetic resources.	1993
4)	UNFCCC	The United Nations Framework Convention on Climate Change (UNFCCC) is the foundation of global efforts to combat global warming. The objective of this Convention is stabilisation of greenhouse gas concentration in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system.	1994
5)	Kyoto Protocol	In December 1997, more than 160 nations met in Kyoto, Japan, to negotiate binding limitations on greenhouse gases for the developed nations, as per the objectives of the Framework Convention on Climate	1997

		Change of 1992. The outcome of the meeting was the Kyoto Protocol, in which the developed nations agreed to limit their greenhouse gas emission, relative to the levels emitted on 1990.	
6)	Stockholm Convention on POPs	The Stockholm Convention on Persistent Organic Pollutants (POPs) is a global treaty adopted to protect human health and the environment from POPs. The Convention seeks the elimination or restriction of production and use of all intentionally produced POPs (i.e. Industrial chemicals and pesticides).	2001
7)	Nagoya Protocol	The Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilisation to the Convention on Biological Diversity is an international agreement which aims at sharing the benefits arising from the utilisation of genetic resources in a fair and equitable way – a) by appropriate access to genetic resources; b) by appropriate transfer of relevant technologies, taking into account all rights over those resources and to technologies, and; c) by appropriate funding, thereby contributing to the conservation of biological diversity and the sustainable use of its components.	2010

12.6.2 U.S. India Partnership on Climate Change

As the world’s third largest carbon emitter, India is a top priority for the U.S. Presidential Global Climate Change Initiative. The U.S. Government is supporting clean energy in India through the inter-agency Partnership to Advance Clean Energy (PACE) effort, which includes USAID; the U.S. Departments of Commerce, State, and Energy; the Export-Import Bank; the Overseas Private Investment Corporation; and the Trade and Development Agency. The goal is to accelerate India’s transition to a high-performing, low-emissions and energy-secure economy as part of the U.S.-India partnership on climate change.

Check Your Progress 4

Note: 1) Use the space below for your answers

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

1) What are the steps taken at the international level to collectively address the issues of Environment?

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- 2) Throw some light on U.S. India partnership on Climate change.

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12.7 LET US SUM UP

In this unit, you learnt about various risk factors for the environment, such as air pollution, chemical wastes, climate change, water scarcity, etc. The differences between environmental communication and environmental journalism and the role of various mass media in creating awareness about environmental issues were explained. You were also exposed to several movements initiated in India over the years to help protect the environment. Towards the end, various international environment agreements that have been formulated to address the issues of Environment and create a better living for us were outlined.

12.8 FURTHER READING

Acharya, K. & Noronha. F. (Eds). (2010). *The Green Pen: Environmental Journalism in India and the South Asian Region*. New Delhi, India. SAGE

Bennett, W. L. & Entman, R. M. (Eds). (2001). *Mediated Politics: Communication in the Future of Democracy*. New York, NY: Cambridge University Press.

Cox, R. (2010). *Environmental Communication and the Public Sphere* (2nd ed.). Thousand Oaks: Sage Publications

Flor, A. (2003). *Environmental Communication* Diliman, Quezon City: University of the Philippines-Open University

12.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Use of fossil fuels which degrade quickly; rising fuel emissions cause air pollution, and pose a threat to environment and human health.
- 2) The demand for water – for drinking, sanitation, farming and energy production, among many other uses – grows with the rise in population. At the same time, human activity and climate change disrupt the natural water cycles, acting as a stressor for freshwater ecosystems. Pollution, infrastructure development and resource extraction pose additional challenges.

Check Your Progress 2

- 1) It is the pragmatic and constitutive vehicle for our understanding of the environment as well as our relationships to the natural world; it is the symbolic medium that we use in constructing environmental problems and negotiating society's different responses to them.

- 2) Five functions of mass media towards environment are: information disseminator, agent of change, media as stimulator, facilitator of development, and messenger to policy makers.

Check Your Progress 3

- 1) Chipko Movement - in the villages of Garhwal Himalayas, Uttarakhand. People protested against deforestation by hugging trees when the woodmen came to axe them. The Silent Valley Project - in the Palakkad district of Kerala, India. It was started to save the Silent Valley Reserve Forest from being flooded by a hydroelectric project.
- 2) *Jhatkaa.org* ; against mercuric poisoning in Kodaikanal
Greenpeace; campaign against Nestle's use of Palm oil

Check Your Progress 4

- 1) Countries around the world have formulated Environmental Agreements at the global, national and local levels. Each country has laid down specific laws and legislations, which are unique to their region. International Agreements have been formulated to collectively address the issues of Environment.
- 2) The U.S. Government is supporting clean energy in India through the inter-agency Partnership to Advance Clean Energy (PACE) effort.

UNIT 13 MEDIA AND HUMAN RIGHTS

Structure

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13.2 History and Development of Human Rights

13.3 Human Rights: Conceptual and Theoretical Framework

13.3.1 Different Theories of Rights

13.3.2 Critique

13.4 Human Rights: Legal Framework

13.4.1 Universal Declaration of Human Rights

13.4.2 Indian Constitution and Human Rights

13.5 Media, Society and Human Rights

13.5.1 Democratic Polity, Mass Media and Processes

13.5.2 Representation of Social Identities: Caste, Class, Gender, Ethnicity, Minority

13.5.3 Participatory Media to Achieve Human Rights

13.6 Let Us Sum up

13.7 Further Readings

13.8 Key Words

13.9 Check Your Progress: Possible Answers

13.0 INTRODUCTION

Media is considered an essential pillar of democratic state because it provides people opportunities of participation by informing and educating them about their rights and duties. Media has been the catalyst of human rights movements ranging from slave-trade and racial discrimination to the plight of refugees. However, at times, the propagandist media becomes a tool to gain/retain power by a few. The struggle for political-economic-social equality vis-à-vis power, thus, necessitated the need to formally define human rights. Although, philosophy of human rights is universal in approach, yet the human rights of individuals/communities remain contextual due to cultural and social diversity. Here, it is equally important to understand the diverse media processes operating in the diverse contexts.

In this Unit, we shall discuss the historical, theoretical and constitutional aspects of human rights from global and Indian perspectives and examine media representation of human rights issues for a better understanding of society, human rights and media.

13.1 LEARNING OUTCOMES

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

- recall the history and development of human rights;
- describe the conceptual and legal frameworks of human rights;

- discuss the emerging issues related to media, society and civil liberties; and
- analyse the media processes in relation to the representation of human rights issues.

13.2 HISTORY AND DEVELOPMENT OF HUMAN RIGHTS

As Jack Donnelly (2003) explains in his seminal work *Universal Human Rights in Theory and Practice* that the ‘traditional’ societies did not have formal human rights frame, yet they had politically and legally well-defined systems of duties, justice and human dignity. We find the traces of the demand for and attainment of human rights from the ancient history. Various human rights were formalised and institutionalised in different political structures (including monarchies) in various parts of the world with Magna Carta (Charter), Renaissance and Enlightenment periods being the most recognised milestones in the history of human rights.

Human Rights and Ancient History

The Babylonian King Hammurabi (c1810-1750BC) issued a set of public laws known as, “Hammurabi’s Codes”. These laws included almost every sphere of life ranging from civil laws, marriage and family to property codes, minimum and fair wages. On the principle that strong must not harm the weak, these codes defined crimes and punishments. Though, Hammurabi’s codes are first known case of human rights, yet those were not based on equality. For example, it was ‘an eye for an eye’ as a punishment for the crime committed in the same class of people, however, the punishment for the same crime committed by elite class on a weaker class, such as slaves and women, was quite less. Moreover, the punishment for the proved crimes of slaves and women were gruesome and could not be called as ‘justice’. Interestingly, after almost 1215 years, a new benchmark of human rights was established on the same soil when Cyrus II, the King of Persia conquered Babylon in 539 BC. His rule in Babylon and a baked clay artifact known as “Cyrus Cylinder” is well recognised as a symbol of religious freedom and tolerance to multiculturalism. He set the Babylonian/exiled slaves free to return to their homes and practice their religion and cultures.

Similarly, the Indian history witnessed humanitarianism and universalism as core philosophy during the reign of Mauryan King Ashoka (268-232 BC), who devoted his whole life to non-violence and Buddhism after the War of Kalinga (262 BC). Important historical evidences, “Edicts of Ashoka” with 33 inscriptions on pillars, boulders and cave walls describe his policies related to religious tolerance and egalitarianism.

Medieval History and Formation of Human Rights

In the year 1215, the “Great Charter” i.e. the Magna Carta in England declared the law of land as supreme for the first time. With establishing ‘right to justice and fair trial for all free men’, even the king had been brought under equality before law (‘unfree’ peasants were not a part of it!). It eventually gave way for the petition of right (1628) to demand supremacy of English Parliament against the King and further, the Bill of Rights (1689) to declare the “political and civil

rights, including the freedom to elect Members of Parliament, the protection of free speech in Parliament and that the king or queen could not interfere with the law” (<https://vdocuments.us>). Following this, the minority rights to Jews were provisioned by the statute of Kalisz or *Boleslaus de Pious* in Poland in the year 1264. Interestingly, in 1630s, Dutch jurist Hugo Grotius laid the foundation of international law to protect world citizens with the substantial treatise ‘The Rights in War and Peace’. Thus, Magna Carta became the foundation for UN Charter of Human Rights (UNCHR).

Reformation, Renaissance and Enlightenment: The Era towards a ‘Modern World’

The Renaissance in 14th - 17th century and the Enlightenment in 18th Century Europe is known to be the first wave of human rights movement for religious and civil liberties. With the philosophy of ‘natural rights’ the philosophers like John Locke (1632-1704), Voltaire (1694-1778) and Jean-Jacques Rousseau (1712-1778) proposed the idea of human life and liberty, equality and independence. The European wars of religion from 14th century onwards set the motion for demands of equal rights in religious-cultural and political spheres and aggravated with the civil wars in England (17th century). Protestant Reformation started by Martin Luther in 16th century Germany encouraged common people to question the religion. Consequently, German Peasants’ War against Holy Roman Empire resulted in “Twelve Articles” demanding “Swabian League”. Similar wars in France, Spain and other parts of Europe were important movements that led to religious tolerance and political decentralisation. The period was important to understand the role of press as well. It was through the technology of printing press that Martin Luther could take the translated bible (From Latin to English Language) from confinement of church to the common people and it could get the massive response. You will be surprised to know that the comic strips gained popularity from this period onwards!

The Modern History: From French Revolution to Universal Declaration of Human Rights

Philosophers such as Thomas Paine circulated the ideas of equal rights (*The Rights of Man*) and reason (*The Age of Reason*) throughout the Age of Enlightenment. In 1789, the Declaration of the Rights of Man and of the Citizen made a way for participation of all (excluding women) in civil and political life an inalienable right of “all born equal and free” in France.

The US Bill of Rights proclaimed the freedom of speech, press and assembly in the first 10 amendments to the American Constitution. In America, a massive movement for human rights was led by leaders from different fields. William Lloyd Garrison, journalist and abolitionist led Anti-slavery campaign and regularly published pieces related to “the great cause of human rights” in his newspaper *The Liberator*. Another important step in those war-struck times was the *Lieber Code*, the instruction for the US Armed Forces signed by the US President Abraham Lincoln in the USA (1863) for “humane treatment of prisoners of war”. Simultaneously founding of the International Committee of the Red Cross (1863) and Geneva Conventions (1864-1977) are also important in this regard. A parallel movement for women rights started in 1848 with Woman’s Rights Convention in New York and women were fighting for their civil and political rights in other parts of the world. Kate Sheppard led woman’s right movement in 1893 in New

Zealand became the first success when women were given right to vote in parliamentary elections.

It is interesting to note that imperialistic world powers indulged in the most socio-economic exploitative practices with colonisation, slavery and racism, reconciled to a demand for an 'equal world' in their homeland. For example, Britain, engaged in colonising the countries of Asian and African continents till the Second World War, passed the Slave Trade Act and Slavery Abolition Act in the years 1807 and 1833 respectively, in Britain.

Violation of human rights in the World War I compelled the world leaders to initiate the foundations of the League of Nations in 1919; it was the World War II with technological advanced weaponry and atomic bombing on Hiroshima and Nagasaki, Japan, which had been realised as the threat to whole human life and the United Nations was formed in 1945 with a purpose to prevent wars in future, to settle disputes through negotiations and peace talks and improving human welfare universally. A founding stone of international humanitarian law and human rights law, the Universal Declaration of Human Rights (UDHR) came into being in 1948, followed by international covenants such as the International covenant on Economic, Social and Cultural Rights (1966) and the International Covenant on Civil and Political Rights (1976) as part of the International Bill of Human Rights. The world's largest human rights organisation, Amnesty International was founded in 1961 followed by British lawyer Peter Benenson's campaign.

While colonised nations were fighting for political independence, Mahatma Gandhi became a role model of humanitarian non-violent movement and emerged as a crusader for human rights. Similarly, Dr. B.R. Ambedkar built a movement against caste-based discrimination and human rights violations and became a force for institutionalisation of affirmative action for the weaker sections of society through a written constitution. Thus, we find some concrete actions along with the evolved philosophy and development of historical events that collectively contributed toward the present form of human rights all over the world.

With the three generations of citizenship and human rights movements as described by eminent sociologist T.H. Marshall and later, Jurist Karel Vasak, the history of human rights can be summarised as:

- i) Emergence of civil and political rights (individual liberties)
- ii) The development of social and economic rights (social welfare)
- iii) The collective/solidarity rights (sustainable development, peace and fraternity at global level).

Check Your Progress 1

Note: 1) Use the space below for your answers

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

1) Why are the Hammurabi's Codes considered as 'partial' human rights?

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- 2) List three human rights movements/landmarks from medieval world history.

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- 3) Discuss the contribution of French Revolution in Human Rights History.

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13.3 HUMAN RIGHTS: CONCEPTUAL AND THEORETICAL FRAMEWORK

The “Rights of Man” was not all-inclusive during the ancient and medieval world history. However, it proved to be a pathfinder to conceptualising an ‘equal and just’ world and thus, we arrived at the definition of human rights as propounded by the United Nations i.e., “*Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.*”

The UN’s concept of human rights is based on ‘universal’ and ‘egalitarian’ ‘natural rights’ or basic rights emphasizing upon ‘individualism’. We will discuss various perspectives of human rights in terms of action or practice i.e. ‘positive’ and ‘negative’ rights; the ‘duty’ and ‘responsibility’ approach to understand the full meaning of ‘rights’ as a part of ‘society’ based theories; along with individual perspective in this section. The torch-bearers of human rights propagated principles of ‘liberty, equality and dignity’ that can be described as the soul of human rights born out of these theories.

13.3.1 Different Theories of Rights

Individual and ‘Society’ Rights Theories

The classical philosophers Plato and Aristotle proposed the idea of ‘universalism’ and ‘justice’. However, it was English philosopher John Locke whose idea of ‘natural rights’ became the foundation of modern liberalism. He defined three elements of natural rights - life, liberty and property. However, philosophers like Immanuel Kant, Thomas Paine, Karl Popper defended the single attribute of individual freedom as human rights.

You can understand all the three elements with a single example of a new born baby. With the birth, a ‘baby’ comes in the world with the right to life; since ‘baby’ is a caste, class and/or gender neutral term, s/he enjoys right to equality at birth; a baby moves, cries, smiles and expresses herself at will, hence the ‘life’ and ‘liberty’ are given to her by ‘nature’; the natural resources provide air, shelter and food for her that constitute ‘property’. However, in the later years, with community/caste/class/gender affiliations take place and power starts to play a role in his/her later life which mostly comes with a hold on economic resources. This situation is well explained by Rights theorists of 17th-18th centuries. Thomas

Hobbes, John Locke and Jean-Jacques Rousseau considered natural rights as liberties confronted by individuals against each other when interests clashed.

Eventually, these incontrovertible rights of equality, justice and dignity were promoted by liberal economists and philosophers such as John Stuart Mill, Adam Smith and David Ricardo for decentralisation of power in individuals (citizens), groups, organisations, market and media instead of the State.

The second set of theories immersed into 'society' where individual is considered as a part of society. Theorists like David Hume hold human rights as social product developed through social processes. Based on Thomas Hobbes' view that individuals in a society accept rules from legitimate authority in exchange for security and economic advantage, John Rawls developed the "Social Contract" theory. In French Enlightenment tradition, Jean Jacques Rousseau extended social contract theory to 'general will of people' while, Charles-Louis de Montesquieu (1684-1755) laid foundations of the modern political systems with the separation of power among three branches of state i.e. executive, legislature and judiciary.

Negative and Positive Rights Theory

A close scrutiny of the human rights provides another set of theories which is called as 'positive and negative rights' theory. Based on rights legislation and practice, negative rights are the individual liberties enjoyed through 'non-interference' by others. As Herbert Spencer asserts, "Every man has freedom to do all that he wills, provided he infringes not on the equal freedom of every other man" (cited in Boersema, 2011). First generation rights, also sometimes called "political rights" are essentially negative rights; for example, the right to vote. Positive rights are what Henry Shue calls as, "social guarantees against actual and threatened deprivations of at least some basic needs." (1996:18). Those are affirmative action by state and society to protect individual rights. The second-generation rights, are predominantly positive or "welfare rights", for example, education, employment, health care, etc. where State/government guarantees the fair opportunities of participation to the weaker sections of the society.

Duties and Rights

Italian philosopher Giuseppe Mazzini (Duties of Man) focuses on duties rather than rights of individuals. One individual's right involves another individual's duty and vice-versa. They are relative to each other. As David Boersema says, "Rights are a mode of regulating our behaviour". You can understand the concept with the example of clean environment. Since right to life is dependent on good health, in order to protect that right, it is the duty of every individual to use clean energy mechanism towards a pollution free environment.

13.3.2 Critique

We all live in different social contexts, hence the 'universal individualism' proves to be limited in scope. Equally, the social theories fail to address individual concerns due to structured social hierarchies and single perspective of western modernity (especially in relation to North-South or centre-peripheries debates). By taking individual as an "active agent" and development as "interdependent phenomenon", we can understand the complexities in terms of "the three conventional dichotomies" offered by Jan Servaes and Chris Verschooten (UNESCO, 2008).

Tradition and Modernity: The concept of ‘modernity’ is mostly considered on western lines and it conflicts with the traditional values of cultures of third world countries. In such a situation, we need to work in a cohesive ‘observers’ and ‘participants’ culture where using our own experiences, we can compare, critically assess and amend the malpractices within the cultures. Thus, instead of discarding the tradition completely, we can point out the wrong practices and make people aware to remove those; for example, female circumcision, caste based discrimination, superstitions, etc. Journalists need to develop more inclusive stories by spending more time in the field with the locals; build an understanding of right and wrong of the traditions, rather than just relying for the stories on ‘external’ organisations.

Universality and Relativism: Asian values of tolerance, harmony and consensus emphasise upon collective rights; as an alternative of ‘universal rights’. While the extreme universality and relativism lead to imperialism and ethnocentrism, respectively, legal scholar Upendra Baxi holds people and communities the primary authors of human rights. That means there cannot be a single solution for problems of similar nature everywhere. The context, the people, their values matter and we should look at indigenous traditions to seek answers thereof. However, you have to be cautious while judging the practices as right or wrong. The best way to do so would be to see that the practice in question should not be a breach of anyone’s individual right.

Individualism and Collectivism: The demand for ‘collective’ rights also emerged through anti-colonialist revolutions in Asian and African nations. Solidarity rights pertain primarily to certain collective concerns, such as peace, culture, development and ecological balance; while International Bill of Human Rights recognises only ‘individual’ rights. Here again we can take example of environment protection. By promulgating the Asian cultural philosophy of worshipping nature, we can revive various eco-friendly traditions towards nature conservation.

Check Your Progress 2

Note: 1) Use the space below for your answers

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

1) List the most important elements attached with individual human rights.

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2) How do ‘negative rights’ form the basis of individual human rights?

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- 3) List the demands raised under ‘collective rights movement’.

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13.4 HUMAN RIGHTS: LEGAL FRAMEWORK

When the war-torn world realised the need of peace during 1940s, the world leaders initiated the process to recognise human rights at a global platform of the United Nations Organisation in the form of the International Bill of Human Rights. The Bill comprises of the Universal Declaration of Human Rights and international covenants on economic, social and cultural rights as well as civil and political rights. It stands on the core principles of the Human Rights framework of universality, indivisibility, participation, accountability, transparency and equity and non-discrimination. It provisions for human dignity, equal and inalienable rights to promote freedom, justice, peace and hence, social change in the world.

13.4.1 Universal Declaration of Human Rights

The UN Charter of Universal Declaration of Human Rights is an amalgamation of the total philosophy of human rights. The Articles range from individual-natural-negative rights and social-state-responsibility based positive rights to individual duties. Thus, they are fully centered on right to life and dignity and protection of it. These can be classified as below:

- i) Birth/Natural Rights (Article 1-5): Right to equality, life, liberty, security, dignity; right against slavery and cruelty
- ii) Positive Rights provided by the State (Article 6- 12): Right to equal protection of the law; and other related laws to justice
- iii) Personal liberty based rights (Article 13-20): Right to privacy, honour; freedom of movement, residence; nationality; Right to marry, have a family, property; freedom of thought, expression, religion
- iv) Political Rights (Article 21-22): Right to freedom of peaceful assembly/ association; right to take part in government
- v) Social, Economic and Cultural Rights (Article 23-28): Right to social security, employment, economic security, education, cultural life, social order
- vi) Duties (Article 29-30): Duties of individuals and state, respectively to keep environment suitable for enjoyment of human rights by all in society.

13.4.2 Indian Constitution and Human Rights

The Indian Constitution significantly assimilated all, negative and positive human right in Part III and IV, providing for the Fundamental Rights and the Directive Principles of State Policy. As enacted, amended and interpreted by Courts, the Fundamental Rights (Article 12-35) advanced the avowed goals of the

Constitution, namely, Secularism, Socialism, Equality and Justice. They ensure freedom of thought, expression, belief, faith and worship, Equality of status and of opportunity, fraternity and dignity of the individual. According to Dr. B. R. Ambedkar, Fundamental Rights are inalienable and constitutional. Rights of individual are abridged only with 'due process of law'. Articles 14, 15 and 16 of the Constitution mandate, therefore, equality before the law and equal protection of the laws without considerations of religion, race, caste, sex, and descent, place of birth or residence."

The Directive Principles (Article 36-51) enlist the desired social transformation through affirmative action from the State; such as - to secure and protect social order and justice (Article 38); to ensure fair distribution of means of production and economic resources (Art. 39b and c); to provide for decentralisation of authority and governance (Article 40), economic security (Article 41), education and health (Article 45, 46 and 47).

Included in Part IVA (Article 51A) of the Constitution, are the Fundamental Duties of the citizens to 'promote the spirit of nationalism and to uphold the unity of India and that of individuals. Though, both, Part IV and IVA are obligatory in nature and are "not enforceable by law".

The National Human Rights Commission was constituted by the Protection of Human Rights Act, 1993 enacted by the Parliament (with two amendments in 2000 and 2006). The act also provisions to constitute the State Human Rights Commission in various states and Human Rights Courts for protection of human rights of every individual in the country.

Activity-1

Visit the website: <http://nhrc.nic.in>, go to the 'press releases' in media section. Observe the top three press releases, analyse the role of National Human Rights Commission in circulating the action and policies of government in the area of human rights.

Check Your Progress 3

Note: 1) Use the space below for your answer

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

Fill in the blanks

- 1) Article 6-12 of Universal Declaration of Human Rights provision for Right to and other related laws to justice.
- 2) The Fundamental Rights advanced the asserted objectives of the Constitution, namely,.....,,, and
- 3) Directive Principles and Fundamental Duties constitute a set of positive rights on part of and, respectively.
- 4) The National Human Rights Commission was constituted by the Protection of Human Rights Act in the Year.....

13.5 MEDIA, SOCIETY AND HUMAN RIGHTS

As an important social institution media plays an essential part in everyday life of modern societies. It has become a cultural practice where people interact with media in one form or the other. Media content informs, educates, socialises people and gets reflected in their behaviour. It builds perceptions about individuals, groups, classes and communities in societies. Because of this power of media, it has been realised as a tool to create awareness about ‘wrongs and rights’ of social behaviour and achieve human rights toward an egalitarian-just society.

13.5.1 Democratic Polity, Mass Media and Processes

We can understand the relationship between media and political systems through ‘power’ theories and ‘normative theories of press’. While power theory states how any political system cannot sustain itself on coercion and needs ‘consent’ of people eventually; the normative theory of press describes different systems of media working towards this ‘consent’ in different political structures ranging from authoritarian to democracies.

Based on varied purposes of state media (responsibility/propaganda) and commercial media (profitability), the news does not reflect the whole truth, but it takes the facts or ‘some aspects’ and thus, ‘signifies’ the event. As Walter Lippmann (1922) asserts that, “news is not a mirror of social conditions, but the report of an aspect that has obstructed itself” (cited in McQuail:2005:375), ‘news’ is not absolutely objective or intentional. This can further be understood through the explanation of newsgathering processes such as ‘filtration’, ‘gatekeeping’ and ‘agenda-setting’, where media organisations structure and frame the stories to give them a perspective. Therefore, it is pertinent to understand these media processes:

Framing: To provide a structure to the news, it is given some ‘angle’ or ‘theme’. In doing so, the journalist select certain facts with prominence. Frames define problems, chalk out causes, make judgments and suggestions in one directional manner and thus, provide intended meaning to an event. We can borrow Marcel Danesi’s “textual devices” to understand the framing of content (2002:73):

- Strategic repetitions of certain words.
- The use of compact phrases set in eye-catching patterns (vertically, horizontally, diagonally).
- The use of contrasting font styles and formats, along with supporting illustrations.
- The creation of slogans and neologisms designed to highlight certain aspects of the content; for example, the slogan “War on Terrorism” used by American media after 9/11 attacks in the USA.
- Media, thus, provide a frame of events which echoes the viewpoint of the sources used or states the *national context*. For example, the coverage of war/conflict by various international channels shows the event coverage from their own frame of reference.

Priming: The news is provided with a meaning also through placing or ordering the stories according to the ‘inverted pyramid’, i.e. from most important to lesser important. This function is called priming. When the stories are primed, they imply different meanings, being at ‘different positions’.

In this background, the search for enjoyment of human rights by all individuals takes us to what Graham Murdock cites as the “communicative rights”. These “rights in relation to the production and circulation of public knowledge and public culture - are central to any definition of full citizenship in a complex democracy” (Murdock: 1994:3)

13.5.2 Representation of Social Identities: Caste, Class, Gender, Ethnicity, Minority

Often, the mainstream media is criticised for representing ‘only politics’. Therefore, in order to understand the current structures of representation, we require an understanding of the dynamics of institutional structures and social identities. On this premises, the present section will focus on various social identities rooted in Indian society and their representation in mainstream media in relation to the human rights issues.

Caste is an embedded system of social stratification in Indian social structure. It has been defined by various sociologists as “hereditary, localised endogamous group”. With regional variations, the caste structures developed in ascribed occupational roles based in Varna System. It became exploitative in nature with unbreakable caste hierarchies; for example, Dalit atrocities. However, according to M N Srinivas (1966), the dominance of caste in one local area or village unit rests on various factors, such as, the degree of their population along with their economic and political strength. The affirmative action by the State lead to decline in the caste based exploitative practices and increased mobility in the social sphere. In the political sphere, the “scheduled caste” became an issue to give birth to new political parties and to mobilise people by the existing ones.

While the complexities of ‘exploitation of lower castes by the high castes’ have been represented in the narratives of films like, *Jagriti*, *Deeksha*, *Rudaali*, the real issues went missing in the news media. It has been observed that only the ‘scheduled caste politics’ is covered by the newspapers and news channels mainly in relation to the ‘reservation issue’ and ‘electoral politics of vote bank’ without their contexts like, history, demography, social or economic background. You will find a lot of caste-based stories in newspapers highlighting the word ‘Dalit’. But, unfortunately you will not be able to find out the context in absence of backgrounders and follow-ups.

Class is a Marxian notion based on economy. According to the concept given by Karl Marx in terms of Base (economy) and Super-structure (all other social institutions), the societies from historical times are structured in two classes of ‘haves’ and ‘have-nots’. In complex and diverse social structures in India, the “backward classes” have been attached primarily with “scheduled tribes, scheduled castes and the other backward castes”. Here, it is not merely the economic condition but the social status of groups which define class. However, one can see wider class-divide in terms of rural-urban as well as urban-urban constructs majorly on economic basis.

While films of 1950s to 1970s depicted the class-conflict in society by showing the power relations among industrialists and workers, mostly ending with the workers' victory, by the late 1980s, the plot or theme was no more visible in the films. While it never became the part of narrative in other entertainment based genres such as daily soaps, the news media covered the issues (especially the protests and strikes) from the industrialists' perspective. On the other hand, the human rights issues as 'poverty' get diluted when "human rights issues become 'human interest stories', forced to adhere to certain emotional clichés." (ICHRP, 2002:6)

Gender is a social construct dividing man and woman on the basis of family, work and most importantly 'power' equations in society. Based on patriarchal structures in society, women universally have been treated as 'second sex' or others. There has been a long history of women movements to acquire political and economic rights along with social equality and there are various countries in the world where these movements are still on. While the 'third gender' i.e. transgender were rarely a part of gender discourse till recent years, the proactive role played by civil society, advocacy groups and the protective policies made by state seem to positively working in this direction.

An array of studies of women representation has been conducted. According to these, media including films, soaps and advertisements re-establish the stereotypes of patriarchal structures where women are confined to the private sphere. Laura Mulvey explains how women are shown as weak, delicate sex-objects and calls it 'male gaze' of camera where women are passively submissive while men are the real actors. In *Whose News*, Kalpana Sharma and Ammu Joseph question the representation of women in news. It is observed that the news content which involves women in some capacity actually is framed in such a manner that the women rights never become the central issue even if they are covered by the media.

Ethnicity refers to the inter-relationships between ethnic groups. The word 'ethnic' is generated from a Greek word 'ethno' which means 'nation'. In the plural societies like ours, various ethnic groups emerge on the basis of common characteristics like language, religion, region, race, caste, etc. At international level, ethnicity has been seen in association with nationality. Cohen (1974) defines ethnicity as a process of "interaction between culture groups operating within common social contexts". However, when economic or political interests of these groups clash, they create tension among these groups and ethnic conflicts emerge. For example, in India, formation of State of Andhra Pradesh, and carving out of three states i.e. Himachal Pradesh, Punjab and Haryana out of Punjab province were the result of ethnic demands based on language.

While, the regional and ethnic concerns are missing in the mainstream media at domestic level, they catch the limelight as soon as the ethnic groups cross the borders as 'refugees'. Recently, two such 'crisis' got attention of international media in terms of Syrian refugee crisis and Rohingya crisis.

Minority groups are usually low in numerical strength and have less control over resources than the dominant 'majority groups'. In India, the minority groups are predominantly characterised on the religious basis. Though Indian minority is constituted of various religious groups such as Muslims, Jains, Sikhs, Parsis

and Christians, their representation is relatively less in mainstream media, and the quality of the presentation is a question of investigation.

Activity-2

Identify one of the social identities in a newspaper of your choice and analyse their news coverage as discussed in this sub-section.

13.5.3 Participatory Media to Achieve Human Rights

When mainstream media are part of the process of normalisation of inequality and “legitimate reports of bad news fail to explain causes; reports often stigmatise or stereotype local actors and societies as a result” (ICHRP, 2002:9), participatory media is making its mark to sensitise the marginalised groups towards their human rights and building a bridge between the remote areas and governments to bring a real change on ground. Mostly civil society and non-governmental organisations led participatory media is observed to work upon five policy areas that are pertinent to democratic communication rights: access to information, the availability of information, media competency, dialogue and privacy (Nieminen:2018). This is based in all forms of media ranging from newspapers, community videos, community radio and online portals.

There are newspapers started by NGOs and individuals to spread awareness and make people able to achieve their human rights ranging from gender rights to child rights in various areas of the country; for example, *Khabar Lahariya*. These newspapers train and engage local people in reporting and editing. You will be surprised to know that in a village of Dehradun, children bring out a handwritten newspaper on a weekly basis! However, due to limitation in terms of literacy and economic constrains, most of such newspapers remain confined to a small area.

Since radio is still the major medium of information accessible in rural India, the community radio through community engagement is a crucial and effective way to raise important issues.

Radio Mewat, Henvalvani Community Radio and *Gurgaon ki Awaz*, for example, provide a platform to voice their struggles and human rights violations such as, gender violence. These community radio stations also conduct sessions to create awareness against superstitions so that the people do not interfere in the human rights enjoyed by individuals. Interestingly, Radio Mewat is funded by the central government, and it reaches 168 villages and serves a population of about 5.5 lakh. There are initiatives, community radios and programmes designed by government educational institutions including NCERT and IGNOU where we observe public participation toward widening and strengthening the sphere of human rights.

Sangwari Khabariya is another example of how participatory videos are used to bring social change in society. *Sangwari Khabariya* is a collective of children aged 15-18 years being engaged with media tools and trained in Citizen Journalism as part of the AEMT (Adolescent Engagement with Media Tools) initiative of UNICEF. All the children are school drop-outs and belong to some of the most marginalised tribal communities of northern Chhattisgarh state of India. Deprivation, ignorance, abject poverty are common features of the region that is

the habitat of these children. The project aims to make these children aware of their rights and entitlements and empower them to voice their concerns through the medium of video. For the past three years, these children have been producing short news stories on issues related to child rights and their communities. (Tripathi: 2018). You will read more about the participatory or alternate media in Unit 16 of this course.

Activity - 3

Watch any of the following videos:

- 1) Sangwary Khabaria Videos

https://www.youtube.com/watch?v=llxg9_ZIF8c

<https://www.youtube.com/watch?v=fxrZX5beAgU>

- 2) Skymet Weather's initiative: #HelpTheFarmer

https://www.youtube.com/watch?v=Qfs_mvPA-vQ

Analyse the efforts of civil society groups in creating awareness on human rights issues in India.

13.6 LET US SUM UP

In this unit, we examined the evolution of human rights debate. When a demand for equal rights was emerging in the age of Renaissance in European countries and America, India was also witnessing the philosophical path of humanitarian values. We observed how theoretical discourse on human rights takes us to the understanding of individual 'natural rights' as well as collective rights. The human rights theories also emphasised upon the need to see responsibilities/duties as a part of rights and also talked about 'non-interference' based negative rights and 'action' based positive rights. These rights can be categorised into three generations of human rights i.e., the first, civil and political rights; second, economic and socio-cultural rights; third, collective rights for universal peace and sustainable development.

The international organisations with a large number of countries came together to legalise and universalise the human rights toward a peaceful, egalitarian global society with individual universalism at core. However, there are complexities involved in realising these rights in full by all. These include dichotomies in relation to the tradition versus modernity, universality versus relativism as well as individualism versus collectivism concerns. The international, national and regional authorities, such as United Nations, National Human Rights Commission and state legislative bodies, through policies and affirmative actions are creating more chances of upward social mobility and economic and political participation, yet there are divides based in terms of caste, class, gender, ethnicity and minority. While public service broadcasting is creating awareness among people on human rights issues; civil society and NGO based alternative/participatory media is reaching out to people in this direction, mainstream private media is yet to take a step.

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13.8 KEY WORDS

Enlightenment: A philosophical movement in 18th century Europe to promote reason and science against religious supremacy and control.

Media Representation: The way media present various aspects and social identities, such as gender, caste, class, race, etc. to audiences.

Natural Rights: These are the basic rights which individual acquire at the time of birth by nature or God and therefore, these are inalienable.

Negative Rights: These rights seek individuals not to 'act upon' or 'interfere' in the enjoyment of human rights by other individuals.

Positive Rights: These rights ask individuals or State to 'act' or 'pay duty' for the enjoyment or protection of enjoyment of human rights of all individuals.

Social Stratification: The hierarchical division of various social groups in society that define social positioning and status.

13.9 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) The rights pronounced under Hammurabi's Codes were confined to the elite classes and high religious groups. Women and men from lower strata of society were deprived of these rights, hence these codes are considered partial human rights.
- 2)
 - a) Protestant Reformation started by Martin Luther in 16th Century Germany;
 - b) Renaissance in 14th-17th Century Europe;
 - c) Proclamation of Magna Carta in England in 1215.
- 3) The French Revolution (1789) defined the universal rights of man. It remained influential in the Declaration of the Rights of Man and of the Citizen, 1793 that marked the role of governments in recognising and securing the individual rights of liberty, equality, security and fraternity.

Check Your Progress 2

- 1) Some important elements attached with individual human rights are:

Life, liberty, equality and dignity of an individual irrespective of class, caste, race, gender affiliations.

- 2) Negative rights ask individuals not to 'encroach' or 'revoke' the rights of any other individual. Thus, the negative rights by 'non-interference' become instrumental in guaranteeing inalienability of human rights of all individuals.
- 3) The collective rights movement seeks fraternity at the global level. Started against "structural injustices" in terms of North-South or center-periphery divide, the third generation of rights movement is seen as anti-colonial revolution and demands for the development of new social and economic rights to sustainable development, peace and healthy environment.

Check Your Progress 3

- 1) Equal protection of the law
- 2) Secularism, Socialism, Equality and Justice
- 3) State; citizen
- 4) 1993

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