

Chapter One

Introduction

1.1 Background

Now people frequently use the term 'global village', it is all because of the rapid growth of information technology and massive use of mass media in public domain. New technology is spreading all over the world within a moment. A decade ago few medium were available for the people. But now the scope as well as variety of media is becoming wider. Media is becoming a part of life. It's not only a part but also an inevitable tool for development, though development is the value loaded concept.

Media has power to educate people to challenge or to question or can has participate people in development and make people sense in their deeds. Without the 'proper participation' and 'we feeling' no developmental activities can long last. So it is becoming a key component for development and will remain.

Media plays an indisputable significant role in building the nation and bringing about social transformation In Nepal. An upsurge in the media sector was seen only after the promulgation of the 1990 constitution.

The political scene of Nepal has been an ever changing one with new developments that keep on emerging. General elections were held in 1991 followed by the 1994 mid-term elections and the 1999 parliamentary elections. The Maoists declared their people's war

in 1996 following which the general public had to live in constant fear, insecurity and poor development of physical infrastructure. The media has always tried to keep people abreast with the political adjustments happening in the country. But it has not been an easy task to present accurate and impartial information to the public. Two states of emergencies were declared by king Gyanendra with restriction on press freedom. After the February 1 royal coup, Nepal Gazette banned “interviews, articles, news stories, information or reading material and opinions” that would foster or encourage terrorist activities. An “information blackout” was created.

In spite of the state keeping a very watchful eye on the information dissemination process, the media found ways to maneuver around the censorship. People realized the importance of public sphere even more. Media acts as the communication link and supports the democratization process. After all, it was the relentless effort of the media that contributed to the success of April Uprising.

When we talk about media we have to deal with its nature and forms too. Among its forms radio is one of them. Radio Nepal is a first radio in Nepal. Early transmission of Radio Nepal was more like revolutionary or like rebel radio. But later on (after 1950's political movement) it comes under state umbrella. From then it was used for the state purpose and after 1960 it was heavily used in favor of Panchayat System. 'Making Panchas and Doing Vikas' was the major slogan of Panchayat System. This slogan lasted till people's movement (1990). After that political change New National Communication Policy (1992) enacted and it made a provision that radio frequency should be distributed

to public domain rather than state control. Two years later National Broadcasting Act (1995) made it possible and radio frequency comes under public domain, it was not an easy task (full story was written by Raghu Mainali in 2059). Thus, Radio Sagarmatha became the first independent radio in Nepal. Since then the number of FM radios increasing day by day. The current upsurge seen in the Nepali media is the result of long and hard battle. This was a landmark event that revolutionized private and public broadcasting as it marked the end of government monopoly of radio. By the mid of 2010 now more than 300 licenses have been issued and more than 250 radios are in operation. This is very exciting situation.

For the people in all strata radio is regarded as the best option. It is because of its nature. Radio is a salient medium of mass communication that can overcome both physical boundaries such as geographical terrain as well as non-physical boundaries such as illiteracy. This mass medium has been greatly contributing in disseminating vital information on diverse issues and thus creating more aware citizens. It has power to disseminate the information for the all strata of people and in remote geography. Because of its easy nature it has been used as an effective tool for the development since its inception.

Such is an example of using radio in rural areas of Nepal a Doko Radio in 2008. The concept of Doko Radio initiated by Antenna foundation Nepal made extremely accessible to the people, By making information readily available to the local people, Doko Radio has become an unconventional yet viable method of creating more informed citizens.

However in spite of the spiraling number of private radio stations all over the country, the programs broadcast by these stations target only a minority, reflecting their preferences and concerns. Entertainment and trivial news about celebrities dominate the media sphere.

Thus there is the need to localize the content of the programs and tailor them to the local needs. Such community radio stations try to accommodate the interests of a diverse group of people and give priority to local voices. Since community radio stations are set up and operated by the community a sense of ownership also develops. Community radio stations creating programs specifically to meet the needs and requirements of the community will break the monopoly of mainstream media and democratize the communication/information landscape.

Relating with notion of development the concept of development emerged in early 1950s as the export of western scientific technology and capital to developing countries. UNESCO backed US communication scholars like Daniel Lerner, Wilbur Schramm and others, supported this export of hardware and software of communication technologies (Tunstall 1977). UNESCO organized meetings in Bangkok (1960), Santiago (1961) and Paris (1962) to do survey to prepare development programs related to mass media for each regions: Asia, Africa and Latin America (Schramm 1964: vii). The General Assembly in December 1962 urged to use mass communication for economic and social progress. The assembly also requested governments to give priority to development of

national communication system while preparing their economic plans. In 1970s systematic development communication started in Nepal with National Communication Services Plan (NCSP) 1971. Five years later (1975) a feasibility study for the use of radio in development of the country was occurred and made some suggestions to GoN (Government of Nepal).

1.2 Statement of the Problem

Media has a very central role in bringing about political awareness and development of the nation. The political apathy among people is largely due to ignorance and that created a political division in developmental activities. Nepali people often assert that all the political talk is beyond their comprehension level and hence they feel no desire to partake in any political activity. The educated people, on the other hand, are showing increasing disengagement with politics as they experience mounting disappointment with the people who take office. Voters have become jaded as political leaders have increasingly failed to keep their promises. Many voters have lost faith in such leaders and do not believe that their vote can contribute to bring a change. Voters' faith in these leaders has reached lower. Consequently media needs to intervene to remedy this situation.

Due to its reach, affordability and easy access, radio has been chosen as the most influential form of medium. Many radio stations broadcast programs that only target a small group of already informed listeners. In a country such as ours a large number of people are not even informed about the very basic terminologies related to democracy and development. They insist of not having any time to listen to political talk as they

have to complete their household chores or claim disinterest as politics is beyond their comprehension. On the other hand, we have the educated but indifferent to politics segment of the population. Thus to address the two-fold problem, radio programs should be customized to suit the developmental needs of the people.

Generally radios claimed that they air most of the time for the local and in favor of local to mobilize the community for the betterment of community. Decentralization is regarded as the key component for the development of any nation. Is geographical division of FM radios can make some sense of decentralization? If we believe that decentralization via radio can happen what will be the best strategy? Can radio link center with remote villages? Can they have chance to develop their surrounding or will they still be the agent of the centrality? This question needs to be checked. Under such condition this study will try to find answers like: What is real ground of the radio with regard to the public perception of development.

1.3 Objective of the Study

This study is situated in both historical review of radio's use in development in the past and possible way out to broadly find out if people have the basic political knowledge to participate in the democratic process and to understand what role media, particularly radio, can have in enhancing development under following major objectives:

-) To assess the role of radio as an effective tool for development
-) To seek the linkages between radio and developmental activities

1.4 Significance of the Study

This study makes an attempt to document what the Nepali public seem to be saying about several important political matters and thus seeking to understand the level of requirement for a developmental content based radio program. It makes an interesting read as it combines both qualitative and quantitative responses of the general public about various developmental issues. It also seeks to understand the media usage pattern of the people.

In 1974 the then Government of Nepal asked to make a feasibility study for the use of radio in development of the country. A committee led by Dr. John K. Mayo prepared a report and made some recommendations. This study had assessed the future prospects for the radio as the tool for development and analyzed the then Radio Nepal's exercise. Since then such type of study has not taken a place. Massive growth of radio in Nepal, it is assumed that now people can have access towards their own information. Radio spreads all over the country from very urban to remote villages. In this regard this study primarily focuses on the public perception of development using radio.

1.5 Limitation of the Study

This study will cover only 100 respondents of five districts only. So responses of the respondent population might not represent the whole scenario of Nepal. Similarly development is very broad and value loaded concept. So the fact got from the field might be exaggerated but they I have tried to minimize them over the study period.

1.6 Organization of the Study

This report is divided into 5 chapters. First, in chapter one is introduction which briefly summarizes the content and the context of current scenario of media environment and the development linkages. Next, chapter deals with the literature review where international practices of radio in development and its use in Nepal are portrayed. Further, the overall methodological description is illustrated in chapter three. Similarly, chapter four dissects issues of radio in development with the help of pertinent data from the field. In addition, it gives the glimpse of linkages and the interpretation of field level data. Subsequently; summary, conclusion, and the recommendations are made based on the above objective verifications from the field data and the literatures are presented in chapter five. Finally, the report is wrapped up with relevant references used.

Chapter Two

Literature Review

Use of any medium is based on its practice. If we use media for wrong cause obviously it causes harm and the vice versa. If we look towards the world practices, we find radio in development since its inception. In the beginning days it was used in education to teach or as an alternate of a teacher and in farming practices. It became popular in farming practices, and later on farm radio forum began to establish and such a great example is Canada (will discuss below). In developmental activities radio is used because of four causes. But its use is now inadequate in developed countries whether in developing countries its use has still some rationale.

In developed countries such as USA some people take radio as forgotten medium. Pease and Dennis (1995) are one of them. They do have the opinion that once the king of all media is now become in the line to photo frame. Now people understand media as Television and ICTs. But in the case of developing countries such statement is not appropriate. We just can see the latest boom of radio in Nepal where more than 300 radio got the licenses and among them more than 173 radio are in operation. Now including Radio Nepal, radio wave covers all over the country.

2.1 Use of Radio in Development: Some World Practices and Strategies

In formal and informal education radio is used to teach people or we can say radio is used for educational purpose. In Europe, America and elsewhere educational institutions had

massively used radio by the end of 1920s (Jamison and McAnany 1978: 12). In the preliminary days radio programs were listened and people discuss over them learning from such practices applied into practices. This exercise was taken as Radio forum (Rogers and Brown with Vermillion 1977). But linking radio with interpersonal channel developed from Britain in 1928. After one year of such practice Ohio State University of America applied this model and forms a forum to listen the regular broadcast of radio WEAO. Later such practices were spread over Norway, Switzerland and Czechoslovakia (Rogers and Brown with Vermillion 1977).

Use of radio in rural activities widely known as Farm Radio Forum is one of the most dominant and widespread examples (Nwaerendu, Ndubuisi Goodluck and Gordon Thompson. 1987). Farm Radio Forum was started in Canada in 1941 as a radio discussion program and served as a model which was adopted subsequently in a number of developing countries. After ten years, its sponsors, the Canadian Broadcasting Corporation (CBC), the Canadian Federation of Agriculture (CFA), and the Canadian Association for Adult Education (CAAE), invited UNESCO to cooperate in carrying out an evaluation of the program and its effectiveness as an instrument of adult education (Abell 1968; Coleman & Opoku 1968; Mathur & Neurath 1959; Nicol, Shea, Simmens, & Sim 1954, Lewis and Booth 1996). The lessons learned from Canada such as the use of forums, multi-media, printed materials, two-way communication and various production techniques (drama, interview, panel discussion) were then introduced in India early in 1956, and in Ghana in 1964, with the initiative and sponsorship of UNESCO. The radio programs for rural forums have been concerned with the problems of agriculture, rural

development, rural education, innovations, self-government, and literacy. Such forums have now been introduced in many developing countries. By 1968, a total of about 15,000 were reported (Nyirenda 1981; Waniewicz 1972).

Binod C. Agrawal (2007) writes, in the last half century radio has been tried for education in many parts of the world, especially for adult literacy (Burke, 1976, McBride, 1980, Mehta, 1989 Basu 1992 and Ghosh 2006). The first attempt to use radio in India for education was a pilot project known as 'Rural Radio Forum' initiated after independence (Mathur and Neurath 1959). Rural Radio Forum was modelled around Canadian Rural Radio Forum's first broadcast in 1941. In spite of Rural Radio Forum's success beyond expectation within 15 years, it was closed down and few years later, there were no functional rural radio forums in India (Yadava 1989; 66-67).

In a study sponsored by UNESCO, Paul Neurath (1959, 1960) studied the effects of a Farm Radio Forum project at Poona, India. He compared 145 forum villages with non-forum villages. The forum lasted for ten weeks with a total of twenty programs. Each forum had twenty members who came together twice a week to listen to a thirty-minute program on subjects such as agriculture, health, and literacy. Forum members were interviewed before and after the project as were samples of twenty adults from each of the control villages. Each forum was visited and observed four times during the project. It was found that forum members learned much more about the topics under discussion than did adults in villages without forums. According to Neurath (1959: 105):

Radio farm forum as an agent for transmission of knowledge has proved to be a success beyond expectation. Increase in knowledge in the forum villages between pre- and post-broadcasts was spectacular, whereas in the non-forum villages it was negligible. What little gain there was occurred mostly in the non-forum villages with radio?

Abell (1968) conducted research into the effect of group listening to rural radio forums in Ghana. Like Neurath's study, Abell's research was financed by UNESCO. Abell selected the "Eastern Region of Ghana" for the experiment. Sixty experimental forums were organized in forty villages, while forty more villages were designated as controls. Twenty programs were broadcast once a week from December, 1964 to April, 1965 exclusively. Five programs dealt directly with agricultural problems while the rest took up the problems of family living, national policy, and relationships with government. Each forum met on the day of the broadcast and exchanged ideas on the topic, then listened to the broadcast and discussed it. After the last session, forum members as well as the control group (non-forum members) were interviewed on what they had learned from the broadcasts. When the results were compared they revealed that forum members learned more than the non-forum members.

Additionally, Jain (1969) conducted a study on the effect of rural radio forums. He selected a number of villages in one area of India and formed in each one a volunteer group of adult farmers. All the groups listened to a twenty-five minute recorded broadcast on a topic of current rural interest; some followed it up with group discussion or decision making or both. Others were only expected to listen and take no further action. Tests were conducted after the broadcasts. The results showed that group listening followed by

group discussion was more influential in changing beliefs and attitudes towards innovation than was group listening without discussion. Group decision making was found to be an important factor as well. It enabled farmers to approach their problems in a more informed fashion and to work together towards the solutions.

In 1956, the "Maharashtra Radio Forum" project was carried out in India. The purpose was to determine if radio forums would work in India with rural audiences who were largely illiterate, rarely exposed to radio, and unused to organized group discussion. The objectives of the project were to stimulate discussion, increase participants' knowledge and, if possible, have the activities result in decisions and actions to improve village life (Bordenave 1977; Mathur & Neurath 1959; Sitaram 1969). Interviewing was done before, during, and after the broadcasts. The evaluation showed that some action was taken by village groups, but that many group action decisions were never implemented because the necessary materials were not available. For example, a decision was made to use fertilizers on rice crops to increase productivity but, unfortunately, fertilizer was not available. From the evaluation results, it was concluded that forum members learned a great deal more than non-forum members. In amount of knowledge gained, illiterates did as well as literates.

In Benin Republic, radio was used to educate rural peasant farmers in the 1960s. The process involved the organization of small listening groups, called "Radio Clubs," formation of national and departmental committees, use of village chiefs as presidents of the radio clubs, and the use of animators as group leaders. Group discussions were carried

out after listening to the broadcasts, and the animators provided reports on group discussions. After one-and-a-half years of experimentation, an investigation was carried out to collect the reactions of the peasant farmers.

As a result of the investigation, the administration of the Agricultural Radio programs and organization of the radio clubs was reformed. A national committee was formed to assume the responsibility of planning the agricultural broadcasts calendar. Topics on rural life and on general motivation were developed for the programs. Messages from the radio clubs, and questions and answers of interest to the development of agriculture, all formed important themes for the radio programs. Department committees were also set up to make recommendations to the national committee on topics and subjects for the radio broadcasts. A year later, a national seminar was organized to evaluate the achievements of the Agricultural Radio. About 60 participants, mostly district heads and a few operational heads, attended the seminar (Anyanwu 1978: 1). The results of the evaluation revealed that rural radio is an effective instrument of information and education among the rural peasants. Anyanwu concluded that:

Through education from the radio, the peasants have grown to understand how to work better, even with the use of new implements which also require new techniques for the development of agriculture. The success achieved in this direction has demonstrated that through collective listening, discussion, and the use of audio-visual aids, the radio can contribute substantially to the process of transformation of agricultural traditions, as well as some social and economic attitudes in general (Anyanwu 1978: 15-16).

Punasiri and Griffin (1976) summarized the Farm Radio Forum Pilot project of Thailand. The purpose of the project was to strengthen existing agricultural service and to obtain qualitative data on the value of radio farm forums in facilitating communication between the farmer audience and the extension service. The programs included interviews with specialists, discussions from listening groups, announcements, and answering questions from the groups. The evaluation was designed as an integral part of the project activities. It used a number of methods to collect data, namely "weekly Radio Farm Forum reports and attendance records; follow-up visits to villages; observation notes; surveys of Radio Farm Forum leaders and members; survey of Provincial Level committee members; post-project seminar with group leaders and final presentation to Department of Agricultural Extension" (Punasiri and Griffin 1976: 6).

The evaluation found that the two-way flow of information between the farmer and the extension workers had improved. The frequency of farmers' contact with extension agents increased as farmers felt that the agents were trying to provide information directly relevant to their perceived needs. Retention of information and overall learning were greatly improved because of high interest in the content and the reinforcement of messages by various communication channels such as radio, literature, and field visits by extension agents and technicians.

2.2 Radio for Development: Worldwide used Five Strategies

Emile McAnany (1973: 4-5) that use of radio in development worldwide has practices under 5 strategies. She mentioned them as follow:

- 1) Open broadcasting: unorganized listeners:
- 2) Instructional Radio: organized listeners groups
- 3) Radio rural forums: decisive groups
- 4) Radio school: informal learning groups
- 5) Radio animation: participatory groups

McAnany (1973: 1-2) argues that use of radio in developmental activities for four reasons. They are: Time, Cost, Effectiveness and Localness. To justify her arguments she interprets them as follow:

Time: radio can have chance to reach all the population and linguistic groups and such chance is possible all over the world. It can cover all the listeners at once and easily get rid of from the geographical hindrances.

Cost: the expenditure in comparison with television has the 1: 4 ratios. And it is proved by the researches done over the years in Japan and USA. Such comparisons clearly vision in availability of technicians and operation procedures. In education sector use of radio is less expensive than other media.

Effectiveness: There is still long debate of effectiveness between radio and television but the fact is television yet to reach in rural level. Radio has been used in radio education (in school and out of school) and has potential too. Use of radio in formal and informal sector showed that one of the reasons is because of the popularity it gained from the

history has importance. And it can also be seen in three ways (Social instruction, distance learning and dialogue and rural development).

Localness: due to the less expensive medium than television radio can serve the limited territory having same culture, language, and interest people. Radio program can play a role not only in educated circle but also in between the dominant group and helps to maintain the distinct identity. Radio can broadcast into local languages and can contribute to make and by doing this it can create a space to listeners.

2.3 Radio in Development: Nepal's experience

Nepal systematically entered into modern development only after the success of people's movement 1950. Until then autocratic Rana regime ruled over the country more than 104 years. Opportunities to have access over the education and information only in the Rana families and those who are closer to them and most of the resources and tools were controlled by them. Nepal was closed to foreigners except British Empire (then East India Company). So the modern history of Nepal begins only after then and thus about to 59 years Nepal became sovereign. Due to the various reasons Nepal always politically in crisis. So it has also history of movements and the war. No governments had fully functioned over this time period.

Under United State Operation Mission's (USOM) direct assistance it was first program with certain goals that is aired from Radio Nepal. It began from 2014. But it has its own history. Before launching this program then government including political parties made

some objections to start such program. the key objection was the multi-channel radio sets. If such sets were to be distributed they easily catch the signals of Indian radios and most people have access towards Indian radios and listener ship of Radio Nepal will go down. having two years discuss in this issue later the sets were made to single channel and program could start.

In 2023 B.S. Agriculture information section of ministry of agriculture initiated a radio program and Kiranmani Dixit headed this section. Radio Nepal provided such a place (air time) to this program and it is continuing till today.

When the first people's movement was successful there were only two percent of the people were literate and this data says much more about then situation. According to Okadishu and Clasek (1986) very few people have access to education and there was only one college, less than two dozen secondary schools and 321 primary schools all over the country. When we talk about the modern education for modern development it is essential to have the access over education is must.

Though Society itself is a huge school but that is not adequate or that doesn't get recognition from modern education system. So to get recognition from such system much more investment in education sector is necessary but being a poor country from its beginning Nepal has ill fate and Nepali state never can alone invest adequate amount neither in education nor other developmental activities. And foreign investment or assistance was necessary then and now as well. such assistance was also begin only after

1950's movement. India and USA were the first countries who assisted Nepal. Thus in 1951 'Tribhuvan Gram Vikas Karyakram' (Tribhuvan Village Development Program) was launched and it assisted Nepal in Education, Rural Development and Health sector.

Nepal's first radio is Radio Nepal and it was established in 1951 April 2. Before that Nepal had not any radio activity, people rely on entertainment for other channels; Indian radio has huge coverage. After the establishment of Radio Nepal it aired programs like *Chhatra Program* (Student Program), *Grameen Program* (Village Program), *Kisan Program* (Farmer's Program), *Nari Program* (Women's Program). These were the first developmental program aired via radio Nepal from its beginning days. Such programs were only then possible when the recent revolution was about to be in logical end. Two years later education commissions led by Sardar Rudra Raj Pandey formed and start to work on the possibility to expand educational level. This commission also envisioned the use of radio and cinema in education sector (Pandey n.d.). There are handful studies related to radio and development linkages in Nepal. Gunakar Aryal (2008) analyzes community participation and Radio Madanpokhara in the Book *Swatantra Radioko Ek Dashak: Vikas, Bahas ra Samajik Sarokar*. Where he made arguments that Radio Madanpokhara has massively mobilizes the community using different tools. Radio contents are generating community. And some institutions are prepared. Radio Sangi Samuha (Listeners Clubs) Mahila Sanchar Samuha (Women Communication Group) are such examples. This practice make RM equipped and make it free from the financial crisis. He presented there very brief detail.

Gopal Guragain and Toya Ghimire (2005) done an excellent study on trend analysis of FM radio in Nepal and analyzed the role of radio in promotion of social justice and development. But much of their focus on policy related issues. Pratyoush Onta (2003) has given a picture of functioning of Radio Nepal in Panchayat system. He sees Radio Nepal's activities in international scenario and has argued that Radio Nepal was used in favor of the then regime though it has slogan 'doing vikas'. This is article has some limitations because it analyzes the peak of Panchayat period.

Similarly almost 15 years ago IIDS carried out a study about mass media and democratization which explores about the increasing media reach by formulating comprehensive information strategy. Though electronic media are a reliable source of information for the Nepali public, their effectiveness is often reduced by the quality of the programs (Aditya 1996).

Now there are so many study are taking place about media and its different aspects and this trend is increasing too. But still whatever the studies are taking a place are focused more the qualitative aspects which is really a good way forward for them who are directly involved in the production of media content. Such trend is expanding not only about print rather other forms of media and definitely radio is being considered as a part of the research.

Chapter Three

Research Methodology

3.1 Data Sources

The analysis of this research is based on the primary data collected from these five districts. The districts where the survey is conducted are Kailali from the far western development region, Jumla from the mid-western development region; Baglung from the western development region; Hetauda from the central development region and Ilam from the Eastern development region.

The survey respondents participated voluntarily in the survey. The research was carried out in both rural and urban areas. The urban areas were represented by municipalities and the rural areas comprised of VDCs.

3.2 Research Design

This survey is both descriptive and exploratory in nature. By combining experts' opinions as well as an ordinary citizen's interpretations, it aims to describe the general developmental situation of the country. The survey first tries to discover if there is a developmental information vacuum and then seeks to ascertain the types of radio programs suitable to bridge this gap.

3.3 Research Tools

Structured field questionnaires and focus group discussions (FGDs) were the instruments used to collect data. The questionnaire is divided into five parts. The first part contains demographic information such as place of residence, sex, age, caste/ethnicity, education and employment. The part of the questionnaire thereafter forms the main part of the survey consisting of questions to gauge the level of participation in developmental activities, people's awareness in democracy and politics as well as their media usage patterns. Special care was given to maintain the equivalency of the questions and simple language was used.

One focus group discussions (FGDs) were held in each district thus totaling five FGDs. Each focus group discussion consisted of 6-8 participants. A checklist was prepared which listed all the important questions. The same set of questions was asked to all the FGD participants, but the order of the questions was not predetermined. This was done to ensure a free flow of conversation. An eclectic mix of people involved in politics, journalism, law, education etc. were involved in the focus group discussion to obtain view of professionals on development. Even people who claim to be totally ignorant about development were included in the group discussions to obtain a lay man's view. The qualitative data thus obtained was combined with the quantitative data attained from the completed questionnaires to prepare the study.

3.4 Sampling

The survey was conducted in five districts. 20 respondents from each district were interviewed. Thus the total sample size consisted of 100 respondents. Quota sampling, a non-random sampling method was used. Stratum based on sex, age, caste/ethnic groups, education and occupation were identified. The respondents were then selected by using the convenience sampling method.

3.5 Data Coding, Typing and Editing

The stored data were verified for mismatches between the original data on the questionnaires and the entries. A small number of recording and typing errors found during verification period were corrected.

3.6 Limitations

Time and resource constraints did not permit a large scale study. Since a non-random sampling method was used, sampling error cannot be calculated. The findings are just an indication of the feelings of the people and hence cannot be generalized to the entire population. The results are a gross estimate of what the people are feeling and the survey does not attempt to make any absolute claims.

Chapter Four

Data Analysis and Presentation

4.1 Quantitative Analysis

The first part of data analysis is based on quantitative method. The collected quantitative data was analyzed using Statistical Package for Social Science (SPSS) to generate frequency tables.

The first section of the questionnaire collects information on demographic characteristics of the respondent. Table 1 presents the demographic characteristics of the total sample. The total sample consisted of 60 percent rural respondents and 40 percent urban respondents. All the wards in the municipality were considered as urban area whereas the village district committees (VDCs) were classified as rural area. The composition of female and male was very close with 35 percent and 65 percent respectively. The age of the respondent which was divided into four categories had almost same number of people falling in each category. The highest represented age category was 35 to 44 years old and the least represented was 18-34. Among ethnicity, Bahun with 30 percent had the highest representation whereas other ethnicity represented were Chhetri (25%), Dalit (15%) and janajati (25%). A majority of the respondents (40%) had higher level of education. Those who could read and write but had not been to conventional school (literate) were 15 percent whereas 10 percent of the respondent had no education at all and 30 percent of the respondents had higher level of education. A majority of the respondent (25%) were

engaged in farming profession. similarly Business (20%) and teaching (20%) had similar percent and Private (10%), government service (10%), social service (15%).

Table 4.1: Demographic Characteristics of the Total Sample

Variable	Percentage
<i>Place of Residence</i>	
Rural	60
Urban	40
<i>Sex</i>	
Female	35
Male	65
<i>Age</i>	
18-24	15
25-34	25
35-44	35
45 and above	25
<i>Ethnicity</i>	
Brahmin	30
Chhetri	25
Dalit	15
Janajati	25
Other	5
<i>Education</i>	
No Education	10
Literate	15
Primary	5
Secondary	30
Higher	40
<i>Occupation</i>	
Farming	25
Teaching	20
Business	20
Government Service	10
Private/Labor	10
Social Service/NGO	15
Total Sample (N)	100

Field Survey, 2010

The second section of the questionnaire has a set of questions to examine the behavioral aspects on developmental activities. When the respondents were asked to level their involvement in developmental activities, more than percent 50 percent said they only participate sometimes whereas 25 percent answered no involvement in any developmental activities. Only about 10 percent said they actively participate whereas 11 percent said they participate as time permits.

Table 4.2: Participation in developmental activities

Variable	Percentage
Actively	10
Sometimes	50
As Time Permits	15
No Involvement	25
Total Sample (N)	100

Field Survey, 2010

For the respondents who answered participation in developmental activities were further asked to specify the types of activities they are involved. The most favored activities were participating in public meeting and gathering (60 %). People opt out for sit in and lockups if their demands are not addressed (20%), signing a petition (20%).

Table 4.3: Developmental Activities Performed

Variable	Percentage
Signing a Petition	20
Participation in Public Meeting and Rallies	60
Sit in and Lockups	20
Total Sample (N)	100

Field Survey, 2010

As much as it was necessary to know the reasons for participation, it was equally important to understand why people do not participate in developmental activities. Hence for those who answered no involvement in developmental activities were asked the reasons behind not participating in developmental activities.

Table 4.4: Reasons for Being Developmentally Inactive

Variable	Percentage
Disinterest	10
Busy Schedule	20
Unawareness about Developmental Programs	50
No Developmental Programs Held in the Area	15
Other	5
Total Sample (N)	100

Field Survey, 2010

Different people have different meaning for development. This research wanted to explore what development means for the general mass. For almost 15 percent people, Development means development of the whole nation. For other Development means rule by the people (20%), provision of basic necessities such as food, shelter and cloth (50%), freedom to say and act (5%) and rule of the law (20%)

Table 4.5: Meaning of Development

Variable	Percentage
Provision of Basic Necessities (Food, Shelter and Cloth)	50
Rule of the Law	20
Development of the Whole Nation	15
Freedom to Say and Act	5
Rule by the People	20
Total Sample (N)	100

Field Survey, 2010

Respondents were further asked meaning of participation in Development, 25 percent responded participation in the policy formulation of their necessities, almost 15 percent said participation in the information receive, whereas 17 percent answered participation to implementation phase of activities and 16 percent said participation in leading role.

Table 4.6: Meaning of Participation in Development

Variable	Percentage
Participation in Policy formulation	25
Participation in receiving information	15
Participation in implementation phase	50
Participation in leading role	10
Total Sample (N)	100

Field Survey, 2010

After the second people's movement in 2006 which introduced "Loktantra" instead of "Prajantra" what has been the differences seen in the developmental activities was asked to the respondents. In many instances the core values of Development have been misunderstood and hence been misused. Therefore the question was asked what the unacceptable activities in Development are. Almost 60 percent answered unplanned distribution of the budget, misuse of political power in Developmental activities by 30 percent respondents and 10 percent thought that prejudice mindset has to be changed while initiating for developmental activities.

Table 4.7: Unacceptable Activities in Development

Variable	Percentage
Unplanned distribution of budget	60
Misuse of political Power	30
Prejudice Mindset	10
Total Sample (N)	100

Field Survey, 2010

Those respondents were asked the kind of roles they could play in enhancing Development. Almost 60 percent respondents said political stability can only enhance Development whereas 30 percent said their local initiatives could foster development, 10 percent said ownership in developmental activities can play a great role to enhance development.

Table 4.8: Role to enhance Development

Variable	Percentage
Political stability	60
Local initiatives	30
Ownership in development	10

Field Survey, 2010

After having a discussion on perception of development respondents were asked to make their opinion on the source of knowledge on the perception of development and they were asked to what is the major source of information in their locality to get the information related to developmental activities. Large number respondents (45%) prefer radio as a source of information.

Table 4.9: Source of Knowledge of development

Variable	Percentage
Radio	35
Print Media	15
Television	10
Public Meeting Place (tea stall etc)	20
Politicians and Party Workers	5
Public Meetings and Speeches	10
Other	5

Field Survey, 2010

As stated in the introduction, media plays an indisputable significant role in building the developmental consciousness of a nation and bringing about social transformation. Use of media helps to enrich people's life. The most common media used by respondents is radio (40%). Television is the second widely used media (30%) and print ranked third (20 %). Internet and email is accessible and used by only 5 percent of the respondent. 5 percent respondent said they do not use the specified form of media (print, radio, television and internet/email).

Table 4.10: Use of Media

Variable	Percentage
Radio	40
Print	20
Television	30
Internet/Email	5
None	5

Field Survey, 2010

When asked to identify the form of media used to learn about developmental affairs, 30 percent respondent said their source of learning is radio, whereas 15 percent identified television and 10 percent said print. Public place (20%), developmental activities such as public speech (10%), telephone/mobile (5%) and internet/email (5%) were some of other form of media used to learn about country's developmental affairs.

Table 4.11: Form of Media Used to Learn about Developmental Affairs

Variable	Percentage
Print	20
Radio	30
Television	15
Internet/Email	5
Telephone/Mobile	5
Public Speech	10
Public Place	10
Other	5

Field Survey, 2010

This research also wanted to study media habits among respondents hence they were asked how often they use various forms of media. Once again radio is most widely used media as almost 70 percent respondent said they use radio daily whereas those who said they never use radio were only 5 percent. Surprisingly 40 percent said they use television daily, 45 percent said they use only sometimes and 15 percent said they never use television. It is all because of the respondent are selected from the urban area. Those who

said they use print daily were only 25 percent and 20 percent said they never use print. Such a percentage of people who never use print could be due to low availability.

Table 4.12: Regular Use of Media

Variable	Daily	Sometimes	Never
Print	25	55	20
Radio	70	25	5
Television	40	45	15
Telephone/Mobile	40	55	5
Internet/Email	30	50	20

Field Survey, 2010

Respondents were further asked how much priority is needed to give media, 65 percent said more than now whereas only 21 percent said same as now. Only three percent said priority should be given less than now whereas only 2 percent said it is better if not given any priority.

Table 4.13: Priority Needed to Give Media

Variable	Percentage
More than Now	65
Less than Now	5
Same as Now	20
Better Not Given	5
Other	5

Field Survey, 2010

Media has been presenting developmental affairs in different format. To know the view of people, what should be presentation of developmental affairs, 30 percent said it should come in drama format. Those who said discussion were only 15 percent whereas interview was preferred by 10 percent, interaction by 25 percent, developmental analysis by 5 percent, researched reports by 5 percent and other formats by 10 percent.

Table 4.14: Media Presentation of Developmental Affairs

Variable	Percentage
Interview	10
Discussion	15
Interaction	25
Dramatize	30
Researched Reports	5
Developmental Analysis	5
Other	10

Field Survey, 2010

Participation is very important to save and strengthen Development. To maximize public participation in Development, respondents were asked to choose the most effective media; in response 40 percent said radio whereas 25 percent said television. Print was only favored by 15 percent respondents. Community medium such as wall poster, street theatre and audio tower was considered effective media by 15 percent respondent.

Table 4.15: Effective Media to Maximize Public Participation in Development

Variable	Percentage
Print	15
Radio	40
Television	25
Community Medium (Wall poster, Street theatre, Audio tower)	15
Other	5

Field Survey, 2010

Furthermore respondents were asked to identify the most effective media to generate developmental awareness, 40 percent respondent said radio is the most effective media to generate developmental awareness. Television (22.7%), print (14.7%), community medium (13.7%) ranked second, third and fourth respectively as the most effective media to generate developmental awareness.

Table 4.16: Effective Media to Generate Developmental Awareness

Variable	Percentage
Print	20
Radio	40
Television	30
Community Medium (Wall poster, Street theatre, Audio tower)	7
Other	3

Field Survey, 2010

4.2 FGD Findings

The focus group discussions combined opinions of professionals as well as lay persons. The group discussion was initiated with the question “What was the factor that you partake in the local development activities and what was your role?” Under this question further probing was done amongst the participants to find out their perception regarding development and level of understanding.

Radio is undoubtedly the most influential form of media to raise awareness among the people. With its wide reaching access and popularity especially among the illiterate, radio remains unrivalled as a significant media form. However political parties should also create their own channels to raise awareness among the masses, especially targeting the rural people.

Print media is also a salient form of media. Some considered print media more influential than radios. According to them, if one does not listen attentively to the radio, the information is lost which is not the case with print media. One can always go through the contents numerous times and acquire essential information. Others opined that a combination of television and radio would work best in disseminating information.

Participants of the focus group discussion were of the opinion that debates about political issues are faded up their daily life so analytical positive developmental reports would be welcomed by listeners. The language however should be kept as simple as possible. The programs should be made keeping the rural people in mind since they are the ones who are in dire need of knowledge about development. Programs explaining how to participate in the developmental activities and why it matters should be aired.

A program on various problems and how these problems were solved over the period of time would be interesting. Majority of them stressed the importance of broadcasting the program in local language. Analysis of past errors could be very informative. Rather than just airing programs about the political happenings, it is important to do some retrospection and present perspectives on what went wrong. Such programs could be on diverse social issues and could be produced as serials. Programs should contain unbiased reports. A radio serial providing directions to people on how to go about getting their work done at government offices and what required documents should be carried along can prove to be very effective on curbing corruption. Empowerment can come only by raising awareness.

Hence programs concentrating on issues such as how to produce more crops, how the local resources can be put to productive uses etc. should be produced. Quite often listeners only get to hear the voice of politicians/analysts based in Kathmandu rather than the positive stories of small farmers who are doing their best in their field. This can create

a sense of detachment and disinterest among the listeners based outside Kathmandu valley.

Majority of the participants showed a strong preference for dramas which, according to them, has the ability to present complicated issues as simple as possible. A few also opted for interactive programs but mentioned that rural people might not be very interested in them. Cultural programs carrying social, political and developmental messages were also considered to be very effective. According to them, songs carrying developmental message are also popular among the masses. Programs containing social developmental issues should be targeted at the youth as they are the ones who have become disillusioned and show utter disinterest. Apathy among the youth regarding development need to be addressed as most of youth are misguided by the politics. Such programs should be high in entertainment value and should cover diverse issues. The subject matter should also appeal to the younger generation. If possible their voice should also be incorporated within the program. Features should also cover optimistic events.

A participant mentioned that presenter of a program is more important than the format of a program. If the presenter is not someone listeners can connect with it would not matter in what format the program is served to the people. A program will create its listeners if they can relate to the program host. Listeners would appreciate if a follow up study was done to find out if there was any behavioral change in the people due to the radio programs. Rather than producing more programs, effort should be made to undertake an impact study and then share the findings with the listeners. Not only will this be

motivating for people to bring about a change in their behavior but will also help in fostering relations between the program producers and listeners.

Chapter Five

Summary, Conclusion and Recommendations

There is no doubt about the contribution various forms of media have made in positively altering the attitude of the people. Radio has brought about a social change and filled the information vacuum for so many people across the nation. Development can be sustained only when the citizens have access to information.

Nepal has witnessed political upheaval and instability since many years. In such circumstances, people prefer to disengage themselves from politics and anticipate for the developmental activities rather than fighting always for political cause. Many have developed a cynical view about politics and distanced themselves. Many are still perplexed about the constant political changes. Opinions vary between extremes and there are people who are so jaded about politics that they have ceased to have any expectations from the state. At the same time, there are optimistic people who are passionate about their beliefs and firmly believe that the mistakes of the past will not be repeated so that developmental activities will be fostered. There are many who equate the word 'Development' with peace. In its broadest sense, Development is understood as peaceful co-existence of various strata of people.

The quantitative analysis reveals that only about 10 percent respondents actively participated in developmental activities whereas 25 percent said they do not participate in developmental activities. Primary reasons for non-participation are much politics on developmental programs. Both reasons could be linked to lack of information. For a good

motive most of the people (60%) attend public meeting and rallies for development cause. And those who are not participated in the developmental activities are because of the lack of information people or unawareness about developmental activities are 50 percent. Majority of the people (50%) Development meant the provision of the basic necessities with comparing rule of law and other freedoms. 50 percent of the respondents equated meaning of participation in developmental activities as implementation level. 60 improper proper distributions of budget percent are in vain since many years and that causes the unhappy situation. A majority of the respondents said stable politics can only strengthen Development (60%) where as their local initiative and feeling of ownership respectively by 30 and 10 percent.

Media intervention is required. Radio is an ideal medium to raise the political as well as developmental awareness of the people as the survey result showed that radio is the most used form of communication medium (40%). 35 percent of the respondents specified radio as the source of information for knowledge of development. 30 percent of the respondent choose radio among other forms of media as a learning tool of developmental affairs indicates that priorities need to be given more than now. A total of 65 percent of the respondent insist that media should change their existing paradigm as 70 percent of respondents still use radio regularly from both rural and urban setting equally and if information are to be in the form of drama (30 percent of respondents) that would make them better understanding.

Some basic programs that also answer the queries of the less developmentally conscious ones are required. At the same time, radio programs should also strive to increase the participation of people. It is only when people become developmentally active and start demanding accountability and transparency, that the democratization process is initiated which could make them participate in their own efforts. The radio programs should contain moral issues and pose questions that provoke people to think. If such programs could be translated into local languages, they would be incredibly useful. As there is no alternative to Development, we have to make every effort to make Development as an institution survive in an underdeveloped country such as ours. Here, radio with its mass appeal and reach can play an important role.

Future radio programs have to be made keeping the targeted listeners in mind. One program will not fit all kinds of listeners. People would prefer programs in drama format, something with entertainment value. Infotainment, combining both entertainment as well as information has mass appeal. The developmentally aware would find programs containing developmental analysis as well interactive debates stimulating. People interviewed preferred infotainment; the planned radio program should entertain as well as inform people about the various workings of development. The upcoming radio program, no matter what format it has, should make the people deliberate and carry discussions on developmental issues.

Based on the study following recommendations can be made for those who are in the position of implementation.

-) Radio should not be taken by the governmental agencies for the sake of information only but as a tool for the worth and meaningful participation in all the developmental activities. Radio programs which really address the local people's need can then be a real development.
-) Since media (here radio) is taken as an inevitable development tool and becoming an integral part of development is not becoming a daily habit only rather it should be used for real development tool. Since development considered as a positive change.
-) Radio stations should be responsible in their programming so that the local people can make their better life listening the radio in their doorstep without paying any monetary value.
-) It should be provisioned that local governmental bodies should take radio as their helping hands not only to share the information but also foster the local need because radio has that power and it can be easily accessible to all
-) Government should prepare its plan from bottom to up level by using radio as an effective developmental tool.
-) Since the mystery of radio technology has now ended and become simple and people can judge radio from their perspective that if the medium is used for right cause they would have chance to make their participation even in a small activities which is for them
-) A national policy should be formulated that each and every activity before they go for implementation there should be use of radio for information sharing in a way that local can understand what their needs are and how to achieve them effectively.

-) If possible there should be provisioned for each of the VDC have their own radio station so that local can feel the ownership in every of the activities initiated by the local village council.
-) Such local radios have their own network so that positive message from distance can be share to other similar distance people.

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