

# A Study Of Communication Strategies For The Education Of Sustainable Development In Kerala

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## Abstract

Development is unavoidable. Communication occurs unconsciously. Communication for Development may change society strategically. Development Communication can intentionally improve people's lives. Developing nations communicate the issues of poverty, health, gender, and social justice in media. Development Communication connects stakeholders, fosters positive change, benefits individuals, and advances society. Cross-sector communication is needed for improved feeding practices, nutritional issues, healthier lifestyles, cleanliness, hygiene, etc. It might be for education, climate change, trash management, plastics, etc. This paper examines Kerala students' sustainable development communication strategies. The study analyses two prominent Kerala newspaper articles on sustainable development communication tactics. The reports span covers June 1, 2022, to May 31, 2023. Content analysis showed four instructional communication styles. The four approaches are curricular, cocurricular, innovation, and communicative barriers to sustainable development education. This study can inform the school's sustainable development-focused curriculum.

Keywords Communication, Strategies, Kerala, Education, Sustainable Development.

## Introduction

There is a connection between the several forms of media and society that is advantageous to both parties. Both the history of civilization, which spans millions of years, and the history of the media, particularly mass media, which spans just a little bit more than a century, are intertwined and dependent on one another for the continuation of their respective existences. The maintenance and growth of civilization are contingent on a number of factors, one of the most significant of which is the existence of a communication system. Communication is the means by which members of a community get information, further their education, and have fun.

According to Sengupta et al.'s research from 2020, "development communication" refers to using communication as a vehicle for social change to improve the lives of disadvantaged people in a sustainable way. Since it was first established, the subfield of study known as Development Communication has been focused on the strategic intervention of several forms of mass media and various interpersonal methods of sociocultural interaction (Kannengießer, 2023). Since then, the focus on Development Communication techniques has shifted from government propaganda and the lexicon of aid agencies to tactics for developing democracies, raising people's participation, and strengthening systems for bottom-up decision-making. This shift in emphasis came about due to the global financial crisis of 2008. The focus switched from a development model primarily driven by economic growth to a participatory approach in which social and cultural components play a prominent role (Prasad, 2010; Kannengießer, 2023)). The topic of discussion for today's Development Message is inclusive growth in emerging countries, which is particularly important given that millions of people in these countries live in abject poverty. This topic speaks volumes about our understanding of development priorities as well as the communication requirements for a fairer and more equal society (Scoullou, 2010; Kannengießer, 2023). The idea of development communication and its potential as a tool for inclusive growth and empowerment presents several significant challenges that need to be considered.

### **Social Justice and Inclusive Growth**

Communication for development is concerned with finding solutions to problems in development in a way that enables those living in poverty to lead dignified lives and have equitable access to opportunities. According to Sengupta et al.'s research from 2020, encouraging inclusive economic growth is a new paradigm connected with offering equality and opportunities to all people to realize a meaningful and productive life characterized by freedom, equality, and dignity. Through its various projects, Development Communication advances the fundamental principles underpinning a socially just society. These principles include promoting fundamental human rights, equitable resource distribution, equal opportunities, peace and security, and actualizing human potential (Qiaoling, 2011). Consequently, the policies that govern development must address the social and economic issues and the many deprivations experienced by those who are poor and belong to marginalized groups.

### **Gender Mainstreaming and Marginalized Communities**

According to Svalfors (2017), two of the most challenging obstacles that must be overcome in the field of development communication are issues about gender and marginalized communities. Inequalities become even more severe due to poverty, which makes poverty and backwardness much more widespread. There is a correlation between the continued development of marginalized groups and gender inequity. According to Prasad (2010), women in India continue to be subjected to a variety of disadvantages and comprise one of the most underprivileged and marginalized subsets of the population. One may say the same thing about underprivileged communities such as Dalits, tribals, and other backward groups. They continue to be profoundly enmeshed in the numerous webs of poverty due to restricted or poor access to education, healthcare, employment, communication, and other services (Svalfors, 2017). It is very necessary for there to be equal involvement on the side of women and other traditionally marginalised groups if there is to be sustainable economic growth and progress in human development. According to Wahyudin and Malik (2019), development policy, governance challenges, and development planning, all need to be seen through the lens of inclusion and exclusion. It is essential to both their social integration and the development of our

society that they be given a louder voice and that the interests of those who are economically and culturally disadvantaged be given priority.

### **Environment Sustainability**

Communication for Development plays an essential role in both the reinforcement of the Sustainable Development Goals (SDGs) and its principle of environmental sustainability, as well as the spearheading of processes for empowering people to take action and deal with the environmental challenges that communities are facing (Qiaoling, 2011). This is because Communication for Development is at the forefront of empowering people to take action and deal with the environmental challenges that communities face. According to Wahyudin and Malik (2019), for an endeavor to be successful, it will be necessary to incorporate both traditional and scientific knowledge, engage in dialogue about policy and programming, and collaborate with governments, corporations, and civil society on both the national and international levels. At this stage, the fundamental goal of this study is to determine the curricular, cocurricular, innovative, and impediments to the communication method - to educate the Sustainable Development of Kerala through an analysis of media reports. This is the primary purpose of this study.

### **Materials and Methods**

The researcher studied the newspaper articles' contents to determine the best communication strategies for teaching about environmentally sustainable Development. In order to locate these articles, the author used a search engine and contacted the librarian at the university. On June 2, 2023, a search was carried out utilizing the phrases "communication," "development," "sustainable development," "development communication," "educating sustainable development," or "communication strategies." Only Malayalam-language articles from the Malayala Manorama and the Mathrubhoomi daily news print publications from the Bangalore edition were used in the author's work. These articles were based on news from Kerala and were written between June 1, 2022, and May 31, 2023. The researcher went over each article and gathered information from them. The results, the newspaper, the article title, the outcomes, the communication strategies, and the publishing date are all mentioned. A content

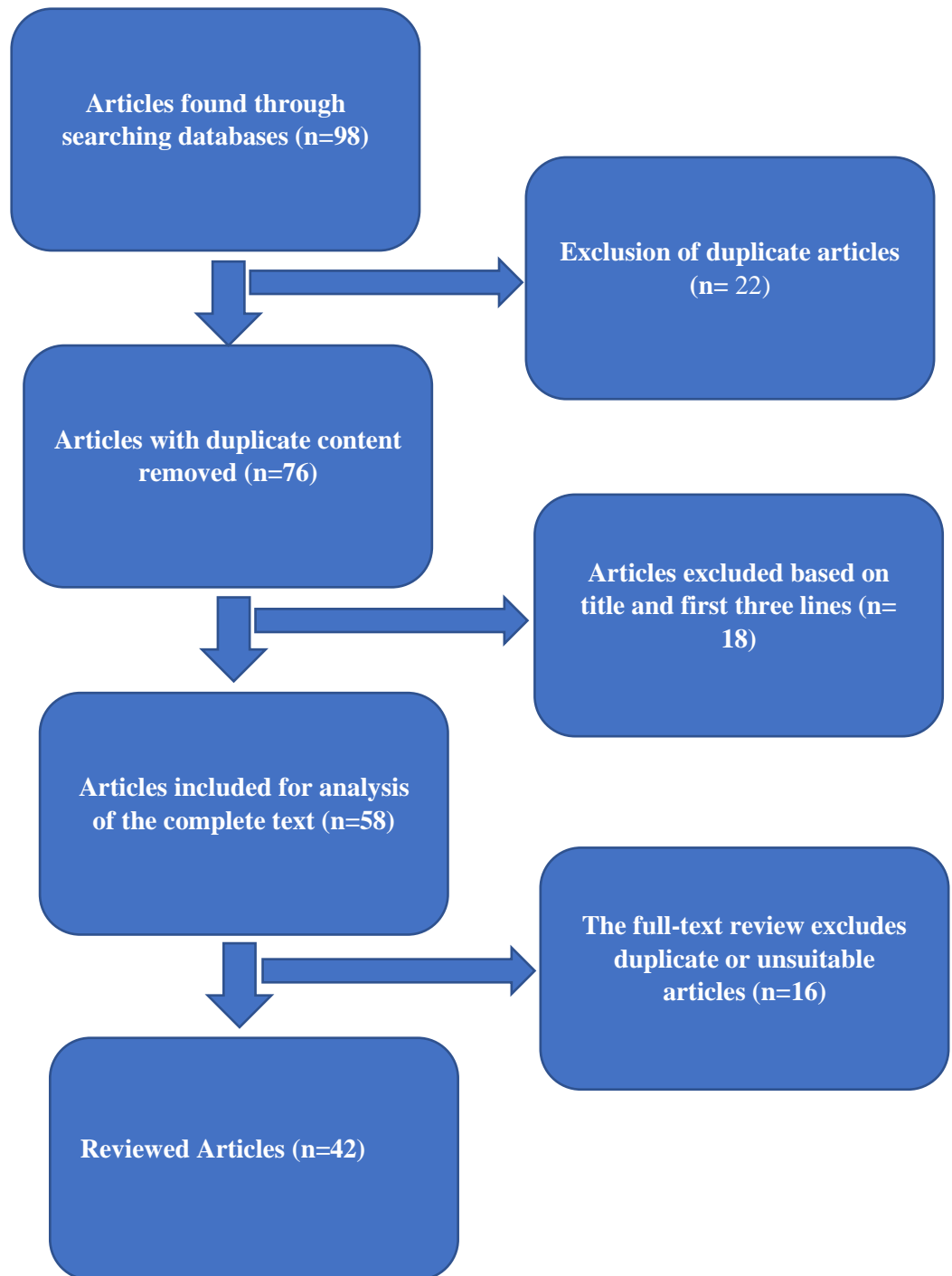
analysis was performed on the articles as well as the reports. News articles on communication strategies for educating sustainable Development were considered for inclusion based on the following criteria: the curricular educational communication approach; the cocurricular educational communication approach; the innovative communication approach; and the communication barriers to the education of sustainable development communication approach.

## **Results**

The first round of database searches produced 98 and more extensively read printed newspaper media stories. The author has determined that each article is pertinent to the discussion. It was discovered that 22 articles were identical by comparing the titles, word counts, and previews of the first three lines of each article. As a result, these 22 articles were removed from the analysis. An extra 18 articles were not included in the analysis because they did not satisfy the inclusion criterion based on the title and a preview of the first three lines. This decision was made. The author could read through the entirety of the remaining 58 articles. After reviewing these publications, the authors concluded that an additional 16 were either duplicates or did not meet the inclusion criteria. As a result, the final analysis only included 42 of these articles. The screening technique is illustrated in Figure 1.

Figure 1.

Prisma Model of sorting Articles on communication strategies for educating sustainable development



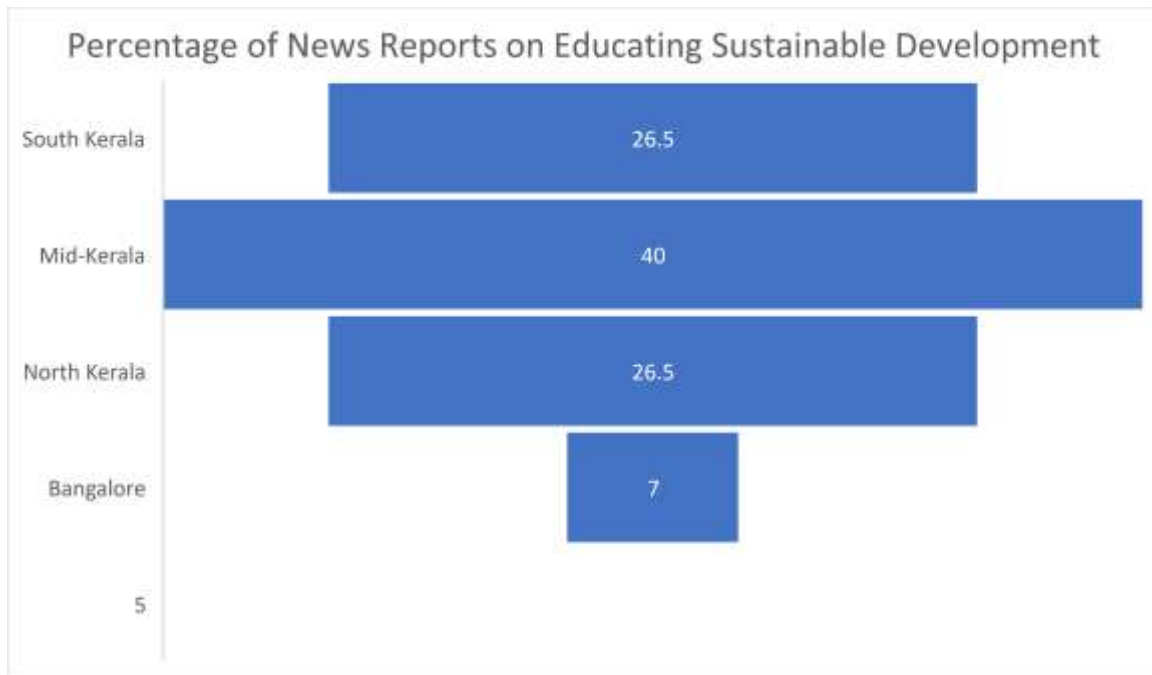
The news reports encompass ten of the fourteen districts that make up Kerala and the urban district of Bangalore in the neighboring state of Karnataka. The composition of Kerala's 14 districts is presented in Table 1 and Figure 2 (both of which can be seen further down on this page).

Figure 2 shows that these reports are structured zonally, with categories including south, center, and north. South Kerala states like Thiruvananthapuram, Kollam, and Alappuzha make up 26.5 percent of the districts in Kerala that support the education of sustainable development-based communication. Other districts in Kerala that are doing so include Alappuzha and Kollam. In Kerala, ten districts have provided information regarding these efforts. Figure 2 shows that the communication strategies in the middle districts of Kerala are attempting to implement the communication strategies for educating sustainable Development in Kerala based on the concept of Sustainable Development. The figure demonstrates these strategies—table 1.

**Table 1. District wise Coverage of news reports**

<b>Districts</b>	<b>Numbers</b>
Trivandrum	6
Kollam	3
Alappuzha	2
Kottayam	4
Ernakulam	8
Thrissur	3
Palakkad	2
Malappuram	3
Kozhikode	6
Kannur	2
Bangalore	3
<b>10 Districts in Kerala + Bangalore</b>	<b>42</b>

Figure 2. Zonal-wise percentage of the news reports on the communication strategies for educating sustainable development



The news report in the printed media covers the period between October 2022 and December 2022, which is nearly three months. The moment the news stories are being reported is known as the post-covid era. Malayala Manorama and Mathrubhoomi, two of Kerala's primary and circulating newspapers, were identified for this analysis. Each of these newspapers has a fund of corporate social responsibility (CSR) for its distribution, and they are the newspapers used for this research. These newspapers enjoy a significant readership within their respective states and across state lines, notably in India's most populous urban areas.

Most of the media reporting is devoted to analyzing the most significant communication tactics used to educate people in Kerala about Sustainable Development. The curricular educational communication approach, the cocurricular educational communication approach, the innovative communication approach, and the communication obstacles to the education of sustainable development communication approach are the approaches that fall under this category. Since the curriculum syllabus is authorized based on the opinions of all curriculum experts in unison, the curricular educational communication strategy is not always practicable. However, an innovative and cross-curricular approach to scholarly communication is conceivable, and this should be



done under the need and significance of the idea of sustainable Development. Nonetheless, there are obstacles to overcome to educate the education sector about Sustainable Development. This information is included in Table 3 as a reference.

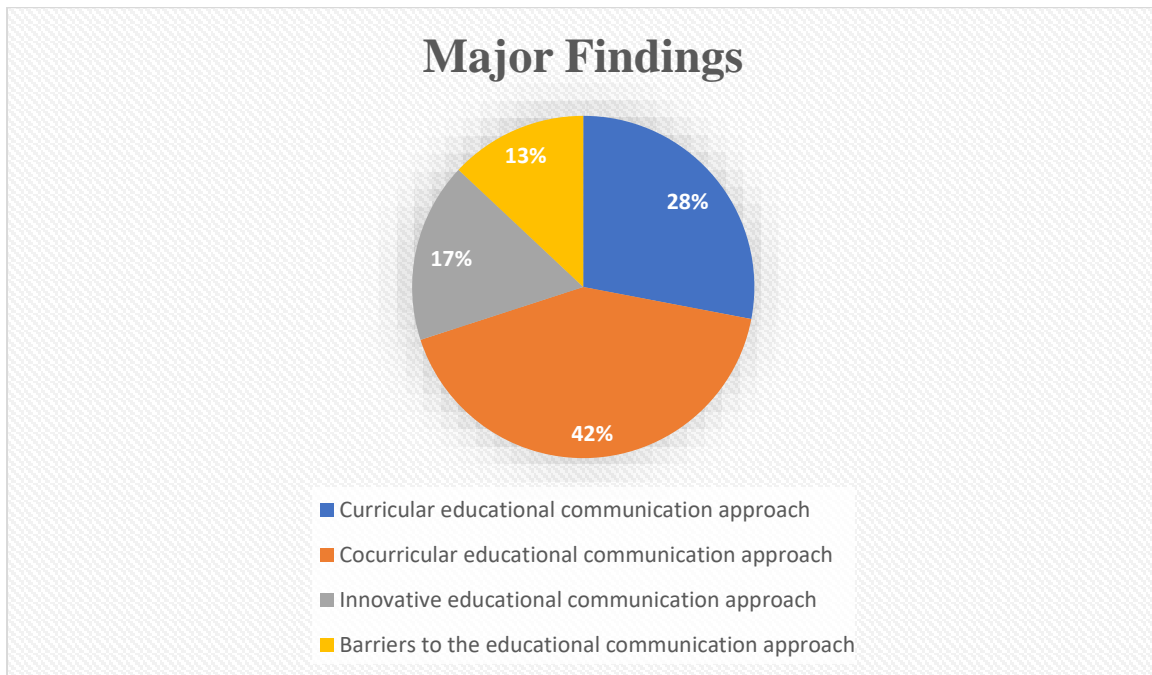
The study's most significant findings are shown in Table 2, and the percentages of those findings may be seen in Figure 3, which can be found further down this page.

**Table 2 Percentage of the findings from news reports**

<b>Findings</b>	<b>Percentage</b>
Curricular educational communication approach	30
Cocurricular educational communication approach	40
Innovative educational communication approach	20
Barriers to the educational communication approach	10
	<b>100</b>

According to the findings of the investigation, there are four primary communication approaches that comprise the educational methods for sustainable Development. These include the curricular educational communication approach, the co-curricular educational communication approach, the innovative communication approach, and the communication barriers to the educational methods for sustainable development communication approach.

Figure 3 Pie chart of the percentage of findings



#### 1. The Curricular Educational Communication Approach

According to the analysis of the content of the newspaper reports, only 28 percent of the communication techniques are primarily based on the scholarly communication strategies contained within the curriculum. The National Council of Educational Research and Training (NCERT) eliminated topics such as secularism, federalism, Development, and people movements, among others, in social science subjects such as history, sociology, and political science during the Covid-19 pandemic period. This resulted in a reduction of the curriculum by thirty percent. However, some teachers do not cover the topics exempted from the curriculum, and others cover all of the themes in the syllabus. Because of this dilemma, the students and their parents are unsure what to do. When it comes to educating students about sustainable Development, this variance in the curriculum may impact the student's knowledge. In addition, there are a few political moves to incorporate leftist ideological concerns such as gender neutrality, LGBTQ issues, and school time change in the curriculum in between the background of curriculum reformation. These issues include the following: It is a well-kept secret that the revision of the curriculum has as its covert goal the introduction of additional communist ideals into the curriculum and the establishment of leftist anarchy within the educational system.

## **2. The Cocurricular Educational Communication Approach**

Second, the primary focus of 42 percent of the newspaper articles is on an educational communication strategy that is not part of the regular curriculum, i.e., co-curriculum. This news report focuses primarily on the empowerment of differently abled teachers and students, antidrug campaigns, climate change, philanthropic activities such as housing projects, charitable works, green school campaigns, Blood Donation Programs, Carbon Neutral school programs, Eco-friendly schools, and so on. The Mathrubhoomi and the Malayalamanorama Daily, through their respective Nallapadam programs, provide support and encouragement for various extracurricular educational initiatives. SEED stands for Students Empowerment and Environmental Development. These programs of SEED and Nallapadam aim to develop knowledge on environment conservation and philanthropic services among the rising student community to empower them to protect the water, air, and soil. By consolidating the state's upper primary, upper secondary, and high schools, these projects hope to provide the groundwork for a new environmentally conscious culture and a new social order. The pupils will be strengthened via their participation, i.e., functional activities, which will help to support the growth and Development of an environmentally friendly society.

## **3. The Innovative Educational Communication Approach**

According to the study's findings, while looking at the reports published in the newspapers, it was found that 17% of the reports confirmed the creative educational communication method. According to the findings of the study, it consists of innovative apps that make it easier and safer to travel to picnics, online facilities that allow the general public to voice their opinions regarding the reformation of educational curricula, robotic kits for schools, climate observation centers in schools, statements from the Prime Minister that are focused on sustainable Development, information technology-based achievement news, and so on. By integrating these forward-thinking communication tactics for academics into the curricula of local schools, these newspapers help to pave the way towards the establishment of a global society that places a premium on sustainable development and the promotion

of positive social change. Both the state and the nation are exerting a lot of effort to realize their aims of adopting sustainable development. They are doing this by making all of the available technology and innovations accessible to the facilitators, as well as by sticking to processes in an ethical and humane manner.

#### **4. The Barriers to the Educational Communication Approach**

According to the researcher's findings, 13% of the reports agree with the assertion that there are news reports on the challenges to effectively implementing sustainable development based on news reports. On the subject of curriculum reform, which is something that must be done legally, these news pieces cover a range of differing perspectives on a variety of different sides of the issue. In schools, there is a shortage of innovative programs focused on implementing sustainable Development, as well as a lack of co-curricular educational approaches that are different from the standard programs, etc. There is also a lack of educational methods that differ from standard programs. Students in Kerala have limited knowledge of sustainable development because the concept is still in its infancy in that state. This is because sustainable development is still a relatively new term. However, teachers are aware of this concept; however, they do not wish to educate pupils about it or put it into practice if it is not a part of the curriculum.

#### **Discussions**

The departments of corporate social responsibility (CSR) of both the Malayalamanorama and the Mathrubhoomi Daily are in charge of carrying out the initiatives known as Nallapadom and SEED. These programs are intended to contribute to the achievement of the sustainable development goals set forth by the United Nations. The primary emphasis of these projects is on the implementation of sustainable development and the three pillars of sustainable development, which are environmental sustainability, economic sustainability, and social sustainability. The Nallapadom of Malayalamanorama is an organisation dedicated to fostering and advancing sustainable development in its myriad facets, most notably its pillars. The programs that can be found on Nallapadom can be categorized as environmental programs.

Some examples of these programs are the green school project, news reports connected to climate change, pollution-based news reports of water, air, noise, soil, and light, biodiversity loss, and trash generation. One further aspect of the environment that can be investigated and reported on is the production of garbage. Furthermore, the Nallapadom encourages economic sustainability based on news reports through its programs, such as exceptional level education, housing projects, empowerment of students through employment development, and a variety of other activities. The mission of the Nallapadom of Manorama Daily is to achieve societal sustainability through the elimination of poverty, the promotion of anti-drug campaigns, the development of housing projects, the collection of blood donations, the empowerment of people with varying degrees of ability, and other acts of philanthropy in an effort to make the community a more hospitable place for all members of society.

The SEED program at Mathrubhoomi aims to facilitate the implementation of Sustainable Development in an indirect fashion. The realization that the unchecked deterioration of the environment will eventually result in the extermination of most life on earth served as the impetus for the establishment of SEED. SEED stands for the Society for the Environment, Ecology, and Development. There is a moral obligation on the part of each and every person to make some sort of contribution to the general efforts that are being undertaken to avert the environmental catastrophe that will befall future generations and the world that we live in now. SEED is an innovative program established to enhance school-aged children's knowledge of the need to protect the natural environment and incorporate environmental stewardship into the children's everyday lives. The program was developed to raise awareness of the need to preserve the natural environment among school-aged children.

This endeavor, which has been active for the past six years and has attracted the attention of people worldwide, is about to begin its seventh year, which is expected to be very successful. Students attending higher education institutions in Pennsylvania, such as the University of Pennsylvania and the High School of the State of Pennsylvania, as well as students attending other educational facilities in the state, are the initiative's primary proponents. This is the first year

that the program has been extended so that students from colleges and lower primary schools can participate. They have the backing of pillars of support in the shape of teachers and parents, as well as the endorsement of a range of government agencies and enterprises operating in both the private and public sectors. The health of our world, the development of a better tomorrow, and our best interests were all considered when SEED was developed. It would be best for us to come together here, where the dense greenery will shield us from the elements.

The nation's expansion in accordance with the sustainable development goals established by the United Nations is the principal focus of both of the country's daily newspapers, despite the fact that their distinct philosophies put different items higher on their priorities. These news organizations can devote more resources to boosting their subscriber base since they receive funding from corporations involved in social responsibility. The study's findings have led the researcher to conclude that the allapadom and seed programs aim to build a culture of sustainable development, even though they do not do so directly but indirectly. According to the conclusions of the study, this is the case.

### **Conclusion**

The dissemination of knowledge is typically handled in a manner that is both well-organized and methodical when carried out by educational institutions. These organizations are significant in educating people about responsible and sustainable development because of their function. According to the findings of this latest study, students still in college did not have the same level of understanding of the environmental, economic, and social aspects of sustainability as their younger peers who were still in school. This is most likely due to the fact that youngsters who are still in school are instructed clearly about a variety of environmental concerns. Both the Nallapadom of Manorama and the SEED of Mathrubhoomi are examples of scholarly communication tools. Their primary purpose is to educate the general public about many types of education, including traditional, non-traditional, creative, and barrier-type approaches. Consequently, educational organizations need to be utilized to the absolute maximum extent feasible to raise people's levels of knowledge regarding

environmental, economic, and social sustainability as well as the sustainable way of life. At each level, the curriculum should cover a variety of subjects that are in some way connected to sustainable development in all of its guises.

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