

Science for Women's Health and Nutrition

Baseline Study Report

for

RADIO DCSMAT

DC School of Management and Technology

KINFRA Film& Video Park at Kazhakkootam, Kerala.

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1. Project Context

1.1 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, has embarked on a pan-Indian project to evaluate and encourage understanding and application of science in everyday life for women. Entitled '**Science for Women's Health and Nutrition (SFWHN)**' this project aims to reach out to the women in the poorly literate sections of society in urban and rural sectors across the country. Through community participatory programmes this project will study how best women can be encouraged to the benefits of science in daily life. The project duration is at present two financial years and in the first phase, it is planned to operate through a selected number of Community Radio Stations (CRs) licensed to educational institutions and reach out to women living in communities covered within the primary and secondary catchment areas of these low power FM radio stations.

A pilot study of the project was conducted at Anna CR, Anna University, Chennai during the year 2004-2005. Eighteen educational institutions which had been granted the license to run community participatory radio stations at that time were invited to a workshop held on March 8 and 9, 2007, under the aegis of RVSP and at the end of the workshop each of the participating educational institutions were asked to submit proposals suited to develop the SFWHN Programme through the community radio stations run by the institutes.

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

- a) Help in identifying the communities and conduct a baseline study to profile the communities within the catchment areas of the community radio station
- b) Act as facilitator for capacity building within the students and the women from the communities so that the programmes developed can be truly community participatory,
- c) Ensure that the programmes are of interesting enough to motivate the women participating/listening to understand the importance of science in everyday life
- d) Ensure proper utilization of the funds generated by RVPSP.

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 from the educational institution and women from communities. 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 develop awareness within the community about the CR channel run by the educational institution.

- In the second phase, workshops are conducted in the educational institutions for a capacity building exercise for the production teams which will design and produce community participatory radio programmes with the central theme of Nutrition & Health. These community participatory programmes will be broadcast from the channel daily following the workshop.

Fourteen Educational Institutions granted license to set up Community Radio Stations by I&B Ministry have been selected by CEMCA and RVPSP for awarding the SFWHN Project. The following report is the finding from the baseline study for RADIO DCSMAT licensed to DC School of Management and Technology (DCSMAT) located at KINFRA Film& Video Park at Kazhakkootam, Kerala.

2. Profile of RADIO DCSMAT

RADIO DCSMAT is **currently the only community radio station** licensed in the State of Kerala and it reaches out to areas within a radius of 15 kms around the campus which is situated in KINFRA Film& Video Park at Kazhakkootam, a Special Economic Zone, located at about 30 kms from the capital city of Thiruvananthapuram. The frequency allotted for this community radio station is 90.4. This radio station was formally inaugurated on 6 January, 2005. Given its uncluttered semi-rural location, the coverage area also extends up to 20 kms especially along the shoreline. The listening audiences comprise poor daily wage earner as well as low-to middle income groups from around the geographical area that covers several villages and more than one gram panchayats. A number of schools that fall in the area also form the

listening community and Radio DCSMAT features programmes for and by school children. Currently the radio programme content includes wide ranging themes like microfinance, agriculture, farm commodity prices, education, information technology, social welfare programmes and local folk culture. Programmes include formats like interviews, success stories, showcasing local talent etc.

See Annexures 1 and 2 for coverage range and fixed point chart.

3. Baseline Study Objectives & Design

3.1 Objectives

The baseline study aims to achieve:

- A documentation of the socio-economic and demographic profiles of the target listeners
- An in-depth understanding of the media habits of the women, 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 of Radio DCMAT and SFWHN programmes

3.2 Study Methodology

3.2a Sample

- The base line study was initiated from. Both boys and girls were involved in the field survey work and students were inducted from different streams and faculties. A total of 42 students and 11 community members participated in the data collection. The survey covered 1000 homes from about 36 small pockets of dwelling drawn from 6-7 areas in the coverage area.
- *See Annexures 3&4 for details of the survey teams.*

Since the coverage area is relatively widespread , as compared to stations located in cities, a wider area was covered. A signal mapping exercise was undertaken on the first day and the area noted. A detailed map of the locations is also provided in annexure 5. Both boys and girls participated in the survey. It was decided to engage the entire class in the baseline study. While the Malayalam speaking girls and boys were deployed in data collection , the others helped with data checking and entry. Further, the local culture of the did not object to male students going into homes to talk to women, the college decided to make it a learning experience for the entire class. .

3. 2b Instrument

CEMCA designed a detailed questionnaire comprising of more than 45 questions for the baseline study. The questionnaire was sent to DCSMAT School for translation into Malayalam and was adjusted to suit the local linguistic profile. The translated questionnaire was rechecked and finalized in consultation with CEMCA before the baseline study workshop commenced. DCSMAT printed 1500 copies of the questionnaire and an equal number of stickers advertising the DCSMAT RADIO - 90.4 through which the SFWHN programmes will be broadcast in the future months. The process was facilitated by Ms. Rukmini Vemraju , Programme Officer CEMCA and SFWHN Project Leader. .

The questionnaire consisted of five distinct sections:

- a) Information on socio-economic and demographic profile of the listeners of the CR station
- b) Media habits of the listeners- ownership, frequency of listening, interest, utility
- c) Current information sources and nature of solution for problems on issues like health hazards, family planning, social hygiene, childcare
- d) Issues of local importance
- e) Issues that community women would like to hear as well as participate on radio

3.3 Data Collection

The baseline study preparations started with a three day orientation workshop held from 16-18 January 2008. The workshop explained the entire project, need for the baseline study, methodology of data-collection, precautions to be observed while visiting the households, and the procedure for tabulation. The first two day was spent in understanding the project, going through the questionnaire and doing a mock survey and filed data collection. . The entire questionnaire was explained , section by section, including the objective of each question, the expected range of answers and the method of recording the answers were also thoroughly discussed. The mock survey was conducted in the college premises, where all the participants got a feel of how the questions were to be asked and answered. Tips about introducing themselves to the respondents, establishing rapport and seeking respondent cooperation were also dealt with in the workshop. After first day of actual data collection, participants reconvened to debrief about their field experiences. Once again the questionnaires were reviewed, mistakes, problems, trouble spots etc were addressed. . By the second day all participants, students and the community women got a good hang of how to go about it.

From the third day onwards, data collection was in full swing. Simultaneously, data checking and entry operations also commenced. The survey was completed in the following week under the close supervision of DCSMAT Staff and CEMCA appointed supervisors.

4. Data Analysis

4.1 Socio-Economic and Demographic Profile

Total number of respondents covered in the survey was 1000. The communities were mostly Hindu (70%) with about one –fifth Muslim (20%) and a few Christians (9%) . Most of the respondents were married (88 %). About 6% percent were widowed and 5 percent unmarried. About one third (33%) were in the age group of 31-40 years. One fourth (26%) were between 41-50 years. About 18% belonged to the younger age group 21-30 years .Except for a small portion of the respondents (2.3%), the remaining were literate-which is in keeping with the near cent percent literacy that has been achieved by the State of Kerala. Nearly half (52%) had studied up to higher secondary school. The other categories like undergraduates, graduates those with 6-10 years of schooling and up to 5 years of schooling were more or less evenly distributed with roughly ten percent in each category. An overwhelming majority were homemakers (77%). About 3% were wage labourers, another 3 % self employed and about 4 % each in service-private and government. Occurrence of disabilities is nearly 7%, with appears to be higher than the national average of about 4 %.

Male migration is not an issue in this community with most men (83%) living in the same village and most households headed by men (86%).

For a detailed break-up refer to Tables: 65,66,67,68,69,75 ,81,82 and 86

4.2 Income , Household Possessions and Life-style Variables.:

Nearly one third (32%) reported very low incomes of Rs. 1500 a month. About 8 % reported incomes of around Rs.3000 and 16% around Rs. 5000 . About 5 % reported incomes above Rs.. 10,000 .

Electric mixer/grinders were the most common household gadget found in three-fourths of the homes (74%). Nearly a half also had refrigerators (46%) and tape recorders (45%) and a third had CD players and two-wheelers(33% each). About 10 % of the homes also possessed washing machines. Looking at the ownership of gadgets and the type of homes, it appeared as if incomes were somewhat underreported.

Located very close to the capital city of Thiruvananthapuram and falling in the special economic zone, the area is semi-urban , with a mixture of urban trappings and a rural life-style. For instance, most homes have a small land around them and a well, which forms a major source of drinking water for most homes (78%). Very few have piped water or a tap inside the house (12%) ore a borewell (4%). Likewise, wood is commonly used as fuel (38%) though a majority of the homes also have an LPG/cooking gas connection (60%). Nearly all (93%) homes have an electricity connection. A majority are pucca homes (61%) and another one-fourth are semi-pucca (24%).

The government of Kerala through various health awareness programmes has strongly promoted the use of hygienic toilets, which is evident with nearly all homes (96%) having their own private toilets. A few (3%) used shared facilities and only a negligible 1 % use open fields.

For a detailed break-up refer to Tables: 76,77,78,79,80,84 and 85

4.3 Media Profile :Ownership and Consumption Patterns

Given the high rate of literacy, it was not surprising that a majority homes (58%) subscribed to newspapers. Magazines were less common with only one-fifth (19%) subscribing to these. A vast majority had television (85%), mostly colour (80%). Cable and DTH was found in about 59% homes. Exactly half of them had a radio (50%) and most of these sets had an FM band.

The most popular television channels were Asianet (57%), followed by Surya (50%) and Doordarshan (31%).

Coming to radio, the most popular channel was Ananthpuri (85%) which is the FM channel of all India Radio. Currently, the area receives few other private FM channels. Radio DCSMAT is listened to by about 17%. Given that most of the respondents were homemakers, most listening took place at home (78%). The most popular time was early morning 6-8 AM with over half (55%) listening at that time followed by the next slot 8-10 AM (27%). Afternoons and evenings were less popular, probably a time reserved for television viewing. Good music was the main reason for listening to radio (75%), a small percentage 13% also sought useful information on the radio. Mobile phones among the women was not very high (17%), but fixed phones were more prevalent with nearly half of the homes owning one (48%).

For a detailed break-up refer to Tables: 2 through 14.

4.3 Women's Interests and Information Sources

Despite the prevalence of several micro-finance schemes and government supported women's savings schemes, only about one third of the women in this community are members of self help groups (30%). Being literate, the women had the advantage of turning to a variety of information sources. The section of questions seeking to establish primacy of information sources on a variety of topics yielded mixed results suggesting an element of discernability among them. Media was named as a source for issues like Children's health (44%);

information during epidemics (46%) . Elders and family members were an important source of information, indicating traditional and home remedies as an important source for issues like Adolescent Girl's health (46%), Nutritious food for the family and general health (39%) and women's own health (34%). Doctors and health workers were the most consulted source for issues regarding care of senior citizens (42%) and care during pregnancy (42%).

See Tables 30 through 37 for detailed break-up of information sources.

In keeping with the high literacy level the women do not seem to be victims of many health and food related superstitions. A majority answered the questions in negative i.e. **.indicating that the myths were not prevalent in the community** For instance, superstitions about pregnant women not going out during an eclipse (64%); not eating particular foods like papayas etc during pregnancy (66%); superstition about not taking medication during chicken pox, measles etc . and myths about menstruation were virtually non-existent like not bathing (96%) and practicing untouchability (100%).

See Tables 57 through 61 of response to prevailing myths and superstitions. .

4.4 Primary Issues of Concern in Community

One of the main problems identified by the women was the mosquito menace (77%). The other main problem that women felt facing them was lack of employment opportunities for them (44%) as well as for men (34%). Drunkenness among men was mentioned by a little less than a third (29%). Inaccessibility of good doctors that is access to free or subsidized government health care facilities was mentioned by one fourth (27%). Pollution was not seen as a major problem with only about one fifth (20%) identifying it as a problem. Likewise, drainage system appeared to be fine with a vast majority (76%) finding it satisfactory. These appeared to be

general in nature and women did not identify any problems specifically as their concerns except lack of employment opportunities.

See tables 18 through 27 for commonly perceived problems in community.

4.8 Community Participation in CR Programmes

Currently awareness about DCSMAT Radio is about 16 %. Though the fixed point chart indicates a variety of programmes, what the station currently appears to be known for is old Malayalam film music. Perception of radio is primarily as a medium of entertainment.

Initially few women (39%) . Enthusiasm for participating in radio programmes was also guarded with only one-fifth (20%) showing an interest. Likewise only one fifth (24%) came forward to be a community representative; or a radio jockey (26%) . There was enthusiasm to listening to radio in a group among more than half (52%). By contrast , when asked about whether they would like to listen information by naming certain areas, there was overwhelmingly positive response for nearly all the listed topics -pollution control (87%), continuing literacy programmes(82%); Information technology related programmes (77%); managing homes efficiently (82%); general health and hygiene (84%); how to keep surroundings clean (82%) , caring for senior citizens (82%); personal health (84%). Topics that had somewhat less enthusiasm, where nearly one-fourth did not express an interest were tips about farming and agriculture (68%); vocational training (73%); joining a SHG(62%) and starting their own business (65%) indicating that they think radio can play a definite role in development.

The overall impression is that the women presently listened to radio only for entertainment but seemed enthusiastic about looking at radio as an important role as a source of information.

Enthusiasm for participation seemed guarded but the women admitted that participatory radio programmes can be useful in daily life.

See Tables 52 through 56 for opinions about participating in CR and

See Tables 38 through 51 for perceptions about radio and development programmes.

The second part of the analysis provides more detailed analysis by way of cross tabulations .

5. Implications for DCSSMAT RADIO

In the door-to-door survey, the students got an opportunity to meet over 1000 women face-to-face to build an audience for the CR station. Thus a valuable asset was created for the CR station that can be tapped both for SFWHN and beyond as the database contains unique identification for the respondents, identifying those who are willing and ready to participate. During the course of the year, on different issues, where direct community participation is possible all these women can be invited to participate. Their presence in the programme will make the radio more relevant to its listeners. Further, each of the surveyed household now carries a bright coloured sticker, proclaiming the name of DCSSMAT RADIO, and its frequency. However the production team of DCSSMAT RADIO needs to keep in focus the following:

1. The women did not respond enthusiastically to the idea of participatory radio. In all probability, the idea was too new and unusual for them to immediately grasp. The production team will have to make considerable effort to get the women to participate in the programmes.

2. Radio is more of an entertainment channel with good music than information to a large section of the community. DSCMAT production team will have to interact with the community more frequently for in depth understanding of the concerns in the society. The women need to feel comfortable with the radio team to take interest in issue based programmes
3. Judging by the high rate of literacy and the widespread use of various information sources suggested that the general awareness level is high among women. So programming will have to be more focused and based on a more in-depth analysis of what the women really want.
4. The data clearly shows that the community within the catchment areas of is heterogeneous. Data collected through the Baseline Study Workshop is only a basic guide regarding the condition of women in the society. The CR production team will have to improve upon this data-base for making the programmes participatory and relevant.

6. Findings & Gap Areas

For CEMCA and RVPSP, this survey threw up interesting contrasts in information.

- a. This community is literate and is capable of absorbing information from media but they perceive media only as a source of entertainment. The SFWHN project will have to be truly participatory, as this will be the element that will engage the women creatively.

- b. Information on nutrition and low-cost wholesome diet are two areas in which the women depend more on elders or neighbours rather than media. Therefore interactive programmes will be more acceptable rather than linear information.
- c. Despite stating low employment opportunities for women as community problem, nearly one fourth did not evince any interest in vocational training, joining a self help group or starting their own business from home. This suggests a lack of awareness of the potential of radio or even a mistrust or cynicism in what “external “ agencies can do. It is important to identify local social workers and local community based elders and leaders to develop an atmosphere of friendship and cooperation with the community women to make the programmes worthwhile.

7. Recommendations

- A.** DCSMAT Radio programmes will have to undergo reorientation in presentation style to attract the community women.
- B.** The women from the community will get into the habit of listening to serious informative programmes only if they are regular participants in the programmes. Participatory production techniques are essential .
- C.** The bigger challenge for DCSMAT Radio is build radio an information medium, along with entertainment and build acceptance and ownership for radio among the community women.

Being a residential school, many of the DCSMAT Radio students are from across the country and have a greater disconnect from the immediate community. Unless the management and staff make a concerted effort to involve the students and help build a bridge between the School and the community, it will be difficult for both to make the radio station relevant to the

community. This is one of the major challenges that the DCSMAT Radio will have to overcome in executing the SFWHN programmes through radio..

The production team will have to understand the needs of the community women and gain their trust. Otherwise the women may not articulate their real concerns or needs and consequently the programmes will barely touch the surface of reality without becoming relevant and useful. Likewise, the community resistance to participation will also have to be broken by concerted efforts. As such, programmes focused only on general health and nutrition may not find great favour with the women. Some specific, relevant and local issues (like specific epidemics like chikunguniya , quality of drinking water etc), which can only be gleaned through more dialogue with the community and local health and nutrition experts.

This report has summarised only the broad findings .Detailed tables in the appendix may be looked at for cross tabulations of habits and preferences with independent variables.

CAPACITY BUILDING WORKSHOP

Report on the Capacity Building Workshop conducted for Community Women and Students for Radio DC 90.4 Community FM at DCSMAT School of Media, Trivandrum.

The Capacity Building Workshop for local women and students began at 3.00 P.M in the hall of DCSMAT Media School. The trainer, Ms. Nisha Narayanan Project Head of Surya FM and an expert in both commercial and community FM domain, was welcomed by Dr.N.S.Nair, Principal, DCSMAT Media School. Rajaratnam, Saji Pothencode, and Viseeshan Vijayan of DCSMAT Media School were also present on the occasion. The training session was well attended by 10 women from local community and also by 10 students of the media school all of whom had also participated earlier in the surveys. The detailed list of participants is attached as Appendix 1.

The first day's session began with an overview of the objectives of the workshop. Ms.Nisha clearly explained the concept of Community Radio and detailed the need for community participation. She felt that being a B-School, DCSMAT would have great potential if it were able to create a synergistic relationship between the community, the academia, the industry and the students. The opening session inspired the students and especially the women from local community and created the right ambience for the successful completion of the workshop.

Ms. Nisha began with a general overview of Radio as an everlasting medium of edutainment and the regulatory environment under which they operate. Thus the concepts of state run Radio, the commercial FM's, the community FM's and the Campus Radio and the increasing role of community women as envisaged by the government in the case of Community FM's were explained clearly to the participants. She also elaborated on the do's and don'ts in the matter of planning, producing and airing programs. The trainees were then introduced to the basics of the following different types of content that CR's could program.

- Interview based
 - Within Studio
 - OB
- Phone in Program

- Feature Based
- Drama based
 - Narrative
 - Characters
- Song Based

Trainees were told how to select a particular type of program after deliberating on its suitability and appropriateness and were subsequently taught the sequence of conversion of a program from its ideation stage to the final ‘on air’ stage. The following steps summarises the sequence to be followed in this regard.

Identify relevant Topic

Research Topic

Identify Anchor

Identify Guests / Experts

Write the Script

Introduction of the programme

Introduction to the topic

Narratives

Sound Bytes

Narratives

Success Story

Narratives

Response

Sign Off

Do the Recording

Edit

Mix

Go ‘ON AIR’

Get Response.

The women from the local communities were then provided with some scripts and a mock recording session was conducted. Ms.Nisha’s encouragement to the women fetched good results since within no time, they found themselves in a real recording room, test recording their own voice. Radio Dc has already identified 2-3 professional quality voices which have been selected for anchoring our future broadcasts.

Ms. Nisha was happy at the support that the community women seemed ready to provide to Radio DC and she appreciated this aspect. To inspire them further into the world of CR, she gave a small assignment to each of the women who had gathered there. They were asked to bring a small write –up/ script about a problem / success story that happened in their locality and which they believed the rest of the world should know. The day’s session ended on this note.

The second day’s deliberations began with the submission of assignments from the community women. The details of scripts / write ups and person that brought it are given below:

1	Ms.Ajitha	Hike in price of essential commodities
2	Ms.Vimala	Educational problems faced by poor children
3	Ms.Sonia	Agricultural problems faced by farmers in our locality
4	Ms.Lilly	Usage of pan masalas and drugs
5	Ms.Lissy	Unemployment problems faced by youth
6	Ms. Sindhu	Women’s Health
7	Ms.Vinija	Environmental problems in society

The community women were provided with an opportunity to record their scripts, which they did with commendable clarity and objectivity. Ms. Nisha had further discussions with the students and the community women and over telephone with Dr. Sreedher, Director, CEMCA. Thereafter Ms. Nisha instructed that six programs of 5 minutes each be produced, which can be transmitted and also uploaded on to CEMCA web site as proof of community participation. The topic for the program, the anchor, the type of program etc is as given below:

I	Interview
Anchor	Priya
Subject	Nutrition: Motherhood / Lactation issues – Do’s and Don’ts (Govt. Lady Doctor)
Closing	Priya

II	Talk
Anchor	Ajish
Subject	Women’s Health (SINDHU)
Closing	Ajish

III	Discussion
Anchor	Shamna
Subject	Men to support working women (VIMALA)
Closing	Ajish

IV	Interview
Anchor	Priya
Subject	Women's Health Issues during pregnancy (Gov. Lady Doctor)
Closing	Priya

V	Discussion
Moderator	Ajish
Subject	Teenage Health Issues for Women
Closing	Ajish

VI	Talk
Anchor	Neena
Subject	Issues in Geriatric care of poor women
Closing	Neena

Students and community women assigned to each of these segments were given time till Tuesday morning to do some research and reading on the subjects allotted to them.

A technical person who would be arriving on Tuesday, the 25th March 2008 to conduct the hands on training in production and assist in post production to community and students. A production schedule was also finalized and agreed upon by all concerned whereby the entire team would produce on Tuesday, do the post production jobs on Wednesday and on Thursday 'Go on Air'. Copies of the files in wmv or mp3 format should also be sent to Director CEMCA for uploading to their website.

Tuesday 25th March 2008

Lekshmi Priya	2 Programs	10-1 pm
Ajish	Discussion	3-5 pm
Shamna	Discussion	8.0-10 am
Nina	Talk	5 – 6 pm
Ajish	Discussion	4 – 6 pm
Wednesday 26th March 2008		
Production Mix		
Thursday 27th March 2008		
Program goes on Air		

Initiatives are also afoot to obtain free content from international broadcasting agencies like:

- ❖ Radio Netherlands
- ❖ BBC
- ❖ DW (German).

Ms. Nisha Narayanan has agreed to initiate steps in this regard. Radio Dc may need to sign an MOU for rebroadcasting after which excellent free content will be available which can be downloaded and aired on weekly, or even daily basis, on the following subjects:

- ❖ Environment
- ❖ Technology
- ❖ Youth
- ❖ Inter cultural dialogue
- ❖ Sports & Music

The involvement of community in production has to be maintained on an increasing regularity basis. The increased involvement of communities in content generation and related activities will require further projects and funding agencies.

Community workshop –conducted by Radio Alakal and Space team as on 25th , 26th , and 27th of March 2008 at Dc School of Management & Technology for Radio DC 90.4 MhZ.

Resource Persons: Paniadima John and Stalin Cletus

25.03.2008 Day One Session Time: 9.30 am-5.30pm

1 Workshop on Community Radio.

13 women from the local community and 6 students from 1st PGDM of DC School of Management & Technology on behalf of Radio DC participated in the Workshop.

Program Content

- 1, Community Radio - Introduction, importance and relevance of community radio.
- 2, Feedback from the community members about the discussion on women empowerment and teach them how to prepare Radio Programs
- 3, Analysis of their own scripts and creative works.

26.03.2008 Day Two Session Time: 9.30 am-5.30pm

1. Scriptwriting
2. Free software Training
3. Audacity acquaintance and technical know-how about the equipment

Content

- 1 How to prepare a Radio Script.?
- 2 Introduction of editing tools (Audacity)
- 3 Record the voice of the members and elucidate them how to modulate their own voice very clearly.
- 4 How to use the digital audio recorders while taking an interview.
- 5 Analysis of OB recording done by the community members
- 6 Awareness of free software training

27.03.2008 Day Three Session Time: 9.30 am-5.30pm

Preparation of final Programs

- 1 . Prepared final scripts about various subjects
- 2 Final touch of the recorded version.
- 3 Narrating, editing, mixing.

Final programs (Topics and contents)

STHREEYUM AAROGYAVUM (Women & Health)

- 1 Talk – Talk on the problems of teen aged girl’s script by Vinija and Sheeba.
- 2 Interview - Problems of being a homemaker by Ajish and Shamna
- 3 Discussion – How does the men help the working women on their routines?
Participants – Lilly, Vinija, Sonia.etc
- 4 Roving Micro phone
Participants.. Sheeba, Sunitha, Priji
Moderator Shamna and Priya
- 5 Talk show – On protection of old aged women
Moderator - Arun Vahid
Participants - Shamna, Priya, Vimala, Sheeba Lilly
6. Interview with Dr. Anuja (AMO,PHC,Pangappara)
7. Cultural programs

RADIO DC 90.4 MHz COMMUNITY FM

FIXED POINT CHART (TRANSMISSION SCHEDULE)

1. **Regular Programmes :**
 Title Music (1 min) b. Station Identity (1min.)
2. **Promo of Radio DC (1min)**
3. **Opening Song (5 min)**
4. **‘Arivinte Nurungukal’ (10 min)**
5. **Radio DC Music World (Musical Programme)-
Hindi,English,Japan,Arabi,Sreelankan,Odessey and foreign songs are included
in this chunk.(1 hr)**
6. **Radio DC ‘Grama Mukham’ – Community Development Programmes OB
based(20 min)**
7. **Radio dc mid spot (3 min)**
8. **Radio DC ‘Ormacheppu’- Old Malayalam songs are broadcasted in this chunk
(1 hr)**
9. **Radio DC ‘Rashtrabhasha ganam’-Hindi film songs(old) –(15 min)**
10. **Feature on various subjects –(45 min)**
11. **Drama songs-Old drama songs are played.-(15 min)**
12. **Radio DC promo (1min)**
13. **Opening song (5 min)**
14. **Radio DC ‘Prathibha Sangamam’ -Interview with young talents-(1/2 hr)**
15. **Radio DC ‘Geetham Sangeetham’ -Light music prog.(1/2 hr)**
16. **Radio DC ‘Nattipaattukal’- folk songs –(1/2 hr)**
17. **Radio DC ‘Kavya sallapam’ -Literary prog. Katha prasamgam,poem
recitation, story telling etc.(1/2 hr)**
18. **Radio DC Drama –(1/2 hr)**
19. **Radio DC ‘Kadalinakkare Ponore’- fishermen development programme-(1/2
hr)**
20. **Radio DC ‘Cyber Vaani’ -I T programme.(15 min)**
21. **Radio DC kids competition-(10 min)**
22. **Radio DC ‘Aarogyaramgam’ - Health prog-(15 min)**

23. Radio DC musical prog-(15 min)
24. Educational and Information prog-(10 min)
25. Radio DC “Campus Chat” prog-Saturday and Sunday(15 min)
26. Program on libraries- Wednesday-(5 min)
27. Book review program –(5 min)
28. Hello Radio DC–Chit-Chat program -(15 min)
29. Njanum Ente Radio-yum Public interactive program -(10 min)
30. Radio DC ‘Thapaal Petty’-weekly once(5 min)

Annexure 3

Survey Teams

Annexure 3

List of Students who participated in the baseline data collection.

Students of PGDM Batch 1

Abilash K Vijay	Jishad Thaju	Sonia .L. S
Ajish.J	Jobin James	Sreejith V.Pai
Akhil Mohan	Joby Thomas	Sreeraj R
Anil D.S	Keerthi S Kumar	Sreejin. K.P
Arun Vaheed	Lakshmi Priya	Varun Kumar K.V
Aslam.E.M	Muhsin Theyyampadi	Varun Menon .K
Balagopal R	Praveen J.V	Vineeth Jose
Binil MathewKachippilly	Ragesh.K.R.	Binu kumar .M
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Girikrishna.T.R	Shanthi.Sasi	Sruthi Ramesh
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