COMMUNITY CORRESPONDENTS AND MICRO-LEVEL CHANGES: A STUDY OF VIDEO VOLUNTEERS INITIATIVE

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF DELHI
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DEVELOPMENT COMMUNICATION AND EXTENSION

POOJA ICHPLANI

DEPARTMENT OF HOME SCIENCE
LADY IRWIN COLLEGE
UNIVERSITY OF DELHI
NEW DELHI
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CERTIFICATE

This is to certify that the dissertation titled **"COMMUNITY CORRESPONDENTS AND MICRO-LEVEL CHANGES: A STUDY OF VIDEO VOLUNTEERS INITIATIVE",** submitted in partial fulfillment of the requirements of the degree of Masters in Development Communication and Extension, Department of Home Science, University of Delhi, is a faithful record of the bonafide research work carried out by **Pooja Ichplani** under our guidance and supervision. No part of this work has been previously submitted for any other degree. This dissertation is a part of the academic curriculum of M.Sc. Development Communication and Extension and has no commercial implications. The study has been conducted after due ethical clearance. All the assistance and help received during the course has been fully acknowledged by her.

Dated: April 17th, 2017

Dr. Archna Kumar

Associate Professor
Department of Development
Communication and Extension
Lady Irwin College
University of Delhi

Dr. Rupa Upadhyay

Assistant Professor
Department of Development
Communication and Extension
Lady Irwin College
University of Delhi

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Pooja Ichplani

Abstract

Community Video (CV) is a participatory medium that has immense potential for strengthening community communications and amplification of people's voice for their empowerment. Video Volunteers (VV) is an organization, which uses participatory video as a tool for bringing change in the lives of marginalized communities. The present study was undertaken to gain in-depth insights about the IndiaUnheard model of VV and functioning of the Community Correspondents (CCs) at the grass root level as they work towards bringing micro-level changes in the backward regions of the country.

The study was based at the Video Volunteers headquarters located in Anjuna, Goa and a qualitative research approach was adopted to provide holistic insights. The study methods included Most Significant Change Technique (MSCT), Content Analysis of impact videos produced by CCs and Open-ended Interviews with the CCs and key informants as well as analysis of secondary data provided by the organization. 26 Community Correspondents, and key informants comprising largely of VV staff were interviewed. A total of 15 stories were collected and selected from the CCs working with Video Volunteers, 70 Impact videos produced and uploaded between January 2014 and December 2016 were also purposively selected from the database and content analyzed. Secondary data extracted from the Video Volunteers database was also analyzed to gain insights into the organizational level statistics.

The profile of the correspondents revealed that most of them had completed schooling; were involved with a social organization and/or had been doing social work independently. Trainings were core for building video production capacities, communication skills and the self-development of the correspondents. This led to a holistic development of the CCs to negotiate the multiple challenges they face at individual and collective levels while working as a CC.

From the content analysis of impact videos, Education emerged as the most prevalent issue addressed in the videos. The impact videos focused upon problems affecting individuals and small groups more than the ones, which were affecting the whole village, and generally used a logical appeal in structuring the story. Spokespersons, especially Government Officials, were observed to be critical positive influencers to the process of change as the impact videos depicted their perspectives and contribution in the change, while impingements in the implementation of government policies was seen to be the most prominent negative aspect in the impact videos.

Analysis of the MSC stories revealed a number of inter-related factors. The context factors highlighted the correspondents' conservative societies, media-dark environments, vulnerability to conflicts and family circumstances. The process factors helped in understanding pivotal aspects influencing a CCs functioning and influencing change in the community these included features of the issue videos; characteristics, network and skills of the correspondents; community processes initiated for the mobilization of stakeholders, organizational credibility and support to CCs along with the negotiation of multiple challenges at the personal and community level they faced and needed to negotiate. Finally, the stories focused upon the significance of the flexibility of the organization in providing an enabling environment for the functioning of the correspondents.

Finally, the study critiques the functioning of Video Volunteers as a community media initiative, and through the empowerment of its Community Correspondents and the multifarious activities pre and post video production including discussions and screenings, and the new mechanisms it has created for center staging issues of marginalized communities and snowballing processes of change in communities.

CONTENTS

LIST OF ABBREVIATIONS

1. BR   Bihar
2. CBO   Community-based Organization
3. CC   Community Correspondent
4. CESPA   Center Services Production Audiovisuelle
5. CG   Chhattisgarh
6. CTA   Call to Action
7. CV   Community Video
8. CVU   Community Video Unit
9. FAWO   Film and Allied Workers' Organization
10. GJ   Gujarat
11. GOI   Government of India
12. ICDS   Integrated Child Development Scheme
13. IMCFSC   Integrated Model of Communication for Social Change
14. IU   IndiaUnheard
15. JH   Jharkhand
16. JK   Jammu & Kashmir
17. MG-NREGA   Mahatma Gandhi National Rural Employment Guarantee Act
18. MH   Maharashtra
19. MP   Madhya Pradesh
20. MSCT   Most Significant Change Technique
21. NDTV   New Delhi Television
22. NGO   Non-Governmental Organization
23. OD   Orissa
24. P2C   Pieces to Camera
25. PV   Participatory Video
26. RJ   Rajasthan
27. SEWA   Self Employed Women's Association
28. SWOT   Strengths, Weaknesses, Opportunities and Threats
29. TV   Television
30. UN   United Nations
31. UNFPA   United Nations Development Fund
32. UP   Uttar Pradesh
33. VV   Video Volunteers
34. WB   West Bengal
35. WHO   World Health Organization

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Chapter – 1

INTRODUCTION

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Introduction

Lewis (1993) defines community media as the process that permits users to provide relatively open and unedited input to the mass media, as it is independent from the state and market. The difference between community and mainstream media is the ultimate motive of revenue generation or profit making of the latter, while the alternative medium promotes the participation of community by following the bottom-up approach.

The mainstream media lags in its top-down, 'one way' communication because it is generically weak in transcending the actual needs of the community. It follows a vertical approach as media professionals choose the issues that they perceive are relevant to the target audience, and the felt needs of the community take a backseat or are sidelined in the process. However, community media merges both media approaches and societal approaches to cater to the issues prevailing in the community, and need urgent action for its upliftment. It clearly defines that the relationship between the broadcaster and the community must involve the concept of two-way communication. Since the access in terms of opportunities to the people for providing feedback and claiming demands to the production organizations is a crucial component for effective communication, community media provides access to the people whenever they want it. It encourages them to engage at all stages of the process as – planners, producers and performers. It serves as a medium of expression *of the community*, rather than for them (Berrigan, 1979).

One of the major approaches followed by the community media is serving the community where community does not mean that the group of individuals share only a socio-demographic or economic characteristics, in stead, it is a collective of people holding a series of identifying group relations. This media horizontally structured as it enables and facilitates the access and participation by members of the community within the frame of

democratization and multiplicity. Engagement of local, 'ordinary' people in the planning stage gives them a sense of confidence that their voices are considered important enough to be heard and eventually be broadcast. This process not only strengthens their internal identity but also manifests this identity to the outside world, thus enabling social change (Carpentier, et al. 2008)

Community video is an alternative medium that is being used in India and other developing countries for over 30 years. It is a cheaper, powerful medium that can attract a mass audience in remote areas. It is an efficient method for knowledge sharing and capacity development, which not only overcomes the barrier of illiteracy but also fits perfectly with the narrative culture of the developing countries. The emphasis is not on filming the change, but addressing development needs from a different perspective (Lie & Mandler, 2009).

There lies an integral role of women in the production process for a holistic understanding of the issue in question. During his term commissioned by FAO to produce a video to promote field activities of CESPA based in Bamako, Mali, Antonello Proto stated, "*Women are essential for the balance of traditional communities yet most of them never feel free to express themselves.*" Empowerment of women can be brought about by their participation in development interventions at the grass roots. Activities aimed at sensitization or awareness of community must involve women right from the planning stage, and incorporate their ideas and opinions for resolving the issue. This will give them voice and freedom of expression, motivating them to participate in other related activities as well. One such organization that gives voice to the deprived is 'Video Volunteers'. It uses the medium of participatory video to actively engage the people at the grass roots. Empowerment requires the ability to think for oneself and articulate those thoughts into the larger community. Poor and marginalized people are often conscious about making decisions for the large community; hence feel reluctant in raising their voice. However, participatory video provides them with a platform where they can freely raise their voice and engage in a discussion to bring out in the open, the issues important to address for the

development of their community. Conceptually, empowerment is a combination of self-awareness, self-esteem and self-confidence which comes when disenfranchised people get involved right from the planning stage, and also work hard to make decisions for their overall welfare (Bery, 2003).

Through involvement of primary stakeholders comes a sense of ownership and control of the medium, thereby empowering the people. It is a contemporary method of reaching out to the poorest, marginalized people, equipping them with skills and opportunities to voice against discrimination, and hence putting the onus of change in their own hands, especially women. It encourages inclusion at all levels (Sachdev, 2010).

1.1 Significance of the study

Community communications seek to bridge the gap between the scientific knowledge of the experts and traditional knowledge of the people about a specific issue, by their interspersion. It emphasizes on increasing their self-reliance by making people agents of their own development. Faces from within the community reflect their voice, increasing the relative connection of the viewers with the focus issue easing out the follow up action, at least at a micro level. Participatory videos focus on providing with not only the solution, but also with the development need to take urgent action to reduce and prevent its adversities. It reaches out to the local people and seeks resolution that could be scaled up.

'Video Volunteers' is a non-profit human rights organization working with community video as a tool to empower communities and give voice to the voiceless. The essence of the success of any development intervention comes from people's participation at all stages, significant in achieving one's identity, chart their life course, experience freedom and reach human potentials with dignity and respect. Participatory video is one such medium where we also get to look at an issue from local people's perspective. Thus,

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realizing the value of video as a tool for empowerment and knowledge development, the present study would majorly content analyze the videos (including impact videos) produced by the Video Volunteers in terms of the priority and importance given to different development concerns and the urgency to resolve the same.

The present research titled *'Community Correspondents and Micro-level Changes: A Study of Video Volunteers Initiative'*, aims to study the role of community videos, produced by the local producers of Video Volunteers, as a tool for change, and gain insights about the scope of community video for bringing the community together for advocating certain issues. The study will endeavor to understand how the community correspondents use video as means for community mobilization, and trigger the change for the development of their community.

Video Volunteers produces two major types of videos – primary issue videos i.e. videos that are made when a problem is perceived by the community correspondent native to the community, and their impact videos i.e. videos that describe the change happened in the community due to the efforts of the correspondents. However, for the present study, a representative sample of community impact videos has been assessed through a content analysis framework.

Research questions

- What is the profile of the Community Correspondents producing videos at the local level?
- Which issues have been addressed in the impact videos produced by the Video Volunteers?
- What changes have been observed in the impact videos? Who have been impacted through the videos?

- How has the change been documented in the impact videos produced by the Video Volunteers?

Objectives

General Objective:

The objective is to understand the role of citizen journalists appointed by Video Volunteers organization in bringing about micro-level, yet significant impacts in the states they function.

Specific Objectives:
1. To profile the community correspondents producing impact videos.
2. To content analyse the community impact videos.
3. To study differentials in treatment of the primary products of the impact videos.
4. To assess the changes documented in the community impact videos.
5. To study the role of Community Volunteers in catalyzing change in communities.

Operational Definitions

For the purpose of the study, the operational definitions are:

- *Community Correspondents* – Persons associated and trained by the Video Volunteers, and are local members of the community.
- *Primary Products* – Community videos that have been produced by community correspondents as part of Video Volunteers Initiative in the area.
- *Community impact video* – Videos that have been produced to report the change that has happened in the area because of the community videos screened in the community.

Chapter – 2

REVIEW OF LITERATURE

Chapter – 2

Review of Literature

With the cameras becoming more accessible, in terms of their availability in remote areas and affordability to poor, marginalized people of the developing nations, participatory video is being incorporated in the design and implementation of various development initiatives round the globe, as it is being used increasingly for the purpose of social change.

2.1 Participatory Communication for Development

Following the criticism of the Modernization and Dependency paradigms, development discourse started shifting from the mere economic growth towards a people-centric, holistic development. Instead of adapting to the westernized approaches for development, the efforts were to involve people in the process of change (Nederveen, 1998). The mainstream media is trapped within its own bias towards the educated, urban, upper class, and focus is usually on the males – both in audience and the subjects of the story (Singh, 2008). It was only due to Robert Chambers' influential work focused on participation as one of the alternative approaches that led to the emergence of participation as a potential new paradigm, and the potential of communication as a dialogic, cross cutting investigative tool for development was realized (Colom, 2011).

Paulo Freire, in his book *Pedagogy of the oppressed,* beautifully explains the need for the oppressed to realize their own potential and be confident in taking the instrumental role in bringing about the change that directly affects them, otherwise left on the perspectives of the elite class (Friere, 2000). Alternative media fits the criteria of providing such a platform where the local people are free to not only handle the production process, but

also to decide what problems need to be addressed through the medium. Hence the people become the agents of change, actively and voluntarily participating in the process. People living in poverty want more equitable relationships with decision makers, identifying bureaucratic corruption, unresponsiveness and disconnection as major concerns. This is what participatory development approaches are assumed to enable people, which is to hold the public institutions that serve them accountable for their sufferings (Newell & Wheeler, 2006).

Therefore, Participatory Communication is defined as "a dynamic, interactional, and transformative process of dialogue between people, groups, and institutions that enables people, both collectively and individually, to realize their full potential and be engaged in their own welfare" (Singhal, 2001). The strength of participatory communication is that it can adopt different forms according to need, which implies no blueprint model can impose itself over the abundance of views and cultural interactions.

However, mainstream media gets trapped in vicious circle of profits, and work solely towards revenue generation. Hence, the donors need for scale is also fulfilled which remains the biggest obstacle for community media. This hinders the cooperation and gigantic projects also fall short of the funds to continue their functioning, thereby resound to failure. Financial scalability of a project lies in the donors' agenda and internal administrative regulations, and not the development needs. Still, it may not be successful in the long run. This calls for looking at community media as a continuum i.e. mosaic of factors which enable or impinge change (Dagron, 2001).

Hence, the need emerged for the Integrated Model of Communication for Social Change that builds a symmetrical pattern in the relationship between participants and information sharing leading to a change. Community people interact with each other, in order to bring about a change in their own behavior or lives. The change anticipated with such a process of communication is intended to achieve an overall development of a community (Kincaid et al, 2002). This model is explained with the help of four components: (a)

Catalyst: It is any stimuli that accelerates or triggers a dialogue in community. Any community process begins with the identification of a problem; (b) *Community Dialogue*: It is a chain of occurrence of events, after the catalyst stirs one or more community people into recognizing the problem. This stage involves inclusion of all possible stakeholders and individuals with varied interests; (c) *Individual-Social Change*: It simply implies individual and focal change, and collective and widespread change, respectively. Interplay of all factors of individual and social environment is given in Figure 1. However, both are equally desirable and important for longer run; and (d) *Societal Impact*: It is the long term, permanent change that happens in the larger context.

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              Individual Health Behavior Change
                  NO                    YES
            ┌──────────────┬──────────────────┐
            │ Maintenance  │    Limited        │
      NO    │   of the     │    health         │
            │  status quo  │  improvement      │
Social      ├──────────────┼──────────────────┤
Change      │  Increased   │ Self-sustained    │
      YES   │ potential for│    health         │
            │   health     │  improvement      │
            │ improvement  │                   │
            └──────────────┴──────────────────┘
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Figure 1: Individual-Social Change

2.3 Community media model

Jankowski (2003) offered a detailed description of community communications features. According to him, citizen's media are small-scale media, which facilitate community participation, giving voice to those groups who are marginalized and unrepresented. He proposed the following model:

- Objectives: to provide local news and information fulfilling the needs of community members, to engage the members in public communication; to 'empower' the politically disenfranchised;

- Ownership and control: often shared by community residents, local government, and community-based organizations;
- Content: oriented to the local situation;
- Media production: involving non-professionals and volunteers from within the community, instead of technical professionals with formal training;
- Audience: primarily located within a small, clearly defined geographic region;
- Financing: essentially non-commercial.

Still among the social sciences, researchers have been somewhat reluctant to realize the potentials of Participatory Video, preferring photographs, photo diaries and verbal records to it (Kindon, 2003).

Present day mainstream media are considered to be large scale, public or private, vertical organizations staffed by professionals, carrying dominant discourse and representations, as they follow the dependency model, and are top-down approaches. In contrast, alternative media stresses on the importance of self-representation, as it is independent from the state or market, and incorporating horizontal communication, which facilitates dialogue within the frame of multiplicity and democratization (Servaes et al, 1996).

Also known as Radical media for native reporting, it is the most democratic form communication that enables people, normally denied access to media, to raise their voices on issues that concern them. It presents a platform to the aboriginals for first-person account of the story, which is more preferred by the users, than the detached commentary of the same (Atton, 2002). Community media constitutes of a range of media – including radio, video, newspapers, magazines, theatre, among many others.

Community radios have a long tradition especially in Latin America, when small and isolated communities of poor people started to operate their own stations to challenge the monopoly of the state and to have a voice of their own (Communication Initiative, 2002). There are community newspapers and magazines where the volunteers design the layout.

Training is also available for encouraging the local residents to contribute to the paper. Television is a challenging medium as a community media, since the technology is expensive and participants, constituted by the local people need to be equipped with technical skills to be able to produce programs by themselves. Yet, there are plenty of examples of local community televisions, especially in Australia and in the United States, and are known as *public access televisions* (New York Times, 1984). However, participatory video stands out in this network as discussed in the following sections.

2.4 Community Video

It is a participatory tool that facilitates sharing of local experiences and communal understanding with communities other than their own as well as with external world. It is a contemporary method of reaching out to the poorest of the poor, and equipping them with skills and opportunity to voice discrimination, hence putting the onus of development and change in the hands of the disadvantaged (Kindon, 2003; Sharma, 2013). It gives people the freedom to set their own agenda for development, based on their felt needs. People are the key elements in the process, shifting from passive recipients of media to being mobilized agents of change. Through the use of video, people are able to present the problem however they perceive it collectively, in order to bring about change, either micro- or macro-level, both being integral to the broader arena of social change. However, the process of video production rather than the video itself, acts as a means for social change. In doing so, it unearths the neglected perspectives of complex issues (Shaw, 2012).

Participatory video, with increased reach of technological advancements, engages the people in the production process, and gives immediate results. Participants are enabled to have fun while making the video on a matter of concern to the community, which is a rigorous task. They are able to control the project, and focus on the local issue. It aids in the realization of people's potential, thereby in the amplification of the voices of people

amongst the other communities, and the decision-makers as well. The video can also act as a catalyst bringing the community together for further action. Equipping people with skills – listening skills, team building – and positive attitudes – self-esteem and intrinsic motivation – lead to their personal development and empowerment by encouraging better awareness and identity of the community as whole. A cheap and effective tool to document initiatives by those who are directly involved in it, making it a credible source of media (White, 2003).

Many innovative participatory video experiences have developed all over the world. These projects in many parts of the world have put technology of video in the hands of the most marginalized people in society for self-representation and social reform. Video has given voice to non-literate women in projects such as Video SEWA (Self Employed Women's Association) in India, The Kayapo Indians in Brazil, *FAWO* in South Africa, *New Dawn* in Namibia, *Television Serrana* in Cuba, *TV for Development* in Uganda, *CESPAC* in Peru, the *Capricorn Video Unit* in Zimbabwe, *Video & Community Dreams* in Egypt, and *Nutzij* and the Mayan women in Guatemala by bridging 'the oral with the technical', thus allowing their voices to be heard on a global platform (Rodriguez, 2001). However, there are also hundreds of similar projects, which have gone undocumented.

Dagron (2001) points out a few advantages of video against the profound presence of community radio. Firstly, the digital technologies are cheaper, calls for an effortless usage and generate a high quality product of professional standards. It is dynamic and exclusive, and no more a poor relative of television. He also talks about the power visuals in communicating an idea or o thought. Videos work better and faster in expressing one's idea since people believe in what they see and video content acts as a proof of the reality being depicted. This lays parallel to Edgar Dale's Cone of Experience, which claims retention tendency of a message is directly proportional to the number of sense organs engaged in its reception. Moreover, the uses of video in social development projects show a great deal of creativity and capacity to adapt to the changing cultural and social context, if used effectively.

In contrast, a SWOT analysis conducted in Bangladesh by Chowdhury and others, it was argued that video also has certain limitations. This includes the high initial investment of time and money. Given that the community video is a medium for the poor, it becomes a requisite for an institution to initiate the process. Also, it might exploit the clients, as the credit does not always go to the local producers but to the professional organization that assists them, and broadcasts it (Chowdhury et al, 2010).

2.5 Who makes the community videos?

The dynamics of social struggle and development is a process, and constitutes the accompanying communication components, which are subject to the same positive and negative influences (Dagron, 2001). In an environment, that promotes horizontal communication, de-institutionalization and people participation, the audience acquires greater ownership within the media institutions. It is only through their direct participation in communication channels, that the audience can affect the production and dissemination of media messages, can criticize them and can choose the relevant programs (Berrigan, 1979).

It is a known fact that it is better for the insiders to look out rather than the outsiders to look in. The audiences are not merely the consumers of media; they also have the opportunity to partake in the production process. Therefore, alternative media contents actually "speak the readers' language" and address readers' realities (Dominelli, 2006).

Handing the camera over enables people to record what they see and how they see it with greater freedom (Garrett, 2011). Participatory Video creates an interactive environment between young people and their community, both actively involved in the process. This allows issues and their causes, consequences and solutions to be grounded in how these people perceived it. It can undermine the hierarchical relationship between the researcher and the researched, 'offering a feminist practice of "looking alongside" rather than "looking at" subjects' (Kindon, 2003). The most effective feature of participatory video is

that it enables objective description of the problem without objectifying the people who produce them (Chen & Minh-ha, 1994).

Moreover, in a study conducted with the women of Bihar, Singh (2008) found that the local women often used video, to express themselves without any apprehensions and be politically active by being an influential member of the Panchayat. This also enabled them to let the world know about their concerns and what are their development needs as global citizens and as humans. Therefore, communication of stories that exclusively surround women was made possible, making them not only the producers but also the subject.

In another study in Mexico by Magallanes-Blanco, it was found that women were deliberately kept out of the public sphere, and had no choice but to play a passive role in the community welfare. But with the introduction of Chiapas Media Project in 2005, there has been an equal focus on both women and men to be selected as community video-makers, although this has not been fully assumed by all women due to the illiteracy factor and dominance they face. 'We are Equal, Zaptista Women Speak' is a production by the indigenous women, which provides interesting insight into the perspectives of these rebels about their roles in the community (Magallanes-Blanco, 2008).

2.5.1 Social capital and community mobilization

Harris (2008) explains how the power of the video increased ten folds with its use of video by women in a dynamic environment of community engagement. The content of the videos produced not only bridged the ties, but also portrayed the interdependence of the community and the goodwill of its members. In a way, this reinforces the trust factor in the displaced community as the potential of video to inspire and persuade people to take collective action and enable responsive governance is realized.

The government of Fiji promotes the role of media as one 'playing a pivotal role in nation building' and 'increasing social cohesion', which is not properly fulfilled by the mainstream media. Social capital consists of a framework within which social networks as well as participative action can be discussed and a link to local norms and practices can be offered. Rural women use social capital – their relationships and social network – as key element in video production for bringing community needs and linkages into limelight (Crocker, 2003).

2.6 Community Video as a tool for Empowerment

Empowerment can be explained by considering the opposite concepts of power and powerlessness. Power is the capacity of a subject to produce intended effects on others. Powerlessness refers to the expectation of a subject that s/he is unable to influence the life events. Powerlessness can be a result of social isolation, poverty and abuse, inappropriate services and systems (Lord and Hutchinson, 1993). The transition from the state of powerlessness to the one of power is called empowerment.

Lunch and Lunch (2006) argue that Participatory Video is relatively easy and is an effective way to bring people together for exploring issues, voicing concerns or simply to be creative and tell stories. However, this approach goes beyond rich ethnography, community engagement and helping people communicate. Its acceptance within the field of development is exclusively due to its ability to provide a voice to the powerless and promote greater equitable outcomes through use in the process of research, consultation, advocacy, community mobilization and creating dialogue for policy change (Kindon, 2003; Garrett, 2011; Sandercock and Attili, 2010). Others have noted its ability to empower those who previously had no control over the media or what was reported about them and its ability to increase not only the self-efficacy but also self-esteem of the people it is closely used by, as the film properly acknowledges the levels of independence of these individuals how they choose to film it. It also aids communication as it

subjugates the barriers of literacy, sending and receiving messages without writing or reading (Okahashi, 2000).

In a study on women's empowerment through participatory video project implemented in Nepal, conducted by Khamis et al, the four types of empowerment were documented as below:

- *Power within*: Women realize their rights and rise to their potentials when given proper channels and level-playing fields. The project was one such platform, which enabled them to do things that they never even imagined, and emerge as Climate Change facilitators in the process.
- *Power with*: Women perceived the increased efficacy of the knowledge, when it is in maximum hands. They partner with multilateral organizations like ActionAid to serve the purpose of information dissemination.
- *Power to*: Participatory video has helped in the generation of knowledge about climate vulnerabilities, and built their capacity to express their concerns. The local organizations enable the women to adapt better to changing climatic conditions.
- *Power over*: Women's voices need a direct contact and outreach to various institutions. In such attempts, their power exceeds that of multilateral agencies to make important decisions about how their voices would influence others, and shape their realities.

(Khamis et al, 2009)

The video is also acts as a tool for organizations to widen their reach, promote awareness and disseminate information, and to enable communities to negotiate and advocate with relevant authorities. Dutta (2010), in his study on the Community Video Units of DRISHTI, further reiterates the effect on individuals as significant, as the process enables people to discover new platforms and non-formal mediums to raise their voices and express themselves. This implies that the process is empowering for all the people – both

when they are behind the camera or in front of it.

However, framing participatory video in empowerment narrative has its own limitations. There are criticisms that relate to the assumption that Participatory Video processes break down power barriers. In many situations, power imbalances associated with race, gender, education and age remain. Further dangers of the process lie in the presumption that the method automatically leads to empowerment and for presuming disempowerment in the first place as well (Shaw, 2012). Walsh, for example, questions whether we can be sure that participants do not simply enact what they think researchers expect. Assuming the tools as empowering in themselves does not account for the complex social and political context within which the process takes place (Walsh, 2012). Hence, participatory video in isolation is not considered as empowering but the numerous processes that precede and succeed the tool induce the empowerment and the context within which it operates plays as well.

However, conceptualizing participatory video solely as the means for groups to narrate their stories constitutes the problem because it makes video products the key outcome. Decision makers watch participants' videos, go through the checklist to prove they have consulted, and that becomes the closure rather than beginning of an ongoing dialogue. It is not only how well video enables representation to powerful decision makers, or whether they are really listening – the key question is what happens next.

2.6.1 Sustainability of Community Media

The most important question that is asked during the evaluation of a program is – "What happens when we are gone?" – and an answer to this would build the sustainability of the program. This implies a community video project is only sustainable if not only the video is used and reused by the community even after the efflux of the funding, but also the skills imparted are practiced for the purpose of social change in the community (De Lange & Mitchell, 2012). The motive is to make the people empowered to such an extent that not only their transformations are positive, but also they are independent in the way

of conceptualization of content in their videos (Rodriguez, 2001).

It is a critical challenge for the community media, despite the fact that the top-down initiatives often do not survive when the funding starts to fade away, which is a drawback as it is difficult to find financial sources for sustenance of the community interventions. When this happens, these initiatives tend to lose their identities and the objectives deviate from they originally intended at its conception. Moreover, eradicating poverty in the marginalized regions and empowering them financially is one of the latent objectives of the community media, but the retention of these volunteers within community remains a challenge (Costa, 2012).

This also brings the issue of raising resources from within the community, which requires community members' greater contribution not only in term of the conceptualization of the content, but also the internal policies of the community media intervention. However, in a study by Arora and others (2015), it was found that only Community Radio stations run by larger and medium NGOs were able to financially sustain its functioning, along with creating spaces for the expression of the marginalized community members, in terms of financial decisions, institutional policies, and technical potentials.

2.6.2 Community Media as Rhizome

"Unlike trees or their roots, the rhizome connects any point to other point, and its traits are not necessarily linked to traits of the same nature; it brings into different regimes of signs, and even non-sign states. The rhizome is reducible neither to the one nor the multiple. It has neither beginning nor end, but always a middle from where it grows and which it overspills."

– Deleuze & Guattari (as cited in Farriera & Devine, 2012)

The image of the rhizome allows incorporating a high level of possibility that

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characterizes community media. The constraints in a civil society, as part of a larger network, and their antagonistic relationship towards the state and the market, as 'alternative' to mainstream public and commercial media, make the identity of community media difficult to track down, because the change is felt by those who are affected by it but not be measured by the outsiders evaluating it for profits. However, its complex nature and unpredictability, as is the case for a rhizome, forms its main defining element (Servaes et al, 1996).

Community media is a people's medium to own and produce, only it would be able to fill the voids that are left empty by the conventional forms of media. Theatre, as one of the various forms, not only involves people closest to the problem in the production process but also the dialogue that emerges afterwards. Hence, to bring about a revolution, it is almost necessary for the media to expand its roots to the places where no one reaches. This implies that the spectators actively engage in most of the stages of the change process, becoming spect-actors (Boal, 2000).

Chapter – 3

METHODOLOGY

Chapter – 3

Methodology

The present study titled 'Community Correspondents and Micro-level Changes: A Study of Video Volunteers Initiative' was undertaken to map the range of impacts in the communities and gain holistic insights into factors contributing to Video Volunteers impacting change in communities.

This chapter includes an overall plan and the systematic strategies adopted during the study. The section has been summarized under the following heads:

3.1 Locale of the study
3.2 Study Methods and Techniques
3.3 Sample
3.4 Data collection
3.5 Data Analysis
3.6 Ethical Considerations
3.7 Limitations of the study

3.1 Locale of the Study

The present study was conducted at the Headquarters of the organization – Video Volunteers – in the state of Goa. Video Volunteers work in various states of India having multiple volunteers in the different regions.

3.2 Sample of the Study

For the study, twenty-six community correspondents – both females and males – from states across India, were selected purposively.

Inclusion criteria

⇒ At least 25 years of age.

⇒ Must have produced at least 2 community impact videos.

The criterion was primarily decided so that the selected correspondent has sufficient experience of being associated with the organization, and is well versed with the process of change using community video as a tool for advocacy.

3.2.1 The Sampling Technique

Selection of Community Correspondents

Eight community correspondents – seven females and one male – were selected through event-based sampling, who attended the training in December in New Delhi. Two community correspondents who are native to Goa were selected. Sixteen others were purposively selected from the database on the basis of the selection criteria.

Selection of Videos

Around three hundred Community Correspondents till date have produced more than nine hundred impact videos since the beginning of recruitment of local producers by

Video Volunteers in 2007. All the videos are available on the database of the organization. For the present study, a sample of seventy impact videos produced in the last three years in Hindi or English has been selected randomly and content analyzed.

Selection of stories

Fifteen stories of change were collected during the interviews with the community correspondents for the study.

3.3 Methods used for Data Collection

The study is a highly qualitative type of a research. Content Analysis of the impact videos was done to assess the impacts achieved by the community correspondents in the last three years. To record intricate factors that lead to change, the method of data collection used was the Most Significant Change Technique. Narratives were collected from the correspondents to understand their perceptions how Video Volunteers is contributing to the development of their community. For an in-depth understanding of the Video Volunteers organization and its functioning, and to gather other details about the community correspondents' views and their work, in-depth interviews were conducted.

3.3.1 The Most Significant Change Technique

MSCT is a dialogical technique that involves collection of stories, narrated by people who have experienced some kind of a change in accordance with the researcher's focus. The stories collected are then narrated back to the community and different stakeholder groups do selection of the best stories. The details in the stories and the reasons for selection become the key aspects or analysis. MSCT is not a standalone technique, but has much strength when used in conjunction with other monitoring methods (Seth & Kumar, 2010).

MSCT helped to capture the process of change and aspects that are otherwise not easy to identify in the impact videos. It helped in studying the aspects involved in the production of videos and the multifarious change they perceive of the video.

3.3.2 Content Analysis

Kerlinger (1986) defines content analysis as a "method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables." It is a non-obtrusive method of data collection.

For the present research, a content Analysis Framework was developed on the basis of the criteria for information about the issues that rose in the videos and how relevant they are to the locale. This helped to determine the treatment of the videos as an advocacy tool, and the factors that lead to change for a particular issue.

3.3.3 Interview Schedule

A detailed profile of the community correspondents, who are currently active, was developed by the virtue of a semi-structured interview schedule.

3.4 Data Collection

For the purpose of collecting data, visit to Anjuna, Goa was done, and an event i.e. quarterly training at New Delhi Television (NDTV) was attended in New Delhi.

3.4.1 Implementation of the MSC Technique

The following section explicated the steps followed during the story collection and analysis. There are broadly three steps of MSCT implementation.

- Introducing the technique

  The MSCT was discussed with the staff of Video Volunteers. After gaining their confidence, it was explained to the community correspondents who were working locally, after thoroughly explaining the process during the event.

  Domain was carefully chosen for the collection of stories. To study the efficacy of Community Video as a tool for social change, the domain was decided so as to capture the perceptions of community correspondents about the impacts that they have been able to achieve in their association with the Video Volunteers.

- Collecting the Stories

  Stories from fifteen correspondents were collected. For the collection of the stories, a recorder was used during face-to-face interactions while the telephonic interviewees were asked to write or record their stories and share through Social Media (WhatsApp). The stories were collected with mild occasional probing on the part of the researcher. The correspondents were approached again to supplement the content of the written story.

- Story Selection

  Stories were divided into three groups of five, and a two-level selection was done with the staff of the Video Volunteers Headquarters, Goa with nine participants – two females and seven males.
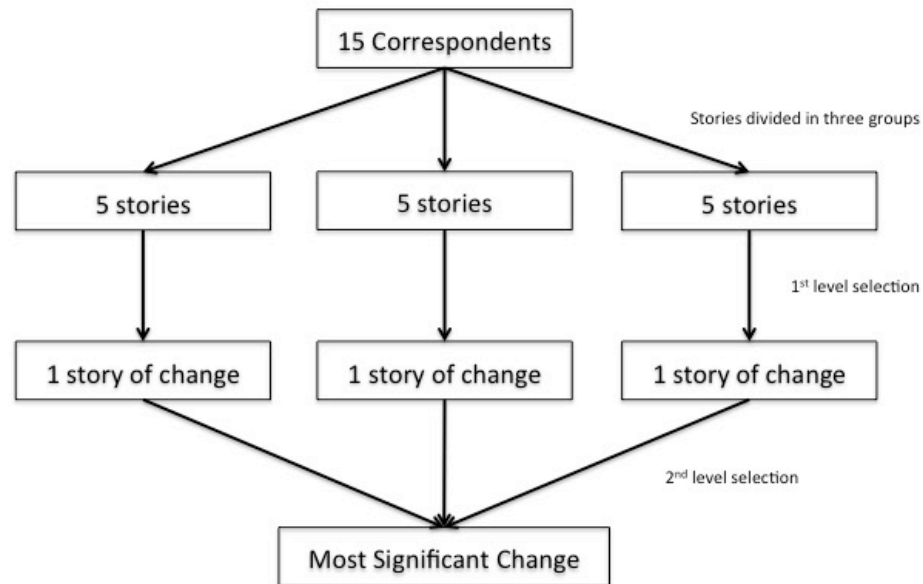
Figure 2: Flowchart depicting MSC Story Selection

The staff was invited at a designated time, in the common room at Video Volunteers Office. During the session, the stories were narrated out loud, followed by a thorough discussion among the participants regarding the stories. The identity of the storytellers was not revealed to maintain anonymity in the selection process, and prevent any sort of biasness. Later, a voting was done and the story, which got the maximum number of votes, was selected as the Most Significant Change. However, all stories were analyzed for further attributors of selection.

3.4.2 Interview Schedule

Open-ended in-depth interviews were done with the community correspondents, belonging to twelve states. Interviews were conducted face to face and telephonically. These interviews provided with an insight on the production process i.e. the aspects that determine the prioritization of issues and videos through open-ended and closed-ended statements.

Table 1: State-wise disaggregation of CCs interviewed for the study

S.no.	State	Frequency of CCs
1.	Uttar Pradesh	4
2.	Jammu & Kashmir	3
3.	Jharkhand	3
4.	Bihar	3
5.	Orissa	2
6.	Maharashtra	2
7.	Rajasthan	2
8.	West Bengal	2
9.	Goa	2
10.	Chhattisgarh	1
11.	Gujarat	1
12.	Madhya Pradesh	1
	Total	**26**

3.5 Data Analysis

1. The stories, after being collected, were carefully analyzed and factors those were common to most of the stories were culled out. These factors of change were categorized into the following framework:
   a. Context of Change
   b. Process of Change
   c. Description of Change
   d. Challenges faced
   e. Triggers of Change

2. The open-ended responses in the interviews were categorized into closed categories of socio-economic profiles, association with Video Volunteers, trainings attended, video production and screenings, and so on. Tables and graphs were made to collate the data.

3. The components of the videos were coded and entered into a code sheet, and further analyzed to ascertain some trends that follow in most of them. Table 2 enlists the aspects that were captured by the content analysis of the impact videos.

Table 2: Content Analysis Aspects As Per The Research Objectives

Objectives	Aspects
To profile the community correspondents producing impact videos.	– Gender – Age – Caste – Education – Socio-economic status, Occupation. – Locale : Community Type & context – Association (Years) with VV – Other affiliations and memberships – Credibility/standing of VV
To content analyse the community impact videos.	– Issues raised – Factors influencing prioritization of issues – Stakeholder participation (Affected Individual/Group, NGO, Government functionaries, Other VV Staff) – Format and presentation of impact video
To study differentials in treatment of the primary products of the impact videos.	– Treatment of Content – Appeal – Approach (Positive or Negative) – Scope for change – Perspectives (Individual,

	Community, NGO, Government) – Reference to Rights/Policy/ Legislation

To assess the changes documented in the community impact videos.	PARTICIPATION
	– Community
	– Corporate
	– NGO and Civil Society group
	– Others
	
	LEVEL OF CHANGE
	   -Community
	      1.Individual - Change in Norms, Breaking Stereotypes
	      2.Collective – community systems and community organizations
	   -Government
	      1.Functionaries/Staff
	      2.System
	      3.Policy/Legislation
	   -Corporate
	   -NGO and Civil society group
	   -Video Volunteers
	     • Changes in trainings - skills, content, Orientation of Correspondents
	     • Personal Spaces- Decision-making at household level, Social Mobility etc.
	     • Social Recognition, appreciation and acknowledgement

To study the role of community volunteers in catalyzing change in communities.	– Process of change triggered by Primary Videos documented in impact videos
	– Duration of the process
	– Community context
	– Nature of the process adopted by VV
	     • Screening of Videos
	     • Other activities organized by the volunteers

	• Other activities volunteer involved in • Any other social process volunteer associated with – Tipping point factors leading to change

4. Secondary data was put into a tabulated form and followed a comparison with the study findings to gain insights into the organizational level functioning.

3.6 Ethical Considerations

- The researcher took proper care of ethical concerns by explaining the purpose of the study and ensuring informed consent to the participants/respondents.
- The respondents' participation was voluntary and they were not compelled to answer any questions by which they felt uncomfortable.
- The respondents were assured about the confidentiality of their information and their shared data would only be used only for the purpose of this research and academic purposes.
- The interview sessions were conducted ensuring the privacy of the correspondents as per their convenience and comfort.

3.7 Limitations of Study

Though an adequate care was taken to overcome all possible confounding factors, however, during the course of the study, there were certain limitations, which could not be countered due to unavoidable reasons:

- The study was not able to include community members to validate the references made by the community correspondents.
- The stories were transcribed in English by the researcher upon interviewing the correspondents in Hindi, and might have lost their essence in the process.

- During the selection process of Most Significant Change Stories, the researcher was able to conduct two rounds of selection process, that too only in the presence of the organizational staff.

- Other limitations included time constraints as well as the unavailability of key informants in research locale.

Chapter – 4

FINDINGS AND DISCUSSIONS

Chapter – 4

Findings and Discussions

This section of the study will discuss the analysis and results of the interviews conducted, stories collected and the impact videos analyzed. It has been laid out within the following segmentation.

Part A – Profile of Video Volunteers and its Community Correspondents

4.1 Genesis and Vision

4.2 Structure of Organization

4.3 Evolution of Models

4.4 Community Video Model

Part B – Content Analysis

4.5 Story in Videos

4.6 People in Videos

4.7 Impact documented in Videos

Part C – Stories of Change

4.8 Contextual Factors of Change

4.9 Process Factors of Change

4.10 Effects Factors of Change

4.11 Attributors of Change

Part D - Discussions

Part A – Profile of Video Volunteers and its Community Correspondents

4.1 Genesis and Vision

Founded in 2003, Video Volunteers is a not-for-profit organization operating in Goa, India and New York City, USA. The need for its conception was to create an alternative media landscape in which thousands of rural poor produce high quality video content, not only bringing awareness to those communities but also empowering them to take action. It is one of the few organizations that work on Participatory Video, mostly due to the founding team, which constituted individuals involved in training rural people in filmmaking. Hence, its reporting network focuses exclusively on providing broad coverage for the most backward and media-dark regions in the country through participatory video.

VV's models for locally-owned and managed media production teach people to comprehend, articulate and share their perspectives on the issues that matter to them – on a local and a global scale. These local individuals are called Community Correspondents, identified from within the community. These people are not only producers with technical knowledge, but also activists who lead the community towards change. Through the use of its low cost community media models, Video Volunteers has been able to offer livelihood for these individuals from poor areas while also providing a service to those communities.

With partners like the Global Fund for Children, UNFPA, United Nations Development Program, FilmAid, Centre for Social Justice, Saath, Veerni, Jal Bhagirathi Foundation, Samhita, and so on, it is presently implementing a scalable model to produce media that is financially viable both for the local producers and the media industry.

4.2 Structure of Video Volunteers

Video Volunteers staff includes people from a variety of fields and backgrounds. The major positions of the organization are of a Founding Director and a Managing Trustee with whom the rest of the team works. It was difficult to discern hierarchies within the team, but mentors from the various teams within staff at the headquarters and state coordinators at local offices were incorporated in the following model. Figure 3 represents the coordination with which the people at VV work. However, organization personnel from the teams also interact with the Community Correspondents as mentor to guide them according to the needs of the community, and the hierarchies are only documented for a comprehensive flow in the model. The Community Correspondents are free to talk to even the Director for guidance, depending on the requirement.
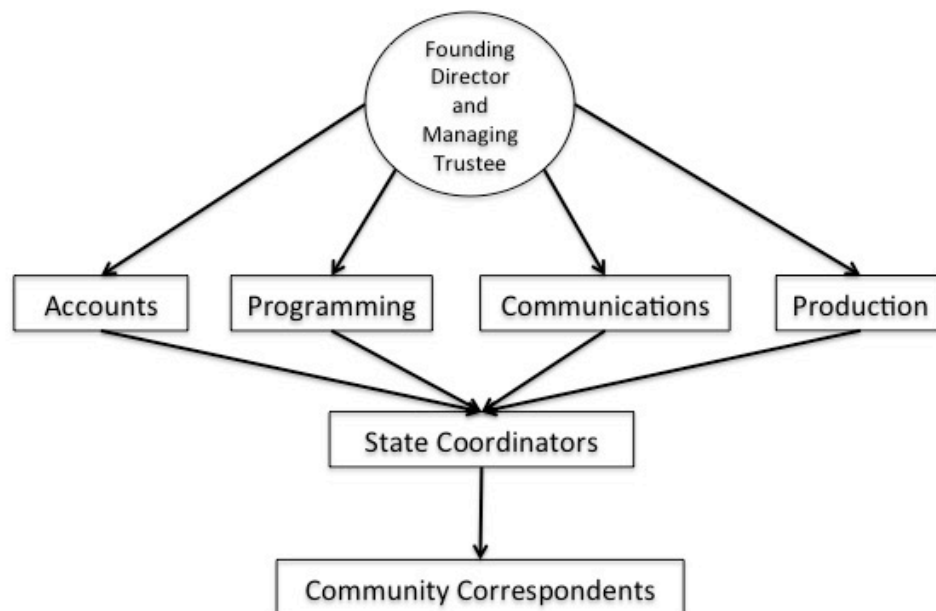
Figure 3: Structure of Video Volunteers

Each correspondent works as a mentee under a mentor from the Goa office of VV. Both of them communicate over the phone during the whole process of video production. They discuss the issue in great detail, various perspectives that surround it, content to be

included in the video, and lastly the appropriate action to bring about the change. No idea or story is rejected unless the issue has already been covered from the same area. The mentors are responsible for refining the proposed idea and its sequences. This is important as it helps to keep a check on the intent of the correspondent and keep them from deviating.

State coordinators are more approachable for the correspondents as they belong to their state, and meeting them in person is easier. Monthly meetings of the active correspondents at the state offices enable them to keep these coordinators up to date. They also provide their assistance in arranging large-scale screenings once the issue video is produced.

4.3 Community Media and VV Models

Video Volunteers organization has been quite flexible in experimenting with its approaches and models over the years, exploring for a scalable community media model for any local community in the world. Context-specificity is integral to their initial plan for any program. Hence, the models used in India were not only adapted to the country, but also its states and the diversity it preserves. Moreover, the needs were carefully assessed and incorporated in these models. All the models are linked together by a common element of video as a tool for empowerment of individuals, however the extent and type may differ. Table 3 traces the VV models that have been used.

The first ever model was the *NGO Media Units* in which different social organizations were provided with trainings for filmmaking and journalism to enhance their functioning as a communication organization. However, it was dropped to remove the element of dependency on other organizations, and a new model i.e. *Community Video Units* was implemented. This was adapted by the infamous component of Multimedia Centers in Community Media, and aimed at building capacities of the local people to set up and manage a center where screenings of videos and discussions with the community people

would take place to enhance their capacities to make decisions. It is no longer functional as the need for individual empowerment was perceived to be more urgent. The next model *Videoshala E-CVUs* was purposely conceptualized to fulfill the need for screening educational videos for awareness and sensitization in schools as the students were considered as Future Mobilisers. Again, more often, the school authorities would not be receptive and open to talk about issues that could hurt the sentimental values of the people. Then Video Volunteers took the onus upon itself to design and produce toolkits for Community-based Organizations in the form of *VideoActive Girls*. These CBOs would motivate the adolescent girls to understand the power of visual communication and media to tell their own perspectives of the stories. The limited target group of girls might have not been able to yield significant results due to the gender roles, which are often dictated in the backward regions. Finally, the best practices from all the above models were compiled and a new model was devised – IndiaUnheard, the ongoing program. Here, the onus of development was on one individual from within the community – the Community Correspondent.

Table 3: Models implemented by Video Volunteers since 2003

Model	Year	Primary Objective
NGO Media Units	2003-05	Providing technical assistance to NGOs on media projects in six different countries including India, United States, and Africa
Community Video Units (CVUs)	2006	Creating platforms for communities to dialogue and find solutions, and empower people to take action on local issues
Videoshala E-CVUs	2007	Training of community members to produce educational videos for the purpose of screening in schools
Videoactive Girls	2009	Development of toolkit for Community-based Organizations and adolescent girls so that they harness, produce and use power of visual media to amplify their voices and tell their stories.

VCU.br *(Video for Livelihood)*	2010	Making Entrepreneurs by imparting skills to young people from the slums of Favelas, Brazil to set up media businesses
IndiaUnheard	2010	Community Video Project training local media producers i.e. Community Correspondents in every district of India

However, *IndiaUnheard* stands out of all the previous models as it provides a platform for the rural poor to raise their voices and problems to be represented in media the way they perceive them. Bridging the gaps between the marginalized people and those in positions of power is the unique feature of the model, which has been explained in detail in the subsequent section.

4.4 Community Video Model: IndiaUnheard

The present model is called the 'IndiaUnheard" program, under which Video Volunteers trains young community members into citizen journalists and equips them with skills of video production. It acts as community's news service. It stands out because it focuses on giving stake to the most disadvantaged sections of community, represented by one individual trained as a correspondent. In the form of IndianUnheard, Video Volunteers has been successful in empowering large numbers of marginalized community members to regularly publish articulate stories. However, the organization also keeps formulating newer provisions under the program for smoother functioning of the Community Correspondents. The flowchart (Figure 4) has been devised to demonstrate the course that IndiaUnheard follows. Components of the model have been discussed in the following sub-sections, and a comparative analysis with the findings of this study has been incorporated.
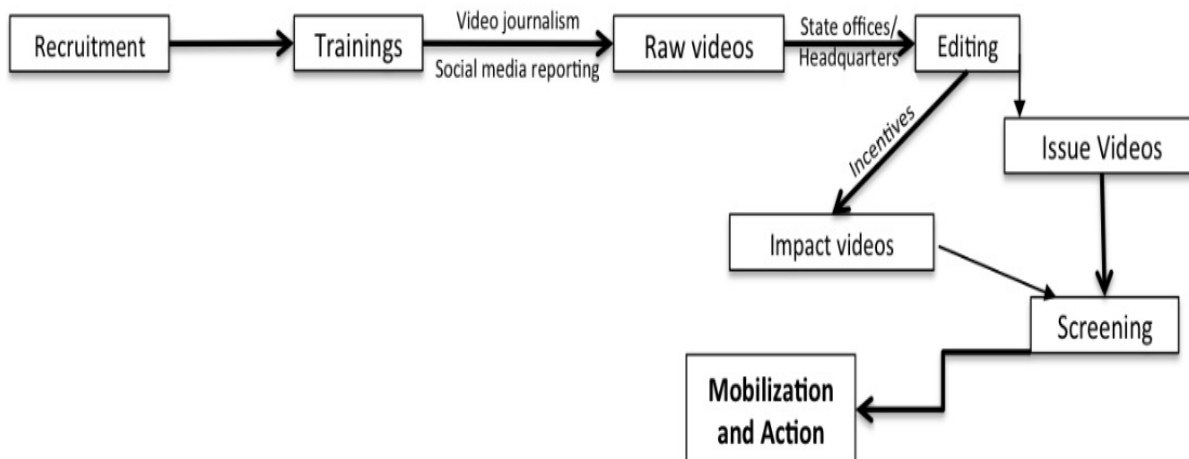
Figure 4: IndiaUnheard Model

Incentives

In order to motivate and acknowledge the CCs work, VV uses an incentive structure. This has special relevance for the CCs who belong to the marginalized communities and have meager resources. Intricately linked to the CC's work, incentives on one-hand boosts the morale of the CCs, and on the other provides them with an income source. There are two stages at which the correspondents are rewarded with incentives for the videos they produce – firstly, after the raw footage is sent to the VV office; and secondly, when the impact is achieved and the impact video is produced. For an issue video, the range of the cash incentive is from Rs 2500/- to Rs 3250/- , depending on the duration of association of the correspondents with the organization. However, for an impact video, a cash incentive of Rs 7000/- is given to the correspondents. Each CC is enabled to produce a maximum of two issue videos in a month to cater to the financial budget of the organization, with a minimalistic annual target of three impacts.

Another category of incentive given to CC is of Rs 3500/- for a success video, that is, in those case the impact was achieved during the process of video production and the

correspondent did not have to engage in the post-production steps for advocacy. However, the correspondents often demand compensation equivalent to that of impact videos due to the time and energy put into the story. Also, a bonus incentive for excellent video i.e. 4-rating videos is provided every quarter to boost the motivation of the correspondents.

VV encourages its CCs to see these incentives not as salary or a primary means for sustaining the livelihood of the correspondents, but as acknowledgement of their work as a Community Correspondent. Thus, VV effectively uses incentives as benefits of the work CCs do and percolate amongst communities. People acknowledge not only the CCs but also their collective power to bring change in communities. These are set in order to compensate the CCs for the time and other resources used for partaking in CC activities.

4.4.1 Profile of Community Correspondents Sampled

For the study, a sample of Community Correspondents was drawn to understand their perspectives about their involvement with Video Volunteers. Equal number of both female and male correspondents was selected purposively to understand their perceptions about their association with Video Volunteers and its contribution in their lives – both professionally and personally. The correspondents who were interviewed had produced a total of 1113 issue videos and had achieved 277 impacts with an impact achievement rate of 24.8%. This rate is close to that of 2015 (23.2%) than that of 2016 (31.2%), which represents the overall data of 209 active correspondents at present.

Although the annual reports do not consist of any gender disaggregated data, efforts are made by the organization to recruit equal number of females and males, as CCs. The production and field guide states that 50% of VV network comprises of women – both as local producers and staff. This is reiterated by the overall statistics of the Community Correspondents, 56% of whom are constituted by females while 43% by males. However, this equality has not been easy to accomplish as it requires significantly more time and

resources but VV has never compromised with women's rights and empowerment as a key goal (Video Volunteers, 2015). Moreover, the organization does not hesitate to recruit transgender individuals as well.

This section constitutes of the personal information of the correspondents. It includes sex, education level, marital status and occupation, if any, other than that of being a Community Correspondent. The researcher collected this data during the data collection period that is December 2016 – January 2017. Also, annual reports statistics (2015-2017) of Video Volunteers organization were reviewed for a first level analysis. These were made available to the researcher by the organization itself as it provided full access of the VV database.

1. Socio-economic background of the Community Correspondents

Table 4: Socio-economic determinants of Community Correspondents (N=26)

Education level				
	Upto 10th pass	12th pass	Graduate	Post-graduate
n	5 (19.2%)	1 (3.8%)	13 (50%)	7 (26.9%)
Marital Status				
	Married	Unmarried	Divorced	
n	12 (46.1%)	13 (50%)	1 (3.8%)	
Occupation				
	Agriculture/Laborer	Social Work	Jobs	Others	Unemployed
n	3 (11.5%)	9 (34.6%)	4 (15.4%)	2 (7.7%)	8 (30.8%)

Table 4 shows 50% of the correspondents have attended college – whether regular or through correspondence – and are graduates. On the other hand, 26.9% i.e. just over a quarter of them are either pursuing a post graduate degree or possess one. This includes one of the female CCs, who is a doctoral candidate in Gender and Education. 19.2% of the CCs have either appeared for the secondary school examination or passed or dropped out of school in lower standards, while 3.8% have passed senior secondary school examination. Hence, none of the CCs are illiterate and all the CCs have the basic level of education and the potential to be determined enough to learn, which is also one of the recruitment criteria of the organization. It was also observed in the secondary data that majority (38%) of the Community Correspondents are graduates. Similar trends for post-graduates (18%) and 10th pass (17%) can be seen.

Interestingly, half of the CCs i.e. 50% are unmarried; hence they do not have the added responsibilities of tending households, especially women CCs. However, there are CCs who are married (46.1%), but with supportive families. Over one-third (34.6%) of the CCs interviewed are involved in social work, either they are associated with a non-government organization local in their respective areas, or are socially independent including activists. Interestingly, majority of women are involved in the social work for their native areas. 30.8% are unemployed, which means they do not have any occupation other than being a correspondent, and that their only source of livelihood comes from the incentives provided to them by VV for producing videos and their impacts. Hence, the VV work is perceived as not volunteer work but as jobs or occupation. Living in the rural areas, very few CCs (11.5%) are involved in farming and agricultural activities, or are daily wage laborers. Also few of them (15.4%) are having jobs.

We can conclude that the profiles of the sample collected i.e. 26 and presently active CCs i.e. 209 are more or less the same. Hence, the sample for this study is representative of the larger population of CCs at Video Volunteers, and is good enough to provide valuable insights into the functioning of the organization.

4.4.2 Recruitment of Community Correspondents

For Video Volunteers, recruitment of the Community Correspondents is a very critical process as their whole IndiaUnheard model rests on them to recruit appropriate candidates. It has collaborated with numerous local NGOs working in backward regions, which nominate the name of individuals to the organization as they identify the potential in the community people. Interviews are conducted on the phone and in person, so that VV can make them fully understand the duties of a correspondent and to assess how they can prove to be an asset to the work VV is doing. Selection criteria for the CCs include basic education level and a desire to serve the community. VV is apprehensive about recruiting highly qualified individuals as CCs, because a correspondent requires to be focused and higher education implies a demanding job. Also, the community might not be able to connect well with the individual as an equal as illiteracy is common in these areas. This does not mean that there are no CCs who are highly qualified but they need to prove themselves in terms of their desire to serve the community before they are selected by the organization.

For the present study, 26 correspondents were interviewed to understand their involvement with Video Volunteers. This involvement can be classified into duration of their association with the organization and reasons for joining Video Volunteers.

(a) Duration of Association with Video Volunteers

Table 5: Duration of Association with Video Volunteers (N=26)

Duration (in months)	n
0-24	2 (7.6%)
25-48	20 (76.9%)
49-72	2 (7.6%)
>73	2 (7.6%)
Total	26

Table 5 depicts that all the CCs have been involved in locally producing videos for at least twenty-one months, with 7.6% falling in the range of 0-24 months. Majority of the CCs (76.9%) who were interviewed have been associated with VV for 2 to 4 years. According to the annual report for the term 2015-16, only 1 CC was recruited. 7.6% CCs have been associated with VV for more than 6 years. These also include the correspondents who were recruited with the conception of VV. The sample does not consist of CCs with that long association because till date, 105 CCs have been dropped because of various reasons like they belong to risk-prone areas or conflict zones, their inability to meet the deliverables of the organization, they simply lack motivation, etc.

(b) Reasons for joining Video Volunteers

Table 6: Reasons for joining Video Volunteers
(N=26)

Reasons	n
Building Skills	1 (4%)
Advocacy	3 (12%)
Media Platform	5 (19%)
Raising Voices	10 (38%)
Source of Livelihood	6 (24%)
Other	4 (15%)

Table 6 shows more than one-third (38%) of the CCs believed that Video Volunteers acts as an effective platform that helps in raising the voices of their people, communicating their issues to the outer world, while some of them (19%) also believed that by recruiting CCs, VV is giving the ownership of media in the hands of their community. There are a few CCs (24%) who only considered VV as an organization providing them with a job, which could secure their livelihood to a certain extent. Other reasons include the efforts of VV in imparting skills to these individuals, and taking actual action for resolving the problem that affects their community.

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4.4.3 *Training and Capacity Building of Correspondents*

Video Volunteers take upon the onus of training the correspondents who are expected to be able to mobilize their communities, identify challenges, investigate the truth, shoot a video and act according to the change that is needed. They not only train them to be video producers and reporters by imparting in them the skills of filmmaking and journalism, but also to be activists and agents of change in their communities. They often collaborate with external media and social organizations for better exposure of these individuals into the practical world.

Their motive is to equip the correspondents with in understanding the concept of community media and videos for social change. It involves building their capacities to negotiate and network with people, to identify deep-rooted issues and to be able to collect facts and evidences. All the skills in the pre-production, production stage, and the post-production are taught to the correspondents. Use of social media for multiple tasks is also one of the major components in the training program.

However, editing is not discussed in details during the trainings, but the organization provides opportunities for the correspondents to learn on-demand, at their state offices. This is perhaps the only thing that is not under the direct control of the correspondents, and hence the community. This is disadvantageous, as the community's vision of the final version of the video may not harmonize with the organizational perspective.

Trainings remain at the apex of the skill imparting strategies used by VV. In the present study, three basic trainings are documented through interviews with the correspondents, as depicted in Table 7.

Table 7: Trainings attended by CCs (N=26)

Inception	National Meet	External Organization
26 (100%)	20 (76.9%)	11 (42.3%)

All the CCs interviewed had attended the 15-20 days long training right after their recruitment under VV's policy of proactively investing in skill building of CCs. Just over three-fourth (76.9%) CCs have attended the National meet held in Goa, where CCs from all over the country meet and learn together. These meetings involve sharing of experiences by various collaborating organization that VV works with and by fellow correspondents about their experiences of using video for social change in their communities. 42.3% CCs have attended at least one training where an external organization was solely responsible for imparting skills to the individuals, but the VV staff is definitely involved in organizing these. These trainings follow up an advanced structure of lecture for the CCs.

The trainings focus on certain key areas of Video Volunteers in terms of the roles that the CCs are expected to perform and integral to their functioning. The core aspects of trainings can be broadly divided into Communication Skills, Video Production, and Self-Development.

A. Communication Skills

Trainings at Video Volunteers focus on equipping the CCs with communication skills, not only in terms of the confidence to interact with different stakeholders but also their negotiating power within their household and with the authorities. Good communication skills are critical to the CCs being able to cut across the power hierarchies, which exist in their social system. Moreover, communication skills are important for them to assert their opinions not only professionally but also helping them negotiate in personal spheres.

B. Video Production

It is an elaborate process, and remains at the center of the training programs, as the art of participatory video production is what VV is imparting to these

individuals. It has various components, which have been divided into two phases – Pre- and Post-production.

– *Pre-production*

There are steps that need to be completed before the correspondent can start with the production process. Trainings cover all these steps in order to provide the individuals with a better understanding of the pre-production stage. These include research, content and call to action.

• Researching facts

A Community Correspondent is required to be alert and attentive to the events around their village. The first and the foremost step is to find a good story to cover. This calls for the correspondent to be more social and interactive with their community. They should be clear in their mind, about the story and must triangulate the facts before filming it. This step has been referred to as 'Research' by Video Volunteers. It is crucial to report an issue since there may be conflicts in the opinion of different people within the same village. The correspondent's role lies in making efforts to bring all the people together, and be aware of the opposing groups. During the stage of research, a correspondent has to gather evidence so that s/he can make a logical video. In doing so, it is sometimes required to persuade a lot of people, of which some may be the sufferers or even the causes of the problem.

• Content of Video

A good video must focus on one core problem for clarity in the minds of people who seek a solution for the same. The correspondents are also required to showcase the perspectives of both the sides of the problem for the purpose

of objective reporting. This must be blended in the narrative structure of the video as well.

- Calling Viewers to Act

One most important part of the video being produced is the last segment, which is called 'Call to Action'. This part of the video talks about the impact that the video intends to make. The videos end with this segment of CTA where the correspondent talks about the action that the people watching the video can take. It may be signing petitions, calling up the government authorities, or something more specific for the community people to do i.e. change the attitudes of the community or a certain group. The whole point of CTA is that the video should be able to motivate people and in the end the viewer can find a way to act and help in some way.

- *Post-production*

The Community Correspondents, along with the members of the community, begin to advocate for change with the issue video as the integral tool.

- Editing the Video

The video footages, interviews are shot and a DVD is sent via courier to the VV headquarters or state offices, where all the pieces are put together, edited and uploaded on the web. CCs also send the raw videos via drop box if it is feasible for them. The video is sent back to the correspondent for the purpose of screening and subsequent action. However, the CCs only edit the video themselves if there are time constraints and the redressal is sought urgently.

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- Video Screenings

Occasionally, the videos produced are screened in the community to trigger a discourse. It is an important post-production step, since the real story begins after the video is produced. That is when the correspondents take up the role of activists and change makers. They use the video as a visual evidence of the problem prevailing in the community and can help push the authorities to change. With such strong evidence, it usually becomes difficult for the concerned functionaries to turn a blind eye. These screenings are followed by discussions with the community spectators, mobilizing them, so that they actively partake in the change process.

These screenings are held at a common place in the village itself, and the organization provides the needful assistance to set it up. They are held on mobiles, tablets, laptops or even projectors for large-scale screenings. Most common screening venues include community halls, religious institutions, schools, any community residence, or during the Panchayat meetings. VV also reimburses small costs of screenings with Rs 500/-.

However, screenings are not always necessary for the change to take place. If the correspondent is not able to organize a screening, that does not mean s/he has not made efforts. It is not the screening that counts, but the CC's determination to bring about an impact.

- Letter Writing

The correspondents are required to make the community people write an application demanding the needful action. This may be written by the CCs also, but the testimonials remain from the community itself. It is only due to this letter that describes vividly the problem and the possible solution, that the

officials are persuaded to take an action for the betterment of the community.

C. *Self-Development*

It may be defined as the process where a person's character or abilities are gradually enhanced. Almost all the correspondents interviewed belonged to marginalized families with few opportunities to redeem their abilities. Video Volunteers provides them with opportunities to not only grow as a correspondent but also their individual development. Self-development is an overt motive of the organization as while imparting all the skills during the trainings, VV is also making efforts to make them realize their own potentials and value them, thereby increasing their self-esteem. This is a key component as the correspondents lose their inhibitions during the process, and become confident to capitalize on their capabilities to bring change. Moreover, nearly half of the CCs are women, who are encouraged by VV to rise to their potentials to negotiate within personal and professional aspects of their life.

Trainings remain at the apex of skill imparting strategies conducted by the Video Volunteers. From the sample selected for the present study, different roles of trainings as perceived by the CCs themselves, were reported as depicted in the Table 8.

Table 8: Role of Trainings (N=26)

Role of Trainings	n
Communication Skills	26 (100%)
Video Production	3 (12%)
Problem Solving	8 (31%)
Community Processes	4 (15%)
In-depth Understanding	6 (24%)
Self Development	21 (82%)
Any other	5 (19%)

Be it communicating with the people or the officials, trainings have assisted in breaking the barriers in communication that existed around all the CCs, that is why they consider

communication as the biggest skill imparted through the virtue of trainings. More than half (58%) of the community correspondents have realized their true potentials and capabilities to engage in novelty activities after being exposed to the trainings, as shown in Table 8. 24% of the CCs perceive themselves as a valuable asset to the community. Almost one third (31%) of the CCs feel that the trainings have made them more capable of solving problems that arise in their respective communities. On the other hand, 15% of them feel that trainings have imparted livelihood skills that are crucial for the subsistence of their families. Some of the CCs (15%) feel that the trainings have enhanced their relations with the community and increased the trust amongst them by engaging in the processes change while almost a quarter of them (24%) feel they are well equipped with the sensitive issues.

4.4.4 Roles and Activities of Correspondents

Video Volunteers hire individuals as Community Correspondents, who have work activities to fulfill. However, there certain other responsibilities those come their way depending on their association with VV and their success rates. There are three major roles, which were reported – Contributor, Mentor and Trainer.

a) Contributor: They help the other CCs in doing odd jobs like writing and recording Pieces to Camera.

b) Mentor: After producing a certain amount of videos and bringing a number of impacts, Video Volunteers upgrades their role as a Mentor i.e. the person who stays in touch with the CCs on a regular basis.

c) Trainer: A CC who imparts similar skills to other CCs, and helps in faster dissemination of information amongst the younger CCs.

Table 9: Roles Assigned to CCs
(N=26)

Roles	n
Contributor	3 (11.5%)
Mentor	4 (15.4%)
Trainer	2 (7.6%)
CC Activities	26 (100%)

Table 9 shows 15.4% of CCs who were interviewed have additional responsibilities as mentors, and they take under their wings a certain number (1-4) of new, young CCs and guide them for their initial work. 11.5% of the CCs have worked as a contributor. 7.6% of CCs have been involved as trainers while working with VV, and they have trained other local producers due to their expertise and long association with VV. This increases their responsibilities, especially the mentors, as they work not only as a correspondent, but also guide the junior CCs, when they struggle to tackle a problem.

The interviews reported the correspondents to be involved in a range of activities as a part of their job as a CC depicted in Table 4.7.

Table 10: Work Activities Performed by CCs
(N=26)

Activities	n
Trainings	26 (100%)
Community Mobilization	26 (100%)
Video Production	25 (96%)
Screenings	26 (100%)
Interviewing	26 (100%)
Meeting Officials	26 (100%)
Any Other	2 (7.6%)

All the CCs were reported to be involved in a range of activities. These included attending trainings conducted by the organization, interviewing the different stakeholders of a specific problem, bringing the community together for collective action, organizing screenings to inform the community of the problems that exist within their area, and formally meeting the concerned officials to take the needful action. While majority of

them (96%) have video production as an integral activity to perform as a CC. Other activities (7.6%) include researching on the issue and developing in-depth understanding of issues.

VV in their policies enable the Correspondents develop skills and function effectively, adopt a multi-pronged approach. Thus, by involving CCs in building skills of other, CCs themselves become clearer and enhance their own skills. This constant exchange of CCs between trainer and trainee is a concerted strategy of skill building of CCs.

Video Volunteers' own value system, credibility as a not-for-profit, participatory video initiative and capacity building provisions, collectively have been found to be encouraging for the correspondents to work with complete efficacy. Providing incentives to the poor and capacitating the non-professionals remain the key aspects of its current model – IndiaUnheard. As the name suggests, it creates spaces for the problems of the marginalized populations to be addressed.

Although VV stands on the pillars of democratization of communication, but still the drawback lies in the centralized nature of editing process and the planning of training programs in their model, which are perhaps the only two decisions that are taken at the organizational level, and are kept away from the Community Correspondents. It is possible that the process of editing might be too much to cope with for the correspondents amongst their pool of work activities and due to the novelty of the tasks. However, the CCs who have been associated longer with the organization, have responded well to the trainings, have readily balanced their personal lives with the responsibilities bestowed upon them by VV, and most importantly, achieved significant impacts to discern the quality of raw footage to be included in the final product, might have the required potential to take interest in the editing decisions. Moderation Policy of Video Volunteers needs to be revised to assess how this can be made possible to ensure the element of objectivity at every stage of community media reporting.

Part B – Content Analysis

Video Volunteers have produced more than 4500 primary issue videos across India. From almost 700 videos produced till date, 70 impact videos were content analyzed for the present study, with the help of a comprehensive framework of content analysis, upon purposive selection from the database.

The data in Table 11 is extracted from the Video Volunteers database for a first-level analysis of the impacts. Table clearly depicts that the total number of impacts ever achieved since 2007 by the organization are 1058. However, the impact videos produced are only 657 i.e. 62%. This might be due to the inability of the Community Correspondents to produce an impact video when they do not get relevant sources for bytes. This number excludes the videos, whose raw footage has been received, but have yet to be edited.

Table 11: State-wise impact statistics of Impacts Achieved

	UP	JH	WB	JK	MP	CG	OD	BR	MH	RJ	Total
No. of Impacts Achieved	195 (18.5%)	197 (18.6%)	19 (1.8%)	32 (3%)	114 (10.8%)	99 (9.4%)	123 (11.6%)	128 (12.1%)	101 (9.5%)	50 (4.7%)	1058
No. of Impact Videos Produced	137 (20.9%)	119 (18.1%)	13 (2%)	22 (3.3%)	53 (8%)	52 (7.9%)	56 (8.5%)	95 (14.5%)	80 (12.2%)	30 (4.6%)	657
No. of CCs	21 (11.4%)	42 (22.8%)	10 (5.4%)	14 (7.6%)	16 (8.7%)	14 (7.6%)	16 (8.7%)	21 (11.4%)	16 (8.7%)	14 (7.6%)	184

The number of CCs who have been able to bring these impacts is 184, which implies the average impacts achieved per correspondent are 5-6. Looking at state-wise data, this average is the highest (9-10) in Uttar Pradesh, and the lowest (2) in West Bengal. The data also shows the maximum impacts (18.6%) achieved are in Jharkhand, and the lowest (1.8%) in West Bengal. Interestingly, 22.8% of the CCs have achieved 18.6% impacts in

Jharkhand while half of that number i.e. only 11.4% has produced 18.5% impacts in Uttar Pradesh. The table also shows that Uttar Pradesh is the state, where the correspondents have been able produce the maximum number (20.9%) of impact videos. This reveals about the effective functioning of the correspondents in UP. West Bengal remains with the lowest success rate of the CCs in terms of the impacts.

70% impact videos were produced by women CCs, while the rest 30% were made by male correspondents. The analysis of the same was divided into three broad categories: Story, People, and Impacts.

4.5 Story in Videos

Story may be defined as the report of an item in newspaper, magazine or broadcast. For this study, story has four components namely: Topic or the theme addressed in the videos, Scale of problem addressed, Reference to Law/Schemes, and Appeal used in depicting the issue.

4.5.1 Topic addressed in Video

Table 12: Primary Issues Addressed in Impact Videos (N=70)

Topic	n
Bureaucratic corruption	4 (5.7%)
Economy (Total)	**18 (25.7%)**
Poverty	5 (7.1%)
Employment	3 (4.2%)
Remuneration and corruption	5 (7.1%)
Strikes/Trade Unions	1 (1.4%)
Consumer issues	2 (2.8%)
Transport/Traffic/Roads	2 (2.8%)
Science and Health (Total)	**8 (11.4%)**
Health and Hygiene	5 (7.1%)
Environment	2 (2.8%)
Science & Technology	1 (1.4%)

Social and Legal (Total)	29 (41.4%)
Hunger	3 (4.2%)
Water scarcity	9 (12.8%)
Religion/Caste	1 (1.4%)
Education	16 (22.8%)
Crime and Violence (Total)	11 (15.7%)
Disaster/Accident	4 (5.7%)
Non violent crimes	3 (4.2%)
Gender violence	3 (4.2%)
Other crimes	1 (1.4%)
Total	70

Social and legal issues constitute almost half (41.4%) of the total videos, issue of education portrayed in around 55% of these videos, water scarcity constituting 31%, and hunger 10.4%. One-fourth of issues in videos addressed issues are of economy consisting of 27.8% in the form of corrupt practices for compensating laborers of their work. Consumer issues (11%), and lack of infrastructure (11%) i.e. roads and towers in a village, also occur frequently in the videos. 11.4% issues fall in the category of Science and Health, nearly two-third is dominated by health disorders and diseases caused due to the lack of hygiene, and problems of forest conservation (25%). Crime and violence constitutes of 15.7% of the videos.
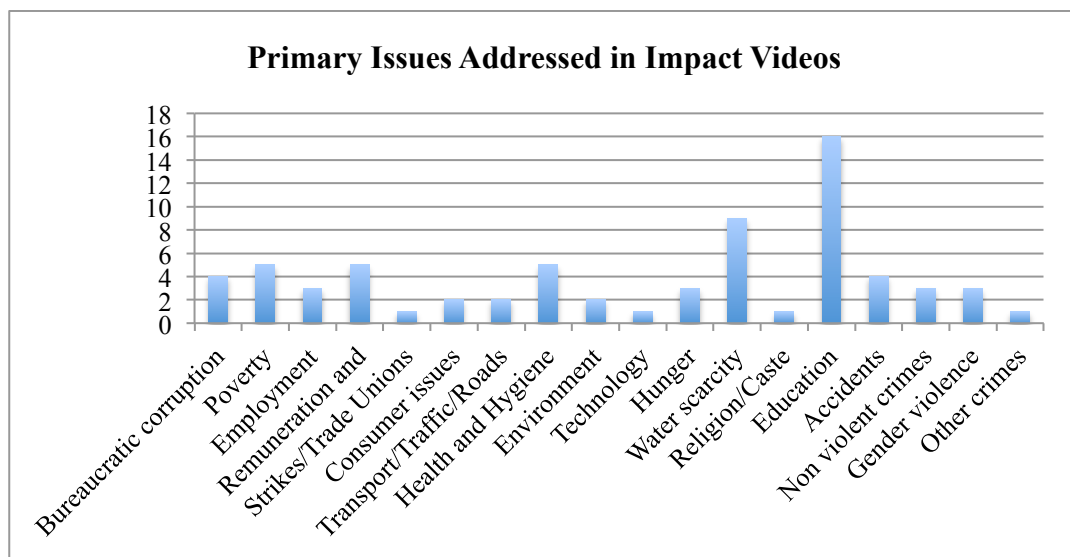
Almost one-fourth (22.8%) of the total videos focused on a problem related to education in the video – poor school infrastructure, irregular or inefficient teachers, implementation issues in government schemes, and so on. Many videos (12.8%) portrayed a problem related to the scarcity of water in different villages, either due to damaged bore wells or hand pumps. 7.1% videos constitute of poverty related issues where the lack of access to subsistence items is prominent, while 2.8% are consumer issues where the awareness of the people as consumers is in question, and the source of problem lies in the shopkeepers. Gender violence (4.2%) and other crimes and accidents (5.7%) also occur in the videos, and both come into the broader category Crime and Violence. Bureaucratic corruption also constitutes 5.7% of the impact videos, where the negative aspects are in the form of the government officials.

4.5.2 Scale of Problem

Scale of the problem may be defined as the magnitude of the problem addressed in the video, which simply implies the number of people suffering due to the core problem. For this study, four scales have been operationalized: Individual or a single person affected; Group i.e. people belonging to the same age group, caste, class, slum, or all women facing gender related issues; Community or the whole village; and Block i.e. more than one village.

Table 13: Scale of Problem
(N=70)

Scale of problem	n
Individual	10 (14%)
Group	30 (43%)
Community	27 (39%)
Block	3 (4%)
Total	**70**

As per Table 13, 43% of the videos depict a problem that affects a specific group of people within a community, which implies the involvement of those people. Problems

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often concern the whole village as in 39% of videos, implying a relative ease in mobilization of people due to their stake in the prevailing problem. 14% of the videos show a problem that only a single person suffers. However, problem in which a block is afflicted in 4% of the videos analyzed. Videos focus not only on collective concerns of large groups but also smaller groups and even the individuals. 57% impacts videos were seen to be focusing on such issues. Thus, Video Volunteers as a community media intervention articulates concerns of whose voice is not dominated by the number, but the urgency and severity of the problem.
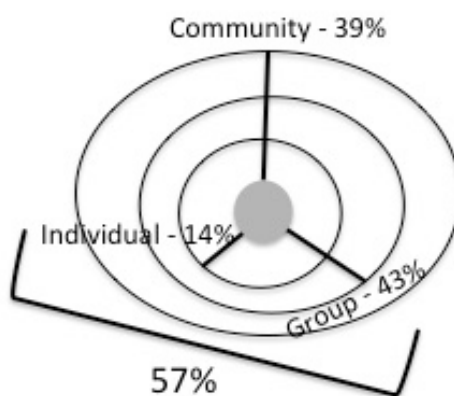

Figure 5: Concentric distribution of the Scale of Problems addressed

4.5.3 Reference to Law/Scheme/Rights

Video Volunteers organization produces videos mostly for grievance redressal. Majority of problems are related to the government schemes or state laws or human rights, which are the entitlements violated by the State or other authorities. Reference to the same implies the correspondents seek redressal through the video, and make efforts to go beyond the desired impact to conduct awareness sessions for focus groups in the community for their sensitization on the issue of concern, as a part of the process of change.

Table 14: Reference to Laws
(N=70)

| Reference	n
Yes	27 (39%)
No	43 (61%)
Total	70
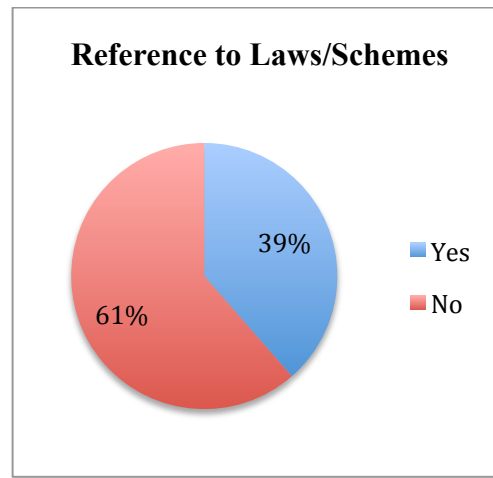
Table 14 shows that 39% videos depict implementation issues in the schemes and laws. Problems related to schemes like MG-NREGA, Mid-day Meal, Integrated Child Development Scheme, Widow Pension Scheme and laws like Right to Education, Right to Food are common in videos. Education, hunger and livelihood are the major problem, prevalence of which pushes these communities further into the vicious circle of poverty. Lack of awareness of the rural people about their entitlements is realized as a key factor in prior implementation of schemes and the benefits not according to right client groups. Interestingly nearly half (61%) of the videos do not refer to any such scheme or law.

4.5.4 Appeal used in Videos

Appeals may be defined as persuasive pressures that stimulate the audience to the desired direction. According to Aristotle's Rhetoric Model of Communication, Ethos is an appeal to ethics, and it is a way of convincing someone of the character or credibility of the

persuader. Pathos is an appeal to emotion, and is a way of convincing an audience of an argument by creating an emotional response. Logos is an appeal to logic i.e. the cognitive of the individual, and is a way of persuading an audience by rationale (McCroskey, 2015).

Table 15: Appeal used in Impact Videos
(N=70)

Appeal	n
Emotional	21 (30%)
Logical	49 (70%)
Moral	0
Humor	0
Satire	0
Music	0
Total	70

More than two-third (70%) of the videos were seen to use a logical appeal in the description of the story, as they flow with the help of facts and evidence related to the same. Videos aimed to appeal to the logos of the audience groups, especially the concerned officials from whom they seek the needful action. 30% of the videos used an emotional appeal, by capturing intense moments during the suffering due to a problem or writing such pieces to camera in the CCs' narration. However, it was observed that there was no use of humorous or satirical or even moral appeal in the videos.

4.6 People Appearing in Impact Videos

People refer to the individuals other than the correspondents, who appear in the videos and provide essential bites for the camera. People have been analyzed in four heads: Total number of people, Sex of people, Occupation of People and Function of people appearing in impact videos.

4.6.1 Total number of People

257 people appear in the 70 videos those were analyzed. This implies on an average, at least 3 to 4 people appear in each video. These people are also stakeholders of the problem and get involved in the process of change. Their sex, occupations and functions have been discussed in the following sub-sections.

4.6.2 Sex of People in Impact Videos

Table 16: Sex of People appearing in Impact Videos (N=257)

Sex	n
Female	122 (47%)
Male	135 (53%)
Total	257

More than half (53%) of the people that appear in the video other than the CC are males, while the rest (47%) are females. Table 16 reflects that somewhat equal number of both males and females appear in the videos. Efforts are made by the CCs to consider and record the opinions and experiences of both the sexes, without any bias.

4.6.3 Occupation of People in Impact Videos

Table 17: Occupation of People in Impact Videos (N=257)

Occupation	n
Not specified	124 (48%)
Specified	133 (52%)
Unorganized	17 (12.8%)
Business	5 (3.8%)
Jobs	43 (32.3%)
Professionals	1 (0.8%)
Village council	17 (12.8%)
Activist/Social Worker	6 (4.5%)
Pensioner	7 (5.2%)
Unemployed	36 (27%)
Other	1 (0.8%)
Total	257

Table 17 shows 48% of the total people's occupations were not specified in the impact videos, which were analyzed. Out of the rest, 32.3% are people with secure jobs including government functionaries, teachers who are interviewed to account for their perspective on the story, mostly associated with education, and other office workers. 12.8% are village council members who are often given an opportunity to defend themselves at the times of their inefficacy to take appropriate action or to admit to their lack of efficiency and reassure the community. Family members of the afflicted individuals also appear in the videos to extend support and constitute the 27%% unemployed category along with children, students and other people not looking for jobs. 12.8% people featured in the videos studied were see to work in the unorganized sector of agriculture or are daily-wage laborers. 5.2% people were pensioners, not looking for jobs, but entitled to economic security by the government. A few people (3.8%) were seen to be involved in small businesses.

4.6.4 Functions performed by People

Function of people may be defined as the roles played by them in their appearance in the video. It may have a number of categories as enlisted in Table 18.

Table 18: Function of people in Videos (N=257)

Function	n
Subject	13 (5%)
Spokesperson	37 (14.4%)
Expert	12 (4.7%)
Personal Experience/Eye-witness	85 (34%)
Popular Opinion	105 (40%)
Other	2 (0.8%)
Not Specified	3 (1.2%)
Total	257

40% of the people who appear in the videos provide popular opinion i.e. testimonials of an impact that took place. This reflects that they serve the most crucial component of the impact video as they provide a concrete evidence of the improvement that happened due to the CC's efforts. Around one-third (34%) of the people share how they have been

suffering from the problem or have seen the problem affect other people, which adds more power to the content of the video as it validates the prevalence of problem by other informants as well. A few people (14.4%) are spokespersons, which include government officials and village council members. 4.7% experts in the video who provide additional information on the issues due to their designation. In the videos studied, few subjects (5%) or people about whom videos made, were also featured.

4.7 Impacts Documented in Impact Videos

Impacts are the changes made possible due to the efforts made by the Community Correspondent as s/he uses the community video as a tool for social change. These are broadly categorized into process of change and level of impacts, as depicted in the impact videos analyzed.

4.7.1 Process of Change in Impact Videos

Process of change is the complete description of how the impact was bought about. Content Analysis of the impact videos enabled understanding of the process of change depicted in them. These included negative forces, activities performed by CCs as well as positive influences.

(a) Negative Forces/Impediments

Negative aspects are those aspects, which slow down the process of change or are impediments, which do not let it begin in the first place. Table 19 documents some of the negative aspects commonly observed in the impact videos.

Table 19: Negative Aspects in Videos
(N=70)

| Negative forces	n
Social Norms	5 (7.1%)
Religious Leaders	1 (1.4%)
Individual Opinion makers	19 (27.1%)
Government Official	14 (20%)
Government Policy	27 (40%)
NGO Officials	0
Corporate Official	4 (5.4%)
Corporate Policy	0
Total	**70**

40% of the videos show that the government policies are negative aspects, as they impede the process. 27.1% videos show individual opinion makers as the negative aspects, which imply certain individuals within the community whose interests might be harmed during the process of change, would be against the correspondent's efforts and may desire to hamper the process. 20% of the videos depict government officials do not function effectively, which may be due to the roots of bureaucratic corruption that go deep down into the system. Interestingly, 7.1% of the videos portray social norms as negative aspects, which reflects on the difficulty in breaking or reshaping the norms due to their imprints on the mindsets of people. Corporate officials use their power to hinder the efforts made by the CC or even bribe the community members if their interests are harmed, and this is shown in 5.4% videos. 1.4% videos also show religious leaders in a negative light.

(b) Activities conducted by CCs as depicted in Impact Videos

Community Correspondents perform certain activities as a part of their functioning. These activities are helpful in bringing about change. Table 20 enlists the various activities of the Community Correspondents, which they conduct for seeking resolution to the community problem.

Table 20: Activities of CCs (N=70)

| Activities	n
Screenings	24 (37.2%)
Community Meetings	47 (68.5%)
Letter writing	24 (37.2%)
Meeting officials	59 (87.2%)
Protests or Rallies	4 (2.8%)
Others	12 (18.6%)
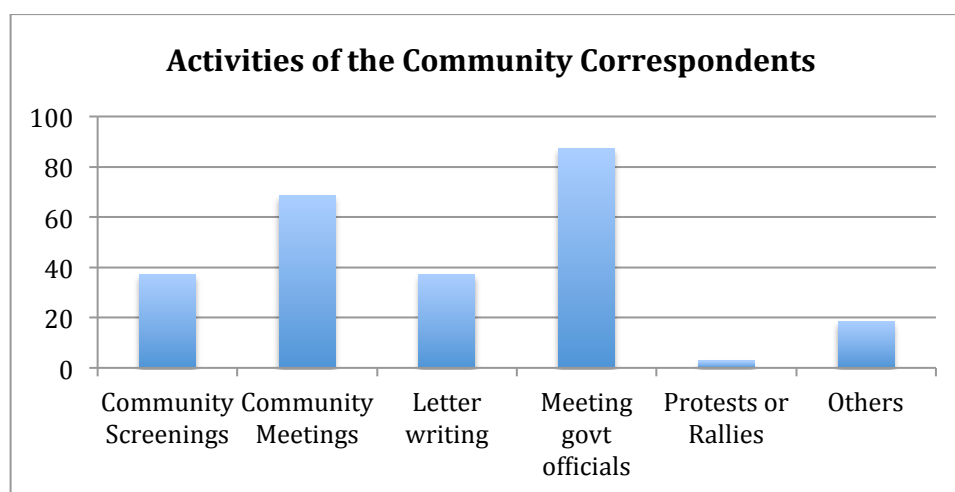
In more than one-third (37.2%) of the videos, screenings organized for the community and the subsequent process of letter writing are important components in the process of change. Both these activities are led by the CC. Community meetings are preceded by screenings, and are crucial in more than two-third videos (68.5%) as the community members collectively plan and mutually decide on a course of action along with the CC. Majority of the videos (87.2%) show the meetings with the governments officials as the changing point in the process of change, as it was only possible for the concerned official to do the needful after the correspondent, preferably accompanied by a few community members met her/him. Other activities (18.6%) include publishing of the story at local level for the awareness of maximum people. It also includes protests and rallies for mass mobilization, which the CC plans in accordance with the need for a certain issue. Both these activities contribute in gathering additional support from the community as well as people from outside the community.

(c) Positive Influences

Positive influences are the triggers or catalysts, which hasten the process for change to take place. Table 21 enlists the range of positive forces that were found as facilitators of change.

Table 21: Positive Influences for Change
(N=70)

Positive forces	n
Lower caste groups	74.2%
Higher caste groups	22.9%
Outside Support	27.2%
Media	17.2%
Government Officials	84.2%
Local Leaders	1.4%
Corporate officials	1.4%
Local NGOs	2.8%
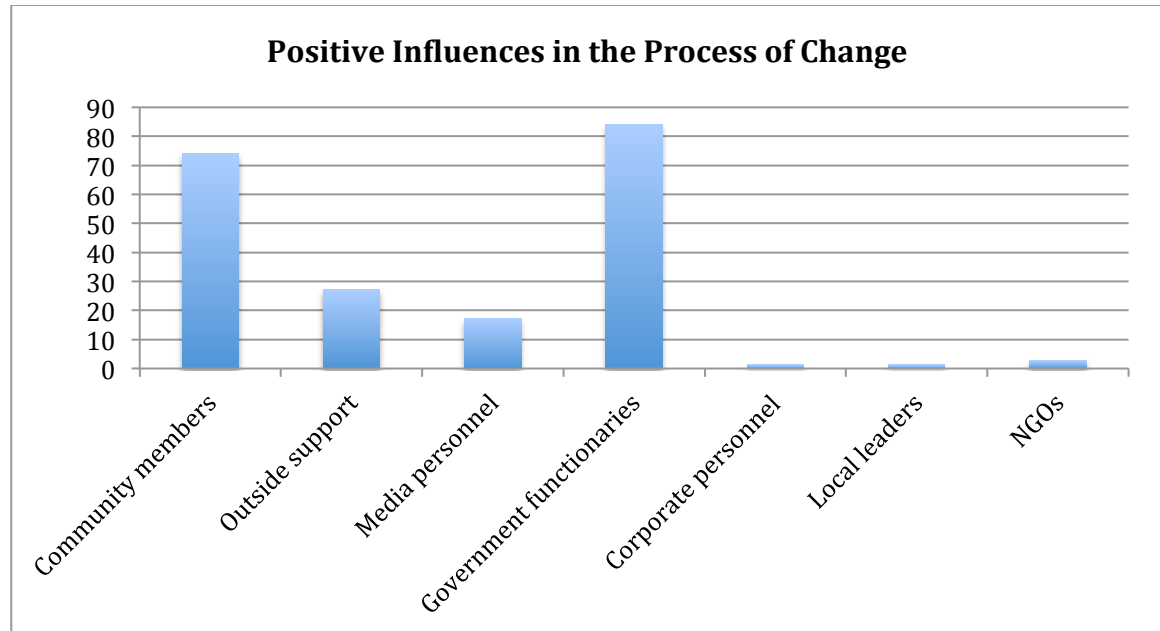
Positive Influences in the Process of Change

Government officials are the key positive forces in the change process of majority (84.2%) of the videos, as the problem was directly linked with the responsibilities of these functionaries. Three-fourth (74.2%) of the videos show that the support provided to

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the correspondent by the lower caste groups is indefinite and extremely helpful in bringing change, especially in changes related to attitudes and practices. In contrast, higher caste groups (22.9%) were seen as positive influence only when the matter affected them. Outside support of people belonging to other villages is an inducing factor in more than one-fourth (27.2%) videos. Other triggers include media support for giving specific issues its due limelight (17.2%), and local organizations (2.8%) for exerting pressures on authorities whenever required. Local leaders and corporate officials are not so much of a positive force as the problems were often found to be associated with inefficiency.

4.7.2 Level of Impact depicted in Video

Similarly to the scale of problem discussed in section 4.10.2, level of impact may be defined as the extent to which impact is spread.

Table 22: Level of Impact Documented in Impact Videos

(N=70)

Level	n
Individual	8 (11.4%)
Group	31 (44.3%)
Community	28 (40%)
Block	3 (4.3%)
Total	70

Almost half (44.3%) of the videos document an impact that enhances the life of a group of people in the village. Changes are positive for the whole village in 40% of the impact videos analyzed. Some videos though a very less number (4.3%), portray the block i.e. people from more than one village perceiving benefits of a change. It is only due to the efforts of the correspondents that the change is widespread in most cases. However, 11.4% of the videos show impact was limited to an individual suffering from problem

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earlier.

Videos produced by Video Volunteers usually appeal to the logos or the cognitive of its audience, and mobilize them by rationalizing the need for change. Problems related to education dominated the sample of videos analyzed. However, Video Volunteers does not take into account the magnitude of problem when their CCs identify a problem to be reported, hence videos are given the same importance even when the problem affects only an individual or a small group within the community. The challenge for the CC is then to garner support from the rest of the community, so that the sense of belonging amongst its members is enhanced and there is an overall increase in the social capital.

The biggest negative aspect in the videos emerged to be government policies, which means the implementation issues. The activities, which proved to be catalyst in the process of change, were integral to CC's functioning. The most essential triggers were found to be community dialogue through discussions and meeting with officials. This satisfies the Integrated Model of Communication of Social Change, where the interplay of catalysts transfigures the negative forces into positive influences, which is indispensible for the larger societal impact.

Part C – Stories of Change

Most Significant Change stories were analyzed to understand the key aspects about the functioning of the Video Volunteers in bringing about an impact in the communities and the subsequent influence on the life of the Community Correspondents. Stories revealed a range of factors that provided insights about the larger context within which VV was functioning in different regions of India, and perceptions of the correspondents about its contribution to not only the community development but also their work as a correspondent.

This analysis of the stories provides a deeper understanding about the nature of change that individuals experienced due to their functioning as a Community Correspondent as well as the context of the organization that enables these changes. These factors were broadly classified as: Contextual factors, Process factors and Impact factors.

4.8 Contextual Factors of Change

The several aspects emerging in the stories focused upon the context within which the correspondents are functioning and provided a larger perspective within which the CCs work. These aspects include the socio-cultural context, media dark environments of the areas they reside in, and the personal/family circumstances they have to face.

(A) Socio-cultural context of Correspondents

The CCs were found to be belonging to communities with varying socio-economic cultural context. Further, the CCs were working in the conflict zones of Jammu & Kashmir, Chhattisgarh and Jharkhand to the backward regions of Bihar, Orissa, and Madhya Pradesh. Amongst all the stories, following aspects were found to be commonly occurring.

- Poverty

Poverty emerged out to be the linking contextual factor in all stories. Lack of adequate income and livelihood opportunities, lack of awareness of schemes and inability to utilize basic facilities of health and education amongst people in these areas, all make them fall into the vicious circle of poverty.

A story of Madhuri Chauhan, who is working as a community correspondent in Uttar Pradesh, questions the nature of poverty her community is subjected to. She narrates:

"Sometimes I do not get why we are deprived of so many things, because we live in such marginalized areas or it is actually the other way round. Whatever it is, we are not able to cope up with the growth of the rest of the country, and we require immediate assistance. Being poor is not bad, but the fact that similar choices are not available for us to make is what is disheartening."

- Illiteracy and Orthodox Ideas

The Correspondents hail from areas where several orthodox social and cultural norms are strongly held in communities. Due to the conservative nature of these societies, illiteracy and lack of formal education, these ideas are deeply ingrained throughout their life, when they do not even understand the logic behind them, and continue to follow them blindly without questioning them.

A story of Sunita Kasera, a community correspondent working in Rajasthan,

tells about the difficulty to get away from the orthodox practices of her community.

"People of Rajasthan continue to live with a closed mind, not letting anyone change their beliefs. They fear of the ostracization they might have to face by being the first to break years old norms. They do not want to leave their roots."

- Conflict

Several correspondents interviewed belonged to conflict areas of the country where the socio-political situation creates threats for people's voice, and compromises people's ability to speak and the CCs to work freely. Conflict zones not only compromise the mobility, as they faced threats to their lives and their work.

A story of Nadiya Shafi, working as the Managing Trustee at Shade Foundation, and also working as a Community Correspondent in the Kashmir valley, shares her experience.

"Living in a conflict zone comes with added disadvantages. I did face some challenges. Permissions need to be sought everywhere, and taking the camera in an area where people are so vulnerable is beyond anybody's imagination. When I need to shoot a story on camera, I need to explain everybody what I am doing so that there is no confusion about the interests of my work, which are purely development oriented, and not politically bound."

- Class & Caste Dynamics

  The stories emerged the social divisions those exist between the community people on the basis of class and caste in both urban and rural settings. This caste and class dynamic, norms and stereotypes often were the causes of conflict that existed in the community, especially with respect to caste differentials.

  A story by Tanju Devi, a Community Correspondent working in Bihar shares how the class system affects her work.

  "In Champaran, there are people who belong to higher class, we call them 'Dabangg Jati'. They always interfere in occasions that happen in the district. Working there as a correspondent becomes difficult in the presence of these people, because they never support my work and pass unusual comments, no matter how many times I prove my dedication."

(B) Media-dark Environment

Nature of mainstream media was also an aspect emerging in the stories. Media helps connect different socio-economic realities of the world together and creates space for dialogue. The correspondents in their stories reiterated the media scenario in the community. Belonging to regions where mainstream media mostly does not reach either due to poor infrastructure or distribution or capability of the audiences to access the media, it did not capture the ground realities these people live in. Political hegemony prevailing in the regions prioritized, exercises control over the content of the media.

A story of Sanjay Kumar, a CC working in Uttar Pradesh, depicts how these areas

face exclusion in the coverage by mainstream media. He narrates:

"Nobody cares what we go through, what problems we face, and how we are dealing with them. Others ignore us because we just do not matter to them. Communicating our experiences in the media today is a farther reality. I do not understand how is news about celebrities is more important today that malnutrition in India."

(C) Personal/Family Circumstances

A key aspect raised in the stories was the uncertainty of livelihood opportunities of the families of the individuals who got recruited by Video Volunteers as Community Correspondents. Belonging to low-income families and having scarce resources, the correspondents' families faced several hardships.

A story of Tanju Devi, a Community Correspondent from Champaran district of Bihar, where she talks about her family and the challenges they faced due to lack of money. She narrated that:

"I have one girl and a boy, and my husband is unemployed. My only source of livelihood are the incentives of VV. Food and clothing is somehow managed, but paying for the education of kids becomes really difficult at times."

These were the contextual factors emerging from the stories. From all the insights, it is observed that the Community Correspondents work in backward communities but since most of their work requires them to challenge the power structures and dominant groups or orthodox nature of their community at times, they make efforts to negotiate with them to function effectively. Conflict zones add to the complexity of their work. The need to

have such correspondents increases in regions where media remains silence about the issues of the poorest. The circumstances of family are hard to avoid, and hence the contextual factors are accounted for in the stories of change.
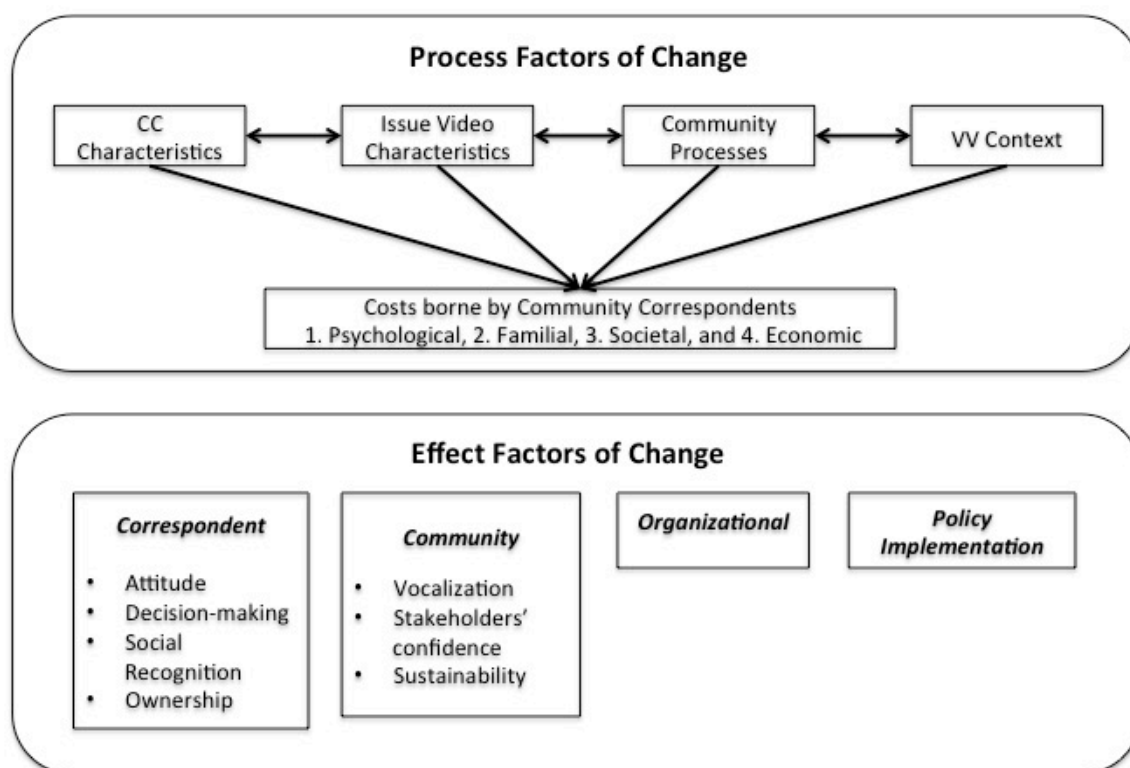

Figure 6: Framework emerging from Stories of Change

4.9 Process Factors of Change

From the stories collected, also emerged were some aspects that helped to understand key factors influencing the change as perceived by the Community Correspondents. These included certain enabling factors, which positively facilitated the CCs and their negotiating the issues that the videos raise. These factors also focused on certain disabling factors that became aspects that the CCs had to negotiate and added to the costs they had to bear for their engagement with Video Volunteers and their functioning as a CC. The process highlights the key aspects of Video Volunteers and the IndiaUnheard Program, where the interplay of all these factors is responsible in bringing about change.

A. Community Correspondent Characteristics

Certain personal characteristics of CCs were commonly observed in the stories. These characteristics were key to the CCs' approach towards the issues and their use of video as a tool for facilitating change in the communities.

1. Desire for Learning

> The desire of the individuals to learn new strategies was crucial to their functioning as a community correspondent. CCs were seen to be varying in their openness to accept new ideas. The more receptive they were made, the more quickly they grasped new ideas and ways of thinking, without any reluctance. Those having high desire to learn acted like absorbent sponges. The correspondents learnt from their mentors and trainers at Video Volunteers acquiring a range of skills from video production to in-depth comprehension of issues that surround them. Linked to learning of the CCs was the process of self-reflection as they learnt new things and simultaneously reflected their new knowledge to the context and working styles. Meetings with other correspondents who perceive similar experiences, learning and reflecting with them helped them better understand and prepared for the future challenges they might face, as well as reflect upon their past mistakes for better outcomes of the change process.

> A story of Rajesh Kumar Gupta, a 28-year old CC who has attended as much as ten trainings since his two-year long association with VV, shares how he values the incidents shared by other CCs well. He narrates that:

> *"Listening to other CCs at the National meet once held in Goa made me realize that there are other people in the country facing similar problems like my community and myself. In fact, I got an opportunity to learn different ways of tackling the same gender-related problem that prevailed in my district of*

Raigarh."

2. Perseverence

Stories reflected CCs having a deep sense of perseverence. Usually forced with multiple challenges, CCs' willingness, desire and persistent struggle to explore and try new approaches to look for solutions was key aspect in influencing their being able to mobilize the community around the issues. Not giving up and persevering with optimism and enthusianm were seen to be critical in their functioning.

A story by Shikha, a Community Correspondent working in Sahibganj, Jharkhand, depicts the true testament of an individual for her/his perseverance. She narrated that:

"The girls at the hostel felt miserable by the sexual harassment they had to face due to the headmaster. But it was shocking when the woman officer did not believe me, and did not take action after seeing the footage. When she threw me out of her office, I protested and the police hit me in the process, and warned me not to follow the story anymore. It only strenghthened my spirit to help those girls, and I went to higher authorities for help."

3. Practical Experiences

The past experiences of the CCs was another aspect that was seen to influence their work. Though most of the correspondents had a basic understanding about the various social issues that prevail in their communities. However, their past experiences led to a deeper, holistic and richer understanding of issues, which helped CCs use a much more comprehensive and innovative approach. Moreover,

this led to a more mature interaction and negotiation with different stakeholders about the issues and also the removal of personal barriers in dealing with issues.

An excerpt from the story of Bharti Kumari, a Community Correspondent from Jharkhand working with VV, tells about the role of experiences in her working. She narrates that:

"All the CCs ever recruited were called to Goa for three days National Meet. We spent the whole time getting to know each other, their cultures, and most importantly the different ways of tackling issues in our communities. I remember listening to everybody, and combining their different strategies to formulate one of my own to have a stronger base for my story."

4. Communication skills

Communication skills were seen to be an integral aspect that the CCs focused upon in their narratives. The correspondents were aware of the importance of the communication skills, which were crucial to their work. Meeting new people, networking, mobilization and persuasion essentially required proficiency in communicating effectively. Video Volunteers organization realizes the need to strengthen these skills; hence, they invest resources in trainings, but still the skills differ in each correspondent. Through trainings, the correspondents were able to develop these skills. VV in its trainings focus upon how to cut across not only gender differentials but also power hierarchies and caste-class dynamics, and communicate with confidence.

An excerpt from the story of Tanju Devi, a 30-year old CC from the district of Champaran, working with VV since 2013, depicts the change she perceives in her communication skills. She narrates that:

"Trainings always encourage us all to speak our minds when we know we are right, and not see who is in front of us, whether it is fellow villager or someone in police or a government official. Following this, I became confident enough to talk to the Block Officer when the school was not functioning, and it was because a halt in funds from the government."

5. Personal Networks & Connectivity

Personal contacts of the correspondents were seen to be another factor influencing the work of CCs. CCs were found to have a unique support system, which they regularly tapped into while doing their CC activities, and were provided with a range of support and form networks critical to their functioning. These include their peer groups who acted as intermediaries for dissemination of information. Peer groups in organizations also helped further publicize their work or issue. Personal contacts and networks included media persons, government functionaries, NGO persons and local leaders to name a few. These personal networks helped the CCs to get crucial information, or have meetings with key people/functionaries, which enabled them to work more effectively.

An excerpt from the story of Rajesh Kumar Gupta, a 28-year old Community Correspondent in Raigarh district of Chattisgarh, explains how his collaboration with social organizations is a key support for him to be able to do his work. He narrates:

"Men who were working for the company started to get really sick and some even died. But the doctors in the village could not diagnose their health conditions, and suggested a proper health screening be held for the villagers. My group members at Janchetna were really supportive, and made efforts to bring in support from the organizations even in Delhi. These organizations were key in bringing funds,

which was a challenging task. It was only then, that I was able to organize a silicosis screening camp in Saraipalli village with the help of our municipal medical program."

6. Technological Competence

The technological efficiency of the correspondents was observed to be a central aspect that emerged in the CC narratives and influenced their effectiveness. CCs were using various technologies like mobile phones/internet and their features for performing a range of tasks related to the CC work. These include shooting video clips, uploading photos and videos, sharing videos, messaging, etc. VV trainings helped them learn the technological competence, which enabled the CCs to work efficiently, quickly network with people and devote time and resources. Social media, as a medium of dissemination and awareness, was observed to be key to mobilization of stakeholders, thus proficiency of CCs to use the technology was pivotal to their functioning.

A story of Ramlal Baiga, a 26-year old Community Correspondent from Umariya district of Madhya Pradesh, depicts the extent of his ease in handling technology for production and other tasks. He narrates:

"Recent trainings have taught us to share our raw videos to VV through drop box, that saves time. I have also started to use the built-in software in my mobile to edit the videos I shoot for screening it for the officials."

B. Issue Video Characteristics

Another aspect emerging in the stories were characteristics of the primary issue videos, which were felt by the CCs to be having a direct impact or they being able to mobilize

people and have some sort of action taken. The style and presentation of the issue in the video is an aspect that the correspondents perceived crucial for the emergence of an advocacy campaign and impact in the communities. Following are the key components of issue videos highlighted in the stories.

1. Concrete call to action – This was an aspect that the CCs felt was key to the impacts that the issue videos were able to achieve. It is a non-accusatory reminder to the concerned officials of their responsibility to take the needful action, it is clearly stated at the end of all videos along with a contact number for the viewers to call and pressurize them for the same. The assertiveness with which the correspondents speak their 'pieces to camera' was a key point in making an impact on people's minds.

   Another story by Ramlal Baiga, a Community Correspondent from Madhya Pradesh, working for VV, shares how he thinks call to action is integral to the issue videos. She narrated that:

   "What works for us is that VV makes it very clear that when we write the content for call to action, we do not have to sound like we are blaming the government. It must be like we are seeking help, this way is better to get the government officials to at least listen to what we demand for a solution."

2. Production values – The production quality of the videos was perceived to be another aspect in bringing about community mobilization. Production values included Pieces to Camera i.e. signing in and signing off, sequencing, framing, controlling background noise, and so on. When these values were adhered to, led the videos to have clarity in conveying the ideas and having an impact on the audiences. Though VV has a policy of central editing, yet the quality of the raw footage collected by the CC made the final editing more powerful.

   Another story by Sulochna, a 40-year old CC who is also a PhD Scholar at Goa

University, shares how she found about the spread of a problem. She narrated that:

"I make sure there is no background noise on the location so that what the source is saying can be heard clearly. Framing is something that is taught to us in the trainings, and I spend some time to set the frame for my video as to what must be included and what must not be. For instance, I once shot an interview of an Aaganwadi worker, and in the background I made sure to keep the backdrop of an Aanganwadi Centre."

3. Articulation by Stakeholders – An integral aspect was the articulations of Stakeholders captured by the correspondents in the videos, especially the afflicted parties/groups. Forceful, clear articulations were key to the video quality. Where these were lacking in quality and focus CC's had an adverse impact on audience. It helped in emotionally binding the viewers to the video, as they actually watch known people belonging to their own community, suffering from similar problems.

A story by Bharti Kumari, in which she shares about one of her own stories, the afflicted individual articulately communicated about the wrong done to him. She narrates that:

"The problem was that the official did not want to listen or speak in front of camera. After a lot of efforts, and Kishan being the key as he did not give up, and spoke confidently of the wrong done to him i.e. not being compensated fully for his labor work, and he only got unnecessary scolding whenever he tried to get his wages."

C. Community Processes

CCs in their stories were full of examples of the multiple strategies they used to mobilize

the community as they fight for changes. CCs were found to use varied community process activities during and post-production of video as well as post screening activities, all of which contribute to a range of community processes, which emerged to be a key aspect leading to change in communities. Certain aspects of the activities done by the CCs were observed in the stories of change. These are broadly grouped as multiplicity of support and multiplicity of approaches.

1. Multiplicity of Support

Stories were replete with references to various groups who support the CCs in their functioning, and they are able to achieve the results. Analyzing the various dimensions of their activities with these groups resulted certain key aspects emerging that were core to their community processes.

- Mobilization of Key Stakeholders

  Stakeholder mobilization was found to be a critical aspect for the impact achievement. Key stakeholders include the afflicted group of people, the community members and others known in position of power. Building rapport with them and establishing formal and non-formal communications with them was a key aspect of the CC mobilization work.

  Another story by Sulochna, a 40-year old CC who is also a PhD Scholar at Goa University, shares how she found about the spread of a problem. She narrated that:

  "When I screened the issue video in the school, I found that the problem of stinking in sewer had actually existed for the last 30 years, and it affected the school children as well. Hence, I was able to gather the support of the school management in addition to the community members."

- Building Champions and Advocates

The stories highlighted that the CCs worked with a range of community groups. However, building advocates and champions who would support their ideas and work with them was a crucial aspect. Champions were built by the CC at the community level as well as among the stakeholders CC worked with. These groups include men and women, people in different age groups, caste and class. Champions helped build dialogue amongst other members of their groups and with the correspondent. This enabled a rich exchange of ideas and opinions regarding the issues. In addition, champions enabled an informal way of communicating or grapevine within the community, which was found to be useful for building support from different sections and the CC's hurdles getting addressed.

A story of Sanjay Kumar, a Community Correspondent from Maharajganj district of Uttar Pradesh, and has been associated with VV for more than five years, shares how he is able to mobilize children. He narrates:

"Gathering support from the rest of the community for such a sensitive issue was not easy. Screening the video and organizing awareness sessions for people helped with that. Young adolescent girls were in full support of Sita, and understood what she had gone through. They even convinced their families to come together for this issue."

- Local Media involvement

Stories also focused upon the CCs' use of the local media organization present in the area. The correspondents readily capitalized upon the glocalized features of the local media for garnering support, which was found to be a distinctive

reinforcement in the change process. The merger of different media is only an effort to expose the issue on a relatively larger scale by reaching out to more groups, hence maximizing the support. Local media includes local TV channels, newspapers, radio, which provide their time and space to a story. However, involving local media did not always happen smoothly and requires a strong basis for the story.

An excerpt from the story of Sunita Kasera, a CC working in Rajasthan depicts how he has been able to use the platform of local media for the issues in his community.

"My videos are often also published in Bedhadak, which is Karaulli's local press. My husband's friend works in the press, so he helps me with the formalities. This was most of my stories get an extra attention."

2. Multiplicity of Approaches

The correspondents in their stories were observed to be using a number of approaches while addressing an issue of community importance. They often tried to innovate in the combination of these approaches. The approaches used by the CCs are broadly categorized into Interpersonal Communication approaches, Formal Channels of Communication and Effective Use of Social Media.

- Strong IPC with all stakeholders

  Interpersonal communication with the stakeholders as well as the community members is one of the salient factors for CCs to gather support. Stories repeatedly focused upon the continued IPC that the correspondents engaged in with different stakeholders. Interpersonal Communication enabled the CCs to develop a rapport

as well as trust with them. Building of trust led to self-disclosure, and they revealed the intricacy of the problem or the aspects not commonly known. This placed CC in an advantageous position and they were able to negotiate aspects with different stakeholders and influence their attitudes and behaviors about the aspects that mattered most to them with greater precision.

A story by Amarjeet Kumar, a Community Correspondent working in Rohitas district of Bihar, shares how he had to counsel the afflicted families to stop them from becoming vengeful. He narrates that:

"Family members of the deceased expressed their desire for weapons and not compensation. I sat with them, made them see the right and the wrong, and reminded them they were not killers."

- Formal Channels of Communication

CCs in their stories also focused on the use Formal Communication Channels with the functionaries on authoritarian positions prove to be key in the change process. Formal Communications were acknowledged by organization structure and bound them to acknowledge CCs and their requests, and their activities. It helped to break power hierarchies and enabled the correspondents to have voice and their views forming inroads in the largely closed structures. The CCs in the narratives reiterated the importance of repeated communications for making formal system to acknowledge and take their credence for the existence of the problem. This ensures minimum delay in problem resolution and the its finality depends on the way these officials are approached by the CCs. Hierarchy of power structure is followed by the CCs, which enables the redressal of problem at the lower level authorities, but it may prevent the higher authorities to get involved at all.

- Effective use of Social Media

Using social media was found to be a significant approach by the CCs in the stories despite belonging to the most backward regions. Social media was seen to make successful in-roads in the lives of the rural people despite skepticism. with the correspondent steering them towards this change. The social media's features of providing quick communications, a platform for discussion transcending geographical boundaries in no time, are often blended with the community media so that all its predominance is used for maneuvering the process towards the desired positive change.

A story of Abid Salaam War, who is a CC in Baramullah, Jammu & Kashmir, and also pursuing a Master's in Mass Communication and Multimedia Studies, talked about how he has been able to use social media to his advantage. He narrates that:

"We have a group on Whatsapp with all community members and the village head as well. It is only to keep the village head posted about what is happening in the community and how I, as a CC, am approaching the problems. This also saves so much of my time to visit him regularly. The group conversations get so intense at times."

United Nations (2017) define community development as a process in which the community comes together for a collective action and generate solutions to the problem. This is reiterated by the availability of alternative approaches and support within the community, their interplay is able to reciprocate their unique advantages for the purpose of community welfare. The Community Correspondents were able to gather the support of the whole community, not only those who were found to be afflicted by the problem. Other reinforcements such as local media and social media were seen to have an integral

role in the process of change, as it created a dialogue with a greater population of the areas to seek solutions to problems. All of these factors were pivotal in whole process – starting from the time when the issue is raised till the time when the needful action is taken.

D. Organizational Context

Also emerging in the stories were aspects related to the organizational context i.e. the VV team members. These included Vision and Value of VV as an organization, Credibility, its Policies and Programs, and Support and Capacity Building resources.

- Vision and Values of Video Volunteers as an Organization

   According to Rodriguez (2001), a key aspect of any community media intervention is its value system. Video Volunteers stands on the pillars of community ownership, sustainability and scalability. This impacts their decisions about the type of programs, funding, approaches, etc. The correspondents in their stories were seen to refer constantly to the value system that VV inculcated in their trainings to the CCs, and how much it all related to their lives and their work.

   An excerpt from the story of Shankarlal Raikanwar, a 30-year old Community Correspondent in Lalitpur district of Uttar Pradesh, shares how association with VV has boosted his own credibility amongst the government functionaries. He narrates that:

   "VV provides a platform for us to raise our voice. Personally, it makes me act like a bridge between the people and government, as I mediate between them in order to mobilize both the parties."

During one of the interviews with Ms. Jessica Mayberry, the Founding Director of the Video Volunteers, she justified the values those the organization follows.

"Just because we engage in fundraising activities, or look at profit making as important for our functioning, does not mean we have forgotten our primary objective of community development. We do have to think about sustaining our organization as well. Providing incentives to our correspondents is integral to the model we follow."

- Credibility

The larger perception about Video Volunteers and the accorded credibility to the organization in the larger context was seen to be an important aspect influencing the confidence and commitment of CCs and hence their ability to meet their deliverables. Credibility of the organization and their association with the organization led to the transference of perceptions about the CCs' dependability for the community. The local standing of the organization reinforced among the CC's loyalty and dedication to seek solutions to certain causes, and gave dignity to them personally and to their work. Thus though CCs were the face of VV but the larger organizational perceptions directly impacted the perceptions of the people in position of power about the correspondents. CCs tell the organization does not seem to exploit its credibility to the fullest.

An excerpt from the story of Rajesh Kumar Gupta, a Community Correspondent in Raigarh district of Chattisgarh, shares how association with VV has boosted his own credibility amongst the government functionaries. He narrates that:

"I always wanted an identity that recognized me as 'somebody', and VV provided just that. Whenever I go to the government officers, only the fact that I work for

VV as a correspondent is able to fetch me a meeting with these officials. At times, they even make me sit for tea, as they know through VV, I am also enhancing their image in the community as they resolve the problems."

- Policies & Programs

The correspondents in their narratives also referred to VV's policies & programs and their functioning as a CC. The provisions Video Volunteers provided to these CCs were found to be crucial factors for a smoother functioning of the CCs. The organization provides financial and physical security to their correspondents, which is the CCs also acknowledge. VV, in turn, realizes that CCs are the key to their program; hence their policies and programs have been designed keeping in mind not only the communities' context, but also their needs and interests and the correspondents' safety.

Another excerpt in the story by Amarjeet Kumar, a Community Correspondent working in Rohitas district of Bihar, explains how VV was able to always ensure his safety and security. He narrates that:

"I was always in touch with the VV headquarters, and they would guide me how to tackle such death threats. In a way, I was fully secure as VV asked different organizations in the area to support me at the time of need, also pressurizing the authorities for my safety."

- Support & Capacity building

CCs focused upon in their stories the importance of the training and capacity building Video Volunteers did for them through well-designed training programs. These have been conceptualized in accordance to the stage of recruitment of the

Community Correspondents and the specific needs. However, apart from the trainings, the continued support and guidance provided by VV staff, the organization also helped the CCs to negotiate personal and other challenges they faced while doing their work. Thus, the structured formal and unstructured guidance of VV was crucial to the work of the CCs and their realization of the goals.

An excerpt from the story of Devidas Gaonkar, a Community Correspondent in Canacona, Goa, also working as a reporter for a local Goan newspaper – Lokmat, talks about how the trainings have influenced his perception about the difference in reporting styles followed in both the platforms. He shares that:

"Trainings have taught me the difference between reporting for mainstream media and reporting for the community. In addition, they provide an almost 24-hour service when it comes to the assistance to their CCs. Once I called my mentor at a late hour, he never questioned me why I bothered him, but patiently clarified my doubts."

Video Volunteers makes efforts to provide an enabling environment for the correspondents to work effectively. It strives to make use of multiple forms of assistance to enhance the functioning of its correspondents ranging from their skill enhancement to their security. VV tries to be well aware of the context of the regions their CCs operate in, present a sort of safety net to its correspondents in the form of back ups. However, the organization still has its limitations regarding the extent to which it provides support to the CCs due to the lack of their physical presence in all those regions.

E. Multiple Costs/Challenges of being a Correspondent

Stories also highlighted certain challenges and costs that the correspondents have to negotiate due to their association with Video Volunteers and while they are performing their tasks as a CC. These costs or challenges act as obstacles in their working and impede their involvement and motivations to work on their tasks, and how effectively they were able to deal with them. These challenges included psychological, familial, societal and economic costs.

- Psychological

    With most CCs belonging to the marginalized areas faced with domination and subjugation by people in position of power, they face certain psychological impediments. Ridiculed, abused, threatened CCs had to negotiate personal stress that these caused. The causes for this strain, however, might be an internal conflict or external pressures, and how successfully CCs negotiated these had immense bearing on their ability to realize their personal and professional goals. These being perhaps the most difficult to overcome as cause dissonance in the individual's mind, defying their dedication towards their work.

    A story by Devidas, working as Community Correspondent in South Goa, where he talks about how he has cope up to high stress as he fights for change. He narrated that:

    "My friends helped me a lot for sensitizing people of the surrounding villages. All of us visited around 15 villages of the Canacona district to screen the video, and also to spread awareness among the villagers. We took this issue to the people, during which, we also had to face a lot of insulting comments from the field guards, we were bad mouthed and misunderstood, which also turned the community members against us. However, this did not stop us from putting efforts

to save the forest."

- Familial

Community Correspondents faced several challenges from their families, as their CC work posed restrictions on their personal and family time and duties that their families often resented. In addition, women faced challenges that were compounded by the dual burden they faced with household and CC responsibilities, making it difficult for many to get involved in such work. Reaching mutual grounds becomes crucial in such cases for the correspondents to be able to smoothen their working.

Another story by Shabnam, a married woman belonging to a conservative Muslim family, who is working as a Community Correspondent in Varanasi district of Uttar Pradesh talks about how her family tries to hold her back from duties.

"If they comply with my decisions, it is well and good, or else I have the right to make my own choices. But I often take my mother in-law and my little boy along for trainings at an outer destination."

- Societal norms

The stories depicted various instances about the larger social norms correspondents had to deal with. Several orthodox norms continued to prevail in the communities largely due to lack of awareness and poor literacy levels. People do not understand why these individuals take the onus of making efforts to challenge norms and find resolutions to problems of a certain group. CCs had to face larger social norms in the negotiation of personal spaces for them to work in communities as well as issues that they raised. The norms put pressure on the CCs

that was difficult for most to contend with.

A story by Soriya Banu, working as a Community Correspondent in Malda district of West Bengal, who shares her experiences in her early days of association with VV. She narrated that:

"The moment I used to step out of my house to make rounds in the villages, every now and then, the mobs used to follow me. This happened for almost a year, and the villagers could not accept that right away, as their perception about the roles of a woman did not include jobs. They considered my work Ganda kaam."

- Economic

Economic costs were found to be prominently referred to in most of the stories. Video Volunteers is an incentive-based organization with no fixed salary for their correspondents. Hence, the correspondents need to balance their dedication to their jobs in accordance with their functioning as a CC. Though VV compensated the CCs yet their correspondent work did not count as a job, and so it impinged upon their ability to do proper jobs.

A story by Sunita Kasera, working as a local legal advisor and a Community Correspondent in Karauli district of Rajasthan, talks about how she has made efforts for handling both her jobs with equal efficacy.

"I got a job as a legal advisor after I was appointed by VV. Ever since, my workload has only increased, but I have learnt to use both of these jobs to my advantage. Through my profession, I get more exposed to the issues that happen in the community, and I often come across a few that need to be reported."

The correspondents are individuals living in different social environment, family background and with self-determination. Hence, the challenging situations they face as they strive to fulfill their responsibilities differ. The aforementioned costs they bear impede their functioning, but the successful negotiation kept them motivated to continue with their work, and serving their community. Hence, balancing out the needs of their personal lives tasks of being a CC and their enthusiasm for community processes, helped them secure their roles as a correspondent.

4.10 Effect Factors of Change

MSC stories gave an account of how the Community Correspondents perceive changes at various levels due to their engagement with Video Volunteers. These changes were studied and categorized into four levels. The levels on which the change is demonstrated in the stories are Community Correspondents, Community, Organizational and State Policy.

4.10.1 Community Correspondent

The stories highlight various forms of change perceived by the correspondents in their own self. These included decision-making abilities, recognition and status in community, ownership of media and the attitudes of correspondents changed due to their association with Video Volunteers.

1. Attitudes & Behaviors

   Attitudes may be defined as one's way of thinking, while Behaviors are when people are willing to practice new ideas. The Community Correspondents belonging to marginalized communities having orthodox ideas were not only exposed to new ideas that encouraged them to adopt new behaviors. Thus VV broke the pre-set old conventions and exposed the CCs associated with them to

new ideas. As they get a holistic understanding of the issues that surround them, they tend to change the way they perceive things.

An excerpt from the story of Abid, working as a Community Correspondent in Jammu & Kashmir, who shares a drastic change in his own perception about gender roles. He narrated that:

"Earlier, my thinking used to be so patriarchal, that I did not even let my sister drive a scooty. However, due to my association with VV and exposure to numerous of gender issues, I am the one who has sent her out of the city for higher studies."

2. Decision-making

It may be defined as the conclusion reached after due consideration. The Community Correspondents narrated the enhancement in their capability to assert their independence in making decisions – both familial and the ones related to their work. In fact, women CCs in their stories told how they redefined their life as they chose newer, unconventional ways of living.

An excerpt from story of Madhuri Chauhan, a 25-year old CC from Sant Kavi Nagar, Uttar Pradesh, explains how she has been able to take the reins of her life in her own hands. She narrated that:

"No girl in my family has ever done a job, and that too where so many risks are involved like in mine. Over these last few years with VV, I have been able to defy these family attitudes. I live with my elder brother's family. I used to be treated like the baby of the family, but now I even argue with my brother if he does not comply with my life choices."

3. Social Recognition and Status

Social recognition remains the strongest motivational effect reflected in the stories perceived by the CCs. The Community Correspondents felt their work enabled them to get recognition from their community for their contribution to its welfare. CCs felt that their social standing and status had enhanced due to their CC work and people accorded them as role models in their community.

A story of Rohini Pawar, working as a Community Correspondent in Pune, Maharashtra, explains how she has emerged as an important member in her community. She narrates:

"I was attending a training when the community awarded me at the district event for being loyal to the community in seeking resolutions to their problems. I was already aware of the fact so I wrote down an acceptance speech for my husband to read it on my behalf. On that day, my husband and my mother in-law felt that not only me, but also the family was being felicitated. Even little girls come up to me and say they want to be like me."

Another excerpt from the story of Devidas, a community correspondent from Goa, shares how the people have started to respect him. He narrates:

"When I go for rounds in the villages, everybody greets me politely and calls me to their residence for tea or snacks. I get a VIP treatment at district events, they always save a seat for me in the first row, and call me for addressing the audience."

4. Ownership

   Ownership is referred to holding rights over something, and was highlighted as a key aspect in stories narrated by the correspondents. Being the most backward regions, the communities are not given a space in the mainstream media. However, on behalf of the community, CCs take upon the onus to raise the issues that concern them the most. Along with the community, the CCs then discern what issues ought to be reported through the community-owned media. They exercise their right to use video to represent the problems in the way the community perceives it.

   A story by Devidas, working as a reporter for Lokmat newspaper, and appointed as a Community Correspondent for Video Volunteers in Goa, shares how he has started to understand how it feels to own media.

   "The mainstream media often puts its own perspectives and angles into a simple story, only to sensationalize the news. With Video Volunteers providing the valuable platform to us to own and for broadcasting the real news to the world, I feel I now have the chance to be the reporter I was supposed to be."

4.10.2 Community

In the CC stories, it was also observed that the CCs related changes due to the issues rose by the CCs' efforts. Community-level changes perceived included stakeholders' confidence, vocalization of issues and sustainability.

1. Stakeholders' Confidence

   An aspect emerging in the stories was the change in perceptions of different stakeholders about the possibility of change regarding issues in their

communities. This was especially related to the marginalized community groups who felt enthusiastic that things may change for the better. Clearly, the correspondents' work in the community created spaces for change, and people became less apathetic and more interested about the community issues.

Another story of Sulochna, an Ecofem Ambassador and Community Correspondent in Saligaon, Goa, depicts the involvement of community members. She narrated that:

"One of the community members approached me for solving the issue of a stinking sewer, where the color of the water was red due to the discharge of the blood from the slaughtered pigs from the neighbor."

2. Vocalization of Issues

CC stories highlighted the greater willingness of the people to voice their ideas and issues of the community, as the community members engaged in dialogue, not only did they become more receptive but also their willingness to voice opinions increased. By CCs giving value and acknowledgement to people's concerns irrespective of their class or caste or any other hierarchy led to community members becoming confident in sharing their concerns and ideas. Further the empathetic approach of the CCs without being judgmental was key for people becoming being vocal about their concerns.

3. Sustainability & Tackling Social Problems

It may be defined as the ability to maintain a positive trend. Another aspect several narrators focused upon in their stories was the confidence of community groups in tackling social problems in the future. Working closely with the

correspondents and being involved in a number of redressal processes, the community members felt confident in being able to address their own issues without the guidance of the correspondent. This is perceived as the ultimate goal by the CCs in the larger context of development.

An excerpt from the story of Sanjay Kumar, a Community Correspondent from Uttar Pradesh, which points out the self-sufficiency of the community to help themselves. He narrates:

"It so happens, that the community members now are able to write a letter, and meet the block officer even without me. They are easily able to deal with simple problems themselves, which makes me happy and proud of them."

4.10.3 Organizational Flexibility

Community Correspondents, in their stories, also indicated that Video Volunteers, as an organization, has also changed the way it functions, with their association with the CCs. VV, in its approval, has modified their functioning, and has become more responsive to the needs of the CCs and their communities. The organization has also adopted new lines of action and even included financial assistance to the Video Volunteers.

A story of Abid, a Community Correspondent from Jammu & Kashmir, explains how VV went out of its way for one of his stories. He narrated that:

"Martial arts was not being recognized as a sport in the valley. I thought it was an urgent problem as Danish could not rise to his potentials. VV was kind enough to understand my opinion and publish the video on priority basis, when I requested them to make efforts to their best abilities so that Danish could freely learn the sport of martial arts and his life could be improved."

4.10.4 Policy

The Community Correspondents felt shifts in the policy environment because of their work and association with Video Volunteers. They reported in their stories, the linkages between the policy amendments/changes after stories were disseminated. The CCs were hopeful of macro-shifts.

Stories repeatedly focused upon improved implementation of state policies and laws subsequent to the videos being disseminated. The video created then checks on the local administration entrusted with the implementation of these policies.

> A story by Tanju Devi, a community correspondent who hails from Champaran, Bihar, shares how the implementation of Mid-day Meal scheme was scrutinized through her video. She narrates:
>
> *"The students were not being served fresh, hot food at school, which became one of the reasons for the parents to not send them to school. Upon researching, I found that the payment of the cooks was due; hence they were not doing their job properly. However, after the video was made demanding an explanation followed by the advocacy, the dues were cleared and the cooks came back."*

So, we observe that the effect factors emerging from the stories showed that Community Correspondents were able to comprehend the relation between the VV processes of change and the changes they perceive not only at the community level, but also in their own self, Video Volunteers as an organization and the policies.

4.11 Attributors of Change

This section attempts to analyze the stories selected at the organizational level by the staff at the Video Volunteers Headquarters, of all the stories collected from the Community Correspondents. The factors emerging are the core aspects that the staff give value to and form the attributors of change.

It is one of the most important parts of the Most Significant Change Technique process since it completes and represents the participatory nature of the technique. Selecting stories with the organization helped in identifying what they value the most, the reasons for their selection are carefully analyzed to further the clarity of their perception.

Two-level selection was done with the organization personnel. 9 staff members were involved in the process, constituting of 2 females and 7 males. There were different reasons that were documented by the staff members for selection of the most significant story. In all, three stories – one story from each group of fives – were selected.

After an extensive round of selection and discussions, the following key points emerged from the stories, and selection depended on the same attributes:

1. Complexity of issue addressed

   Selection of stories gave importance to some issues, which were simple in nature, and required redressal through a straightforward, undemanding approach, and other more complex issues took up lot of courage and perseverance from the CCs to involve in, mostly concerning either deep seated social norms caste issues, social taboos, etc. or corruption that permeated several levels.

2. Nature of change documented in the story

   Sustenance of change in the long run is what the team of Video Volunteers valued the most. The evaluation of the stories was done on the basis of the current

situation in the community i.e. if the change is still visible at present. Development is only possible with the continuous positive influence of that particular impact on the lives of the people.

Looking at Sanjay Kumar's story, it is evident that not only multiple impacts, but also how sustained are the results of the CCs efforts, matters to the staff at VV.

"Sanjay brought the impact at three levels – rehabilitation of girls, changing the community perception about HIV-AIDS, and to some extent overcoming gender-discrimination. He was able to prevent two girls from going homeless for life."

3. Community Correspondent's Perseverance and Innovative Use of Multiple Methods

Community Correspondents are the key agents of change process who lead the community. Working hard in fulfilling their responsibilities, and going beyond their abilities of using multiple methods and persevering were aspects that selectors recognized and gave value to.

Looking at Tanju Devi's story where the parents stop sending children to school due to bad infrastructure and unavailability of mid-day meal, the aspects that were of most value for the Video Volunteers staff were her efforts even after reaching the desired impact i.e. increased attendance of students. She engaged the mothers of these children in discussions on importance of the issue in concern i.e. education. A comment by one of the staff members:

"The fact that Tanju ji provided awareness sessions on Right to Education for the community women speaks volumes about her involvement in bringing about a change in the mindsets of the people as well."

Three stories that emerged during the first level of selection were Sunita Kasera's, where caste based practice was ended in 50 villages of Rajasthan; Sanjay Kumar's, where HIV +ve girl was given a source of livelihood in Uttar Pradesh; and Amarjeet's, where he was able to provide justice to the victims of the caste based attacks in Bihar. This also tells us about the importance of caste issues that is given importance by the VV staff. Also, the stories with corruption were given relatively less importance as they followed the same, routine process of change, and no sustained change was brought about.

Overall, during the second level of selection, the story that emerged as the Most Significant Change was Amarjeet's. Following were the excerpts from the discussions that were held.

"The efforts of Amarjeet are very much visible as he never gave up his task due to some petty warnings. The kind of one-on-one counseling he used to prevent the enraged families from engaging in the acts of vengeance is commendable."

"This is one of the few stories at Video Volunteers where the higher caste has been sentenced for their acts of exploitation against the Dalits. Keeping aside the factor of compensation for the families of the deceased, the guilty have actually been arrested."

Looking at the overall selection, the key aspect that made community media a valuable intervention is cutting across the social divisions that separate the people and hinder development. So we can observe that the primary attributors of change were identified to be the extent of Community Correspondent's involvement in the change process. Stories that were more positive and full of inspiration instantly appealed to the VV staff. These also were stories, which deviated from the normal course of action visible in the maximum stories produced at Video Volunteers.

This further builds up a firm ground for discussion on the role of Video Volunteers as a community video initiative for bringing change in the lives of the local producers and their native communities as well.

Stories have illustrated a range of contextual factors of change, including socio-cultural context of poverty and illiteracy, media dark environment, and personal and family circumstances, in which the correspondents function. The intrinsic motivation of correspondents adds to the generation of the dialogue within the community whilst making them aware and confident. Community video intervention has not only led to the mobilization of afflicted people but identification of advocates for the issues and has continuously served as a weapon for negotiating with and cutting across the power hierarchies within the community. Interpersonal communication, formal channels of communication, and use of local media and social media have been perceived as effective reinforcements in the process of change. Hence, the balanced utilization of both video in the form of its persuasion, and people's participation leads to the change in the larger context.

Also, changes in the social interactions have been perceived. It has emerged from the stories that the correspondents have been able to not only cut across the class-caste dynamics but also the gender differentials prevailing in their community. The dependency of the community on media to voice its concerns has certainly increased with the success of community video to resolve the problems. Long term changes in the attitude towards gender roles, social taboos, caste-based practices in not only the correspondent but also the community at-large can be perceived to a certain extent.

Part D – Discussions

World Health Organization (2017) defines community empowerment as enabling the members of the communities to have an increased control over their lives. Empowerment can be documented at two levels: Self and Community. The stories portray the empowerment of community correspondents, which can be framed under the following four heads: (a) *Power to* i.e. Video Volunteers provide the correspondents with the communication and technical skills that are required to lead the community to change; (b) *Power over* i.e. Video Volunteers direct the correspondents to responsible journalism and provides them with a control over the issues that are raised through the video; (c) *Power within* i.e. Intrinsic motivation to learn new things of the individuals is an important factor for the perseverance in the process of change; and (d) *Power with* i.e. Community members and Community Correspondents are made aware of their right to jointly hold the government accountable for the problems that they face. Therefore, they are able to negotiate with those in power and persuade them to take the needful action.

Video Volunteers, by involving local correspondents, opens up a window for the marginalized populations to collectively develop. When they assist the correspondents, they are able to gain insights into the process of video production, which serves as the first-level empowerment for these individuals. The mobilization of the community after the screenings are held gives rise to the collective action, which is a significant form of empowerment.

Video Volunteers promotes the participation of local people in its processes. The key agents of change still remain its Community Correspondents, but the community mobilization is what their goal is. Moreover, the association of the rural poor with VV has been evolving gradually, by transforming from participation for material incentives i.e. initially, they desired to work with the organization for a source of livelihood, to self-mobilization i.e. their intrinsic motivation to work for the community development. Involving them to raise the issues those concern them the most is the kind of participation

it expects out of those people, still keeping certain decisions of editing in its own hands. It provides a platform for the poor to raise their voices in a world where the commercial media remains silent as far as bringing their issues out in the open is concerned. This not only enables these populations to voice their stories but also present them through their perspectives, hence maintaining the objectivity of reporting.

Video Volunteers organization as community media has taken up the onus of imparting skills of filmmaking and journalism to the most marginalized of the populations, whilst breaking the barriers of literacy and gender roles. Hence, the organization is providing power to the local producers of such communities in the form of skills to own and control the content of media, and defy the discrimination they face in the mainstream media. Trainings conducted by the organization instill in the individuals the confidence about their capabilities to be able to take into their own hands, the resolution of their issues. This way VV equips them with skills, and more importantly the opportunity to voice their problems. VV values horizontal channels of communication within the organization and therefore, encourages its correspondents to generate dialogue with the community members for seeking solutions to their problems. For this, like any other community media, the focus is on the process of change instead of the media product, because the involvement and awareness of the community is observed when it engages in the process.

Dagron (2001) points out three heads of sustainability i.e. Financial, Social and Institutional. Framing the sustainability of the Video Volunteers initiative under the three heads would help examine a clear account of its contribution to the welfare of the marginalized communities.

The active, voluntary participation of Community Correspondents in the process of change is retained by the livelihood opportunities provided to them by the Video Volunteers, and also the recognition that their community gives them in return for their contribution to the community welfare. But incentivization requires consistent funding without compromising the needs and interests of the community. Autonomy of Video Volunteers has still not diminished in terms of the intended objectives it had set during its

conception, but have been flexible to adapt them according to the community context. Still, the organization has not yet received community support in monetary forms for investing in the hardware component of the intervention, but has been able to maintain its financial sustainability through the means of government funding and local businesses support.

Also depicted is the multiplicity of approaches, which enables the correspondents to garner support from the major stakeholders of the problem while the various community processes those the CCs partake in while mobilizing the community to not only engage in constant dialogue but also in decision-making. This implies owning the media and controlling the coverage of its content i.e. communicating their problems keeping in mind their own socio-cultural context, thereby contributing to the democratization of communication and satisfying the social sustainability of the initiative.

Video Volunteers as a participatory video organization has been a successful community media intervention due to its provisions and policies, which enables the Community Correspondents to work smoothly, whilst exercising control over the issues raised, and giving them space to work in accordance with their personal circumstances and community dynamics. The technical skills of video production provided to the correspondents are enhanced to the extent that the individuals are able to practice them for bringing about change without the existence of the Video Volunteers in those regions. Video Volunteers also converges with other media and social organizations to capitalize in on their expertise, hence satisfying the Institutional Sustainability. Still, the conceptualization of the training programs is still a top-down approach with the community having little to no say at the planning stage.

However, community video as a technological intervention, in isolation, could only make an impact if it was complemented with the participation of the people. For this, the user interface, as pointed by Toyama (2011), must be appropriately designed for the community, which needs to utilize it, for the technology to be effective. In fact, frequent use of social media in the stories of change has been able to amplify what already existed

i.e. the capacity and intent of the people to act.

Hence, we can say that the study spells out a number of factors of change, which serve as an evidence to illustrate the sustainability of not only the Video Volunteers, but also empowerment of its correspondents and the community as a whole, which is the ultimate goal for development.

Chapter – 5

SUMMARY AND CONCLUSION

Chapter – 5

Summary and Conclusion

5.1 Introduction

Mainstream media is characterized to be large scale, public or private, vertical organizations staffed by professionals, carrying dominant discourse and representations, and are top-down in their approaches. In contrast, Community media offers alternate mechanisms and stresses on the importance of self-representation and a participation of communities in the construction of and articulation of issues. It is independent from the state or market, and incorporating horizontal communication, which facilitates dialogue within the frame of multiplicity and democratization (Servaes et al, 1996). Community media encourages inclusion and participation at all levels, and stands out for its participatory and non-profit nature. Commercial Media, as the name suggests, prioritizes profit making in its structure and operations (White, 2003).

Community video is an alternative medium that is being used in India and other developing countries for empowerment of communities and facilitating change and is a cheaper, powerful medium that can centers issues especially of marginalized communities. It It is an efficient method for knowledge sharing and capacity development, which not only overcomes the barrier of illiteracy but also fits perfectly with the narrative culture of communities. The emphasis is not on filming the change, but addressing development needs from a different perspective (Lie & Mandler, 2009).

Through involvement of primary stakeholders comes a sense of ownership and control of the medium, thereby empowering the people and a effective method of reaching out to the poorest, marginalized people, equipping them with skills and opportunities to voice

against discrimination, and hence putting the onus of change in their own hands, especially women (Sachdev, 2010).

5.1.1 Significance of the study

Community communications seek to bridge the gap between the scientific knowledge of the experts and traditional knowledge of the people about a specific issue, by their interspersion. It emphasizes on increasing their self-reliance by making people agents of their own development. Participatory videos focus on providing with not only the solution, but also with the development need to take urgent action to reduce and prevent its adversities. It reaches out to the local people and seeks resolution that could be scaled up.

'Video Volunteers' is a non-profit human rights organization working with community video as a tool to empower communities and give voice to the voiceless. The essence of the success of any development intervention comes from people's participation at all stages, significant in achieving one's identity, chart their life course, experience freedom and reach human potentials with dignity and respect.

The present research titled *'Community Correspondents and Micro-level Changes: A Study of Video Volunteers Initiative'*, aims to study the role of community videos, produced by the local producers of Video Volunteers, as a tool for change, and gain insights about the scope of community video for bringing the community together for advocating certain issues. The study will endeavor to understand how the community correspondents use video as means for community mobilization, and trigger the change for the development of their community.

The major research objectives for the present study are:
1. To profile the community correspondents producing impact videos.

2. To content analyse the community impact videos.
3. To study differentials in treatment of the primary products of the impact videos.
4. To assess the changes documented in the community impact videos.
5. To study the role of Community Volunteers in catalyzing change in communities.

5.2 Methodology

The study endeavored to provide an in-depth understanding of the functioning of Video Volunteers and its Community Correspondents.

5.2.1 Locale of the Study

The present study was conducted at the Headquarters of the organization – Video Volunteers – in the state of Goa. Video Volunteers work in various states of India having multiple volunteers in the different regions.

5.2.2 Sample of the Study

For the study, twenty-six community correspondents – both females and males – at least 25 years of age, and having produced at least 2 community impact videos, were selected purposively. The criterion was primarily decided so that the selected correspondent has sufficient experience of being associated with the organization, and is well versed with the process of change using community video as a tool for advocacy.

Around three hundred Community Correspondents till date have produced more than nine hundred impact videos since the beginning of recruitment of local producers by Video Volunteers in 2007. All the videos are available on the database of the organization. For the present study, a sample of seventy impact videos produced in the last three years in Hindi or English has been selected randomly and content analyzed.

Also, for a Secondary Data Analysis, various secondary data resources maintained by Video Volunteers were used.

Fifteen stories of change were collected during the interviews with the community correspondents for the study.

5.2.3 Methods used for Data Collection

In order to gain in-depth understanding, a multi-pronged approach was adopted. For the study, three different methods of primary data collection were used, which included the Most Significant Change Technique, Semi-Structured Interview Schedule and Content Analysis.

For conducting interviews with key informants, a broad semi-structured interview schedule was used for interviewing the Community Correspondents. A total of 26 semi-structured interviews were done. In addition, VV staff members were interviewed to supplement the data.

5.2.4 Data Collection

For the purpose of collecting data, visit to Anjuna, Goa was done, and an event i.e. quarterly training at New Delhi Television was attended in New Delhi.

I. MSC Implementation

The three broad phases of MSC process included preparatory phase, story collection and story selection.

(a) Preparatory Phase

The MSCT was discussed with the staff of Video Volunteers. After gaining their confidence, it was explained to the community correspondents who were working locally, after thoroughly explaining the process during the event.

(b) Story Collection

Stories from fifteen correspondents were collected. For the collection of the stories, a recorder was used during face-to-face interactions while the telephonic interviewees were asked to write or record their stories and share through Social Media (WhatsApp). The stories were collected with mild occasional probing on the part of the researcher. The correspondents were approached again to supplement the content of the written story.

(c) Story Selection

Stories were divided into three groups of five, and a two-level selection was done with the staff of the Video Volunteers Headquarters, Goa with nine participants – two females and seven males.

II. Content Analysis

A comprehensive Content Analysis Framework was developed on the basis of the criteria for information about the issues that rose in the videos and how relevant they are to the locale. This helped to determine the treatment of the videos as an advocacy tool, and the factors that lead to change for a particular issue.

III. Semi-Structured Interview

Open-ended in-depth interviews were done with the community correspondents, belonging to twelve states. Interviews were conducted face to face and telephonically. These interviews provided with an insight on the production process i.e. the aspects that determine the prioritization of issues and videos through open-ended and closed-ended statements.

5.2.5 Data Analysis

1. Analysis of Stories of Change

The stories, after being collected, were carefully analyzed and factors those were common to most of the stories were culled out. These factors of change were categorized into the following framework:

    f.   Context of Change

    g.   Process of Change

    h.   Description of Change

    i.   Challenges faced

    j.   Triggers of Change

2. Analysis of Interviews

The open-ended responses in the interviews were categorized into closed categories of socio-economic profiles, association with Video Volunteers, trainings attended, video production and screenings, and so on. Tables and graphs were prepared to collate the data.

3. Analysis of Impact Videos

The components of the videos were coded and entered into a code sheet, and further analyzed to ascertain some trends that follow in them. This was broadly categorized into story addressed, people appeared and impacts achieved.

4. Analysis of Secondary Data

Secondary data was suitably coded and tabulated to calculate the frequency and percentage of responses. The data was analyzed in terms of the frequencies and percentages. The graphical representations were prepared to facilitate interpretations of the findings.

5.3 Findings and Discussions

5.3.1 Profile of Video Volunteers and its Community Correspondents

1. Genesis and Vision

Founded in 2003, Video Volunteers is a not-for-profit organization operating in Goa, India and New York City, USA. The need for its conception was to create an alternative media landscape in which thousands of rural poor produce high quality video content, not only bringing awareness to those communities but also empowering them to take action. Its reporting network focuses exclusively on providing broad coverage for the most backward and media-dark regions in the country through participatory video.

VV's models for locally-owned and managed media production teach people to comprehend, articulate and share their perspectives on the issues that matter to them – on a local and a global scale. These local individuals are called Community Correspondents,

identified from within the community.

2. Structure of Video Volunteers

Video Volunteers staff includes people from a variety of fields and backgrounds. The major positions of the organization are of a Founding Director and a Managing Trustee with whom the rest of the team works. It was difficult to discern hierarchies within the team, but mentors from the various teams within staff at the headquarters and state coordinators at local offices were incorporated in the model devised for the present study.

3. Community Media and VV Models

Video Volunteers organization has been quite flexible in experimenting with its approaches and models over the years, exploring for a scalable community media model for any local community in the world. Context-specificity is integral to their initial plan for any program. Hence, the models used in India were not only adapted to the country, but also its states and the diversity it preserves. Moreover, the needs were carefully assessed and incorporated in these models. All the models are linked together by a common element of video as a tool for empowerment of individuals, however the extent and type may differ. These models included NGO Media Units, Community Video Units, Videoshala E-CVUs, VideoActive Girls, VCU.br and the presently running IndiaUnheard.

4. Community Video Model: IndiaUnheard

The present model is called the 'IndiaUnheard" program, under which Video Volunteers trains young community members into citizen journalists and equips them with skills of video production. It acts as community's news service. It stands out because it focuses on giving stake to the most disadvantaged sections of community, represented by one individual trained as a correspondent. In the form of IndianUnheard, Video Volunteers has been successful in empowering large numbers of marginalized community members to regularly publish articulate stories.

(a) Profile of Community Correspondents

This section constitutes of the personal information of the correspondents. It includes sex, education level, marital status and occupation, if any, other than that of being a Community Correspondent. The researcher collected this data during the data collection period that is December 2016 – January 2017. Also, annual reports statistics (2015-2017) of Video Volunteers organization were reviewed for a first level analysis.

 – **Sex:** 50% of the correspondents have attended college – whether regular or through correspondence – and are graduates. On the other hand, 26.9% i.e. just over a quarter of them are either pursuing a post graduate degree or possess one. None of the CCs were illiterate and all the CCs have a basic level of education and the potential to be determined enough to learn, which is also one of the recruitment criteria of the organization. It was also observed in the secondary data that majority (38%) of the Community Correspondents are graduates.

 – **Marital Status:** Interestingly, half of the CCs i.e. 50% are unmarried; hence they do not have the added responsibilities of tending households, especially women CCs. However, there are CCs who are married (46.1%), but with supportive families.

 – **Occupation:** Nearly one-third of the CCs interviewed are involved in social work, either they are associated with a non-government organization local in their respective areas, or are socially independent including activists. 30.8% are unemployed, which means they do not have any occupation other than being a correspondent. Hence, the VV work is perceived as not volunteer work but as jobs or occupation. Living in the rural areas, 11.5% are involved in farming and agricultural activities, or are daily wage laborers, while 15.4% are having jobs.

(b) Recruitment of Community Correspondents

For Video Volunteers, recruitment of the Community Correspondents is a very critical process as their whole IndiaUnheard model rests on them to recruit appropriate candidates. It has collaborated with numerous local NGOs working in backward regions, which nominate the name of individuals to the organization as they identify the potential in the community people. The involvement of CCs with the organization can be classified into duration of their association with the organization and reasons for joining Video Volunteers.

- **Duration of Association with Video Volunteers**

  All CCs interviewed had been involved in locally producing videos for at least twenty-one months, with 7.6% falling in the range of 0-24 months. Majority of the CCs (76.9%) who were interviewed have been associated with VV for 2 to 4 years.

- **Reasons for joining Video Volunteers**

  38% of the CCs believed that Video Volunteers acts as an effective platform that helps in raising the voices of their people, communicating their issues to the outer world, while 19% also believed that by recruiting CCs, VV is giving the ownership of media in the hands of their community. Nearly one-fourth considered VV as an organization providing them with a job, which could secure their livelihood to a certain extent.

(c) Training and Capacity Building of Correspondents

Video Volunteers take upon the onus of training the correspondents who are expected to be able to mobilize their communities, identify challenges, investigate the truth, shoot a video and act according to the change that is needed. They not only train them to be video producers and reporters by imparting in them the skills of filmmaking and journalism, but also to be activists and agents of change in their communities. The activities range from

Researching facts, Calling Viewers to act, Content of Video in pre-production and Screenings, Letter writings and other mobilization activities in post-production stages. Self-Development and Communication Skills are other integral give aways in the training programs.

– **Trainings attended by CCs**

All the CCs interviewed had attended the 15-20 days long training right after their recruitment under VV's policy of proactively investing in skill building of CCs. Just over three-fourth (76.9%) CCs have attended the National meet held in Goa, where CCs from all over the country meet and learn together. These meetings involve sharing of experiences by various collaborating organization that VV works with and by fellow correspondents about their experiences of using video for social change in their communities. 42.3% CCs have attended at least one training where an external organization was solely responsible for imparting skills to the individuals, but the VV staff is definitely involved in organizing these. These trainings follow up an advanced structure of lecture for the CCs.

– **Roles of Trainings**

All the CCs interviewed considered communication as the biggest skill imparted through the virtue of trainings. More than half of the community correspondents realized their true potentials and capabilities to engage in novelty activities after being exposed to the trainings. Nearly one-fourth of the CCs perceive themselves as a valuable asset to the community. Almost one third of the CCs feel that the trainings have made them more capable of solving problems that arise in their respective communities. On the other hand, 15% feel that trainings have imparted livelihood skills that are crucial for the subsistence of their families. Some of the CCs (15%) feel that the trainings have enhanced their relations with the community and increased the trust amongst them by engaging in the processes change while almost a quarter of them feel they are well equipped with the sensitive issues.

(d) Roles and Activities of Correspondents

– **Roles of CCs**

Video Volunteers hire individuals as Community Correspondents, who have work activities to fulfill. However, there certain other responsibilities those come their way depending on their association with VV and their success rates. There are three major roles, which were reported – Contributor, Mentor and Trainer. 15.4% of CCs who were interviewed have additional responsibilities as mentors, and they take under their wings a certain number (1-4) of new, young CCs and guide them for their initial work. 11.5% of the CCs have worked as a contributor. 7.6% of CCs have been involved as trainers while working with VV, and they have trained other local producers due to their expertise and long association with VV. This increases their responsibilities, especially the mentors, as they work not only as a correspondent, but also guide the junior CCs, when they struggle to tackle a problem.

– **Work Activities of CCs**

All the CCs were reported to be involved in a range of activities. These included attending trainings conducted by the organization, interviewing the different stakeholders of a specific problem, bringing the community together for collective action, organizing screenings to inform the community of the problems that exist within their area, and formally meeting the concerned officials to take the needful action. While majority of them (96%) believed video production to be an integral activity to perform as a CC, other activities (7.6%) included researching on the issue and developing in-depth understanding of issues.

5.3.2 Content Analysis of the Impact Videos

From almost 700 videos produced till date, 70 impact videos were content analyzed for the present study, with the help of a comprehensive framework of content analysis, upon

purposive selection from the database. The analysis of the same was divided into three broad categories: Story o, People, and Impacts documented in the videos.

I. Story of video

Stories or the issues addressed in the videos were content analyzed. Story may be defined as the report of an item in newspaper, magazine or broadcast. For this study, story has four components namely: Topic or the theme addressed in the videos, Scale of problem addressed, Reference to Law/Schemes, and Appeal used in depicting the issue.

(a) **Theme/Problem addressed:** Social and legal issues constitute 41.4% of the total videos, issue of education portrayed in over half of these videos, water scarcity constituting 31%, and hunger 10.4%. Nearly one-fourth of issues in videos addressed issues of economy consisting of 27.8% in the form of corrupt practices for compensating laborers of their work. Consumer issues (11%), and lack of infrastructure (11%) i.e. roads and towers in a village, also occur frequently in the videos. 11.4% issues fall in the category of Science and Health, which is dominated by health disorders and diseases (62.5%) caused due to the lack of hygiene, and problems of forest conservation (25%). Crime and violence constitutes of 15.7% of the videos.

(b) **Scale of Problem:** Videos focused not only on collective concerns of large groups but also smaller groups and even the individuals. 57% impacts videos were seen to be focusing on such issues. Thus, Video Volunteers as a community media intervention articulates concerns of whose voice is not dominated by the number, but the urgency and severity of the problem.

(c) **Reference to Law/Scheme/Rights:** 39% videos depict implementation issues in the schemes and laws. Problems related to schemes like MG-NREGA, Mid-day Meal, Integrated Child Development Scheme, Widow Pension Scheme and laws like Right to Education, Right to Food are common in videos. Education, hunger

and livelihood are the major problem, prevalence of which pushes these communities further into the vicious circle of poverty. Lack of awareness of the rural people about their entitlements is realized as a key factor in prior implementation of schemes and the benefits not according to right client groups. Interestingly 61% of the videos do not refer to any such scheme or law.

(d) **Appeal used in Videos:** More than two-third (70%) of the videos were seen to use a logical appeal in the description of the story, as they flow with the help of facts and evidence related to the same. Videos aimed to appeal to the logos of the audience groups, especially the concerned officials from whom they seek the needful action. 30% of the videos used an emotional appeal, by capturing intense moments during the suffering due to a problem or writing such pieces to camera in the CCs' narration. However, it was observed that there was no use of humorous or satirical or even moral appeal in the videos.

II. People

People refer to the individuals other than the correspondents, who appear in the videos and provide essential bites for the camera. People have been content analyzed in four heads: Total number of people, Sex of people, Occupation of People and Function of people.

a) **Total number of People:** 257 people appear in the 70 videos those were analyzed. This implies on an average, at least 3 to 4 people appear in each video. These people are also stakeholders of the problem and get involved in the process of change.

b) **Sex of People in Impact Videos:** More than half (53%) of the people that appear in the video other than the CC are males, while the rest (47%) are females. Table 4.14 reflects that somewhat equal number of both males and females appear in the videos. Efforts are made by the CCs to consider and record the opinions and

experiences of both the sexes, without any bias.

c) **Occupation of People:** Nearly half of the total people's occupations were not specified in the impact videos, which were analyzed. Out of the rest, nearly one-third were people with secure jobs including government functionaries, teachers who are interviewed to account for their perspective on the story, mostly associated with education, and other office workers. 12.8% are village council members who are often given an opportunity to defend themselves at the times of their inefficacy to take appropriate action or to admit to their lack of efficiency and reassure the community. Over one-fourth were family members of the afflicted individuals also appear in the videos to extend support and are unemployed, this included children, students and other people not looking for jobs. 12.8% people featured in the videos studied were see to work in the unorganized sector of agriculture or are daily-wage laborers. 5.2% people were pensioners, not looking for jobs, but entitled to economic security by the government. 3.8% were seen to be involved in small businesses.

d) **Functions performed by People in Impact Video:** 40% of the people who appear in the videos provide popular opinion i.e. testimonials of an impact that took place. This reflects that they serve the most crucial component of the impact video as they provide a concrete evidence of the improvement that happened due to the CC's efforts. Nearly one-third of the people share how they have been suffering from the problem or have seen the problem affect other people, which adds more power to the content of the video as it validates the prevalence of problem by other informants as well. 14.4% are spokespersons, which include government officials and village council members. 4.7% experts in the video who provide additional information on the issues due to their designation. In the videos studied, 5% subjects or people about whom videos made, were also featured.

III. Impacts documented in Videos Analyzed

Impacts are the changes made possible due to the efforts made by the Community Correspondent as s/he uses the community video as tool for advocacy. These are broadly categorized into process of change and level of impacts, as depicted in the impact videos analyzed.

A. Content Analysis of Processes of Change Depicted in Impact Videos

Process of change is the complete description of how the impact was bought about. Content Analysis of the impact videos enabled understanding of the process of change depicted in them. These included negative forces, activities performed by CCs as well as positive influences.

i.   **Negative Forces/Impediments:** 40% of the videos show that the government policies are negative aspects, as they impede the process. Over one-fourth videos show individual opinion makers as the negative aspects, which imply certain individuals within the community whose interests might be harmed during the process of change, would be against the correspondent's efforts and may desire to hamper the process. 20% of the videos depict government officials do not function effectively, which may be due to the roots of bureaucratic corruption that go deep down into the system. Interestingly, 7.1% of the videos portray social norms as negative aspects, which reflects on the difficulty in breaking or reshaping the norms due to their imprints on the mindsets of people. Corporate officials use their power to hinder the efforts made by the CC or even bribe the community members if their interests are harmed, and this is shown in 5.4% videos.

ii. **Activities conducted by CCs:** More than one-third of the videos, screenings organized for the community and the subsequent process of letter writing are

important components in the process of change. Both these activities are led by the CC. Community meetings are preceded by screenings, and are crucial in nearly two-third videos as the community members collectively plan and mutually decide on a course of action along with the CC. Majority of the videos (87.2%) show the meetings with the governments officials as the changing point in the process of change, as it was only possible for the concerned official to do the needful after the correspondent, preferably accompanied by a few community members met her/him. Other activities (18.6%) include publishing of the story at local level for the awareness of maximum people. It also includes protests and rallies for mass mobilization, which the CC plans in accordance with the need for a certain issue.

iii. **Positive Influences:** Government officials are the key positive forces in the change process of majority (84.2%) of the videos, as the problem was directly linked with the responsibilities of these functionaries. Three-fourth of the videos showed that the support provided to the correspondent by the lower caste groups is indefinite and extremely helpful in bringing change, especially in changes related to attitudes and practices. In contrast, higher caste groups (22.9%) were seen as positive influence only when the matter affected them. Outside support of people belonging to other villages is an inducing factor in more than one-fourth of the videos. 17.2% videos showed media support as an important trigger.

B. Level of Impact documented in Videos Analyzed

Nearly half of the videos document an impact that enhances the life of a group of people in the village. Changes are positive for the whole village in 40% of the impact videos analyzed. Some videos though a very less number (4.3%), portray the block i.e. people from more than one village perceiving benefits of a change. It is only due to the efforts of the correspondents that the change is widespread in most cases. However, 11.4% of the videos show impact was limited to an individual suffering from problem earlier.

5.3.3 Analysis of Most Significant Change Stories

Most Significant Change stories were analyzed to understand the key aspects about the functioning of the Video Volunteers in bringing about an impact in the communities and the subsequent influence on the life of the Community Correspondents. Stories revealed a range of factors that provided insights about the larger context within which VV was functioning in different regions of India, and perceptions of the correspondents about its contribution to not only the community development but also their work as a correspondent.

This analysis of the stories provides a deeper understanding about the nature of change that individuals experienced due to their functioning as a Community Correspondent as well as the context of the organization that enables these changes. These factors were broadly classified as: Contextual factors, Process factors and Impact factors.

I. Contextual Factors

i. **Socio-cultural context of Correspondents:** The CCs were found to be belonging to communities with varying socio-economic cultural context. Further, the CCs were working in the conflict zones of Jammu & Kashmir, Chhattisgarh and Jharkhand to the backward regions of Bihar, Orissa, and Madhya Pradesh. Amongst all the stories, poverty, illiteracy and orthodox ideas, conflict and caste-class dynamics were found to be commonly occurring.

ii. **Media-dark Environment:** Nature of mainstream media was also an aspect emerging in the stories. Media helps connect different socio-economic realities of the world together and creates space for dialogue. The correspondents in their stories reiterated the media scenario in the community. Belonging to regions where mainstream media mostly does not reach either due to poor infrastructure or distribution or capability of the audiences to access the media, it did not capture the ground realities these people live in. Political hegemony prevailing in

the regions prioritized, exercises control over the content of the media.

iii. **Personal/Family Circumstances:** A key aspect raised in the stories was the uncertainty of livelihood opportunities of the families of the individuals who got recruited by Video Volunteers as Community Correspondents. Belonging to low-income families and having scarce resources, the correspondents' families faced several hardships.

These were the contextual factors emerging from the stories. From all the insights, it is observed that the Community Correspondents work in backward communities but since most of their work requires them to challenge the power structures and dominant groups or orthodox nature of their community at times, they make efforts to negotiate with them to function effectively. Conflict zones add to the complexity of their work. The need to have such correspondents increases in regions where media remains silence about the issues of the poorest. The circumstances of family are hard to avoid, and hence the contextual factors are accounted for in the stories of change.

II. Process Factors

From the stories collected, also emerged were some aspects that helped to understand key factors influencing the change as perceived by the Community Correspondents. These included certain enabling factors, which positively facilitated the CCs and their negotiating the issues that the videos raise. These factors also focused on certain disabling factors that became aspects that the CCs had to negotiate and added to the costs they had to bear for their engagement with Video Volunteers and their functioning as a CC. The process highlights the key aspects of Video Volunteers and the IndiaUnheard Program, where the interplay of all these factors is responsible in bringing about change.

A. Characteristics of Community Correspondents

Certain personal characteristics of CCs were commonly observed in the stories. These characteristics were key to the CCs' approach towards the issues and their use of video as

a tool for facilitating change in the communities. All these are discussed in detail.

1. *Desire for Learning*: The desire of the individuals to learn new strategies was crucial to their functioning as a community correspondent. CCs were seen to be varying in their openness to accept new ideas. The more receptive they were made, the more quickly they grasped new ideas and ways of thinking, without any reluctance. Those having high desire to learn acted like absorbent sponges. The correspondents learnt from their mentors and trainers at Video Volunteers acquiring a range of skills from video production to in-depth comprehension of issues that surround them. Linked to learning of the CCs was the process of self-reflection as they learnt new things and simultaneously reflected their new knowledge to the context and working styles. Meetings with other correspondents who perceive similar experiences, learning and reflecting with them helped them better understand and prepared for the future challenges they might face, as well as reflect upon their past mistakes for better outcomes of the change process.

2. *Perseverence:* Stories reflected CCs having a deep sense of perseverence. Usually forced with multiple challenges, CCs' willingness, desire and persistent struggle to explore and try new approaches to look for solutions was key aspect in influencing their being able to mobilize the community around the issues. Not giving up and persevering with optimism and enthusianm were seen to be critical in their functioning.

3. *Practical Experiences:* The past experiences of the CCs was another aspect that was seen to influence their work. Though most of the correspondents had a basic understanding about the various social issues that prevail in their communities. However, their past experiences led to a deeper, holistic and richer understanding of issues, which helped CCs use a much more comprehensive and innovative approach. Moreover, this led to a more mature interaction and negotiation with different stakeholders about the issues and also the removal of personal barriers in

dealing with issues.

4. *Communication skills:* Communication skills were seen to be an integral aspect that the CCs focused upon in their narratives. The correspondents were aware of the importance of the communication skills, which were crucial to their work. Meeting new people, networking, mobilization and persuasion essentially required proficiency in communicating effectively. Video Volunteers organization realizes the need to strengthen these skills; hence, they invest resources in trainings, but still the skills differ in each correspondent. Through trainings, the correspondents were able to develop these skills. VV in its trainings focus upon how to cut across not only gender differentials but also power hierarchies and caste-class dynamics, and communicate with confidence.

5. *Personal Networks & Connectivity:* Personal contacts of the correspondents were seen to be another factor influencing the work of CCs. CCs were found to have a unique support system, which they regularly tapped into while doing their CC activities, and were provided with a range of support and form networks critical to their functioning. These include their peer groups who acted as intermediaries for dissemination of information. Peer groups in organizations also helped further publicize their work or issue. Personal contacts and networks included media persons, government functionaries, NGO persons and local leaders to name a few. These personal networks helped the CCs to get crucial information, or have meetings with key people/functionaries, which enabled them to work more effectively.

6. *Technological Competence*: The technological efficiency of the correspondents was observed to be a central aspect that emerged in the CC narratives and influenced their effectiveness. CCs were using various technologies like mobile phones/internet and their features for performing a range of tasks related to the

CC work. These include shooting video clips, uploading photos and videos, sharing videos, messaging, etc. VV trainings helped them learn the technological competence, which enabled the CCs to work efficiently, quickly network with people and devote time and resources. Social media, as a medium of dissemination and awareness, was observed to be key to mobilization of stakeholders, thus proficiency of CCs to use the technology was pivotal to their functioning.

B. Issue Video Characteristics

Another aspect emerging in the stories were characteristics of the primary issue videos, which were felt by the CCs to be having a direct impact or they being able to mobilize people and have some sort of action taken. The style and presentation of the issue in the video is an aspect that the correspondents perceived crucial for the emergence of an advocacy campaign and impact in the communities. Following are the key components of issue videos highlighted in the stories.

1. *Concrete call to action* – This was an aspect that the CCs felt was key to the impacts that the issue videos were able to achieve. It is a non-accusatory reminder to the concerned officials of their responsibility to take the needful action, it is clearly stated at the end of all videos along with a contact number for the viewers to call and pressurize them for the same. The assertiveness with which the correspondents speak their 'pieces to camera' was a key point in making an impact on people's minds.

2. *Production values* – The production quality of the videos was perceived to be another aspect in bringing about community mobilization. Production values included Pieces to Camera i.e. signing in and signing off, sequencing, framing, controlling background noise, and so on. When these values were adhered to, led

the videos to have clarity in conveying the ideas and having an impact on the audiences. Though VV has a policy of central editing, yet the quality of the raw footage collected by the CC made the final editing more powerful.

3. *Articulation by Stakeholders* – An integral aspect was the articulations of Stakeholders captured by the correspondents in the videos, especially the afflicted parties/groups. Forceful, clear articulations were key to the video quality. Where these were lacking in quality and focus CC's had an adverse impact on audience. It helped in emotionally binding the viewers to the video, as they actually watch known people belonging to their own community, suffering from similar problems.

C. Community Processes

CCs in their stories were full of examples of the multiple strategies they used to mobilize the community as they fight for changes. CCs were found to use varied community process activities during and post-production of video as well as post screening activities, all of which contribute to a range of community processes, which emerged to be a key aspect leading to change in communities. Certain aspects of the activities done by the CCs were observed in the stories of change. These are broadly grouped as multiplicity of support and multiplicity of approaches.

1. *Multiplicity of Support*

Stories were replete with references to various groups who support the CCs in their functioning, and they are able to achieve the results. Analyzing the various dimensions of their activities with these groups resulted certain key aspects emerging that were core to their community processes.

- *Mobilization of Key Stakeholders:* Stakeholder mobilization was found to be a

critical aspect for the impact achievement. Key stakeholders include the afflicted group of people, the community members and others known in position of power. Building rapport with them and establishing formal and non-formal communications with them was a key aspect of the CC mobilization work.

- *Building Champions and Advocates:* The stories highlighted that the CCs worked with a range of community groups. However, building advocates and champions who would support their ideas and work with them was a crucial aspect. Champions were built by the CC at the community level as well as among the stakeholders CC worked with. These groups include men and women, people in different age groups, caste and class. Champions helped build dialogue amongst other members of their groups and with the correspondent. This enabled a rich exchange of ideas and opinions regarding the issues. In addition, champions enabled an informal way of communicating or grapevine within the community, which was found to be useful for building support from different sections and the CC's hurdles getting addressed.

- *Local Media involvement:* Stories also focused upon the CCs' use of the local media organization present in the area. The correspondents readily capitalized upon the glocalized features of the local media for garnering support, which was found to be a distinctive reinforcement in the change process. The merger of different media is only an effort to expose the issue on a relatively larger scale by reaching out to more groups, hence maximizing the support. Local media includes local TV channels, newspapers, radio, which provide their time and space to a story. However, involving local media did not always happen smoothly and requires a strong basis for the story.

2. *Multiplicity of Approaches*

The correspondents in their stories were observed to be using a number of approaches while addressing an issue of community importance. They often tried to innovate in the combination of these approaches. The approaches used by the CCs are broadly categorized into Interpersonal Communication approaches, Formal Channels of Communication and Effective Use of Social Media.

- *Strong IPC with all stakeholders:* Interpersonal communication with the stakeholders as well as the community members is one of the salient factors for CCs to gather support. Stories repeatedly focused upon the continued IPC that the correspondents engaged in with different stakeholders. Interpersonal Communication enabled the CCs to develop a rapport as well as trust with them. Building of trust led to self-disclosure, and they revealed the intricacy of the problem or the aspects not commonly known. This placed CC in an advantageous position and they were able to negotiate aspects with different stakeholders and influence their attitudes and behaviors about the aspects that mattered most to them with greater precision.

- *Formal Channels of Communication:* CCs in their stories also focused on the use Formal Communication Channels with the functionaries on authoritarian positions prove to be key in the change process. Formal Communications were acknowledged by organization structure and bound them to acknowledge CCs and their requests, and their activities. It helped to break power hierarchies and enabled the correspondents to have voice and their views forming inroads in the largely closed structures. The CCs in the narratives reiterated the importance of repeated communications for making formal system to acknowledge and take their credence for the existence of the problem. This ensures minimum delay in problem resolution and the its finality depends on the way these officials are approached by the CCs. Hierarchy of power structure is followed by the CCs,

which enables the redressal of problem at the lower level authorities, but it may prevent the higher authorities to get involved at all.

- *Effective use of Social Media:* Using social media was found to be a significant approach by the CCs in the stories despite belonging to the most backward regions. Social media was seen to make successful in-roads in the lives of the rural people despite skepticism. with the correspondent steering them towards this change. The social media's features of providing quick communications, a platform for discussion transcending geographical boundaries in no time, are often blended with the community media so that all its predominance is used for maneuvering the process towards the desired positive change.

D. Organizational Context

Also emerging in the stories were aspects related to the organizational context i.e. the VV team members. These included Vision and Value of VV as an organization, Credibility, its Policies and Programs, and Support and Capacity Building resources.

- *Vision and Values of Video Volunteers:* According to Rodriguez (2001), a key aspect of any community media intervention is its value system. Video Volunteers stands on the pillars of community ownership, sustainability and scalability. This impacts their decisions about the type of programs, funding, approaches, etc. The correspondents in their stories were seen to refer constantly to the value system that VV inculcated in their trainings to the CCs, and how much it all related to their lives and their work.

- *Credibility:* The larger perception about Video Volunteers and the accorded credibility to the organization in the larger context was seen to be an important aspect influencing the confidence and commitment of CCs and hence their ability

to meet their deliverables. Credibility of the organization and their association with the organization led to the transference of perceptions about the CCs' dependability for the community. The local standing of the organization reinforced among the CC's loyalty and dedication to seek solutions to certain causes, and gave dignity to them personally and to their work. Thus though CCs were the face of VV but the larger organizational perceptions directly impacted the perceptions of the people in position of power about the correspondents. CCs tell the organization does not seem to exploit its credibility to the fullest.

- *Policies & Programs:* The correspondents in their narratives also referred to VV's policies & programs and their functioning as a CC. The provisions Video Volunteers provided to these CCs were found to be crucial factors for a smoother functioning of the CCs. The organization provides financial and physical security to their correspondents, which is the CCs also acknowledge. VV, in turn, realizes that CCs are the key to their program; hence their policies and programs have been designed keeping in mind not only the communities' context, but also their needs and interests and the correspondents' safety.

- *Support & Capacity building:* CCs focused upon in their stories the importance of the training and capacity building Video Volunteers did for them through well-designed training programs. These have been conceptualized in accordance to the stage of recruitment of the Community Correspondents and the specific needs. However, apart from the trainings, the continued support and guidance provided by VV staff, the organization also helped the CCs to negotiate personal and other challenges they faced while doing their work. Thus, the structured formal and unstructured guidance of VV was crucial to the work of the CCs and their realization of the goals.

E. Multiple Costs/Challenges of being a Correspondent

Stories also highlighted certain challenges and costs that the correspondents have to negotiate due to their association with Video Volunteers and while they are performing their tasks as a CC. These costs or challenges act as obstacles in their working and impede their involvement and motivations to work on their tasks, and how effectively they were able to deal with them. These challenges included psychological, familial, societal and economic costs.

- *Psychological:* With most CCs belonging to the marginalized areas faced with domination and subjugation by people in position of power, they face certain psychological impediments. Ridiculed, abused, threatened CCs had to negotiate personal stress that these caused. The causes for this strain, however, might be an internal conflict or external pressures, and how successfully CCs negotiated these had immense bearing on their ability to realize their personal and professional goals. These being perhaps the most difficult to overcome as cause dissonance in the individual's mind, defying their dedication towards their work.

- *Familial:* Community Correspondents faced several challenges from their families, as their CC work posed restrictions on their personal and family time and duties that their families often resented. In addition, women faced challenges that were compounded by the dual burden they faced with household and CC responsibilities, making it difficult for many to get involved in such work. Reaching mutual grounds becomes crucial in such cases for the correspondents to be able to smoothen their working.

- *Societal norms:* The stories depicted various instances about the larger social norms correspondents had to deal with. Several orthodox norms continued to prevail in the communities largely due to lack of awareness and poor literacy levels. People do not understand why these individuals take the onus of making

efforts to challenge norms and find resolutions to problems of a certain group. CCs had to face larger social norms in the negotiation of personal spaces for them to work in communities as well as issues that they raised. The norms put pressure on the CCs that was difficult for most to contend with.

- *Economic:* Economic costs were prominently referred to in most of the stories. Video Volunteers is an incentive-based organization with no fixed salary for their correspondents. Hence, the correspondents need to balance their dedication to their jobs in accordance with their functioning as a CC. Though VV compensated the CCs yet their correspondent work did not count as a job, and so it impinged upon their ability to do proper jobs.

III. Effect Factors

MSC stories gave an account of how the Community Correspondents perceive changes at various levels due to their engagement with Video Volunteers. These changes were studied and categorized into four levels. The levels on which the change is demonstrated in the stories are Community Correspondents, Community, Organizational and State Policy.

A. Community Correspondent

The stories highlight various forms of change perceived by the correspondents in their own self. These included decision-making abilities, recognition and status in community, ownership of media and the attitudes of correspondents changed due to their association with Video Volunteers.

1. *Attitudes & Behaviors:* Attitudes may be defined as one's way of thinking, while Behaviors are when people are willing to practice new ideas. The Community Correspondents belonging to marginalized communities having orthodox ideas

were not only exposed to new ideas that encouraged them to adopt new behaviors. Thus VV broke the pre-set old conventions and exposed the CCs associated with them to new ideas. As they get a holistic understanding of the issues that surround them, they tend to change the way they perceive things.

2. *Decision-making:* It may be defined as the conclusion reached after due consideration. The Community Correspondents narrated the enhancement in their capability to assert their independence in making decisions – both familial and the ones related to their work. In fact, women CCs in their stories told how they redefined their life as they chose newer, unconventional ways of living.

3. *Social Recognition and Status:* Social recognition remains the strongest motivational effect reflected in the stories perceived by the CCs. The Community Correspondents felt their work enabled them to get recognition from their community for their contribution to its welfare. CCs felt that their social standing and status had enhanced due to their CC work and people accorded them as role models in their community.

4. *Ownership:* It is referred to holding rights over something, and was highlighted as a key aspect in stories narrated by the correspondents. Being the most backward regions, the communities are not given a space in the mainstream media. However, on behalf of the community, CCs take upon the onus to raise the issues that concern them the most. Along with the community, the CCs then discern what issues ought to be reported through the community-owned media. They exercise their right to use video to represent the problems in the way the community perceives it.

B. Community

In the CC stories, it was also observed that the CCs related changes due to the issues rose by the CCs' efforts. Community-level changes perceived included stakeholders' confidence, vocalization of issues and sustainability.

1. *Stakeholders' Confidence:* An aspect emerging in the stories was the change in perceptions of different stakeholders about the possibility of change regarding issues in their communities. This was especially related to the marginalized community groups who felt enthusiastic that things may change for the better. Clearly, the correspondents' work in the community created spaces for change, and people became less apathetic and more interested about the community issues.

2. *Vocalization of Issues:* CC stories highlighted the greater willingness of the people to voice their ideas and issues of the community, as the community members engaged in dialogue, not only did they become more receptive but also their willingness to voice opinions increased. By CCs giving value and acknowledgement to people's concerns irrespective of their class or caste or any other hierarchy led to community members becoming confident in sharing their concerns and ideas. Further the empathetic approach of the CCs without being judgmental was key for people becoming being vocal about their concerns.

3. *Sustainability & Tackling Social Problems:* It may be defined as the ability to maintain a positive trend. Another aspect several narrators focused upon in their stories was the confidence of community groups in tackling social problems in the future. Working closely with the correspondents and being involved in a number of redressal processes, the community members felt confident in being able to address their own issues without the guidance of the correspondent. This is perceived as the ultimate goal by the CCs in the larger context of development.

C. Organizational Flexibility

Community Correspondents, in their stories, also indicated that Video Volunteers, as an organization, has also changed the way it functions, with their association with the CCs. VV, in its approval, has modified their functioning, and has become more responsive to the needs of the CCs and their communities. The organization has also adopted new lines of action and even included financial assistance to the Video Volunteers.

D. State Policy

The Community Correspondents felt shifts in the policy environment because of their work and association with Video Volunteers. They reported in their stories, the linkages between the policy amendments/changes after stories were disseminated. The CCs were hopeful of macro-shifts. Stories repeatedly focused upon improved implementation of state policies and laws subsequent to the videos being disseminated. The video created then checks on the local administration entrusted with the implementation of these policies.

5.4 Conclusion

The present study titled "***Community Correspondents and Micro-level Changes: A Study of Video Volunteers***" was carried out at the Indian headquarters of the organization situated in Anjuna, Goa with a major objective to understand the role of Community Correspondents in bringing about changes in their native communities. The study endeavored perspectives of these correspondents to understand the role of Video Volunteers organization in their functioning. The findings, which emerged from the analysis of the quantitative as well as qualitative data obtained from various tools used as study methods presented several perspectives in this regard.

WHO (2017) defines community empowerment as enabling the members of the communities to have an increased control over their lives. Empowerment can be documented at two levels: Self and Community. The stories portray the empowerment of community correspondents, which can be framed under the following four heads: (a) *Power to* i.e. Video Volunteers provide the correspondents with the communication and technical skills that are required to lead the community to change; (b) *Power over* i.e. Video Volunteers direct the correspondents to responsible journalism and provides them with a control over the issues that are raised through the video; (c) *Power within* i.e. Intrinsic motivation to learn new things of the individuals is an important factor for the perseverance in the process of change; and (d) *Power with* i.e. Community members and Community Correspondents are made aware of their right to jointly hold the government accountable for the problems that they face. Therefore, they are able to negotiate with those in power and persuade them to take the needful action.

Video Volunteers, by involving local correspondents, opens up a window for the marginalized populations to collectively develop. When they assist the correspondents, they are able to gain insights into the process of video production, which serves as the first-level empowerment for these individuals. The mobilization of the community after the screenings are held gives rise to the collective action, which is a significant form of empowerment.

Video Volunteers promotes the participation of local people in its processes. The key agents of change still remain its Community Correspondents, but the community mobilization is what their goal is. Moreover, the association of the rural poor with VV has been evolving gradually, by transforming from participation for material incentives i.e. initially, they desired to work with the organization for a source of livelihood, to self-mobilization i.e. their intrinsic motivation to work for the community development. Involving them to raise the issues those concern them the most is the kind of participation it expects out of those people, still keeping certain decisions of editing in its own hands. It provides a platform for the poor to raise their voices in a world where the commercial

media remains silent as far as bringing their issues out in the open is concerned. This not only enables these populations to voice their stories but also present them through their perspectives, hence maintaining the objectivity of reporting.

Video Volunteers organization as community media has taken up the onus of imparting skills of filmmaking and journalism to the most marginalized of the populations, whilst breaking the barriers of literacy and gender roles. Hence, the organization is providing power to the local producers of such communities in the form of skills to own and control the content of media, and defy the discrimination they face in the mainstream media. Trainings conducted by the organization instill in the individuals the confidence about their capabilities to be able to take into their own hands, the resolution of their issues. This way VV equips them with skills, and more importantly the opportunity to voice their problems. VV values horizontal channels of communication within the organization and therefore, encourages its correspondents to generate dialogue with the community members for seeking solutions to their problems. For this, like any other community media, the focus is on the process of change instead of the media product, because the involvement and awareness of the community is observed when it engages in the process.

Dagron (2001) points out three heads of sustainability i.e. Financial, Social and Institutional. Framing the sustainability of the Video Volunteers initiative under the three heads would help examine a clear account of its contribution to the welfare of the marginalized communities.

The active, voluntary participation of Community Correspondents in the process of change is retained by the livelihood opportunities provided to them by the Video Volunteers, and also the recognition that their community gives them in return for their contribution to the community welfare. But incentivization requires consistent funding without compromising the needs and interests of the community. Autonomy of Video Volunteers has still not diminished in terms of the intended objectives it had set during its conception, but have been flexible to adapt them according to the community context. Still, the organization has not yet received community support in monetary forms for

investing in the hardware component of the intervention, but has been able to maintain its financial sustainability through the means of government funding and local businesses support.

Also depicted is the multiplicity of approaches, which enables the correspondents to garner support from the major stakeholders of the problem while the various community processes those the CCs partake in while mobilizing the community to not only engage in constant dialogue but also in decision-making. This implies owning the media and controlling the coverage of its content i.e. communicating their problems keeping in mind their own socio-cultural context, thereby contributing to the democratization of communication and satisfying the social sustainability of the initiative.

Video Volunteers as a participatory video organization has been a successful community media intervention due to its provisions and policies, which enables the Community Correspondents to work smoothly, whilst exercising control over the issues raised, and giving them space to work in accordance with their personal circumstances and community dynamics. The technical skills of video production provided to the correspondents are enhanced to the extent that the individuals are able to practice them for bringing about change without the existence of the Video Volunteers in those regions. Video Volunteers also converges with other media and social organizations to capitalize in on their expertise, hence satisfying the Institutional Sustainability. Still, the conceptualization of the training programs is still a top-down approach with the community having little to no say at the planning stage.

However, community video as a technological intervention, in isolation, could only make an impact if it was complemented with the participation of the people. For this, the user interface, as pointed by Toyama (2011), must be appropriately designed for the community, which needs to utilize it, for the technology to be effective. In fact, frequent use of social media in the stories of change has been able to amplify what already existed i.e. the capacity and intent of the people to act.

Hence, we can say that the study spells out a number of factors of change, which serve as an evidence to illustrate the sustainability of not only the Video Volunteers, but also empowerment of its correspondents and the community as a whole, which is the ultimate goal for development.

Recommendations for Future Research:

Since the finding of the present research observed the process of change as more significant than the change itself, the future research might explore participatory video as a tool for advocacy. This would provide concrete evidence as to how the roles of community media are more advanced.

For Video Volunteers, comparative analysis of the perspectives of the Community Correspondents could be done with those of the community members and other stakeholders. This will provide a multidimensional understanding of how community video interventions are bringing about change in the backward communities, and how the same has benefitted the marginalized populations. State offices could be visited for further understanding.

In an elaborative research, a correlation between the primary issue videos produced by the Community Correspondents with their impact videos would help get a systematic data for the production values of primary videos contributing to the impacts achieved.

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ANNEXURES

ANNEXURE – I

CONTENT ANALYSIS – CODEBOOK

Type of video

1. Primary issue video
2. Impact video

STORY

Topic

Politics and government:

1. Women politicians, women electoral candidates...
2. Peace, negotiations, treaties
3. Other domestic politics, government, etc.
4. National defense, military spending, internal security, etc.
5. Bureaucratic corruption
6. Other stories on politics

Economy:

7. Economic policies, strategies, modules, indicators, stock markets, etc
8. Economic crisis, state bailouts of companies, company takeovers and mergers, etc.
9. Poverty, housing, social welfare, aid, etc.
10. Women's participation in economic processes
11. Employment
12. Remuneration issues
13. Informal work, street vending, etc.
14. Other labour issues (strikes, trade unions, etc.)
15. Rural economy, agriculture, farming, land rights
16. Consumer issues, consumer protection, fraud...
17. Transport, traffic, roads...
18. Other stories on economy

Science and health:

19 Science, technology, research, discoveries...
20 Medicine, health, hygiene, safety
21 Epidemics, viruses, contagions, Influenza, BSE, SARS
22 Birth control, fertility, sterilization, termination...
23 Climate change, global warming
24 Environment, pollution, tourism
25 Other stories on science

Social and legal:

26 Millennium Development Goals (MDGs), Post 2015 agenda, Sustainable Development Goals
27 Family relations, inter-generational conflict, parents
28 Human rights, women's rights, rights of sexual minorities, rights of religious minorities, etc.
29 Religion, culture, tradition, caste, controversies...
30 Migration, refugees, xenophobia, ethnic conflict...
31 Other development issues, sustainability, etc.
32 Education, childcare, nursery, university, literacy
33 Women's movement, activism, demonstrations, etc
34 Changing gender relations (outside the home)
35 Family law, family codes, property law, inheritance...
36 Legal system, judiciary, legislation apart from family
37 Disaster, accident, famine, flood, plane crash, etc.
38 Riots, demonstrations, public disorder, etc.
39 Other stories on social/legal

Crime and violence:

40 Non-violent crime, bribery, theft, drugs, corruption
41 Violent crime, murder, abduction, assault, etc.
42 Gender violence based on culture, family, inter-personal relations, feminicide, harassment, rape, sexual assault, trafficking, FGM...
43 Gender violence perpetuated by the State
44 Child abuse, sexual violence against children, neglect
45 War, civil war, terrorism, other state-based violence
46 Other crime/violence

47 Other: Use only as a last resort & explain.

Reference to Human Right/National act/law/policy/scheme
0 No
1 Yes

Scale of problem

1 **Individual** – a problem affecting only a single individual
2 **Group** - belonging to the same age group, caste, class, slum, or all women facing gender related issues
3 **Community** – a problem affecting more or less, the whole village
4 **Block** – a problem affecting number of villages

Nature of problem

Corruption and bribery
1 Political leaders
2 By government employees
3 By general public

Abuse of resources
4 Government officials
5 Corporate
6 NGO
7 General public

Government schemes
8 Inefficient implementation
9 Non-release of funds by the government
10 Non-payment of dues

Education
11 Infrastructure (classrooms, toilets, playgrounds, hostels, drinking water)
12 Teachers (Inefficient, low in number)
13 School Management

Health
14 Services (their access)
15 Inefficient practitioners

Nutrition
16 Food availability
17 Less affordability

Employment
18 Lack of jobs
19 Exploitation (Longer working hours, bad working conditions)

20 Low wages, no wages

Water
   21 Scarcity
   22 Damaged sources, delay in repair
   23 Unhygienic water
   24 Accessing clean water

Violence
   25 Gender
   26 Delayed justice
   27 Non-reporting of incident

Infrastructure
   28 Improper roads
   29 Issues of Power (Electricity) – supply, price, meter, etc.
   30 Sanitation and Hygiene (Community Toilets, Household toilets)

   31 Other

Appeal used
   1 Emotional – one that appeals to the viewers' emotions
   2 Logical – one that is based on evidence
   3 Other

<div align="center">

COMMUNITY CORRESPONDENTS

</div>

Sex of CC

   0 Not know
   1 Female
   2 Male

Age of CC

   0 Not mentioned
   1 Less than 20 years
   2 20-30 years
   3 30-40 years
   4 40-50 years
   5 More than 50 years

Caste of CC

0 Not mentioned
1 Dominant caste
2 Lower caste

Residence of CC

0 Not stated
1 Local residence
2 Permanent migrant – residence
3 Migrated from another region

PEOPLE

Sex of people in problem (in video)

0 Not know
1 Female
2 Male

Age of people (in video)

0 Not specified
1 12 and under
2 13-18
3 19-34
4 35-49
5 50-64
6 65 and above

Occupation of people (in video)

0 Not stated
1 Agriculture and allied activities
2 Business
3 Office worker
4 Laborer
5 Teacher, professor, Headmaster, Principal
6 Lawyer, magistrate, judge
7 Community health worker
8 Medical professional (doctor, health specialist)

9   Social worker
10 Child
11 Student
12 Parent, or family, or peer group
13 Police, military
14 Government functionary
15 Village council members
16 Activist, civil society member, NGO
17 Religious figure
18 Retired person
19 Pensioner
20 Unemployed
21 Villager or resident
22 Shopkeeper, Retailer, Dealer, Middleman
23 Member of a Self-Help Group
24 Other

Function in the story

0   Do not know
1   Subject – a person around whom the story revolves
2   Spokesperson – a person speaking on behalf of any organization or local group
3   Expert – any credible, designated person who has additional information about the focus issue in the video
4   Personal experience – any individual having personally experienced the consequences of the problem or impact
5   Eye-witness – any individual who has witnessed others being affected by the problem and sharing the incident
6   Popular opinion – people providing testimonies about the problem or impact, and stating it as a part of the affected group
7   Other (please specify)

IMPACTS

Time taken to achieve the impact
- **0** Not stated
- **1** Less than a month
- **2** 1-6 months
- **3** 6-12 months
- **4** 1-2 years
- **5** More than 2 years

Status of impact
- **0** Incomplete
- **1** Complete

Type of Impact
- **1** Direct – problems solved are directly linked to the issue of concern
- **2** Indirect – problems solved are in chain of addressing the issue of concern

Activities proven helpful

Community Correspondents
- **1** Screenings
- **2** Community Meetings
- **3** Letter writing
- **4** Meetings with government officials
- **5** Protests
- **6** Others

Video Volunteers Organization
- **7** YouTube Upload
- **8** Website Upload
- **9** Others

Level of impact/change
- **1** Individual – beneficial to a single individual or a group of individuals
- **2** Community – beneficial to the whole village
- **3** Block – Beneficial to a number of villages

Positive forces bringing the change
- **1** Community members – people who are the most affected by the problem
- **2** Viewers – people who watch the video either in the screenings conducted by CC or online
- **3** Community correspondent – People who take the initiative to address the problem by making a video
- **4** Government functionaries – state appointed officials in the specified area of concern, including Panchayat members

5   Corporate personnel – staff of any privately owned venture
6   Local leaders – individuals having a moral standing in the community due to their credibility
7   NGO Functionaries – staff of the grass roots organization
8   Others

Negative forces impinging the change
1. Social Norms
2. Religious Leaders
3. Individual Opinion Makers
4. Government Policies
5. Government Policies
6. NGO Official
7. Corporate Personnel
8. Corporate Policies

ANNEXURE - II

Study Information Sheet for organization - Video Volunteers

This study information sheet is for the organization - Video Volunteers, enabling its Community Correspondents to participate in the research titled - Community Correspondents and Micro-level Changes: A Study of Video Volunteers Initiative

Principal Investigator: Ms. Pooja Ichplani
Supervisor: Dr. Archna Kumar & Dr. Rupa Upadhyay
Organization: Lady Irwin College, University of Delhi

Introduction
You are invited to participate in a research study conducted by Ms. Pooja Ichplani, Master's student of Development Communication and Extension, under the supervision of Dr. Archna Kumar and Dr. Rupa Upadhyay. This study is self-funded. Your participation in this study is voluntary. You should read the information below, and ask questions about anything you do not understand before deciding whether to participate or not. Please take as much time as you need to read the consent form. You are free to ask me any queries or if you do not understand anything. If you decide to participate, you will be asked to sign this form.

Purpose
In the present study, we wish to study the role of community videos, as a tool for change, and gain insights about the scope of community video for bringing the community together for advocating certain issues. In various parts of the world, especially among marginalized community groups, community videos are found to be instrumental in making micro-level, yet significant changes. The study will endevour to understand how the community correspondents use video as means for community mobilization, and trigger the change for the development of their community.

Type of Research Intervention
The research is qualitative in nature and involves conducting interviews with individuals (both women and men) associated with Video Volunteers as community correspondents, who are at least 25 years of age. Futher, the videos produced by them will be content analyzed.

Participant selection
This study will be involving Community Correspondents of your organization who are core to the Video Volunteers Initiative. Those volunteers will be selected who have been involved with Video Volunteers for some time frame and have produced at least 2 impact videos.

Voluntary Participation
Your organization's participation in this research is voluntary. You can say no at anytime and not participate in this research. You may withdraw at any time if you do not wish to participate any more.

Study Procedures
If you agree to participate, your organization's Community Correspondents will be administered an interview schedule. You can provide access to the researcher with their contact details. The researcher will seek consent of all participants prior to interviewing them.

Duration
The research will last for about 2 months from December to January.

Benefits
Your participation in this study will help in deeply understanding the role of community media in facilitating change in communities. The study will seek to understand the nature of video products and interventions that are key to bring about a change. This will also be beneficial to your organization, as it will enable you to strengthen your program and designing future program strategies using community video as medium for social change.

Reimbursements
No individual will be provided with any payments for their participation in the study.

Confidentiality
The information shared will be kept confidential. Personal data and identity of the respondents will not be disclosed at any stage. These research findings could be used or published in the scientific journals and can be presented in conferences, with due acknowledgement.

Risks and Discomforts
If the correspondents feel uncomfortable talking about any topic or sharing any personal information, they will not be forced to answer any question that they do not wish to. The study does not involve any risk to the respondents.

Right to Refuse or Withdraw
The participation is voluntary and you have the right to withdraw at any any stage of the study, if you do not desire.

Whom to Contact
If you have any doubts, concerns, questions or complaints as a participant, then you may contact any of the following:

Principal Investigator: Ms. Pooja Ichplani
Phone: 9650604906
E-mail id: poojaicp@yahoo.com

Supervisor(s):
Dr. Archna Kumar   Dr. Rupa Upadhyay
E-mail id: archnak@hotmail.com   E-mail id: rupa_upadhyay@yahoo.com

Study Information Sheet for Community Correspondents

This study information sheet is for Community Correspondents of Video Volunteer, participating in the research titled- Community Correspondents and Micro-level Changes: A Study of Video Volunteers Initiative

Principal Investigator: Ms. Pooja Ichplani
Supervisor: Dr. Archna Kumar & Dr. Rupa Upadhyay
Organization: Lady Irwin College, University of Delhi

Introduction
You are invited to participate in a research study conducted by Ms. Pooja Ichplani, Master's student of Development Communiation and Extension, under the supervision of Dr. Archna Kumar and Dr. Rupa Upadhyay. This study is self-funded. Your participation in this study is voluntary. You should read the information below, and ask questions about anything you do not understand before deciding whether to participate or not. Please take as much time as you need to read the consent form. You are free to ask me any queries or if you do not understand anything. If you decide to participate, you will be asked to sign this form.

Purpose
In the present study, we wish to study the role of community videos, as a tool for change, and gain insights about the scope of community video for bringing the community together for advocating certain issues. In various parts of the world, especially among marginalized community groups, community videos are found to be instrumental in making micro-level, yet significant changes. The study will endevour to understand how the community correspondents use video as means for community mobilization, and trigger the change for the development of their community.

Type of Research Intervention
The research is qualitative in nature and involves conducting interviews with individuals (both women and men) associated with Video Volunteers as community correspondents, who are at least 25 years of age. Futher, the videos produced by them will be content analyzed.

Participant selection
This study will be involving Community Correspondents of the Video Volunteers. Community correspondents are core to the Video Volunteers Initiative. Those volunteers will be selected who have been involved with Video Volunteers for some time frame and have produced at least 2 impact videos.

Voluntary Participation

Your participation in this research is voluntary. You can say no at anytime and not participate in this research. You may withdraw at any time if you do not wish to participate any more.

Study Procedures

If you agree to participate, you will be administered to an interview schedule. You can only answer the questions that you may feel comfortable with. This process will be carried out at a place as per your convenience or through telephonic conversations.

Duration

The research will last for about 2 months from December to January.

Benefits

Your participation in this study will help in deeply understanding the role of community media in facilitating change in communities. The study will seek to understand the nature of video products and interventions that are key to bring about a change. This will also be beneficial to you as an individual, when you strategize the mobilization of community in the future, which can significantly enhance the process of change.

Reimbursements

No individual will be provided with any payments for their participation in the study.

Confidentiality

The information shared will be kept confidential. Your personal data and identity will not be revealed at any stage. These research findings could be used or published in the scientific journals and can be presented in conferences but we assure you that your personal identity will not be disclosed to anyone.

Risks and Discomforts

If you are not comfortable in answering certain questions, you will not be forced to answer any of them without your consent. This study does not involve any risk to the respondents.

Right to Refuse or Withdraw

The participation is voluntary and you have the right to withdraw at any time without giving any second thoughts.

Whom to Contact

If you have any doubts, concerns, questions or complaints as a participant, then you may contact any of the following:

Principal Investigator: Ms. Pooja Ichplani
Phone: 9650604906
E-mail id: poojaicp@yahoo.com

Supervisor(s):
Dr. Archna Kumar   Dr. Rupa Upadhyay
E-mail id: archnak@hotmail.com   E-mail id: rupa_upadhyay@yahoo.com

Consent form (for Community Correspondents)

I … … … … … … … … …., a resident of………………………………… have read the information in the study information sheet / have had the study information sheet read out to me. I am over 18 years of age and, exercising my free power of choice, hereby willingly give my consent to participate in the study. I certify that :

(1) I have fully understood the information provided about the study.
(2) My rights and responsibilities have been explained to me by the investigator.
(3) I have been informed that there are no known risks associated with this study and explained the possible benefits.
(4) I am aware of the fact that I can opt out of the study at any time without having to give any reason and this will not affect my access to responsibilities provided by the Video Volunteers
(5) I hereby give permission to the investigators to release the information obtained from me result of participation in this study to the sponsors, regulatory authorities, and Government agencies.
(6) My identity will be kept confidential when the data are published or presented in scientific meetings.
(7) I have been provided information about individuals whom I can contact to seek clarifications during the study period. I have also been provided a copy of the study information sheet and the consent document.

_____   _____
Name of the participant   *Date*

_____
Signature /Thumb impressionof the participant (if thumb impression then take signature of the witness and their addresss)

Address- _____

_____
*Contact No-*_____ *Email id-* _____

Semi-structured Interview for Community Correspondents

Basic information

Name:	Sex:
Age:	Hometown:
Education:	Marital Status:
Occupation:	Income:

ASSOCIATION WITH VIDEO VOLUNTEERS

1. Since when have you been associated with Video Volunteers?

2. Why did you decide to become a part of the Video Volunteers Initiative?

3. What all Video Volunteers activities have you been associated with? (Tick all that applies)

   a) Trainings
   b) Video Screenings
   c) Production of videos
   d) Community Mobilization
   e) Any other

4. Did you face any challenges when you joined the organization? If yes, what type of challenge?

	Yes	No	Can't say
Family			
Society			
Self			
Any other			

5. What all roles have you played as a Community Correspondent? (Tick all that applies)

   a) Listener
   b) Problem Solver
   c) Community Mobilizer
   d) Any other

6. Have these roles changed? If yes, how and why?

TRAININGS

7. Did you receive trainings from Video Volunteers? If yes, then answer the following.

	T1	T2	T3	T4	T5

When					
From Whom					
Where					
Duration					
Purpose of trainings					

8. What skills did these trainings impart?

	T1	**T2**	**T3**	**T4**	**T5**
Researching on issues					
Communicating with – Community leaders – Government Functionaries – Corporate Executives – Experts – Others					
Scripting video					
Production process of VV					
Editing of videos					
Community Mobilization for screening					
Organising community screenings					
Any other					

9. How have these trainings helped you?

PREVALENT ISSUES

10. What issues have you made videos about? (specify which one)
- Social issues
- Gender issues
- Environmental issues
- Agriculture
- Any other

11. How are the issues you have made videos about decided?

12. What social problems predominate the issues in your district?

13. Do you think your videos have addressed the most critical issues in your community?

VIDEO PRODUCTION

14. How do you go about making the video?

15. What are the key aspects that you keep in mind while making a video?

SCREENINGS AND OTHER ACTIVITIES

16. How do you organise the screening of videos?

17. Do you receive any assistance in organizing the screening? If yes, by whom?

18. Other than screenings, do you conduct any other community activity? If yes, what and why?

19. What barriers have you faced while conducting these activities?

20. Who generally supports and opposes the issues raised? Why?

VV CONTRIBUTION TO SELF AND COMMUNITY ENHANCEMENT

21. How has Video Volunteers as an organization, helped you improve as an individual? Elaborate how have you evolved as a person?

	Immense Improvement	Moderate Improvement	Very Little Improvement	No Improvement
Confidence in Communicating				
Decision-making ability				
Negotiation with family members about -Mobility -Interactions with people -Personal choices -Child care -Household division of				

work -Participation on social rituals and traditions				
Status in family				
Community recognition				
Status in society				
Any other				

22. Do you think your work with Video Volunteers has resolved community problems? Why? How?

23. What is the change that you perceive because of the Video Volunteers initiative in your community?

24. Would you like to give any suggestions for the functioning of the Video Volunteers so that the process of change within your community can be enhanced?

25. Any other information that you would like to share?

*More spacing to be given for the final questionnaire that would be administered

Most Significant Change Technique with the Community Correspondents

Stories of change will be elicited from the Community Correspondents. In order to elicit the same, the following probing questions will be asked:

- Do you perceive any changes since you started producing community videos?
- What type of change have you perceived?
- What is the most significant change you perceive since your involvement with Video Volunteers?
- Why do you think it is the most significant over other aspects?
- Why is this change important to you?
- How did this change come about?
- What aspects were involved that enabled the change?
- What was the reason this change did not happen earlier? How was it affecting you?
- What were the reasons for persistence of the issue?
- Did you face any challenges? How did you overcome them?
- Who and what helped you to overcome the challenges?
- How have you benefited from this change?
- Have others benefited from this change? Who and how?

जानकारी पत्रक और सहमति प्रपत्र (सामुदायिक संवाददाता) के लिए
अध्ययन जानकारी पत्रक

इस अध्ययन में यह जानकारी शीट विडीओ वॉलंटीर्ज़ के सामुदायिक संवाददाताओं की भागीदारी के लिए है । शोध शीर्षक – सामुदायिक संवाददाता एवं सूक्ष्म-स्तर बदलाव : विडीओ वॉलंटीर्ज़ का एक अध्ययन
प्रधान अन्वेषक: पूजा इचप्लानी
पर्यवेक्षक: डॉ अर्चना कुमार व डॉ रूपा उपाध्याय
संगठन: लेडी इरविन कॉलेज, दिल्ली विश्वविद्यालय

परिचय
आप, विकास संचार एवं विस्तार विभाग की मास्टर्ज की छात्रा, पूजा इचप्लानी के शोध कार्य में भाग लेने के लिए आमंत्रित हैं । ये शोध कार्य डॉ अर्चना कुमार व डॉ रूपा उपाध्याय की देखरेख में किया जाएगा | इस अध्ययन में आपकी भागीदारी स्वैच्छिक है | आप नीचे दी गई जानकारी को ध्यान से पढ़िए, और यदि निर्णय लेने से पहले आपको कुछ भी समझ में नहीं आता है तो आप कोई भी सवाल पूछने के लिए स्वतंत्र हैं | सहमती फॉर्म को पढ़ने के लिए आप जितना चाहे उतना समय ले सकते हैं | यदि आपको कुछ भी समझ नही आता है तो आप मुझसे कोई भी प्रश्न पूछने के लिए स्वतंत्र हैं | यदि आप भाग लेने का फैसला करते हैं तो आपको इस फॉर्म पर हस्ताक्षर करने के लिए कहा जाएगा।

उद्देश्य
इस अध्ययन द्वारा हम सामुदायिक विडीओज़ की बदलाव प्रक्रिया में भूमिका समझना चाहते हैं । समुदाय को एक साथ लाने में सामुदायिक विडीओ की व्यापकता के बारे में गहराई से जानना चाहते हैं । दुनिया के कई हिस्सों में, खासतौर से पिछड़े हुए समुदायों में, सामुदायिक विडीओज़ सूक्ष्म-स्तर पर महत्वपूर्ण बदलाव लाने में सहायक पाई गई हैं । इस अध्ययन से हम ये भी समझ पाएँगे की सामुदायिक संवाददाता लोगों को एकजुट करने के लिए विडीओज़ का कैसे प्रयोग करते हैं, और समुदाय के विकास के लिए बदलाव को ट्रिगर करते हैं ।

शोध हस्तक्षेप का प्रकार
ये शोध स्वरूप से गुणात्मक है । इसमें उन महिलाओं व पुरुषों से साक्षात्कार शामिल होगा, जो विडीओ वॉलंटीर्ज़ से सामुदायिक संवाददाता के तौर पर जुड़े हैं, और कम से कम २५ वर्ष की आयु के हैं । उनके द्वारा निर्मित विडीओज़ का सामग्री विश्लेषण किया जाएगा ।

प्रतिभागी चयन

इस शोध में सामुदायिक संवाददाताओं (दोनों पुरुषों और महिलाओं) को शामिल किया जायेगा । आपको चुना गया हैं क्योंकी विडीओज़ के निर्माण से आप अपने ज़िले में कम से कम २ बदलाव को हासिल कर पाए हैं |

स्वैच्छिक भागीदारी
इस शोध में आपकी भागीदारी स्वैच्छिक है। इस शोध में भाग ना लेने के लिए आप किसी भी समय मना कर सकते हैं | आप किसी भी समय इसे छोड़ सकते हैं यदि आपकी आगे भाग लेने की इच्छा नहीं है |

अध्यनन प्रक्रियाएं
यदि आप भाग लेने के लिए सहमत हैं, तो आपको एक साक्षात्कार अनुसूची प्रशासित की जाएगी | आप केवल उन्हीं सवालो का जवाब दे सकते हैं जिसमें आप सहज महसूस करते हैं | यह प्रक्रिया आपकी सुविधा के अनुसार जगह पर की जाएगी या टेलेफ़ोन के द्वारा की जाएगी |

अवधि
शोध करीबन २ माह – डिसेम्बर और जनवरी – तक चलेगा ।

लाभ
इस अध्ययन में आपकी भागीदारी बदलाव को लाने के लिए सामुदायिक विडीओज़ की भूमिका को हमें गहराई से समझने में सहायता देगी । इस अध्ययन के ज़रिए हम बदलाव को लाने में कुशल विडीओ और अन्य हस्तक्षेप भी समझ पाएँगे । ये आपके व्यक्तिगत के लिए भी लाभदायक है, जब आप भविष्य में समुदाय को साथ लाने की नीति बनाएँगे, जिससे बदलाव की प्रक्रिया में नियमित रूप से सुधार आ सकता है ।

प्रतिपूर्ति
आपको इस अध्ययन में अपनी भागीदारी के लिए किसी भी भुगतान के साथ प्रदान नहीं किया जाएगा |

गोपनीयता
आपके द्वारा दी गई जानकारी को गोपनीय रखा जायेगा | आपकी व्यक्तिगत जानकारी और पहचान का किसी भी स्तर पर खुलासा नहीं किया जाएगा। ये शोध निष्कर्षों का इस्तेमाल वैज्ञानिक पत्रिकाओं में प्रकाशित किया जा सकता है, सम्मेलनों में प्रस्तुत किया जा सकता है लेकिन हम आपको विश्वास दिलातें है की आपकी पहचान का किसी भी स्तर पर खुलासा नहीं किया जाएगा |

जोखिम और असुविधाएँ

यदि आप कुछ सवालों का जवाब देने में सहज महसूस नहीं कर रहे हैं तो आपकी सहमति के बिना आपको उनका जवाब देने के लिए मजबूर नहीं किया जायेगा । यह अध्यनन आपके स्वास्थ्य या जीवन के लिए किसी भी जोखिम को शामिल नहीं करता ।

मना या वापस लेने का अधिकार

भागीदारी स्वेच्छिक है और आप बिना कोई कारण दिए कभी भी अपना नाम वापिस ले सकते हैं ।

किस्से संपर्क करें

यदि आपको कोई भी संदेह, प्रश्न या एक भागीदार के रूप में शिकायत हो तो आप निम्न में से किसी को भी संपर्क कर सकते हैं ।

प्रधान अन्वेषक: पूजा इचप्लानी
फ़ोन: 9650604906
ई-मेल आईडी: poojaicp@yahoo.com

पर्यवेक्षक:
डॉ अर्चना कुमार   डॉ रूपा उपाध्याय
ई-मेल आईडी: archnak@hotmail.com   **ई-मेल आईडी**: rupa_upadhyay@yahoo.com

सहमति पत्र (सामुदायिक संवाददाता के लिए)

मैं .... का/ की निवासी .... अध्ययन जानकारी शीट में दी गई जानकारी को पढ़ चुका/चुकी हूँ| मैं 18 वर्ष से अधिक उम्र का/की हूँ और इसके द्वारा स्वेच्छा से इस अध्ययन में भाग लेने की अनुमति देता/देती हूँ|

मैं घोषित करती हूँ:

१. मैं अध्ययन के बारे में दी गई सारी जानकारी समझ चुका/चुकी हूँ|

२. मेरे अधिकार और जिम्मेदारियां मुझे अन्वेषक द्वारा समझा दी गई हैं|

३. मुझे बताया गया है की इस अध्ययन से जुड़े कोई जोखिम नहीं है और संभावित लाभ के बारे में भी बताया गया है|

४. मुझे इस तथ्य के बारे में पता है के मैं कभी भी इस अध्ययन से बाहर किसी भी समय निकल सकता/सकती हूँ, कोई भी कारण दिए बिना तथा विडीओ वालंटीज़र से मेरा संगठन संभावित नहीं होगा|

५. मैं इसके द्वारा जांचकर्ताओं को अनुमति देती हूँ के वह मुझसे ली गई जानकारी को प्रायजकों, नियमित अधिकारों और सरकारी एजेंसियों को दे सकते हैं|

६. जब डाटा प्रकाशित या विज्ञानिकों को प्रस्तुत कर रहे हैं तो मेरी पहचान गोपनीय रखी जाएगी|

७. मुझे उन व्यक्तियों के बारे में जानकारी दी गई है जिसे मैं इस अध्ययन की अवधि के दौरान स्पष्टीकरण के लिए संपर्क कर सकता/सकती हूँ | मुझे अध्ययन जानकारी शीट और सहमति के दस्तावेज़ की एक प्रतिलिपि उपलब्ध कराई गयी है |

सहभागी .... दिनांक ....

हस्ताक्षर / सहभागी के अंघूठे का निशान (यदि कोई अंघूठा लगाए तो उसके आलावा किसी गवाह के हस्ताक्षर और उसका पता

संपर्क ....

ईमेल आईडी – ....

सामुदायिक संवाददाताओं के लिए अर्ध्द-संरचित साक्षात्कार

प्रोफ़ाइल -

नाम :   लिंग :

उम्र :   गृहनगर :

शैक्षिक योग्यता :   वैवाहिक स्थिति :

व्यवसाय :   आमदनी :

1. विडीओ वॉलंटीर्ज़ से आप कब से जुड़े हैं ?

2. आप विडीओ वॉलंटीर्ज़ का हिस्सा क्यों बने ?

3. आप विडीओ वॉलंटीर्ज़ की किन गतिविधियों से जुड़े हुए हैं ?

   a) ट्रेनिंस   d) समुदाय संग्रहण
   b) विडीओ स्क्रीनिंज़   e) अन्य
   c) विडीओज़ का निर्माण

4. क्या विडीओ वॉलंटीर्ज़ से जुड़ते समय आपको कोई चुनौतियों का सामना करना पड़ा ? किंसे कैसी चुनौतियाँ ?

	हाँ	ना	कह नहीं सकते
पारिवारिक			
सामाजिक			
स्वयं			
अन्य			

5. सामुदायिक संवाददाता बनने के बाद आपने किन भूमिकाओं को निभाया है ?
   a) श्रोता   c) समुदाय को जुटाना
   b) समस्या निवारक   d) अन्य

6. क्या इन भूमिकाओं में कोई बदलाव आया है ? यदि हाँ, क्यों और कैसे ?

7. क्या इन भूमिकाओं को निभाने के लिए आपको कोई ट्रेनिंग दी गई ?

	T1	T2	T3	T4	T5
कब					
किसने					
कहाँ					
अवधि					

ट्रेनिंग का उद्देश्य				

8. ट्रेनिंग्स के ज़रिए आप किन पहलुओं में कुशल हुए ?

मुद्दों पर शोध	

संचार :
    – समुदाय
    – सामुदायिक नेता
    – सरकारी अफसर
    – कोरपोरेट अधिकारी
    – विशेषज्ञ
    – अन्य	

विडीओज़ की स्क्रिप्ट	
विडीओ वॉलंटीर्ज़ की निर्माण प्रक्रिया	
विडीओज़ का संपादन	
विडीओ की स्क्रीनिंग के लिए समुदाय संचालन	
समुदाय के लिए स्क्रीनिंग का आयोजन	
अन्य	

9. इन ट्रेनिंग्स से आपको क्या सहायता मिली है ?

10. आपने अब तक किन मुद्दों पर विडीओ बनाई है ?

- सामाजिक
- जेंडर के मुद्दे
- पर्यावरण

- कृषिकर्म
- अन्य

11. आपकी विडीओज़ के मुद्दे कैसे तय किए जाते हैं ?

12. आपके ज़िले में कौनसी सामाजिक परेशनियाँ विडीओज़ के मुद्दों को प्रभावित करती हैं ?

13. क्या आपको लगता है की आपकी विडीओज़ आपके समुदाय के नाज़ुक मुद्दों का व्याख्यान कर पाती हैं ?

14. विडीओज़ का निर्माण आप कैसे शुरू करते हैं ?

15. किन पहलुओं को ध्यान में रखते हुए आप विडीओ की निर्माण में जुट जाते हैं ?

16. आप विडीओज़ की स्क्रीनिंज़ को कैसे आयोजित करते हैं ?

17. क्या आपको स्क्रीनिंज़ के आयोजन में किसी की सहायता मिलती है ?

18. स्क्रीनिंज़ से हटकर, क्या आप कोई और सामुदायिक गतिविधि का आयोजन करते हैं ? यदि हाँ, क्या और क्यों ?

19. इन गतिविधियों का प्रबंध करते हुए आपको किन बाधाओं का सामना करना पड़ता है ?

20. ज्यादातर कौन लोग आपका समर्थन और विरोध करते हैं ?

21. विडीओ वॉलंटीर्ज़ से जुड़ने के बाद आपमें कैसा बदलाव आया है ?

	बहुत सुधार हुआ	कुछ हध तक सुधार हुआ	थोड़ा सा सुधार	कोई सुधार नहीं
संवाद करने का आत्मविश्वास				
निर्णय लेने की क्षमता				
परिवार के सदस्यों के साथ नेगोशीएशन –गतिशीलता –लोगों के साथ बात-चीत –व्यक्तिगत पसंद –बच्चे को देखभाल –घर में काम का बँटवारा –सामाजिक प्रथाओं में भाग लेना				
पारिवारिक स्थिति				
सामुदायिक मान्यता				

सामाजिक स्थिति				
अन्य				

22. क्या आपको लगता है विडीओ वॉलंटीर्ज़ से आपके संगठन के ज़रिए आपके समुदाय की परेशानियाँ हाल हो पाई हैं ? कैसे ?

23. आपके लिए आपके समुदाय में विडीओ वॉलंटीर्ज़ की पहल से कौनसा बदलाव सबसे महत्वपूर्ण है?

24. क्या आप बदलाव प्रक्रिया में सुधार लाने के लिए कोई सुझाव देना चाहेंगे?

25. कोई और जानकारी जो आप हमें बताना चाहेंगे ?

सबसे ज्यादा महत्वपूर्ण बदलाव - सामुदायिक संवाददाताओं के लिए

सामुदायिक संवाददाताओं से बदलाव की कहानियाँ जानी जाएँगी । इन कहानियों को जानने के लिए निम्नलिखित प्रश्न पूछे जाएँगे :

- क्या आपने विडीओ वालंटीर्ज़ से जुड़ने के बाद कोई बदलाव होता पाया है ?
- कैसा बदलाव हो पाया है ?
- विडीओ वॉलंटीर्ज़ से संगठन से कौनसा बदलाव सबसे ज्यादा महत्वपूर्ण है ?
- इस बदलाव को आप सबसे ज्यादा महत्वपूर्ण क्यों मानते हैं ?
- आपके व्यक्तिगत के लिए ये बदलाव सबसे ज्यादा क्यों महत्वपूर्ण है ?
- इस बदलाव की प्रक्रिया क्या थी ?
- इस बदलाव को लाने में कौनसे पहलू शामिल हैं ?
- इस बदलाव के ना होने का क्या कारण था ? यह आपको कैसे प्रभावित कर रहा था ?
- मुद्दे की सात्यता के क्या कारण थे ?
- इस बदलाव के लिए आपको किन चुनौतियों पर क़ाबू पाने की ज़रूरत पड़ी ?
- इन चुनौतियों पर क़ाबू पाने के लिए क्या या कौन आपके लिए मददगार साबित हुआ ?
- क्या ये बदलाव आपके लिए लाभदायक रहा ?
- क्या इस बदलाव से दूसरों को भी लाभ मिला ? किसे और कैसे ?

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1.

2.

3.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of study information sheet has been provided to the participant.

Researcher/person taking the consent : Pooja Ichplani

Signature of Researcher /person taking the consent _____

Date _____   **Day/month/year**