

**UNDERSTANDING PLANET EARTH FOR WOMEN AND CHILDREN/SCIENCE FOR WOMEN'S HEALTH  
AND NUTRITION**

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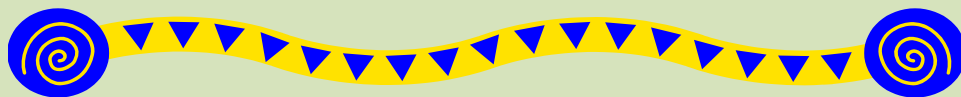
**BASELINE STUDY REPORT**

For

**G.B.Pant University of Agriculture and Technology Community Radio**

**Pant Nagar, Uttarakhand**

**March 14-18, 2011**



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## Project Context

### The Background

The Commonwealth Educational Media Centre for Asia (CEMCA) catalysed and supported by Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad (RVSP), Department of Science and Technology, Government of India, New Delhi, embarked upon a pan-Indian project to popularise science. Under the aegis of this project, several community radio stations were commissioned to produce daily episodes of the programme *Understanding Planet Earth for Women and Children*, or *Science for Women's Health and Nutrition*. These projects were being commissioned to various institutions over two phases. G.B.Pant University of Agriculture and Technology (GBPAUT) has been awarded the same on the combined theme of *Understanding Planet Earth for Women and Children and Science for Women*. The project aims to reach out to the community in the poorly literate sections of society in the rural areas through community participatory programmes. The community radio at GBPAUT is to be inaugurated soon, following which programme production and telecast of the above mentioned programmes will follow.

CEMCA with its expertise in research, community participation and capacity building, was selected as the nodal organisation and was asked to submit a comprehensive proposal to RVSP for implementing and monitoring the project. CEMCA's role in the project is extensive: CEMCA is the focal organisation for selection of educational institutions and has been entrusted with the following responsibility:

1. Help in identifying the communities and conduct a baseline study to profile the communities within the catchment areas of the community radio station,
2. Act as a facilitator for capacity building among the students and the women from the communities so that the programmes developed can be truly community participatory,
3. Ensure that the programmes are interesting enough to motivate the participants/listeners (both women and children) to understand issues relating to planet earth,
4. Ensure proper utilisation of the funds generated by RVSP.

CEMCA has designed the implementation programme in two phases:

The first phase consists of a baseline study conducted under the supervision of a CEMCA-appointed expert, using students and community members. Through this study, a profile of the community is mapped, the current practices and knowledge base vis-à-vis a range of issues/subjects in the community documented and assessment made of the needs and shortcomings. The baseline study is also designed to motivate the students to understand and interact with the community women and children and to develop awareness within the community about the community radio to be launched by the educational institution.

The second phase is a capacity building exercise for the production teams, who would design and produce community participatory radio programmes with the central theme of Planet Earth and Science

for Women. These community participatory programmes will be broadcast from the channel daily following the workshop.

The following report presents the findings from the baseline study for the community radio licensed to G.B.Pant University of Agriculture and Technology, Pantnagar, Uttarakhand. At the time of this survey, this community radio was yet to acquire a name.

### **Profile of GBPUAT Community Radio**

The proposed Community Radio, to be set up at GBPUAT, will be the first community radio in this region, though there are others operating in Uttarakhand. The CR, which has been allotted a frequency of 90.4 MHz, will reach out to areas within the 10-15 Km radius. *(See Appendix for map of coverage area).*

It is hoped that the upcoming CR will set an example of a community participatory radio where students and staff from the campus and community members from the catchment area of the station work together to make it an effective community medium.

### **Baseline Study Objectives & Design**

#### **Objectives**

The baseline study aims to achieve:

- Documentation of the socio-economic and demographic profiles of the target listeners
- An in-depth understanding of the media habits of women and youth (above 15 years of age), particularly with reference to radio
- Identify issues of concern for the community
- Assess the willingness/interest among women for participation in the community radio initiative
- Build awareness about the programmes *Planet Earth* and *Science for Women* programmes through the CR.

The Baseline Survey workshop inaugurated on 14 March, 2011



## Study Methodology

The baseline study was conducted from March 14-16, 2011. The survey was carried out primarily by students of the university and a few community members. The survey covered 1017 homes from 50 villages around the campus.

## Survey Instrument

CEMCA designed a detailed questionnaire comprising 48 questions for the baseline study. The questionnaire was sent to GBPUAT for translation into Hindi. It was also adjusted to suit the local profile. The translated questionnaire was rechecked and finalised in consultation with CEMCA before the baseline study workshop commenced. 1250 copies of the questionnaire were printed. On behalf of GBPUAT, the project in-charge, Dr. Abha Ahuja coordinated the survey. The workshop was inaugurated by Dr. Rita Singh Raghuvanshi, Dean, College of Home Science and Dr. B.Kumar, Director, Communication, GBPUAT. On behalf of CEMCA, the chief facilitators were Ms. Shalini Raghaviah, Consultant, and Project Assistant Ms. Rupica Saxena.

The questionnaire consisted of five distinct sections:

1. Information on socio-economic and demographic profile of the listeners of the FM station
2. Media habits of the listeners: ownership, frequency of listening, interest, utility
3. Current information sources and nature of solution for problems on issues like environmental problems experienced in the locality
4. Other issues of local importance
5. Issues that community women/youth would like to hear as well as participate in on radio.

## Data Collection

A three-day workshop was held from March 14-16, 2011. The participants were explained the entire project, methodology of data collection, need for the baseline study, precautions to be observed while visiting the households, and the procedure for tabulation. About 20 students/community volunteers participated in the workshop. At the commencement of the Baseline Study Workshop, all participants were explained the rationale of the study, the objectives and the expectation from the project. The workshop was inaugurated by Dr. Rita Singh Raghuvanshi, who described the need to address gender disparities through the CR. While CR would act as a platform for voicing issues faced by the community, inputs will also be required from research as well as subject experts. She stressed the need for community members too to be involved in programme production.

Dr.B.Kumar described CR as a platform to talk about “issues that concern all of us”. Stating that it was “our medium”, he urged the students to wholeheartedly put their efforts and talents into the successful and smooth running of the CR. Through his address, the composite nature of the target audience was emphasized; as Punjabi, Bangla, Bhojpuri, Garhwali, Kumaoni and Hindi speaking people made up the community.



Project Coordinator Shalini Raghaviah explains the objectives of the survey

Project Coordinator, Ms. Shalini Raghaviah explained the objectives of the project and procedural details for the baseline study data collection. Each question in the questionnaire booklet was taken up for detailed explanation and each participant was given 50 questionnaire booklets for the survey after the workshop. The participants were asked to conduct mock interviews using sample questionnaires. On the second day of the workshop, the data collected was checked and the difficulties faced by the participants were clarified. In the actual data collection, the localities of Chakferi, IGH colony, the blocks around the university, Labour Colony and Phoolbagh Centre were covered. Ms. Shalini Raghaviah and Ms. Rupica Saxena too made visits to these villages to ensure that data collection was going on in the appropriate manner. Later on, each questionnaire was checked, and wherever doubts arose, the data was rechecked and corrections were incorporated. The entire process of data collection was completed in 4 days.

This Punjabi family, in the catchment area of the upcoming CR, shared their concerns with the survey team during the baseline survey. There are many families like these who migrated to Pantnagar from Pakistan during the partition. Over the years, they have converted their lands into a mini-Punjab. After

all these decades, agriculture continues to be the mainstay of their lives.

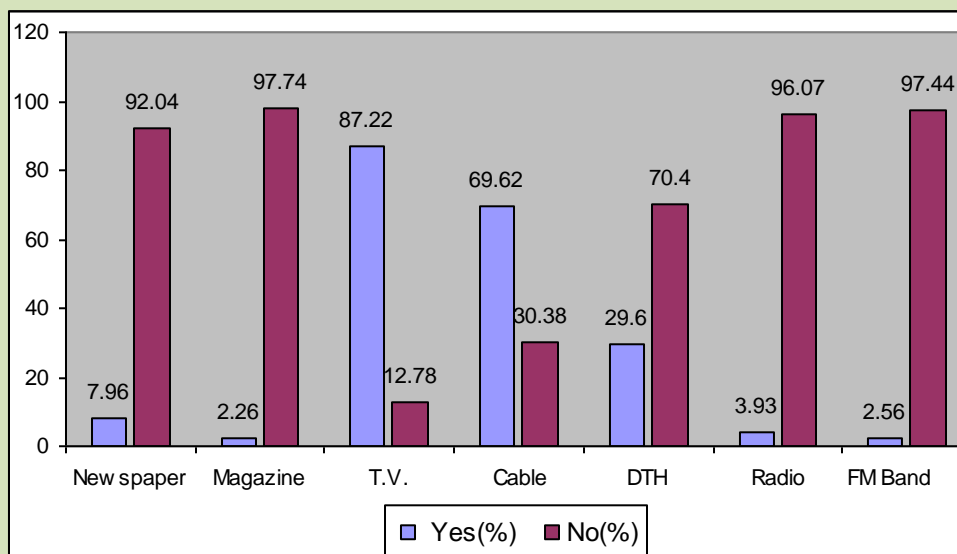


The complete data were handed over to Dr. Rajkumari, data-entry incharge. The supervisors of the survey and CEMCA representatives provided orientation to the data entry operations. Project Coordinator Ms. Shalini Raghaviah shared with them the detailed data analysis plan.

### Data Analysis

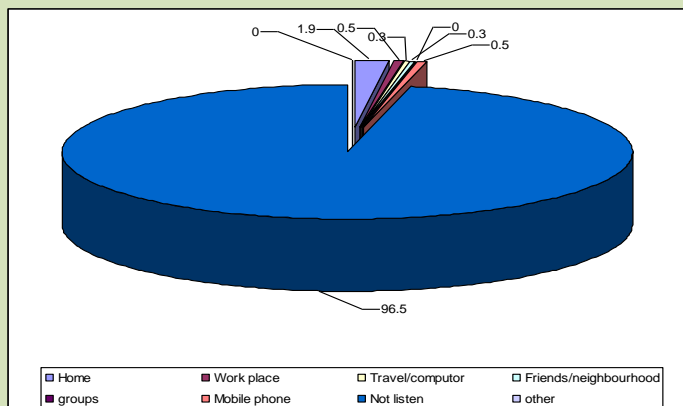
**Table 1: Media Profile**

The media profile of the respondents indicates television ruling the roost (87.22%) with a significant proportion of cable (69.62%) and DTH (29.6%) owning households. A very marginal percentage of the respondents (4%) listen to radio. Newspapers and magazines are also read by a very small percentage (7.96% and 2.26% respectively).



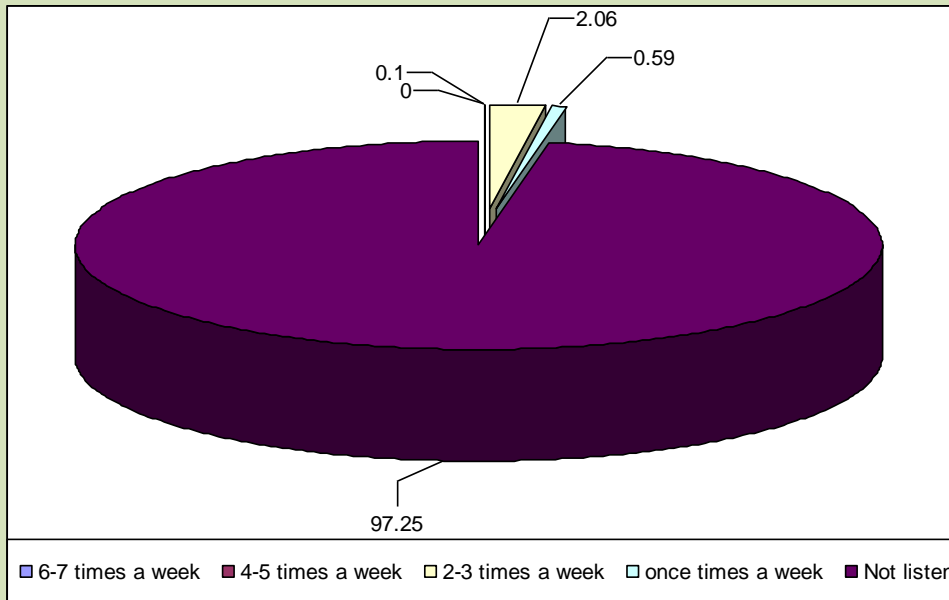
**Table 2: Place of listening to radio**

Out of the 40 people among the respondents who said they listen to radio, at least half listen at home. Some of them said they listened in the workplace/ on the computer/while travelling/ on mobile phones/ or in the neighbourhood, these were just a handful.



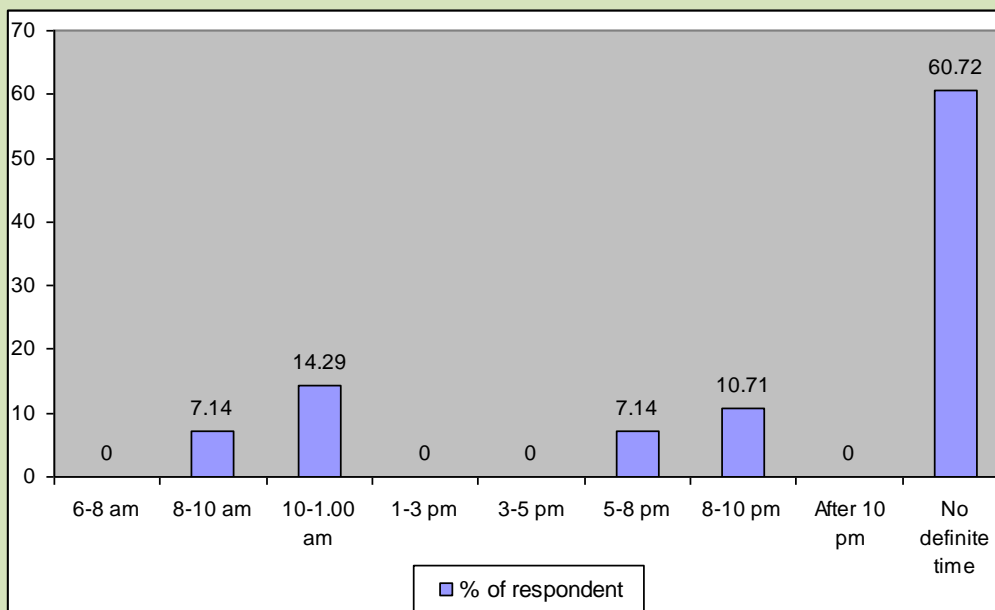
**Table 3: Frequency of listening to radio**

Out of those who listen to radio, the median frequency of listening is 2-3 times and week.



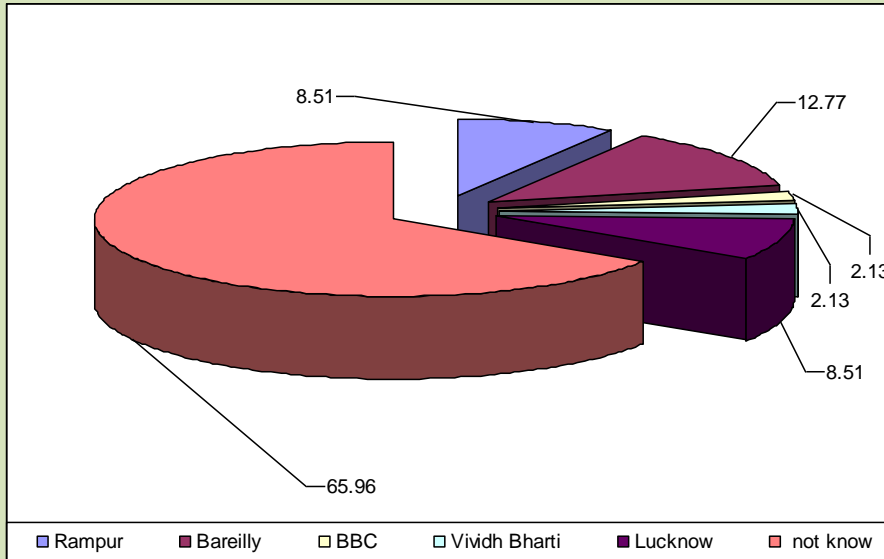
**Table 4: Timings of listening to radio**

The graph below shows that by and large, there is no fixed time for listening to the radio (as mentioned by a maximum of 17 respondents). There were just 11 out of 1024 respondents who mentioned specific time slots for listening to radio, as shown below.



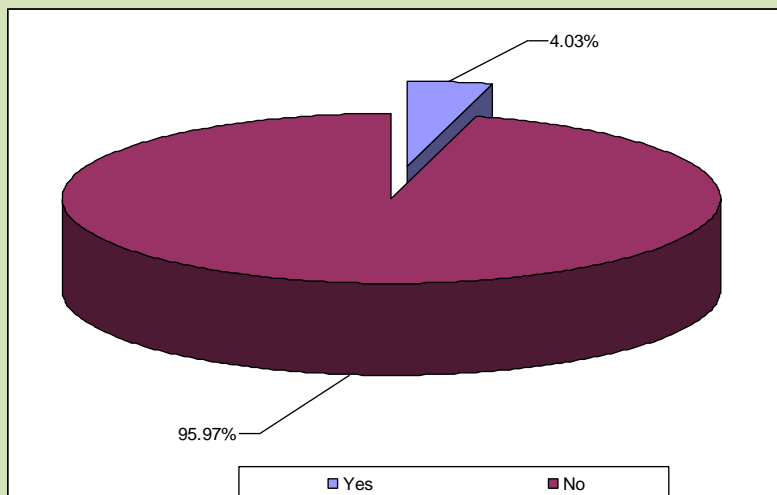
**Table 5: Favourite radio channels**

Among the radio-listeners, a majority of the respondents (65.96%) said they did not have any 'favourite channels'. While AIR-Bareilly enjoyed maximum popularity as mentioned by 6 respondents, this was followed by AIR-Lucknow and AIR-Rampur (4 respondents each). One respondent each reported BBC and Vividh Bharti as their favourite channel.



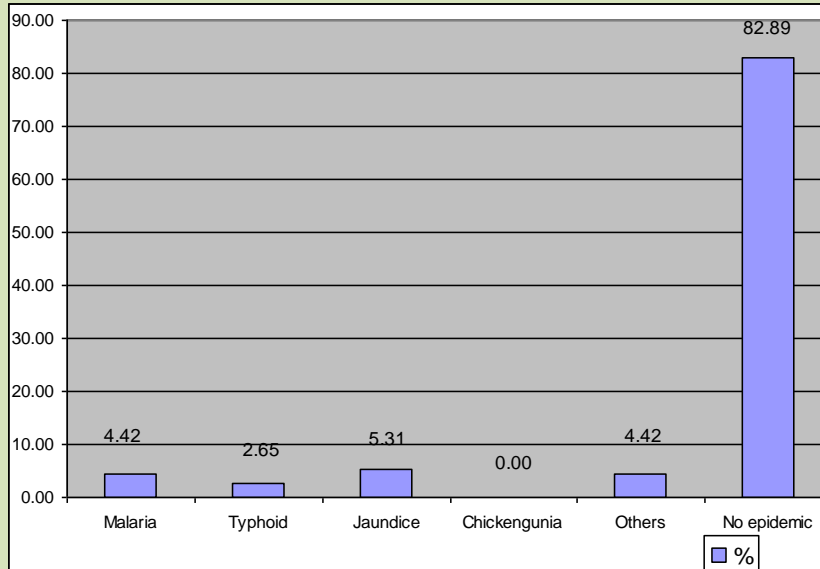
**Table 6: Treatment of anaemia in the last six months**

Anaemia is perceived as a health condition of high prevalence in the rural areas. This question was asked to find out if people were aware of the condition, and whether they diagnosed and treated it. It was seen that only around four percent of the respondents reported to being anaemic. Many of them had taken treatment such as iron tablets and injections over the last six-month period.



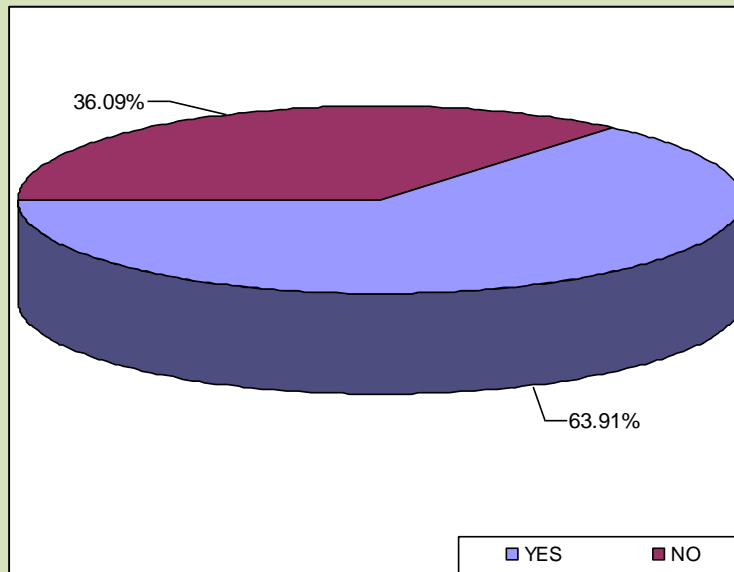
**Table 7: Epidemic Outbreak**

Majority of the respondents (82.89%) of the respondents reported that there has been no outbreak of any kind of epidemic in their village. However, some respondents had experienced epidemic outbreaks of various diseases like Jaundice (5.31%), Malaria (4.42%) and Typhoid (2.65%). So far, there's been no outbreak of the relatively 'new' disease – Chikungunya.



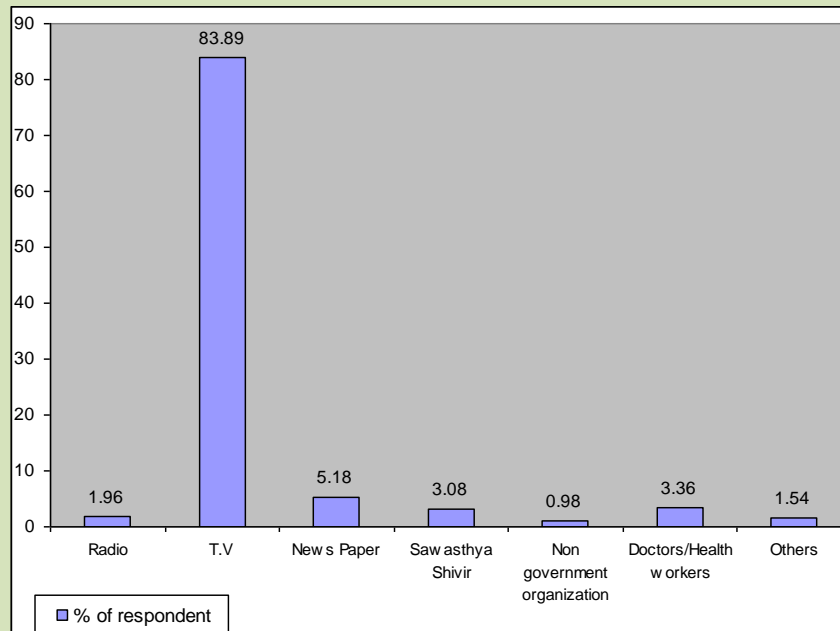
**Table 8: Awareness of HIV/AIDS**

Nearly two-thirds of the respondents (63.91%) were aware of HIV/AIDS.



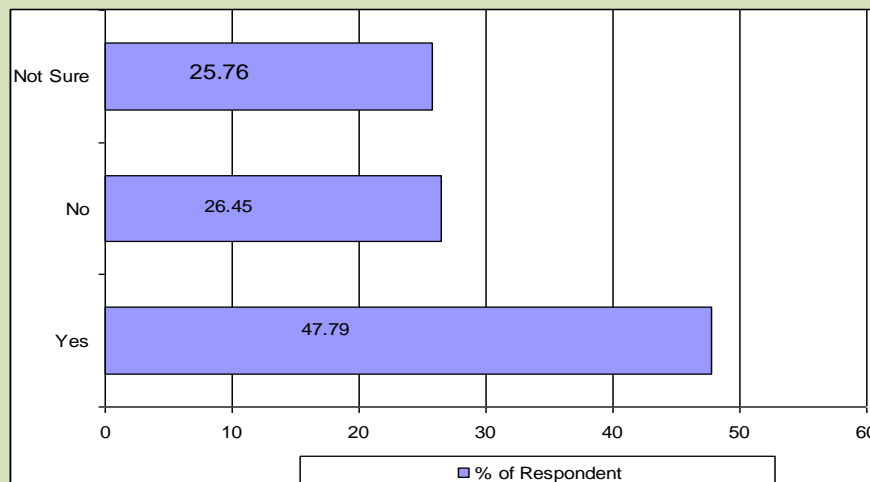
**Table 9: Source of awareness about HIV/AIDS**

Out of those who were aware of HIV/AIDS, over four out of five respondents (83.89%) cited television to be their source of awareness and information about HIV/AIDS. Newspapers followed far behind, cited by 5.18% of the respondents. Some of the other sources cited were doctors/health workers, health camps, radio, books/others, and non-government organizations (mentioned by 3.36, 3.08, 1.96, 1.54 and 0.98% of the respondents respectively).



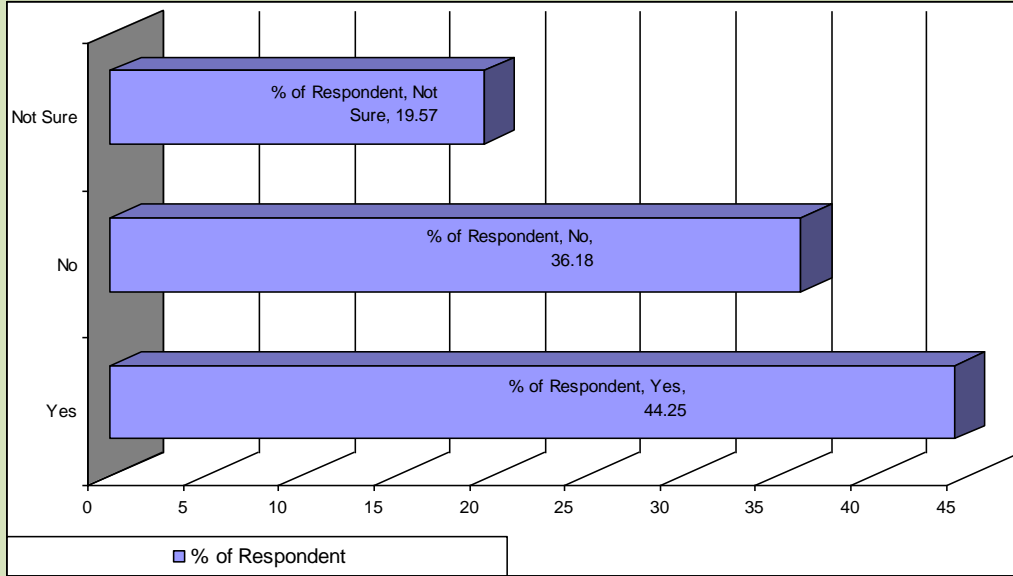
**Table 10: Does radio help in finding solutions to community problems?**

When probed about whether radio could help find solutions to community problems, nearly half the respondents (47.79%) felt that it could. This positive attitude towards radio should be tapped to make the CR participative and relevant. While a fourth of them (26.45%) said no, an equal percentage (25.76%) was not sure.



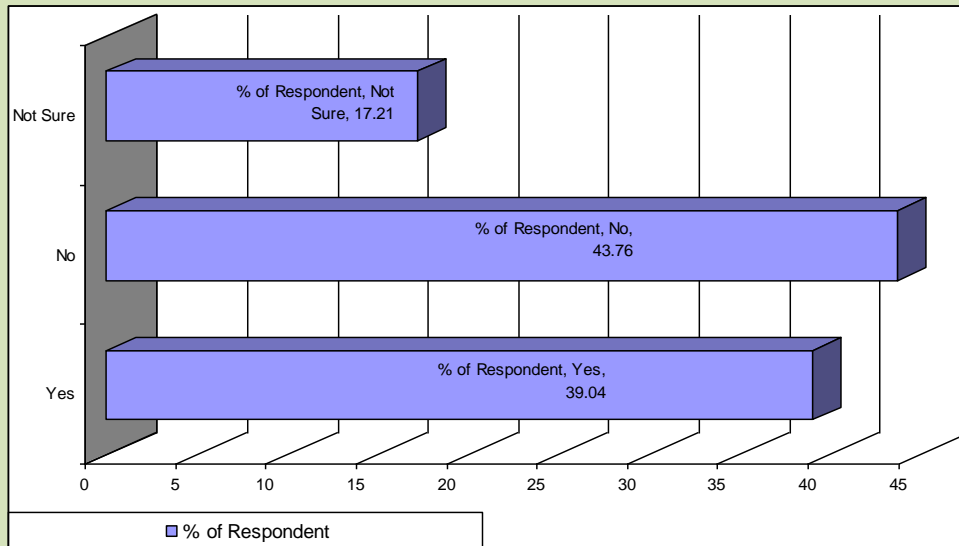
**Table 11: Interest in participation in radio programmes**

More than four out of ten respondents (44.25%) said they'd be interested to participate in radio programmes. This is an encouraging sign in a context where radio as a medium has virtually faded out.



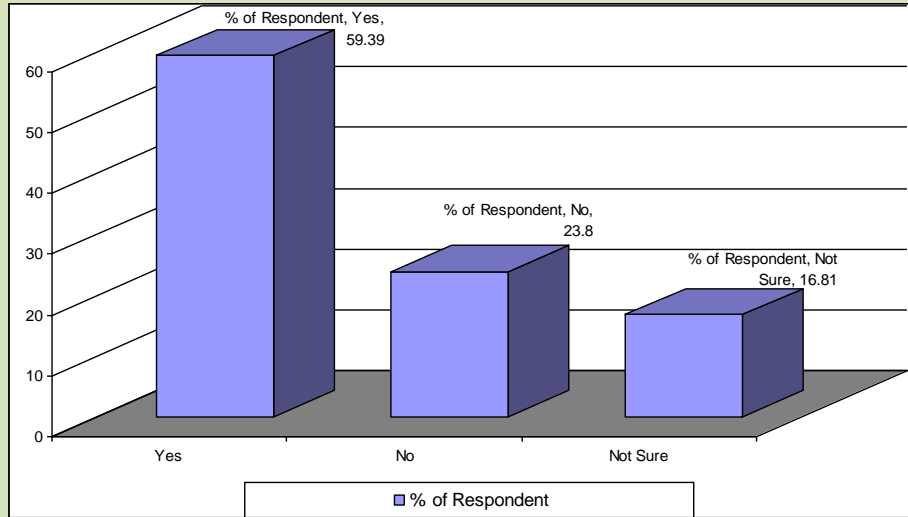
**Table 12: Interest in radio-jockeying**

Nearly four out of ten (39.04%) respondents said they'd be interested to become radio-jockeys. Again, this is a clear sign that respondents will lap up opportunities that a community platform is likely to offer.



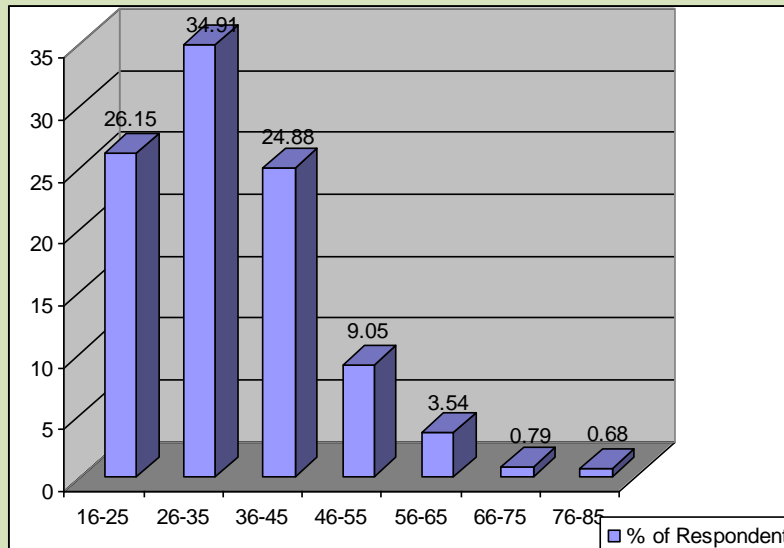
**Table 13: Preference for group listening**

Nearly six out of ten respondents (59.39%) expressed the preference for listening to radio in group. This doubtlessly provides a platform to discuss issues and follow it up-up with feedback and action.



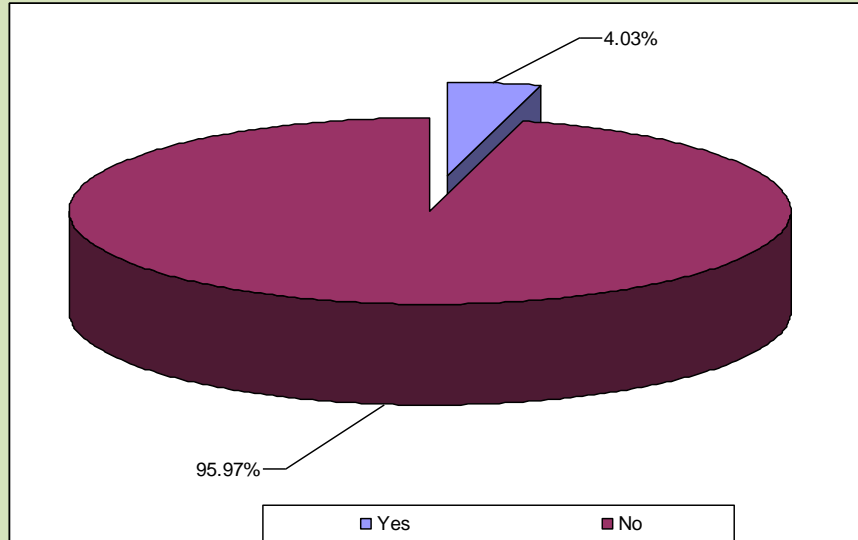
**Table 14: Age-wise distribution of the respondents**

The maximum number of respondents (34.91%) belonged to the 26-35 age group, followed by the 16-25 age group and 36-45 age group (26.15% and 24.88% respectively). These three age groups (16-45 years) account for around 85% of the entire sample. All respondents were female. These groups are capable of participating and leading change in their villages.

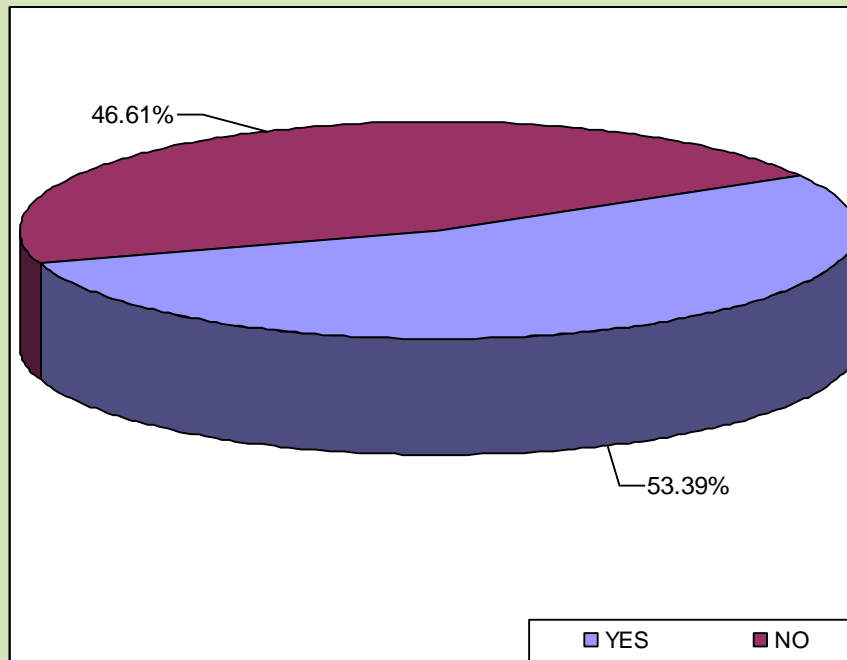


**Table 15 and 16: Availability of landline and mobile phone**

Only four percent (4.03%) of the respondents had landline phones at home, whereas more than half (53.39%) had mobile phones.



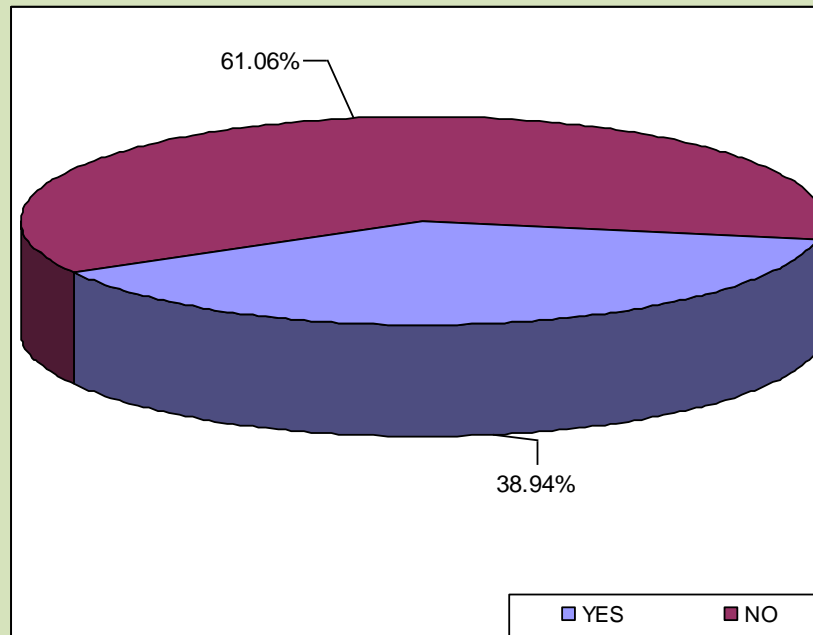
Above: availability of landline phones



Above: Availability of mobile phones

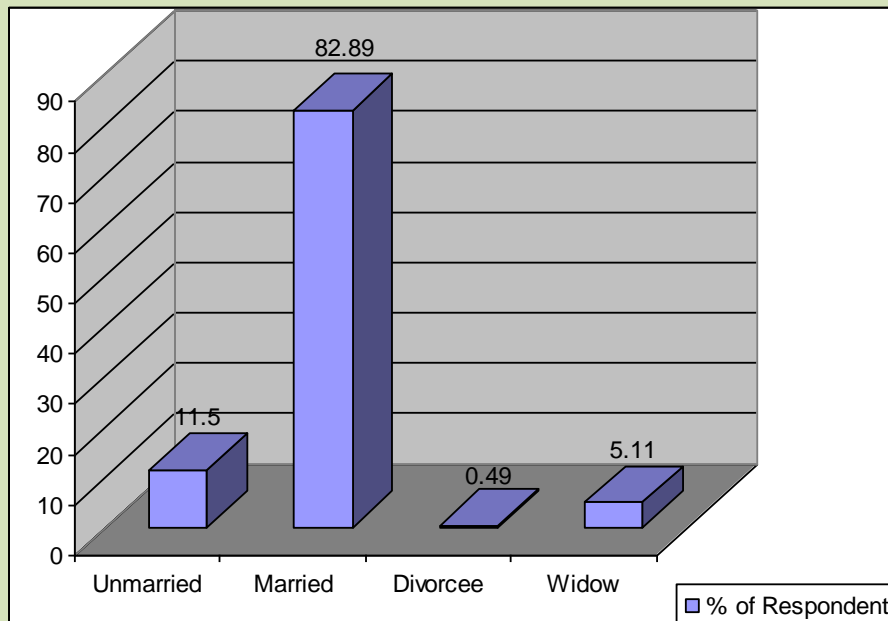
**Table 17: Family members with mobile phones**

Nearly one out of four respondents had family members who owned mobile phones.



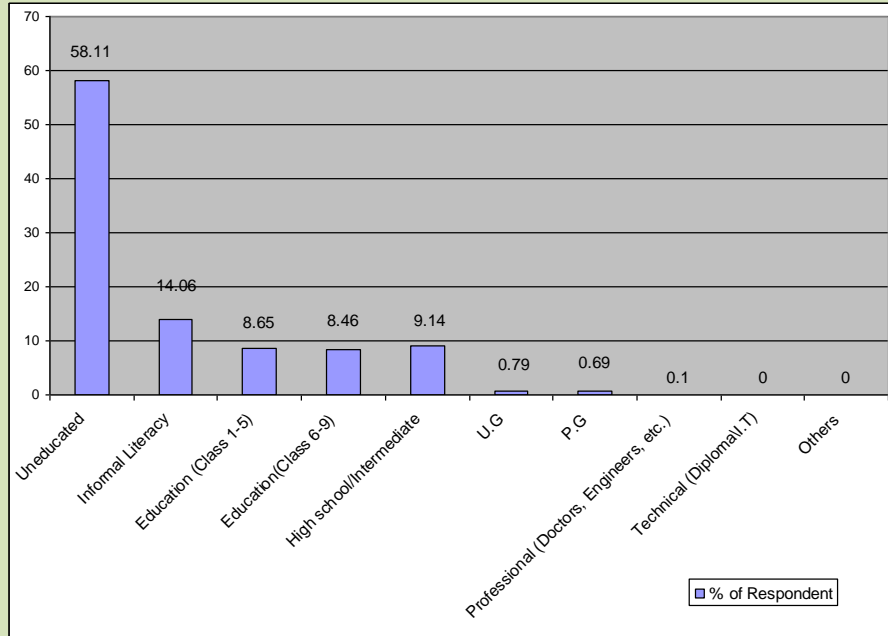
**Table 18: Marital status of respondents**

Majority of the respondents were married (82.89%), followed by unmarried (11.50%), widow (5.11%) and divorced (0.49%).



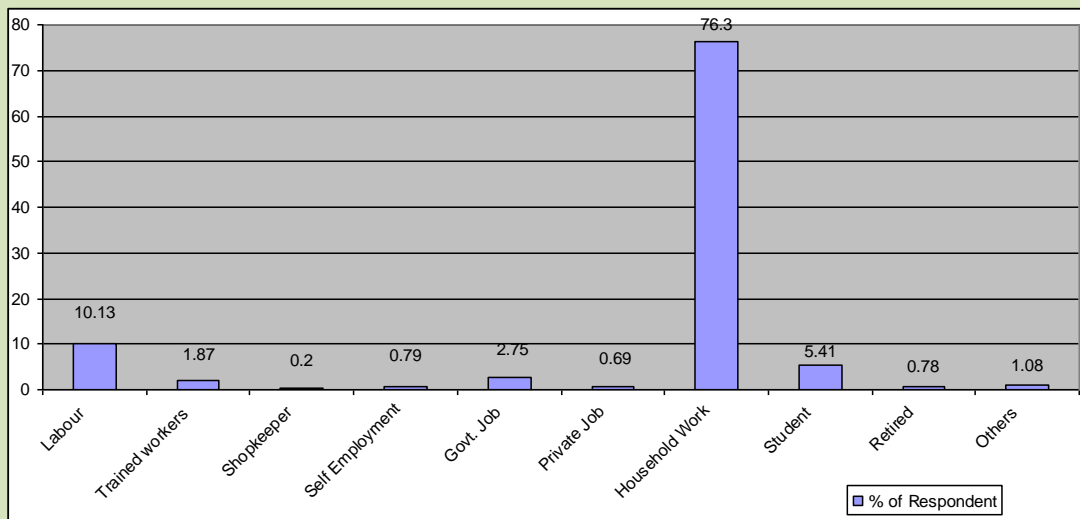
**Table 19: Educational Status of respondents**

Nearly six out of ten respondents were illiterate (58.11%), followed by informally literate (14.06%) and educated up to high school/ intermediate (9.14%). A medium such as radio could effectively tap this target audience, as it is an aural medium.

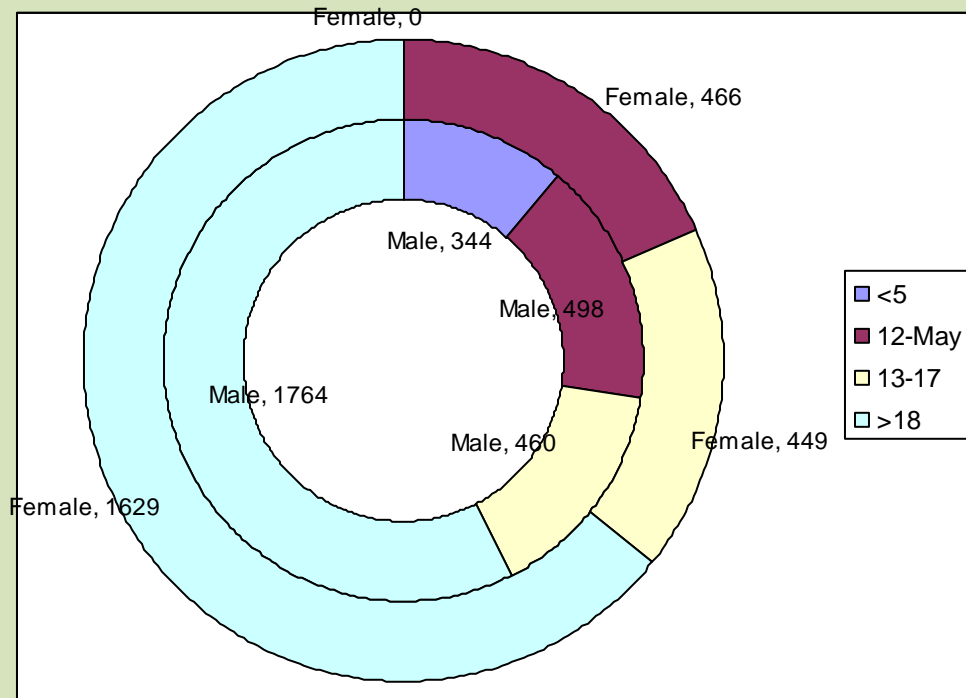


**Table 20: Profession of respondents**

Majority of the respondents (76.30%) cited household work as their occupation. This means they could be mothers, wives, daughters-in-law or daughters. Only five percent (5.41%) were students, and a marginal 1.87 % were skilled/trained workers. One in ten (10.13%) were unskilled workers /labourers.

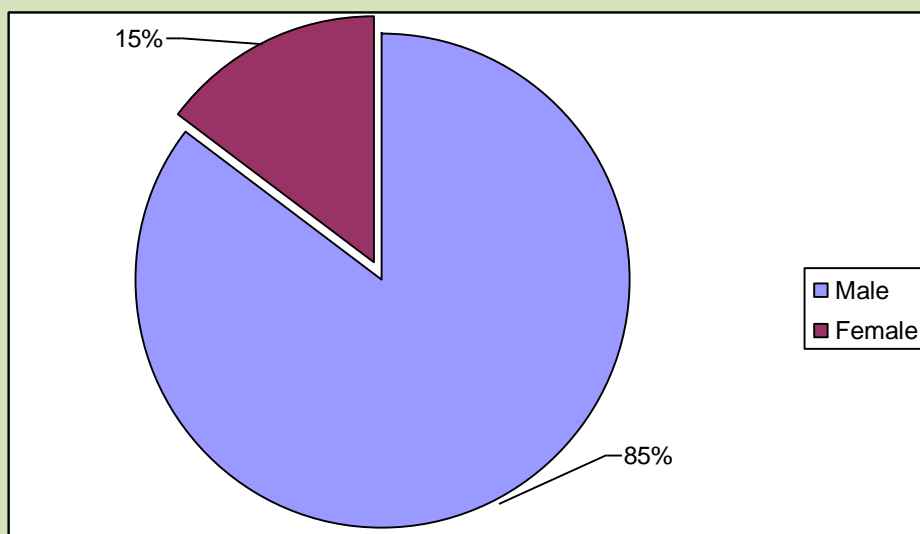


**Table 21: Number of children in the household according to age and gender**



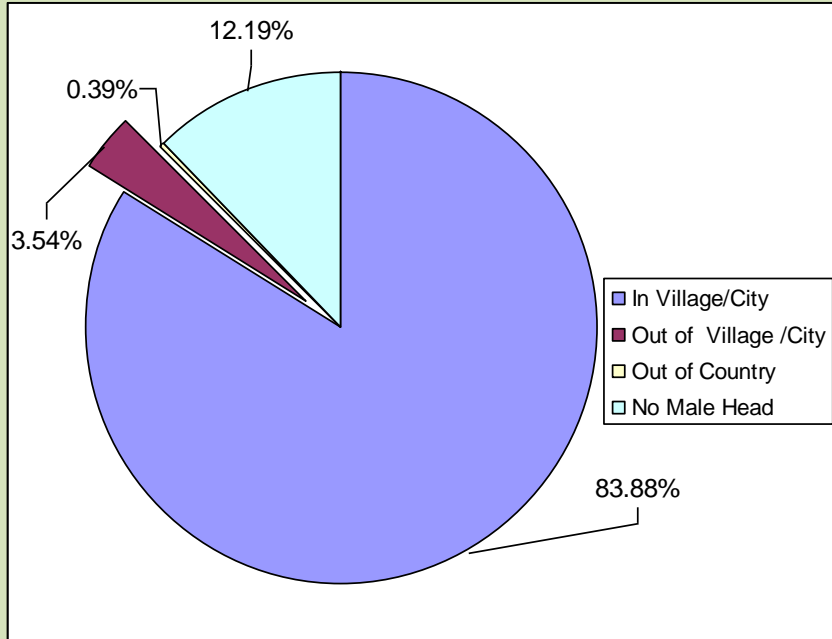
**Table 22: Household head**

More than eight out of ten households (85.35%) had a male at the head of the household. The fact that 14.65% of the households are headed by women suggests that the men may be away earning a living in cities, or it could be that the women are widowed.



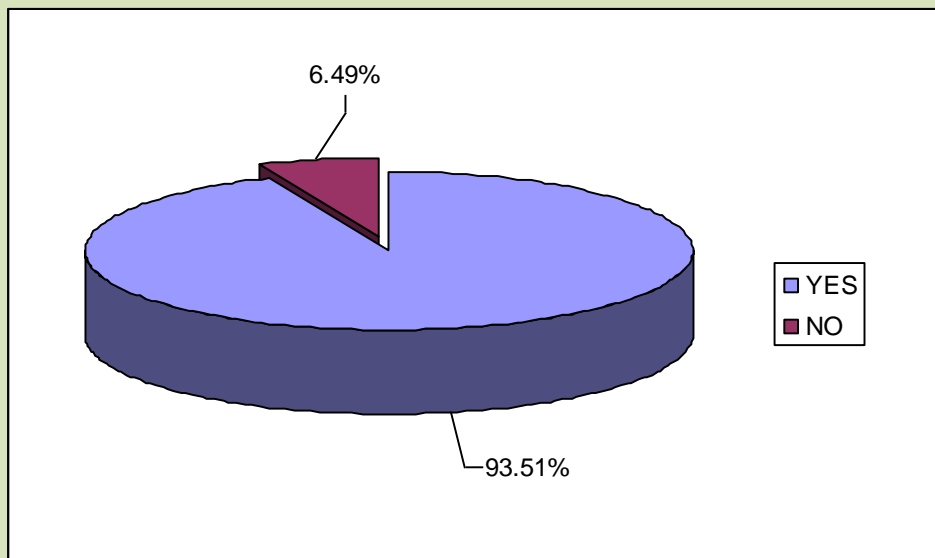
**Table 23: Where do the male heads of household reside?**

In over four out of five households, the male household head resides in the village/city, i.e., in Pantnagar. Less than four percent of the household heads live outside the city. The data from this question also indicates that in 12.19% households, there is no male head, justifying the 14.65% women-headed households in the previous question.



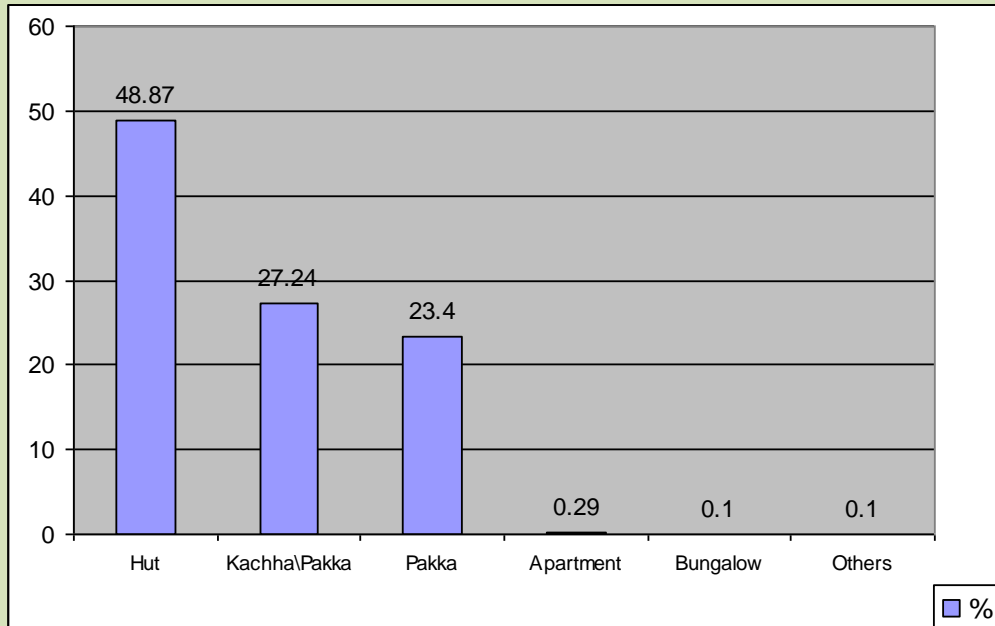
**Table 24: Availability of electricity connection**

Electricity connection is available in more than nine out of ten households.



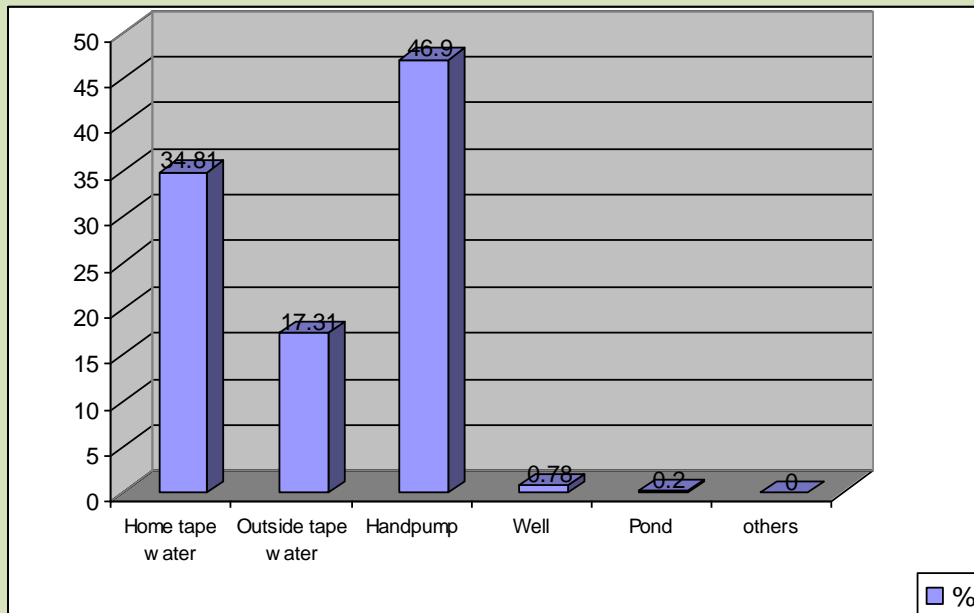
**Table 25: Type of house**

The maximum number of respondents (48.87%) still lived in huts. Only a fourth lived in pucca houses (23.40%), followed by kachcha houses (27.24%). Apartments and bungalows were very few.



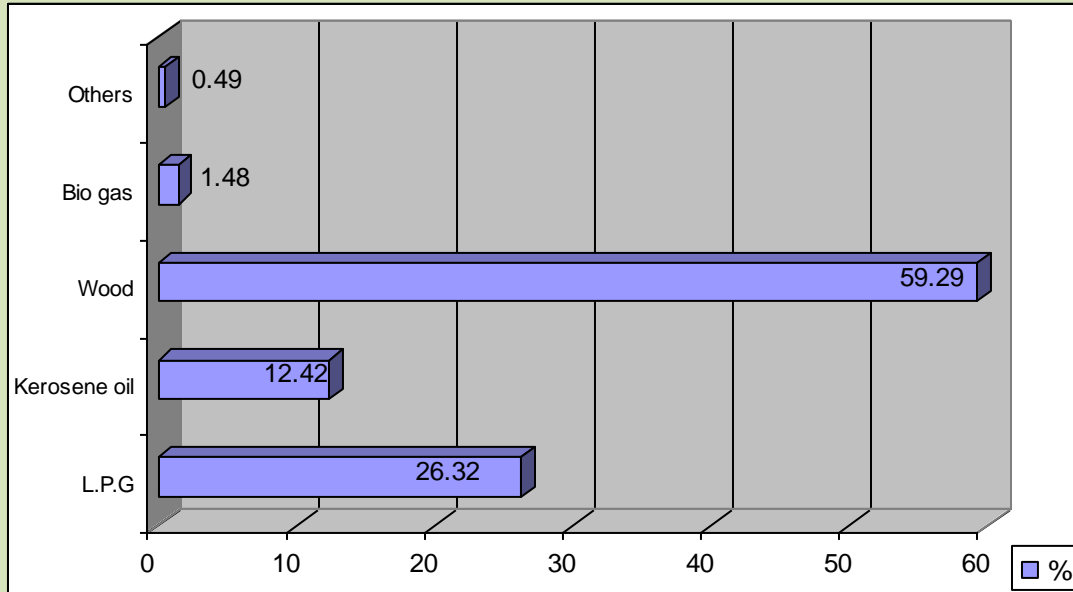
**Table 26: Drinking water source**

Nearly half the respondents (46.90%) got their drinking water from hand pumps, followed by taps at home (34.81%). About 17% of them also fetched their water from public taps. Other sources were wells and ponds.



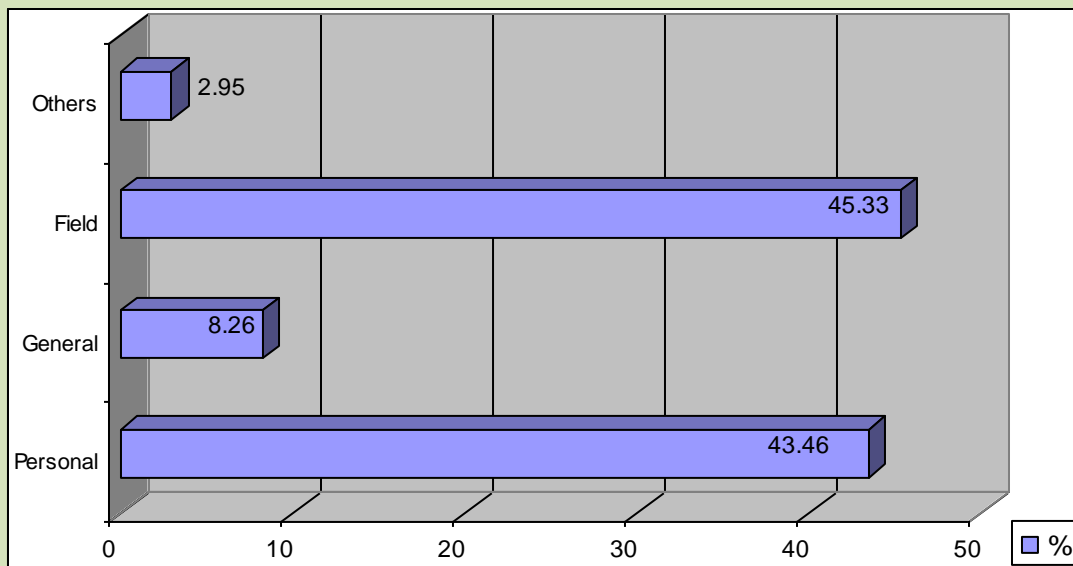
**Table 27: Fuel for cooking**

Nearly six out of ten respondents still used wood for cooking. Only a fourth (26.32%) had access to L.P.G. There were also others who depended on kerosene oil.



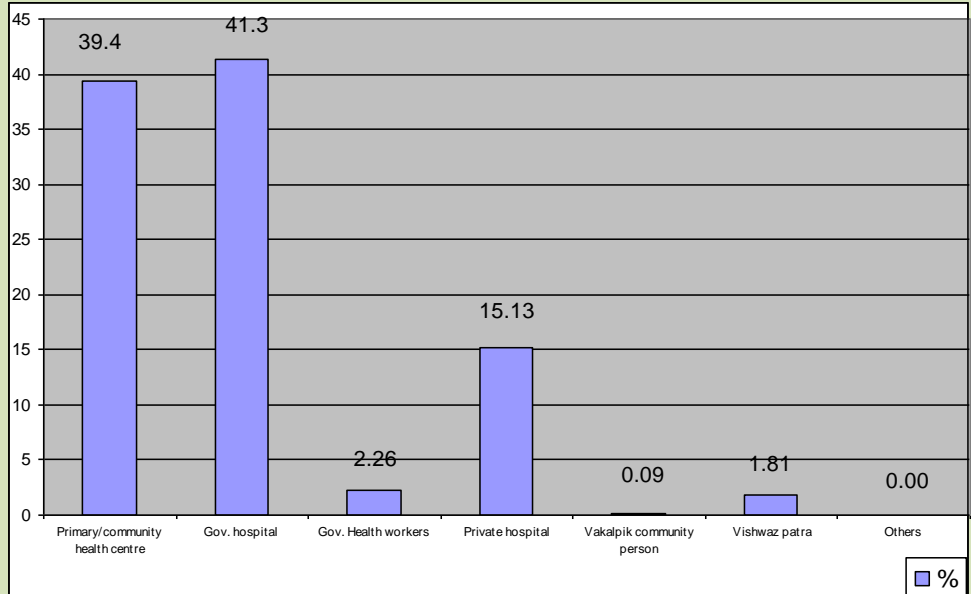
**Table 28: Toilet facilities**

Nearly half the respondents still defecate in the open – a cause for concern. The upcoming CR can definitely address this issue. Forty three percent of them have in-house toilets, which mean that the trend is certainly catching on. Less than one in ten use public toilets.



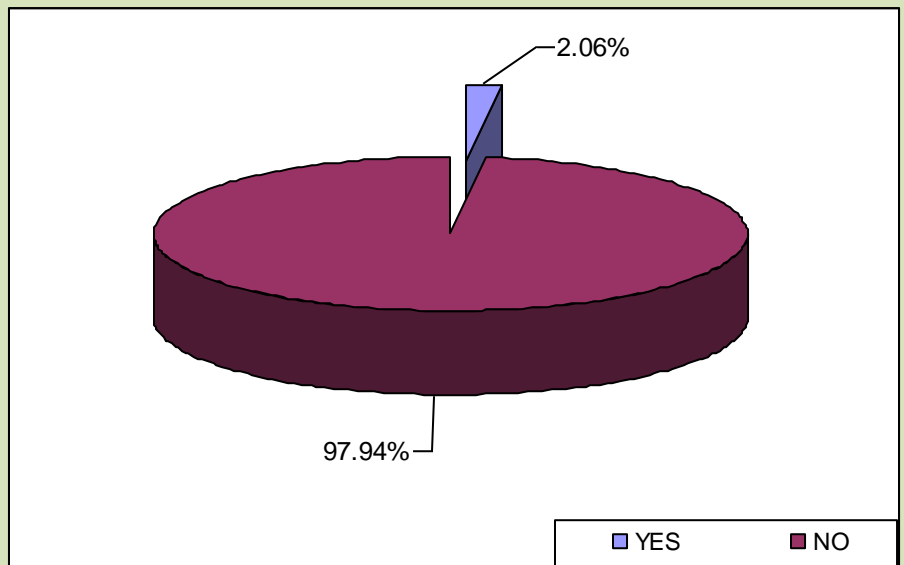
**Table 29: Utilisation of health care facilities**

Majority of the respondents availed of government health care facilities such as government hospitals (41.30%) and primary/community health centre (39.30%). This gives good reason for the CR to partner with these institutions for health-related programmes. The other facilities availed are indicated below.



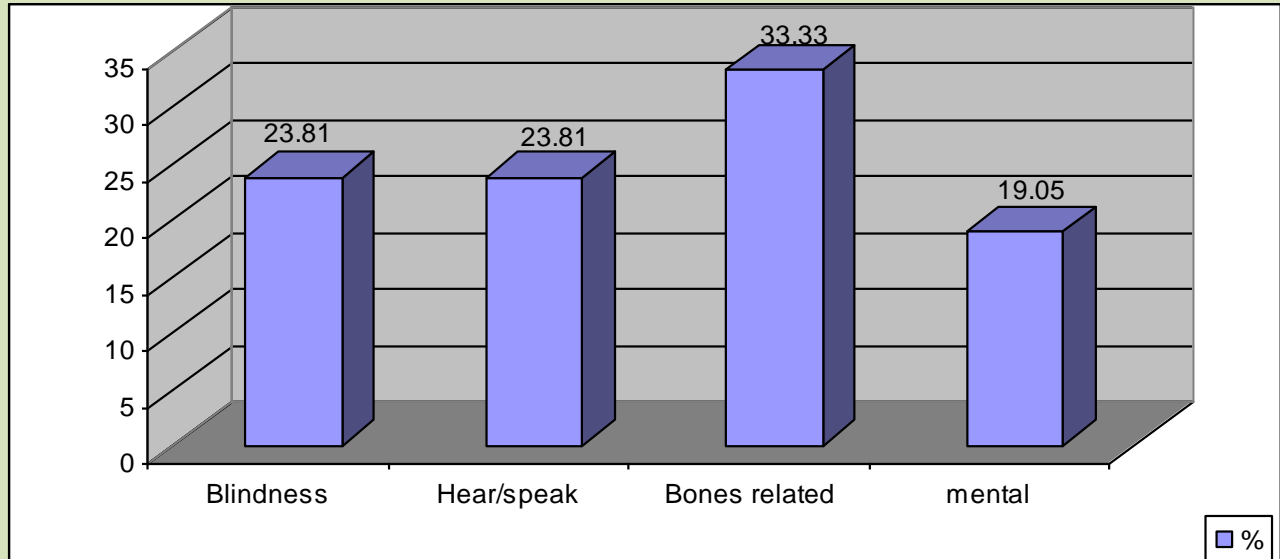
**Table 30: Prevalence of disability**

A very marginal percentage of the respondents (2.06%) mentioned any disability among their household members.



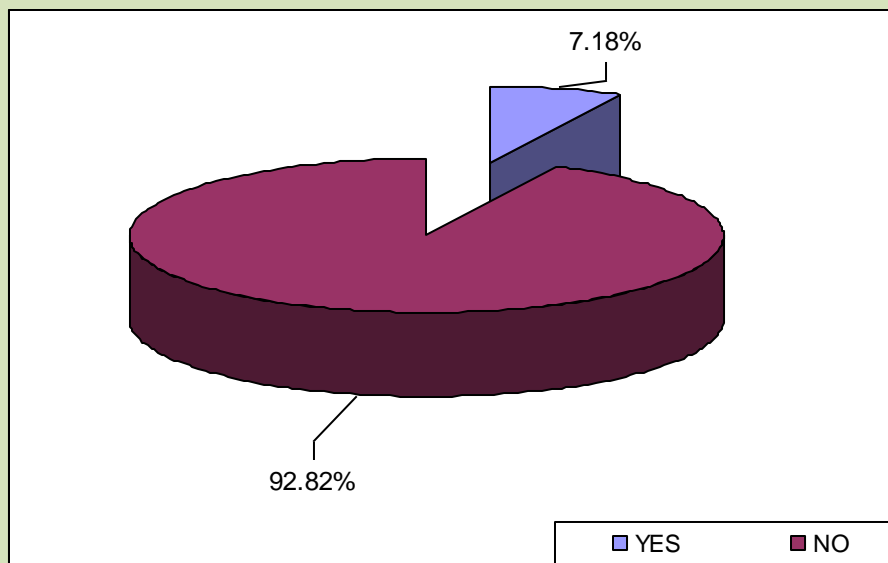
**Table 31: Type of disability**

Of the 21 respondents whose family members suffered from disability, five each mentioned blindness and speech/hearing disability, seven mentioned orthopedic disability and four mentioned mental disability. So this does not point to any particular trend, and appears to be random cases.



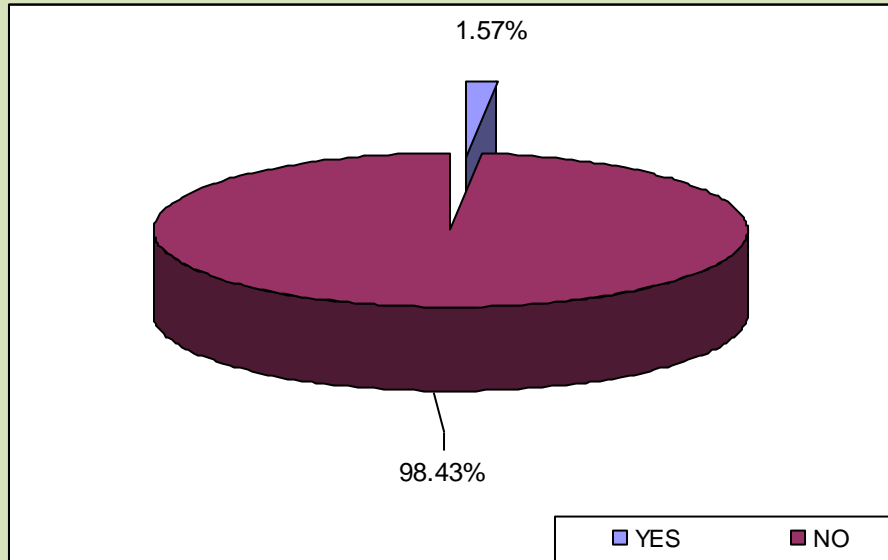
**Table 32: SHG membership**

Only 7.18% of the respondents had membership in SHGs. This aspect is important from the viewpoint of CR because SHGs provide a common platform to listen to the programmes, as well as provide content for the programme.



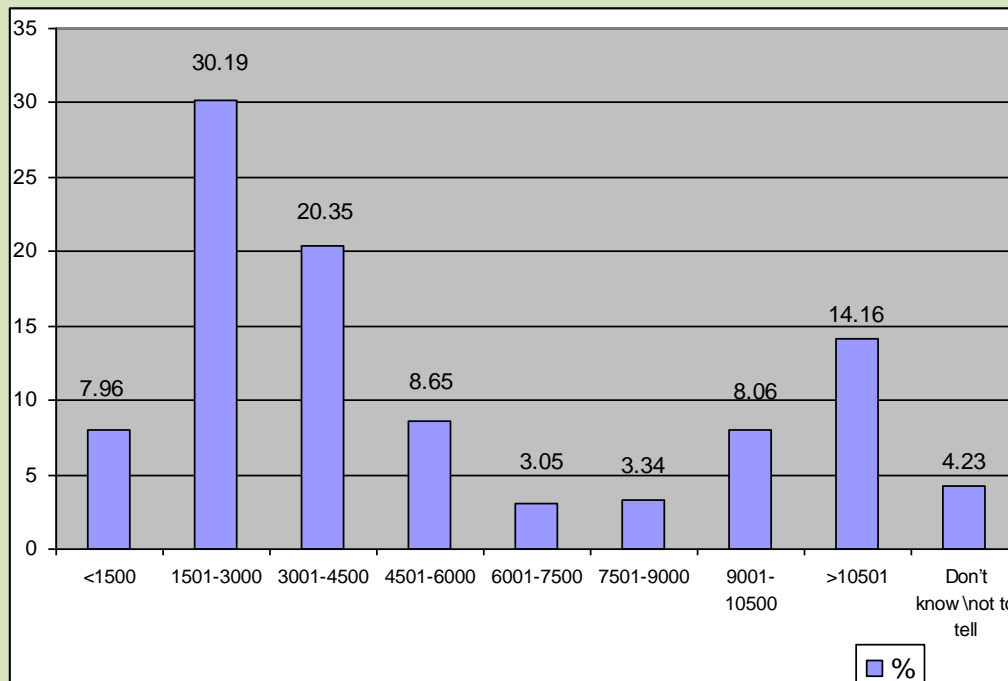
**Table 33: Membership of social groups**

Only a tiny 1.57% respondents had membership in social groups.



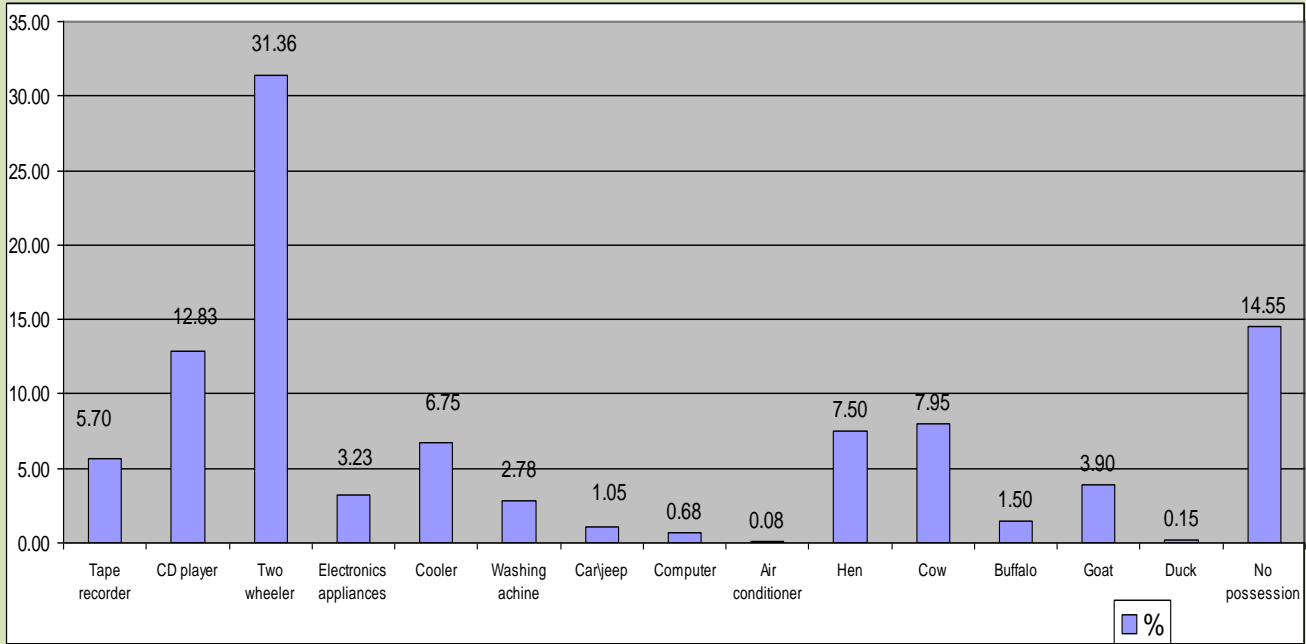
**Table 34: Monthly household income**

The maximum number of respondents fall in the Rs. 1500-3000- a month range, indicating that by and large, the population is poor. Only a fifth of the respondents would fall in the high income category (above Rs.9000 a month).



**Table 35: Household possessions**

The figure below gives a clear idea of household goods possessed by the respondents. Two-wheelers are prominent (31.36%), as are the 14.55% respondents who possess none of the listed items.



## **PART II: CAPACITY BUILDING WORKSHOP**

The Community Radio at G.B. Pant University for Agriculture and Technology (GBPUAT) has been awarded *Science for Women's Health and Nutrition* and *Planet Earth for Women and Children* as a combined project, rather than as separate ones. At the time of this capacity building workshop, the community radio at GBPUAT was not yet operational. Therefore, this workshop was an opportunity to orient and sensitise the students and community members towards the concept of community radio itself, apart from providing inputs for programme production for the *Science for Women* and *Planet Earth* projects. The workshop was conducted between March 16 and 18, 2011, at the College of Home Science, GBPUAT. Its objectives are as follows:

- ❖ To orient the students and community members towards the concept and medium of community radio, in the larger context of an interactive relationship between media and society.
- ❖ To identify among students and community members, potential candidates and resources for planning and production of the *Science for Women* and *Planet Earth* projects
- ❖ To encourage interaction between students and community members so that they are able to understand the needs of the community, so as to incorporate them into the programming
- ❖ To brainstorm over relevant themes under the topic *Science for Women* and *Planet Earth* on which programmes may be produced

The participants included students, teaching and non-teaching staff of the university, and a few community members. Senior Faculty members of GBPUAT - Prof. Abha Ahuja (Project In-charge), Prof. Rita Singh Raghuvanshi (Dean, College of Home Science), and Dr. B. Kumar (Director, Communication), were present. On behalf of CEMCA, Ms. Shalini Raghaviah (Project Coordinator), and Ms. Rupica Saxena were present, with Mr. Vipin Sharma, Community Radio expert, conducting the training. As the CR was not yet operational, the workshop did not include the programme production component. (*See Appendix for list of participants*)

### **Day 1, March 16, 2011**

#### **Session I: Introduction**

Mr. Vipin Sharma briefly introduced the project *Science for Women/Planet Earth* as an expression of DST's concern about involving women in scientific thinking.

Initiating the workshop, Prof. Rita Singh Raghuvanshi spelt out the need to overcome gender discrepancies in many areas such as health and education. This CR would be the right medium to involve the community and voice these issues, she said, adding that experts could contribute subject-related inputs.

Dr. B. Kumar described the proposed CR as different from conventional radio, and as a chance to “talk about something that concerns all of us”. Citing that many CRs are run by students, he expressed confidence in the students’ capacity to run the station. He also brought to notice the cosmopolitan nature of the population in Pantnagar - a mix of Hindi, Bangla, Punjabi, Bhojpuri, Kumaoni, Garhwali and Santhali-speaking people. This was due to the several decades of migration from other parts of India/Pakistan and Bangladesh. However, the atmosphere had changed over the last three generations, resulting in a higher level of interaction among the communities.

Mr. Vipin Sharma began the session by requesting the participants to share their observations and feedback from the two days of data collection for the baseline survey. These observations are listed below:

1. Majority of the people do not listen to radio. One major reason is also because reception is poor. All India Radio- Rampur and All India Radio-Bareilly are the two stations that are available, if at all.
2. Hygiene and sanitation issues are prominent.
3. The profile of respondents was: labourers from the lower economic strata with large family size. The households did not have their own toilets, but owned television sets and CD players. Many also owned animals (goat/cow) and ducks, hens, etc.
4. The sanitation in Chakferi area was poor.
5. There is no awareness of deficiency-related diseases among the hill people, and those at Jha colony and Poolbagh centre.
6. The girl child still suffered from discrimination on many fronts.
7. The settlement pattern included both community-specific localities (such as exclusive Bangla community in Kali Nagar) and mixed localities (such as Punjabi and Bangla communities in Neta Nagar).
8. Bad roads and open toilets were a cause for concern. For this reason, many children are unable to attend school during the monsoons.
9. Most women have no information about government schemes and programmes targeted at them.

This was followed by a brief overview of radio and CR in India, by Mr.Vipin Sharma. *(It may be noted that most of participants at the workshop do not themselves listen to radio, owing either to weak reception of signals or because they considered the programmes to be boring.)*

#### A brief overview of radio and CR in India by Mr.Vipin Sharma:

The most important function of community radio is to be the ‘voice for the voiceless’. If the audiences could listen to their own voices (both literally and figuratively) on radio, the medium is likely to catch on. For the sake of an example, the Baramati CR in Maharashtra was mentioned as a successful example, as it has been broadcasting programmes on themes such as maternal mortality rate, health and hygiene. All India Radio, on the other hand, did not garner sufficient listenership despite being region-specific, because the approach was not participatory. In contrast, community radio understands the requirements of its target community, and builds a long-term relationship with their audiences.

The medium of radio in India has not yet completed a century, but changes on the scene have been substantial. In the early years following its launch, both radio and TV were monopolized by the Government. Today's scene is just the opposite – with so many alternatives and the ensuing competition among radio channels, it is imperative to chalk out a strategy for the CR to become useful to the people. While commercial channels relay film songs and advertisements to a wide audience, the reach of community radios is small, relying rather on one-to-one relationships, credibility and faith. In several rural communities, people are looking for correct information on issues, and for solutions to their problems. If community radios can function as an expression of the people's aspirations, and become a medium through which their joys and sorrows are shared, then they will begin to relate to it. CR must deviate from lecture-based programmes, set examples, involve local people and take their needs into account. This is CR's real purpose, even at the cost of compromising at times on professional quality. The baseline survey, therefore, will be the base on which the CR would operate.

*The above presentation was followed by an introduction of the participants. A major issue on the minds of the participants was on whether people would listen to radio at all, especially when TV channels have become all-pervasive. Mr.Sharma came up with a detailed explanation to this:*

If radio satisfies the needs of the people, they will invest in a radio set. No technology can replace or overtake the basic needs and issues in life. For instance, the geography of a place affects its lifestyle and language; and entire cultures evolve around the life situations that it brings. Take the example of the folk dances of Gujarat/Rajasthan, where women dance with *matkas* (earthen pots) on their heads. In a dry topography, fetching water from long distances becomes a way of life, and these dances probably evolved in this context. So, if such a life and culture is portrayed through radio, it will create a sense of belonging among the people, and they will begin listening to it. No doubt, it takes a lot of effort in the initial stages, but when it earns credibility as a people's voice, it is bound to be taken seriously.

*The next issue was that GBPUAT is already relaying its programmes through AIR-Rampur. Yet, the listenership was limited.*

The response was that, these programmes might be providing very specific inputs, such as farm-related expertise or on issues relating to agriculture, which are applicable only to a select group, i.e., it was a one-way transfer of expertise to the field. For the benefit of the participants, a background of various types of radio and its content was provided, as follows:

It was in 1992 that the Supreme Court ruled that air waves were public property. By this time, several government channels were already on air. IGNOU's *Gyan Vani* included programmes for both formal and non-formal education. Later, the commercial FM stations focused on entertainment and marketing. But then, "isn't there more to life than just entertainment?" questioned Mr.Sharma. All India Radio too, suffered from certain handicaps, despite various issues being factored into their programme planning. In the 1950s and 60's, the concept of school broadcasting came up, but in a half-hearted manner. The broadcasts were during school hours through a limited number of radio sets. Although transistors were distributed to schools, it remained in the possession of the village *pradhans*. Fifty years ago, radio used to give people the information that they could not gather from elsewhere. But today, people form

opinions after gathering information through multiple sources. Therefore, 'medium' (*Madhyam*) could be likened to a gadget or an aid. A medium has the capacity to both improve and destroy the social fabric of the community. In community radio, we do not try to impose our opinions, but create awareness, and allow people to find their own solutions.

The above discussion took the participants back to the origin of the various forms of communication. Let us understand this – man is a social animal, and 'to share' is a human need. This need to share existed even among early man, who tried to identify objects and communicate it through sound. Just as there is a tendency to imitate new sounds that we hear, pleasant and positive sounds led to consciousness about music. Similarly, drawing and painting (as in cave paintings) was early man's way to record life around him – visually. And then, people began writing on papyrus. Gradually, verbal communication emerged. Today there is the printing press; there is photography, and a host of state-of-the-art technologies. But who made it, and who will feed the content.....?

### Day 1, Session II

Session II began with eliciting feedback from the participants about the morning's session. The feedback was that not only had they understood a great deal about the medium of radio, they also understood the scale of effort required to make it a true community medium.

Mr. Sharma emphasised that the content and presentations for the CR must be drawn from life, rather than from books. The ability to listen is as important as the ability to talk. There's a need to be genuine, acquire a depth of vision and keep an open mind. Moreover, CR should never be looked upon as a 'job to be done'. Still, the techniques of the medium must be utilized according to equipment and ability.

This discussion led to an opportunity to reflect on the current trends in the media, and the role of CR within it. "Perhaps we have become distanced from the basics, and we have forgotten how to help ourselves! Maybe, if we start thinking on our own, we can find solutions to 90 per cent of our problems"...was a comment put forth for reflection. As for the state of the media, by and large, it was projecting negative issues; and people have started assessing issues from the perspective of the news providers. There is a misuse of technology when image clips (especially of those related to crime, or calamities) are replayed many times over, with the viewer perceiving it in real time. These images occupy so much of his mind space that he ends up as a victim of the same frenzy. So, when the media is spreading such negativity, it takes that much extra effort to make CR a positive medium.

Further, on the content and target audience for CR, Mr. Sharma repeated that its purpose was to empower the marginalized by giving them the information that they need, but did not have access to. Imitating commercial FMs was not the answer, as it would mean losing out on the finer details. It is important to verify 'general' information, and filter information from opinion. One must also clarify relevance of issues to target communities, as CR is concerned with its immediate environment. He further emphasized that it is a myth that channels would not succeed without film music broadcasts. Look at the trend - programmes on commercial channels are constantly interrupted with adverts. The TV serials with adverts at emotional climax points are giving rise to the split-personality syndrome – it is destroying relationships, because we have stopped trusting.

The purpose of discussing the above aspects was to orient the participants towards analyzing issues and situations on their own. From here, the session moved towards explanation of the techniques used in radio production. These points are mentioned below:

1. Written language is not successful for broadcast.
2. The person to whom you communicate is the listener. His/her group is the target audience.
3. Keep in mind the mental understanding level of the target audience, and bring yourself to that level.
4. The content should be carefully worded, in order that it reaches out to the target audience.
5. Community-specific programmes should be produced for the different communities that comprise the target audience.
6. It is important to understand the biggest concerns of the target audience in order to address them through radio.
7. The language use should be such that the target audience relates to it.
8. The content must be clear and simple, as spoken words cannot be repeated on radio. There is no need to provide precise statistics, an approximation to scale will do.
9. A radio script should use spoken language. Punctuations are provided through sound, such as pauses.
10. When a script is read out on radio, it needs to be communicative, which means, the voice must be modulated. Without this modulation, it will sound like a 'flat rendering', even if otherwise clear and audible.
11. To be 'communicative' while reading a radio script, imagine that you are able to see the body language of the listener. Modulate your voice as if you are speaking in relation to the expression of the listener.
12. 'Less is more' is the art of radio communication, when it comes to use of words.
13. Do not copy other anchors. Be natural. Be yourself.
14. Clarity, communication, speaking as per the target audience, and a pleasing voice are the qualities necessary to become a good anchor.

The next part of this session was on language use.

Language use: While languages are not taught phonetically in our schools, no language is as scientific as *devnagari*, which was originally developed for Sanskrit. Here, we can see that the first set of consonants (k to ng) comes from the throat, the second set (ch- nj) is spelt by flattening the tongue against the palate, (t to n) is spelt by rolling the tongue against the palate, and so on. When we use the commonly spoken variety of Hindi, there is a particular intonation to it. Various regional accents may be imitated with a variation in this intonation. Similarly, a particular sentence may be spoken in so many different ways to create the desired effect and emotion. The tone of speech too varies according to the mood of the speaker, the mood of the listener, and the relationship between them.

Volume and pitch in voice: Volume is a horizontal increase (intensity or loudness), and pitch (frequency) is a vertical increase in the audio level.

Style variations: A radio anchor's voice should be inviting. Style variations are brought about by the rhythm of speech, i.e., beats at regular intervals. For that matter, everything in life has a natural rhythm- our biological clocks, our breath, and of course, music. Rhythm makes the speech pleasant to the ear. So, the way to vitalize your speech is to add rhythm. As an exercise, it was suggested that each participant select a passage of text, and read the same passage in exactly the same time duration many times over. At the second stage, read the same passage in half the time as the original duration. At the third stage, read the same passage in double the duration as the original. This helps in developing and controlling your speech rhythm at will. You will gain magnetism in your voice, and audiences will listen to you.

The next exercise in this session was in the collective chanting of 'aum'. The session ended with the note that it was important to dream and have hope. One has to dream first, before preparing to fulfil it. Even if our environment is trying to shatter our hopes at every stage, we have to recognize the many options and solutions that lie within.

## **Day 2, March 17, 2011**

### Session I

The session began with Mr. Sharma describing radio as a means for both learning and entertainment. This was with a few rounds of questions, as mentioned below.

*The first issue was about planning for programmes, keeping in mind that young people like music.*

The response to this was that music alone will not help in development; life needs a lot more. Young people have information, but lack focus and analytical abilities. This is why many young people live under illusions. Instead, we must help the youth recognize their own destinations, and help them get there. We could help them to train their mind to focus. On the practical front, information on jobs and inputs on self-employment may be provided. We can help them get out of the 'short-cut' mindset, because there is no such thing as a short-cut in life. We can also have programmes on role models.

Some of the other points that were discussed in relation to content and format were as follows:

1. For children's programmes, show or demonstrate. Don't tell.
2. Programmes for counseling of parents can be taken up.
3. Programmes on nutrition for women may be taken up.
4. Changing the mindsets of men should also be part of the programming content, because this mindset has created the disparities in relationship.
5. Programmes on the changing social scenario may be planned.
6. Programmes on issues on family health and addictions among men, children and women may be prepared.
7. Programmes outlining the need for balancing the use of gadgets could be thought of.
8. Through CR programming, the issue of suicide rates going up among the children of this community may be addressed. The purpose of CR is also to spread hope.
9. Stories from the *panchatantra*, *Jataka* tales, folk/fairy tales from India and abroad can add life and vitality to the programme.

This was followed by another round of question and answer, as listed below.

*Q: How do we make programmes for the teaching and non-teaching staff of the university?*

A: There is no hard and fast rule. Programmes should be targeted at the whole geographical community, and not just the staff of the university. However, when it comes to planning timeslots in order that the university staff can listen, please ensure repeat telecasts so that people listen at their convenience. For example, if there is four hours of original broadcast, then it may be followed by three repeat broadcast, adding up to 16 hours. The planning for CR programmes must be area-specific. For example, if the CR is in the coastal zone, it should include information like weather forecasts and the market price of fish, which are very useful if broadcast at the right time. Such issues must be taken up with missionary spirit, and on voluntary basis.

*Q: Can individuals apply for CR license?*

A: No. Only educational institutions or NGOs of minimum three year standing are eligible. [www.mib.nic.in](http://www.mib.nic.in) provides information on the processes and modalities of obtaining clearance and license.

*Q: Are there any legal issues to be kept in mind for CR operation?*

A: The website [www.mib.nic.in](http://www.mib.nic.in) also lists some dos and donts, like no news/current affairs or political should go on air, the license will not be granted to any organisation that is partisan... and so on. Also, news cannot be broadcast on CR.

*Q: What should be our approach in setting up CR in a non-radio area?*

A: Broadcast your programmes, strike a rapport with the local people, and use the mobile to listen to radio, or buy a low-priced radio set.

*Q: Are advertisements permitted on CR?*

A: Yes, 5 minutes for every hour of programming. The minimum rate is Rs. 1 per second, which is likely to be revised to Rs. 2 per second. The CR can quote its own rates for private advertisements. But don't be led by commercial interests. You have the right to reject ads that go against the spirit and purpose of CR.

*Q: What proportion of the programming can be entertainment-based?*

A: 'Entertainment' is a vague term. If you are referring to film songs, it is a deviation from the basic purpose of CR. What would be the difference between CR and private FM channels, then? Why play film songs when you have such rich content? Don't go in for short-cuts. You may not get extraordinary professional quality from the community, but it is their expression that is important.

*Q: How should we plan for the signature tune?*

A: Ensure that it reflects and establishes the identity of the place.

*Q: What is the ideal time limit for a radio drama?*

A: Minimum five minutes and maximum 15 minutes. Stretching it will make it boring. The content must be planned according to the duration. Variety in situations and people is important- so it takes a bit of hard work in the field. Also, develop skills to use technology effectively.

*Q: How can we draw audiences away from TV, and towards radio?*

A: Highlight the fact that they can listen as they work- there is no time to spend extra time on it!

Following this, Mr. Sharma demonstrated the use of the mobile phone as a mic to record interviews and discussions in the field for direct broadcasts. As a preliminary reconnaissance exercise, it was suggested that one village be covered each day. This should be taken as an opportunity to talk to men's groups and women's groups, and listen to idle conversations. This will point to their chief concerns. Connect the phone to the studio. Conversations can be recorded this way. Rehearsals maybe carried out when required. It is important to keep scouting for ideas and resource persons. When CR becomes regular, the community members will come forward. You then become the facilitator. Similarly, for school-related programming, it is possible to concentrate on relaying the extra-curricular activities in a regular and planned manner, so as to cover all schools. Even parts of seminars conducted at GBPUAT may be covered as radio reports. While research is applicable, the language of the community should be used to transfer this information. The content should be of ethical/social and moral value. It could also include 'thought for the day', taken from Gandhiji's *My Experiments with Truth*. Interviews with the District Collector, the District Magistrate and representatives of other community based organizations may be considered.

Some of the broadcast codes followed at All India Radio include the following:

1. No comments should be made on neighbouring countries
2. No bias should be expressed towards or against any community / religion
- 3.No controversial content should be broadcast.

In this context, Mr.Sharma urged the participants to work with a positive attitude and depict a balanced perspective. This was followed by a formal inauguration of the project.

### Official Inauguration of the project

The project was formally inaugurated by Dr. B.S.Bisht, Vice-Chancellor, GBPUAT. In his address, he stressed that this project in tune with the university's mandate. Health, nutrition and hygiene issues, particularly among girls, should be addressed through this CR. He conveyed his best wishes to the Faculty members and the students in this endeavour.

Dr. Rita Singh Raghuvanshi, Dean, College of Home Science, spoke about the gender disparities in social development; which this project must try to address. She emphasized that students are part and parcel of the community, and should not be considered as an elite class. Thus, CR offers ample scope for students to give back to the community.

Outlining the objectives of this project, Dr. B.Kumar, Director, Communication spoke about CR as being a bottom-up means of communication, where the listener too gets to speak. He requested the students think about the various ways in which they would like to contribute.

Ms.Rupica Saxena, CEMCA, shared her views on the field work for the baseline survey undertaken over three days. Ms. Shalini Raghaviah, Consultant, CEMCA, described her plan for the CR. Radio expert Mr. Vipin Sharma stressed on the need for composite knowledge, and spoke about CR as an alternate, socialist medium. Dr. B.V. Singh, Consultant, Communication, shared his experience with other such projects. Dr. Abha Ahuja ended the session with a prayer.

### Day 2, Session II

This session outlined the various formats used in radio production. These were a combination of both technical formats and those adapted from literature. Some of these are listed below:

Straight talk: This should not be more than 10 minutes long. It should be communicative and impact-creating, which calls for the speaker to think in terms of the listener. The script should be written not as an article, but in a simple, conversational style; because communication occurs not just through words, but through the entire personality as well. "Words are dead unless spoken", quoted Mr.Sharma, adding that voice modulation should be done as a reflex action. Approach and technique should be understood at two levels, i.e., – 1. That the relationships between people are 'vibrational' and 2. By understanding the working of the mic and the vocal cords, it is possible to create various effects. Then, "you will be clear, sweet and communicative, and be listened to in your natural voice", he summed up.

Radio-drama: This format calls for intense emotions between characters. Radio drama must exploit 'tone' of voice and the duration of silence between sentences. Observing and imitating the body language of people makes for interesting characters.

The other formats are: Interview, Symposium, Feature/ Documentary, Discussion, Interactive programmes such as phone-in / phone-out, and Live chat shows. A few points need to be kept in mind during programme production, such as:

1. In radio, three seconds is considered a long pause.
2. For a feature, the sentences should be narrative, straight and objective
3. Features could be historical, developmental or tourism-related, apart from others
4. The announcer is really the 'salesperson' of the programme or the channel.
5. For drama, take characters from around you.
6. The selection of words must be as per the situation.
7. Writing a proper script takes a lot of practice – so start right away.
8. Keep your mind free-thinking, without blocks.
9. To be a good anchor, you must know your content, the audience, and the mood of the programme.
10. In radio dramas, music effects are used to convey time lapse.
11. Don't rustle paper while recording
12. Practicing pranayam helps in breath control and bringing rhythm to speech.

The participants were given the following exercise:

*Think of a word on which you want to write a script. Write one sentence on it. (The same word was given to all participants).*

The result was a collection of disjointed sentences. This provided a chain of ideas; and the participants were asked to develop it into a full script, through which the structure and format would emerge.

At the end of Day 2, all participants were asked to write a script on a topic of his/her choice. They were also asked to write about their earliest childhood memory.

### **Day 3, March 18, 2011**

#### Session I

The participants presented their scripts on topics as varied as women's health and unemployment among the educated. To these scripts, Mr. Sharma provided feedback and suggestions.

Speaking about technical aspects, 'cool edit' or Adobe Pro software was recommended. For recorders, Sony IC recorders were recommended. These cost about Rs. 5000, and can record for 10-12 hours.

The session ended on a note that the above mentioned topics could be taken up in detail during another round of hands-on production training.

### Implications for Radio Pantnagar

- ❖ A majority of the population do not listen to radio. Reception of signals from radio networks around Pantnagar (AIR Rampur and Bareilly) is, on the whole weak. This dissuades even the older generation from listening to radio; through they might have grown up with radio around. There are no FM stations around, either. There is no other regionally-relevant or participatory radio or TV channel. This vacuum has been filled up with dish antennae lining the villages, indicating that people are just watching whatever comes on TV. The stage appears set for the introduction of CR – a regionally-relevant and participative medium, to meaningfully fill in this vacuum.
- ❖ With radio having gone out of use, radio sets are no longer available in the local markets. One senior faculty member mentioned that she had to scout around several markets to find one. When she finally found one, there was only a single piece, costing Rs.575. In a discussion later on, senior Faculty members of the College of Home Science also shared the view that most people would prefer listening to radio through a radio set, rather than on their mobiles. Therefore, information may be provided on where to acquire cheaper radio sets from.
- ❖ A high percentage of the population investing in TV sets, cable connections and DTH despite its high costs indicates that if a cost-effective and useful medium like CR is introduced, they are likely to invest in radio sets too.
- ❖ It remains to be seen how far mobile phones will function as radio.
- ❖ The upcoming CR would provide an excellent platform for women to be engaged in community development. Apart from listening in groups during their SHG meetings, they could participate and lead change in their respective environments.
- ❖ A large numbers of respondents showing interest in participation indicate that the CR has the capacity to be a truly participative medium.
- ❖ Issues related to sanitation, education of the girl child, bad roads, information about government schemes are issues that affect the respondents directly. To begin with, these issues will provide sufficient content for the CR to work on.