THOUGHTS FOR INDIA

Feedback through Community Radio on the Science, Technology and Innovation Policy 2020

Office of the
Principal Scientific Adviser
to the Government of India

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1971-2021

DEPARTMENT OF
SCIENCE & TECHNOLOGY

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INDIA

**Feedback through Community Radio on the
Science, Technology and Innovation Policy 2020**

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Content

Acronyms

CEMCA: Commonwealth Educational Media Centre for Asia

COL: Commonwealth of Learning

CLP: Community Learning Programme

CRS: Community Radio Station

DST: Department of Science and Technology

MIB: Ministry of Information and Broadcasting

STIP: Science Technology Innovation Policy

R & D: Research and Development

S & T: Science and Technology
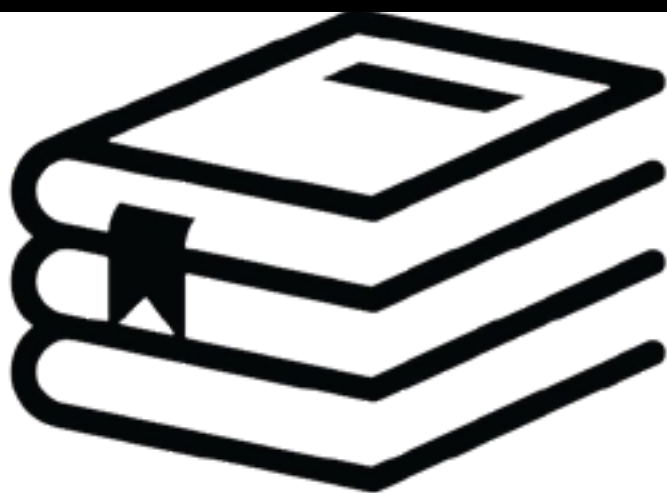
Preface

National Policies are constitutional provisions of the country governments to promote development in various sectors. They are the backbone of planned development of any country. National Policies establish the priorities and goals for a nation. To achieve the goals, strategies are formed, and plans are prepared to implement the activities with timelines. Success of any policy is in its implementation.

India have created four Science and Technology Policies since Independence. Science Technology and Innovation Policy 2020 is the fifth policy which Government of India initiated in 2020. Department of Science & Technology, Government of India started consultation processes which include 21 expert thematic groups, industry, ministries and state governments, multi stakeholders at national and global levels and public voices. A participative approach is being adopted to develop the Science Technology Innovation Policy 2020.

This is the first time that Community Radios are being engaged to connect and obtain ideas from the community to frame the policy. Community Radios are short range channels which provide information to people living in a locality and influence the communities.

I express my gratitude to the Office of the Principal Scientific Advisor and the Department of Science & Technology, Government of India for involving CEMCA in framing STIP2020. We received constant support and forbearance from them in conducting this project. The financial support by DST is gratefully acknowledged.

The Community Radio Stations responded to the request of CEMCA to broadcast the Programme for two months and collect data from the communities. It was a difficult time for them due to COVID19 and the Lockdown. We thank them for their commitment.

Lastly, Team CEMCA deserves special thanks for the support during the project; a special appreciation to Monica Sharma, Programme Assistant who skillfully coordinated the project.

Hope the findings from this report will make meaningful contribution in framing the STIP2020 of India.

Madhu Parhar
Director, CEMCA, New Delhi

Executive Summary

1. The Science Technology and Innovation Policy 2020 (STIP 2020) has been flagged by the Government of India in the wake of the COVID-19 crisis. This policy is important as in the past decade many important changes have been made like disruptive technologies. STIP 2020 aims to re-strategize priorities, sectoral focus, and methods of research and technology development for larger socioeconomic welfare.

2. The formulation process of STIP 2020 is being facilitated jointly by the Office of the Principal Scientific Adviser to the Government of India (http://psa.gov.in) and the Department of Science and Technology (https://dst.gov.in/).

3. The policy formulation is a participative model with the following four interconnected tracks:

    •   Track I: Extended Public and Expert Consultations

    •   Track II: Thematic Group Consultations

    •   Track III: Ministers and States' Consultations

    •   Track IV: Apex Level Stakeholders Consultations

4. The Commonwealth Educational Media Centre for Asia (CEMCA) is an international organisation established by the Commonwealth of Learn-

ing (COL), Vancouver, Canada, to promote meaningful, relevant, and appropriate use of information and communication technologies to serve the educational and training needs of Commonwealth member states in Asia. CEMCA was granted diplomatic privileges and immunities by the Government of India under Section 3 of the United Nations (privileges and immunities) Act, 1947.

5. CEMCA was engaged by the Department of Science & Technology (DST) to organise and coordinate activities related to the STIP 2020 project particularly with community radio broadcasters.

6. Community radio broadcasts were complemented by a feedback collection process where people recorded their messages, opinions, and questions. All such inputs were collated into a larger framework and presented to the DST secretariat. The aim of the community radio engagement process was creating a platform that consolidated suggestions and feedback that was truly representative in nature.

7. DST collaborated with CEMCA under Track 1 of Policy Framing. One of the instruments of Track 1 is **Thoughts for India.**

8. The objectives of the present project were to:

    •   Map community radios (CRs) vis-à-vis a mutually agreed on approach that would help in meeting the representative aims.

    •   Organise online capacity building workshops to prepare all CRs for dissemination of information on STIP 2020.

    •   Coordinate and monitor CR stations' activities.

    •   Compile the comments obtained from the CRS' on framing the science policy.

9. There are 289 community radio stations in India of which 25 were selected for this project.

10. Twenty-five CRS were selected from five regions in the country: North (6), South (5), East (5), West (5), and North-East (4).

11. The research instruments used for collecting the data were:

    •   Community Radio Survey Questionnaire STIP 2020

    •   Focus Group Discussions

    •   Call-in Services

12. The intervention strategies were:

    •   Broadcast of an informational podcast along with an informational jingle

    •   Capacity building and monitoring of community radio stations

13. Reports were received from individual radio stations and summary is presented in Table 1.

Table 1: Summary of Data on CRS, Respondents, FDGs, and Call-in Services

S. No.	Zones	Total Number of Community Radio Stations	Total Number of Respondents	Total Number of FGDs		Total Number of Call-in Services
				Number	Number of Participants	
1	North	6	2916	23	170	555
2	South	5	1777	33	179	899
3	East	5	1833	26	229	504
4	West	5	2423	18	166	722
5	North-East	4	1324	17	138	621
	Total	**25**	**10273**	**117**	**882**	**3301**

Note: Data is based on the reports received from the CRS.

14. The demographic profile of the respondents was analysed with reference to gender, age, access to phone and mobile phone, radio listening habits, education, occupation, persons with disabilities, technology devices used, access to the internet, and preferred medium of sending messages. The major findings include:

- Fifty-seven per cent of the respondents were male and 43 per cent were female.

- Thirty-five per cent of the respondents were in the age group of 21-30 years, while 20 per cent were below 20 years. Senior citizens above 60 years comprised 4 per cent of the respondents.

- Most of the respondents (92 per cent) reported that they had access to mobile phones. Two-third had access to a landline phone.

- A majority of the respondents listened to the radio at home (75 per cent). Some (9 per cent) listened while travelling or commuting and a few tuned in both at home and at the workplace (4 per cent). The data did not indicate any clear pattern about the preferred time for listening to the radio; 49 per cent of the respondents reported that they listened to the radio at different times. Most of the respondents (68 per cent) listened to the radio on their mobile phones.

- Respondents had diverse educational qualifications; 30 per cent had undergraduate degrees and 14 per cent had post-graduate qualifications. Elementary, secondary, and senior secondary education was reported by 13 per cent, 9 per cent, and 15 per cent of the respondents, respectively. Five per cent of the respondents were illiterate while 1 per cent were literate but with no formal education.

- Twenty-nine per cent of the respondents were students, 15 per cent were employed in the private sector, 12 per cent were homemakers, and 10 per cent were self-employed.

- Six per cent of the respondents reported that there were persons with disabilities in their

homes. The disabilities included visual (33 per cent), orthopaedic (22 per cent), hearing (21 per cent) and mental conditions (8 per cent).

- Forty per cent of the respondents used mobile phones while 12 per cent used smart phones and 16 per cent used both smart phones and mobile phones. A few of the respondents (2 per cent) used desktops and laptops.

- The findings also showed that 70 per cent of the respondents accessed the internet through mobile phones while 12 per cent reported that they did not use the internet. WhatsApp was the preferred mode of sending messages (48 per cent of the respondents) and 15 per cent sent messages using WhatsApp, email, and Facebook.

15. According to the listeners STIP 2020 should give importance to:

- Low cost technology to obtain all types of information.

- Use of solar energy for health, education, and energy conservation.

- Awareness about and utilisation of rainwater harvesting methods for water conservation.

- Solid waste management and making the community aware about it.

- Provision of clean and safe drinking water in the villages.

- Removal of water borne diseases in rural areas.

- Development of an ICT-enabled, needs based curriculum.

Introduction

The Department of Science & Technology (DST), Government of India was established in May 1971 with the objective of promoting new areas of science and technology (S&T). It plays the role of a nodal department for organising, coordinating, and promoting S & T activities in the country. The department has major responsibilities for specific projects and programmes. As per DST's website (https://dst.gov.in/about-us/mandate) it has 15 major responsibilities. One of its important responsibilities is "Formulation of Policies related to Science and Technology".

DST's mandate also includes promoting science and technology at the state, district, and village levels for grassroots development through State Science and Technology Councils and other mechanisms. Application of science and technology for weaker sections, women, and other disadvantaged sections of society is another of DST's main mandates.

Since Independence, the Government of India has paid considerable attention to the importance of science and technology including scientific planning for the country. Significant changes have been made in the government's science and technology structure in the last more than 60 years. Thus, the Department of Science & Technology, Government of India, framed four policies for promoting science and technology:

- Scientific Policy Resolution (1958)

- Technology Policy Statement (1983)

- Science and Technology Policy (2003)

- Science and Technology Innovation Policy (2013)

The purpose of the first policy in 1958 was cultivating scientific enterprises in pure science research, applied science research, and capacity building on a large scale. To achieve this goal, the policy recognised that it was essential to develop educational programmes to ensure an adequate supply of scientists.

As technology was increasingly seen to influence lives and bolstering societal expectations, the next major policy document, TPS 1983, focused primarily on meeting people's aspirations through technological development.

STP 2003 aimed at encouraging research and development (R&D) and innovations in areas that impact the economy and society and developed mechanisms to facilitate interaction among various stakeholders within the ecosystem. STP 2003 called for cross-pollination of industry and scientific research and the establishment of an intellectual rights regime to protect and incentivise inventors. It also encouraged research in management and mitigation of natural hazards. This policy document laid special emphasis on science diplomacy, especially on international science and technological cooperation between developing countries located in the global South.

The Science and Technology Innovation 2013 Policy document was a step towards building a robust national innovation ecosystem. It paved the way for promoting science and technology-led innovations in the country by attracting private sector contributions to the R & D ecosystem. It emphasised directing scientific discoveries and output of science and technology activities towards developmental priorities in key areas (agriculture, manufacturing, water, health, environment, and infrastructure).

The Science Technology and Innovation Policy 2020 (STIP 2020) has been flagged by the Government of India, in the wake of the COVID-19 crisis. This policy is important as in the past decade many important changes have been made like the decade is known for technological disruptions. STIP 2020 aims to re-strategize priorities, sectoral focus, and methods of research and technology development for larger socioeconomic welfare (https://www.mygov.in/campaigns/stip-2020/).

The formulation process is facilitated jointly by the Office of the Principal Scientific Adviser to the Government of India (http://psa.gov.in) and the Department of Science and Technology (https://dst.gov.in/). The policy formulation is a participative model with four interconnected tracks (Figure 1.1).

Figure 1.1: Policy tracks

The consultation processes on these four tracks have started and are running parallel to each other. The details of all the four tracks are given at the Office of the PSA's website (https://www.psa.gov.in/stip).

The fundamental ethos of participatory democracy resides in Track 1. Being led by the DST-Centre for Policy Research at the Indian Institute of Science (DST-CPR- IISC) in Bengaluru through its collaborative platform the Science Policy Forum, this track has curated six unique national level initiatives that serve the dual purpose of outreach and data gathering through live virtual conversations with dynamic experts, thematic webinars, focused survey instruments, digital and print media campaigns, and community radio broadcasters. Track 1 aims to generate a wide-ranging national engagement.

DST engaged the Commonwealth Educational Media Centre for Asia (CEMCA) to organise and co-ordinate activities related to the STIP 2020 project particularly with community radio broadcasters. The community radio broadcasts were complemented with a feedback collection process where people could call and record their messages, opinions, and questions. All such inputs were collated into a larger framework to be presented to the DST secretariat. The aim of engaging community radios was creating a platform that consolidated suggestions and feedback that was truly representative in nature. The activity looked at a few specific focus **areas of representation**:

- Language diversity

- Maximum regional representation

- Gender diversity

- Representation across economic backgrounds

About CEMCA

The Commonwealth of Learning (COL) was created by the Commonwealth Heads of Governments in their meeting held in Vancouver, Canada in 1987. The organisation was established to promote distance learning, use of information and communication technologies (ICTs), and strengthening cooperation in education among the Member States of the Commonwealth. COL and its international network of partner organisations have helped the Commonwealth's more than 50-member nations and their citizens realise widespread access to quality, current education, and training for over 15 years. Fully operational since 1989, COL is financially supported by Commonwealth governments on a voluntary basis.

In response to the needs expressed by the Commonwealth countries in the Asian region for a more effective utilisation of information communication technologies in the process of teaching learning, the Commonwealth of Learning, Canada (COL) established the Commonwealth Educational Media Centre for Asia (CEMCA) in 1994. An agreement was signed between COL and the Government of India in 1998 and CEMCA established its headquarters in New Delhi and the Government of India notified it as a diplomatic mission.

The idea behind establishing such an international organisation was encouraging, developing, and fostering exchange and sharing of educational media techniques and resources and promoting meaningful and appropriate use of educational media in the Asian countries of the Commonwealth. CEMCA has widened its scope over the years to embrace emerging educational technology formats, even while broadening the scope of education itself to cover formal, non-formal, and life-long learning.

However, its focus has remained on **Learning for Sustainable Development** and it continues to foster quality improvements through appropriate use of media and technology.

CEMCA's strategic objectives are to serve as a regional electronic media resource centre for facilitating an effective exchange of information on educational media resources between educational and media organisations in the region, promoting greater use of electronic media in the delivery of distance education programmes, promoting linkages between CEMCA and other organisations to enhance the availability of educational media resources region wide, facilitating access to training in the development and use of electronic media resources for distance education, and serving as an information centre on educational technology (for details, see http://cemca.org).

CEMCA's Engagement with Community Radio in India

CEMCA has been very closely associated with all aspects of the development of community radio in India like:

- Policy and advocacy

- Establishing community radio stations

- Capacity building for community engagement

- Station management as well as local content creation

Functioning as the nodal agency on behalf of the Ministry of Information and Broadcasting (MIB) CE-MCA has organised more than 25 consultations at the national, regional, and state levels over the last five years. The primary objective of the consultations was creating awareness about the potential of and the process for setting up a CRS. At each consultation about 100 representatives of educational institutions, civil society organisations, NGOs, and other institutions eligible and desirous of setting up a CRS were walked through the entire process. At these consultations, an expert panel provided detailed information about the policy, the guidelines, and the application process.

CEMCA has designed an on-line **application form for MIB** which has considerably simplified and shortened the application process. CEMCA also played a key advocacy role in assisting various ministries to help civil society organisations get various clearances. The guidebook prepared provides online application processes. CEMCA has **set up a help desk to guide applicants** right from the initial application through signing the final grant of permission and **getting a wireless operating license.** The service is provided free of cost and has been availed by 85 per cent of the stations functioning in the country. **A Community Radio Facilitation Centre (CCFC) was set up at CEMCA in July 2011** and a special project team was constituted. Subsequently, in January 2012 a facilitation unit was created at the MIB premises at Shastri Bhawan that helped CCFC provide further technical and administrative assistance to visitors as well as to the Ministry of Information and Broadcasting's (MIB) Community Radio Cell. The project ended in 2013; CEMCA helped more than 150 new applicants in setting up CR stations. Several trainees were also trained in the process to undertake CR facilitation work all over the country.

In 2011 and 2012, MIB and CEMCA co-hosted the **First and Second CR Sammelan and Exhibition and instituted awards** to celebrate good functioning CR stations. CEMCA has also compiled a Compendium of Functional CR stations for MIB. This is a key advocacy tool that collates the plural experiences of community radio stations across the country.

In 2019, CEMCA brought out a film on Step-by-Step Guidelines which was launched by Secretary, Ministry of Information and Broadcasting, New Delhi. The film is a**vailable on MIB and CEMCA's websites** to assist interested organisations to prepare themselves and apply for setting up CR stations.

CEMCA has organised several **capacity building workshops for functional community radio stations** to build and strengthen their capacity for developing productive and technically sound programmes. Women broadcasters were also trained under the technical training programmes conducted by CEMCA.

CEMCA's Project with DST

Building Practitioners' Capacities and Strengthening through Knowledge Sharing and Consultation Processes: CEMCA served as the implementing agency for a large-scale programme of NCSTC, Department of Science and Technology, Government of India for about five years. CEMCA undertook a project titled **'Science for women's health and nutrition and Radio Mathematics' supported by the Department of Science and Technology, Ministry of Science and Technology.** The programme provided more than 50 CRS project partners a platform to run a daily broadcast for women on health, nutrition, and creating awareness about planet earth. CEMCA initiated the project with a baseline survey covering 1,000 women at different location and providing hands-on programme development training to community women and CRS' staff members in participatory and interactive programme formats. CEMCA monitored and evaluated the performance of the project partners and documented the successes, challenges, and lessons learnt.

Community Women Broadcasters Training

CEMCA organised four master training workshops which focused on mutual capacity sharing between women broadcasters for creating participatory programming in New Delhi and Bengaluru in 2012-13 and 2013-14 respectively. These four-day capacity building workshops provided an opportunity to about 20 radio stations to attain conceptual clarity on the community learning programme (CLP) model developed by the Commonwealth of Learning through collaboration with various global partners. The participants organised further training on community radio broadcasting covering community learning programme development in their respective CRS' for about 10 women each.

Web Radio and Content Exchange Platform

CEMCA has been actively engaged in using ICT as a tool for providing learning opportunities for development. To further enhance access to audio-based learning and using digital technologies, CEMCA has been encouraging educational institutions and community radio stations to set up internet-based radio, also known as Web-Radio. Partnering with the Gram Vani Community Media and I Radio Live, which are groups known for their innovative use of technology, CEMCA organised workshops to help them use software tools in a step-by-step manner for setting up Web-Radios in their respective institutions.

To enhance the level of community radio stations' participation in the *Ek Duniya Anek Awaz* (EDAA) content exchange platform, CEMCA instituted the 'EDAA Awards for Knowledge Sharing' in partnership with One World.

Conclusion

CEMCA, New Delhi is an inter-governmental organisation, which is the only regional agency of the Commonwealth of Learning (COL), implementing COL's mandate in the eight countries of Commonwealth Asia. CEMCA has been very closely associated with all aspects of the development of community radio in India like policy and advocacy, establishing community radio stations, capacity building for community engagement, station management, and local content creation.

DST collaborated with CEMCA under Track 1 (Policy Framing) of STIP 2020. One of the instruments of Track 1 is Thoughts of India. CEMCA partnered with community radios across the country and created awareness about the Science Policy, its design process, and how communities' lives are intertwined in three areas --- education, health, and agriculture -- through podcasts. Communities' voices will be added to the STIP 2020 drafting process.
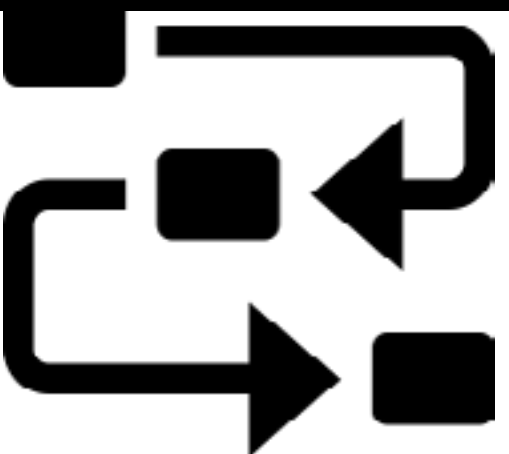
Methodology

The Science, Technology and Innovation Policy 2020 can be viewed as a culmination of the reforms that necessitated the need for a new perspective on how India addresses science, technology, and innovations. The core vision of STIP 2020 is the decentralisation of policy designing by making it a bottom-up and inclusive process. It aims to realign priorities, have a sectoral focus, and find methods of research and technology development with the goal of larger socioeconomic progress.

DST decided to have six national level initiatives and engaged various stakeholders in the nation to formulate the policy. Different ways were identified for the policymaking process. These are:

- In Conversation With

- Across the Table

- Policy Compass

- Open Letter

- Thoughts for India

- Ideathon

Thoughts for India was a podcast series which partnered with community radios in the country. Awareness was created about the Science Policy and its design process through podcasts. The podcasts were done in various regional languages. It was important to gather inputs from the communities through CRs. This chapter is presented in the following headings:

- Project Framework

- Objectives of the Project

- Selection of Community Radio Stations

- Study Instruments

- Duration of the Project

- Intervention Strategies

- Data Collection

Project Framework

Surveys help in explaining educational phenomena in terms of the conditions or relationships that exist, opinions that are prevalent, effects that are evident, and trends that are developing. Within the mandate of the project, a descriptive survey method was used to collect data.

The project adopted a comprehensive research framework. Three aspects --- reach, language, and listenership --- were considered while selecting the community radio stations. Figure 2.1 provides the framework of the project.
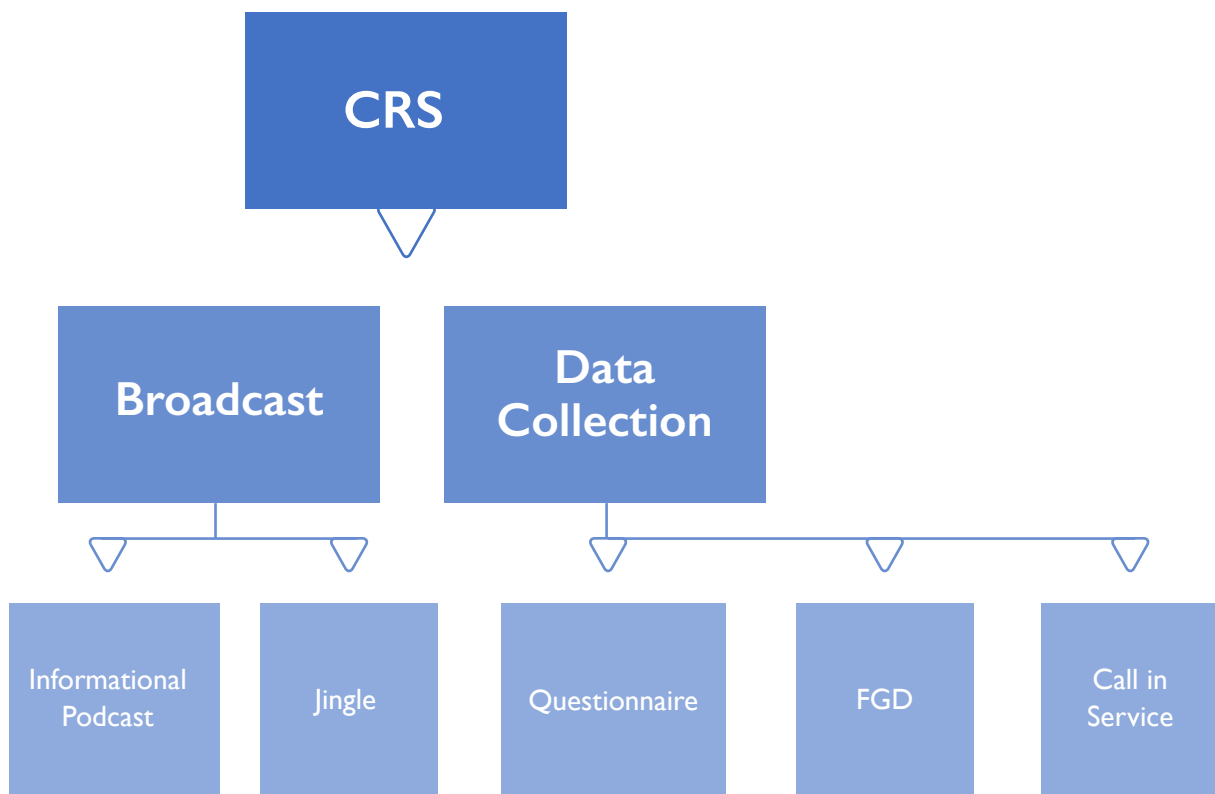
Figure 2.1: Project Framework

Objectives of the Project

The objectives of the project were to:

- Map community radios vis-à-vis a mutually agreed on approach that would help in meeting the representative aims.

- Organise online capacity building workshops to prepare all CRs for dissemination of information on STIP 2020.

- Coordiate and monitor CRs' activities.

- Compile the comments obtained on Science Policy from the CRS'.

Selection of Community Radio Stations

There are 289 CRS in India of which 25 were selected using a purposive sampling technique with the following criteria:

- Active CRs CEMCA has worked with

- Regional representation

- Language diversity

- Gender diversity

Using these criteria, 25 CRS' were identified and selected from 5 regions of the country for this project. All communities and community members under each CRS were included as primary stakeholders in the project. The region-wise number of CRS is given in Table 2.1. A detailed list of CRS' is given in Annexure 1.

Table 2.1: Region-wise CRS

S. No.	Region	Number of CRS
1	North	6
2	South	5
3	West	5
4	East	5
6	North-East	4
Total		**25**

Research Instruments for Data Collection

The following research instruments were used for data collection:

- First, data from primary sources of information was collected through a structured community radio survey questionnaire.

- Second, information was collected through focus group discussions (FGDs). FGDs were organised by each CRS.

- Third, data was collected through informal conversations through call-in services.

Structured Questionnaire

The *Community Radio Survey Questionnaire STIP 2020* was prepared in English for community members. Further, the respective CRS' translated the questionnaire into their regional languages for better communication and understanding. The questionnaire (Annexure 2) had two parts. Part A was on respondents' demographic profiles. It consisted of 15 questions which sought information on gender, age, availability of phone, radio listening habits, education, disability, problems faced by the community, and access to technology among community members. Part B of the questionnaire was for collecting information on what community members wanted from the STIP 2020 policy. This part had three open-ended questions which sought information on the community's priority concerns while formulating STIP 2020.

Focus Group Discussions

FGDs were conducted with members of the community under each community radio station. Each CRS conducted a minimum of four FGDs in two months with community members. Each group consisted of a community leader, social workers, youth, and women who were randomly selected based on their availability.

The questions posed during the FGDs were similar to the questions posed in Part B of the questionnaire (stakeholders' opinions about STIP 2020, the policy to focus on aspects like health, education, environment, agriculture; thinking how science affects their daily lives; and what the government should do in the field of science and technology to improve their lives). CRS' were provided with some lead questions developed by the project team.

Call-In Services

Information was gathered through call-in services. Officials, local people, experts, students, homemakers, teachers, and labourers were interviewed, and the interviews were recorded using a flash recorder or mobile phone. Some CRS' did phone-in recordings from the studio and some CRS' recorded the interviews by going to the field and using flash recorders or mobile phones. The Anna CR did a phone-in recording using vox-pop via the phone. Most people called the stations and recorded their views at a time convenient for them. In the end, the recorded calls were transferred to the computer system and saved in MP3/4 format before being uploaded to the folder provided by CEMCA to all the CRS' on Microsoft One Drive. The recorded interviews or calls were in Hindi, English, and regional languages.

Duration and Timeline of the Project

Considering the importance and requirements of the STIP 2020 Policy at the national level, the following time frame for the project was followed:

- Pre-preparation: 15th July till 31st July 2020

- Actual duration of podcast: 1st August 2020 till 30th September 2020

- Post project (data tabulation, report writing etc.): 1st October till 31st October

- Total duration: July 2020 to October 2020 (four months)

The details of the timeline for the project are given in Table 2.2.

Table 2.2: Schedule for implementing the Activities

Activity	July 2020	August 2020	September 2020	October 2020
Pre-Preparation	■			
Orientation of CRS	■			
Capacity Building of CRS	■			
Actual Broadcast		■	■	
Data Collection from the Community		■	■	
Analysis and Report Writing				■

Intervention Strategies

Broadcast of an Informational Podcast and Informational Jingle

DST, Government of India and the STIP 2020 team produced an informational podcast and jingle related to STIP 2020. Both these were produced in different state specific local languages.

- The duration of the informational podcast was 9 minutes.

- The jingle had a 2-minute duration.

Each CRS prepared the broadcast schedule for the audio programme. However, the broadcasting schedule of the podcast by CRS' varied from one station to another. All the CRS' prepared their broadcasting schedules and informed their communities in advance. The CRS wise broadcasting schedule is given in Annexure 3.

Capacity Building and Monitoring of Community Radio Stations

The project's activities started with the capacity building of various stakeholders such as the project team, CRS' managers, zone-wise coordinators, and data collection personnel. Online capacity building programmes were organised in various steps (Table 2.3).

Table 2.3: Online Capacity Building Programmes for CRS'

S. No.	Capacity Building Programme	Date	Attended By
1	Orientation of CRS	27th July 2020	CRS, DST Officials, CEMCA Team, Zonal Coordinators
2	First Online Capacity Building Programme	30th July 2020	CRS, DST Officials, CEMCA Team, Zonal Coordinators
3	Review Meeting of the Project	7th August 2020	CRS, DST Officials, CEMCA Team, Zonal Coordinators
4	2nd Review Meeting of the Project	1st September 2020	CRS, DST Officials, CEMCA Team, Zonal Coordinators
5	Final Review Meeting of the Project	7th October 2020	CRS, DST Officials, CEMCA Team, Zonal Coordinators

All the capacity building activities were organised online. Online meetings were attended by CRS' personnel, DST officials, CEMCA members, and zonal coordinators.

Table 2.3 shows that the first capacity building programme was organised on 30th July 2020 to brief the 25 selected CRS' on the activities and expectations of the STIP 2020 project. Two review meetings were conducted with CRS' and project coordinators on 7th August and 1st September 2020 respectively. In the end, a post project review meeting with CRS' and project coordinators was organised by DST and CEMCA on 7th October 2020.

Sample: Respondents

The purpose of this project and DST's mandate was consulting the public in framing the STIP 2020 Policy. For this, CRS' were chosen as they are a low-cost medium which reach out to the rural community.

Table 2.4 Number of Respondents

S. No.	Number of Respondents from Written Reports	Numbers from Data uploaded on Google Drive
1	10,273	9,276

Table 2.4 gives the total number of respondents who filled the questionnaire at 10,273. However, this number differed when the data was transferred to Google Drive.

Number of FGDs

Table 2.5 gives the total number of FGDs conducted in 25 selected CRS' during the two-months of the project.

Table 2.5: Focus Group Discussions

S. No.	Zone	Total Number of CRS	Number of FGD	Number Participated.
1	North	6	23	170
2	South	5	33	179
3	West	5	18	166
4	East	5	26	229
5	North-East	4	17	138
	Total	25	117	882

Table 2.5 shows that the 25 CRS' conducted 117 FGDs. CRS' in the West and North-East zones did 18 and 17 FDGs respectively. These discussions were attended by 882 individuals from the communities.

Data Collection Procedures

There were three levels of the data collection process:
- Administration of the survey questionnaire

- Focus group discussions

- Call-in (phone-in call) services

A team of trained data collection persons from the communities where the CRS' are situated visited potential community members. Information was collected from the listeners who listened to the STIP 2020 broadcast. Information was collected in person from community members. Every evening, the data was uploaded to the Google sheet.

Under supervision of the project team, CRS' conducted FGDs comprising of different homogeneity groups. After each FGD, a report was written by the CRS' teams. At the end of the month the reports were consolidated by the zonal coordinators.
Data collection was closely monitored by the zonal project coordinators.
Data collection activities were closely monitored by CEMCA's project team.
The data was tabulated and analysed at CEMCA for interpretation.
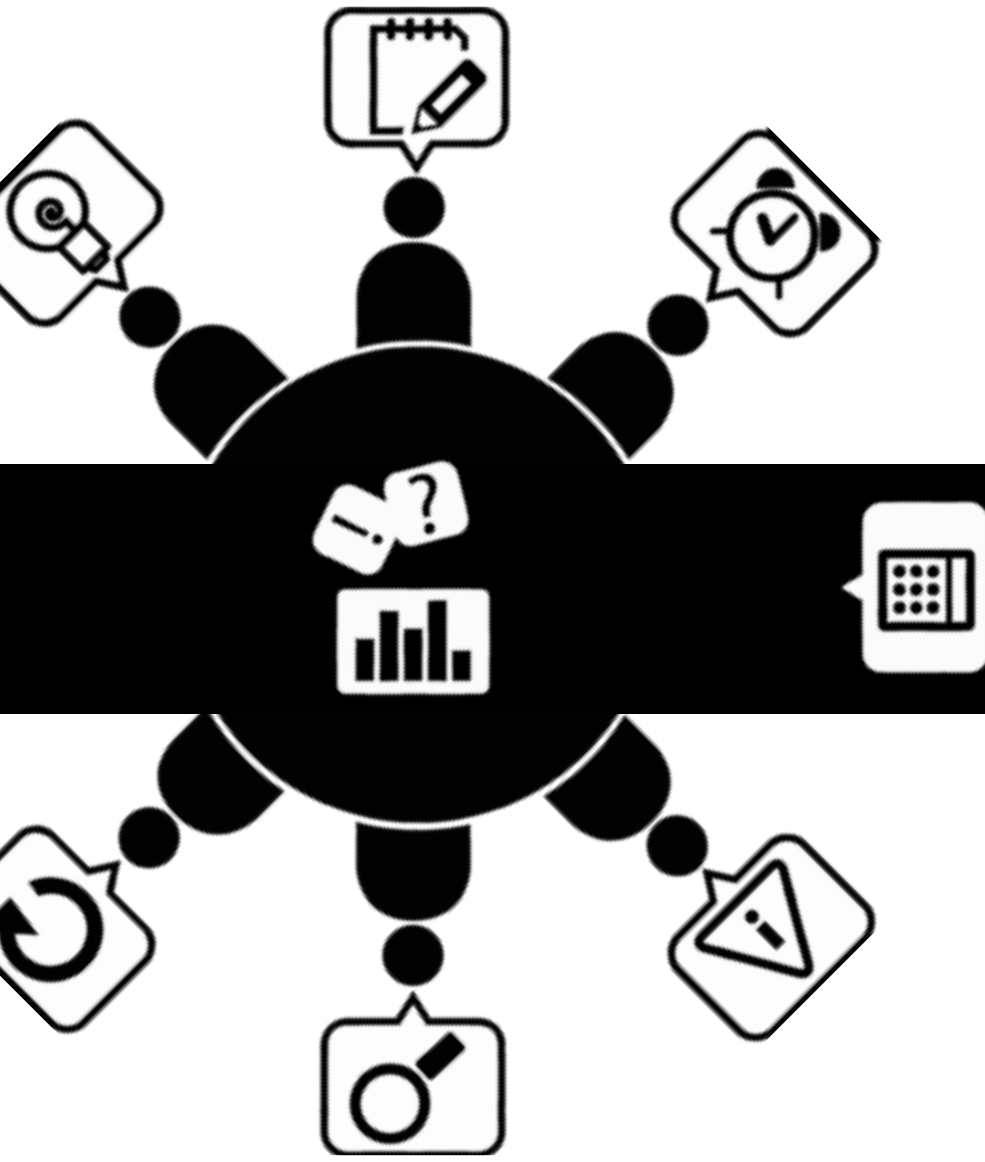
Findings and Discussion

This chapter provides an analysis of the socio-demographic profile of community members who listened to the STIP 2020 broadcast. It is worth reiterating here that the total number of listeners sampled for the study was 10,273 who were selected from 25 CRS' from all the five zones in the country. Data was collected from 1st August till 30th September 2020. The data collection instrument had two parts.

Part A of this chapter analyses the various demographic characteristics of the respondents (supporting graphs and figures are provided under each variable).

Part B analyses the information gathered from the community through open-ended questions.

The data analysis showed that approximately 10,000 community members participated in the survey. They filled the questionnaire and participated in call-in services and FGDs; 773 did not actively participate or preferred not to communicate their vision about several items related to the STIP 2020 project.

Part C gives a zone-wise report.

Part A: Respondents' Demographic Profile

Gender

The first question asked in the questionnaire was on gender. There were different expectations from male and female participants as their behaviour might differ when it comes to listening to CR (Figure 3.1). An analysis of the data shows that 57 per cent of the listeners who filled in the questionnaire were male and 43 per cent were female.
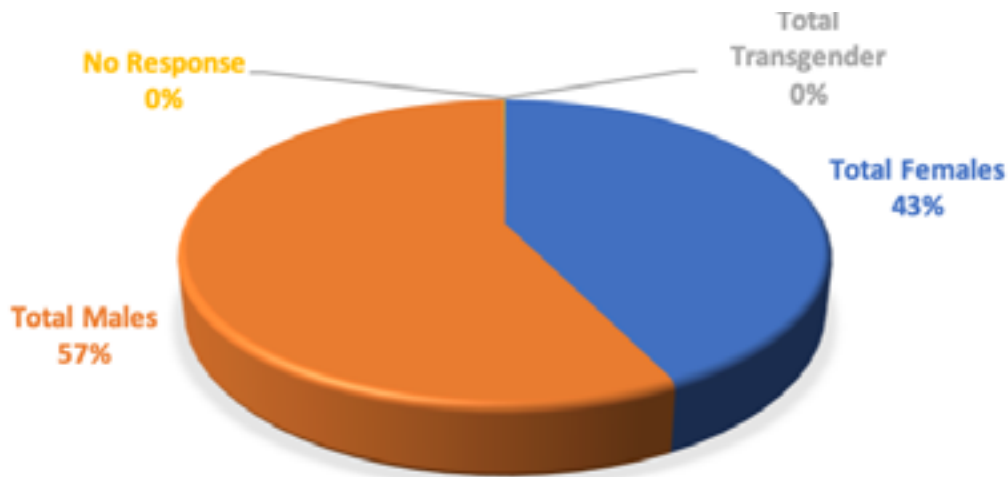
Figure 3.1: Gender Composition of the Participants

Age

The age of community members was collected as a continuous variable by asking the age of each community member who listened to the broadcast and participated in the project (Figure 3.2). An analysis of the age of the respondents shows that a majority were youth (35 per cent) in the age group 21-30 years, followed by adolescents (20 per cent) who were below 20 years of age, and 20 per cent of the people were in the age group of 31-40 years. An analysis of the figures also shows that the number of senior citizens above 60 years was small (4 per cent). Moreover, 14 percent of the participants were in the age group 41- 50 years.
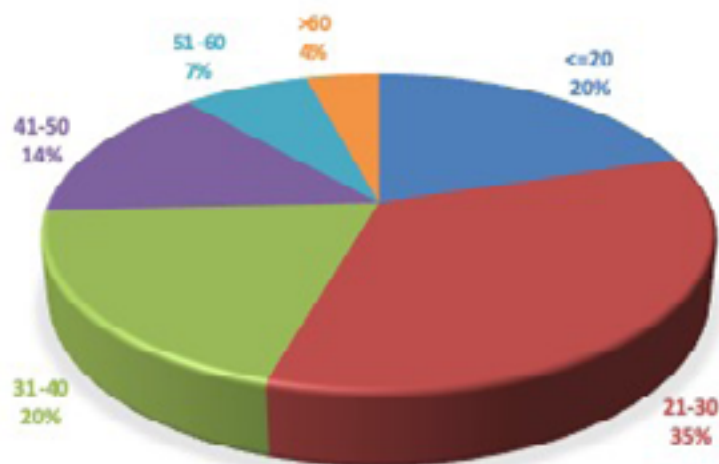
Figure 3.2: Age Range of the Respondents

Access to phones and mobile phones

Mobile/hand phones are powerful communication devices. Mobile phones and their applications are a key component in bridging the digital divide in India. The number of mobile cellular subscriptions in India is increasing every year. India has the world's second largest internet population at over 483 million users in 2018. Of these, 390 million users accessed the internet via their mobile phones (https://www.statista.com/statistics/558610/number-of-mobile-internet-user-in-india/#:~:text=The%20 country%20had%20the%20world's,over%20500%20million%20by%202023).

The participants were asked to explore how the proliferation of phones made them an ideal plat-form for delivering necessary content especially in rural areas (Figure 3.3).
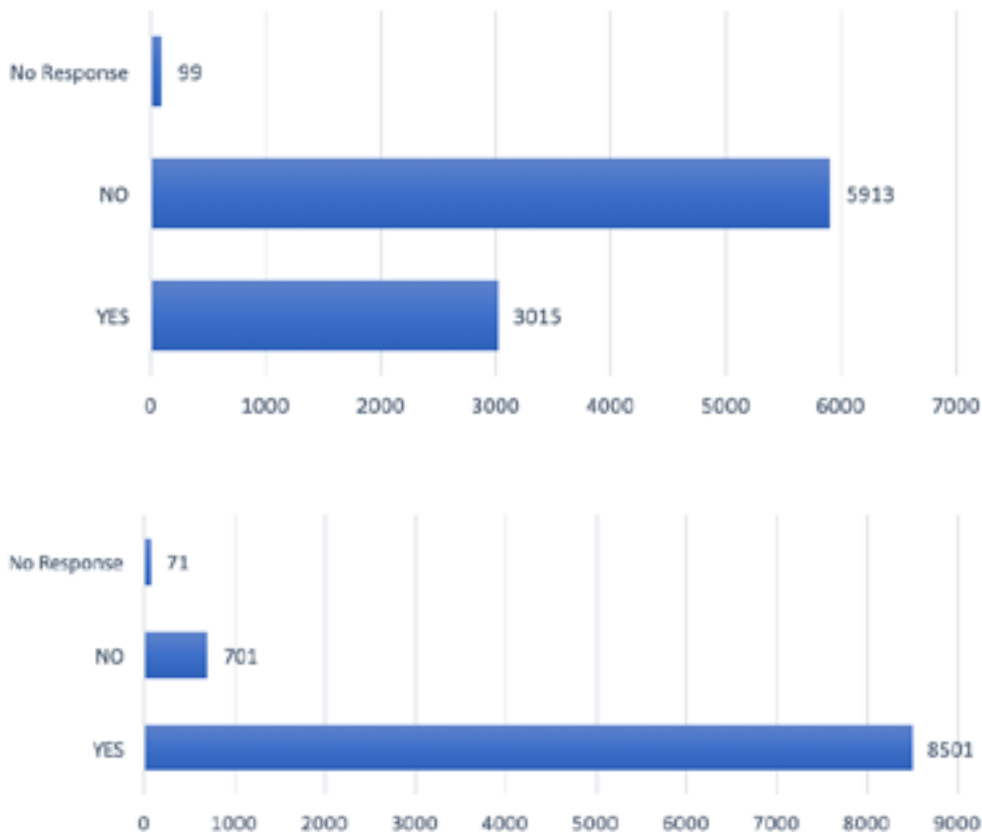
Above Figure 3.3: Access to a Phone, Below Figure 3.4: Access to a Mobile

The participants used landline and mobile phones to listen to the audio programme and jingle. An analysis of the data found that two-third of the respondents (66 per cent) had access to landline phones. Only one-third of the participants did not possess a telephone.

An absolute majority (85 per cent) of the participants had mobile phones and most of them used their mobile phones to listen to the audio programme and jingle (Figure 3.4).

CRS' teams collected feedback from the respondents through landline phones / mobile phones thus ensuring that all the respondents had easy to telecommunication digital devices.

Due to easy access to mobile phones, most of the participants (73 per cent) listened to the radio on their mobile phones. Hence, they had a trouble-free prospect of using the STIP 2020 programme irrespective of their location: home, workplace, school.

Where do you usually listen to the Radio?

The participants were asked about their radio listening habits by asking them where they listened to the radio (Figure 3.5). The participants listened to the radio at different places such as home, workplace, and while travelling and commuting. An analysis of the figures shows that most of them listened to the radio at home (71 per cent), followed by traveling/commuting (9 per cent). Some of the respondents listened to the radio both at home and their workplace (5 per cent).
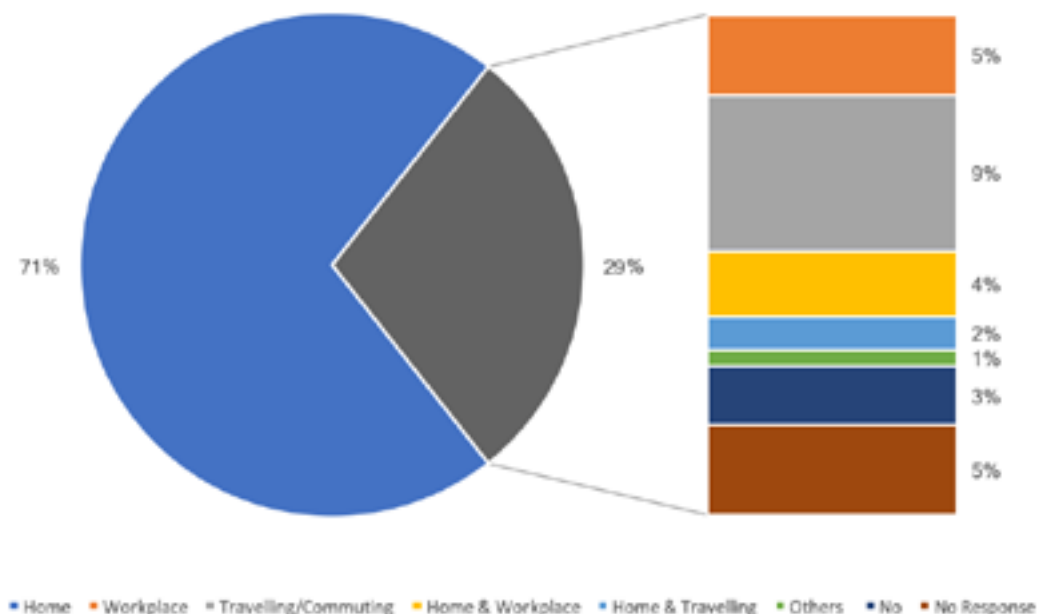
Figure 3.5: Radio Listening Habits of Respondents

When do you usually listen to the radio?

The respondents were asked about the time when they listened to the radio (Figure 3.6). Respondents gave different responses about their radio listening habits. There was no fixed time when the respondents listened to the radio. An analysis of the data showed that a majority of the respondents preferred to listen to the radio at different times. However, the preferred time for listening to the radio was 5.00 pm to 10.00 pm followed by the morning to 1.00 pm (10 per cent) and 5.00 pm to 8.00 pm (7 per cent). A further analysis of the data showed that the respondents preferred to listen to the radio in the evening. Some of the respondents either did not respond or gave multiple options.
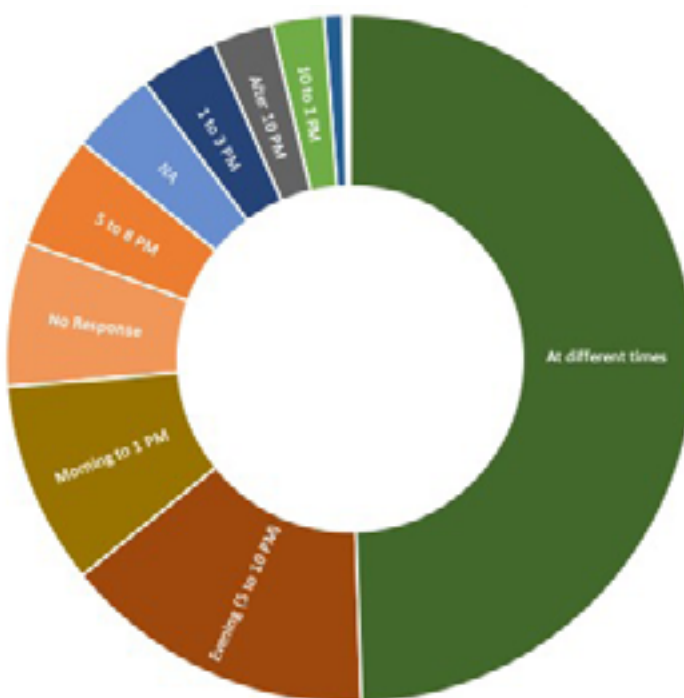
Figure 3.6: Time of Listening to the Radio

Do you listen to the radio on your mobile phone?

Community members were asked if they listened to CR programmes on their mobiles (Figure 3.7). An analysis of the figures showed that most of the respondents (68 per cent) listened to the radio on their mobile phones while 25 per cent did not listen to the radio on their mobile phones. Seven per cent of the respondents did not respond to this question.
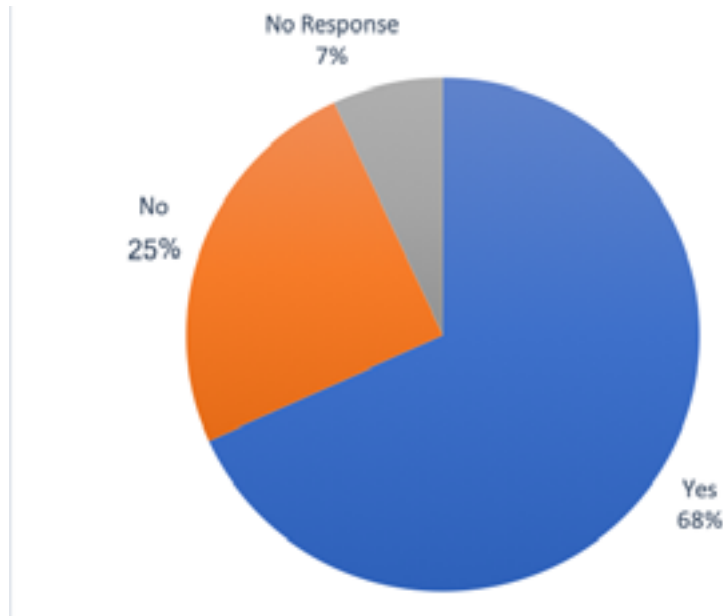
Figure 3.7: Listening to the Radio on the Mobile

Education

The community was distributed as per their educational status (Figure 3.8). Respondents had diverse educational qualifications: 30 per cent had undergraduate degrees and 14 per cent had post-graduate qualifications. Elementary, secondary, and senior secondary education was reported by 13 per cent, 9 per cent, and 15 per cent of the respondents respectively and 5 per cent of the respondents were illiterate while 1 per cent were literate, but with no formal education.
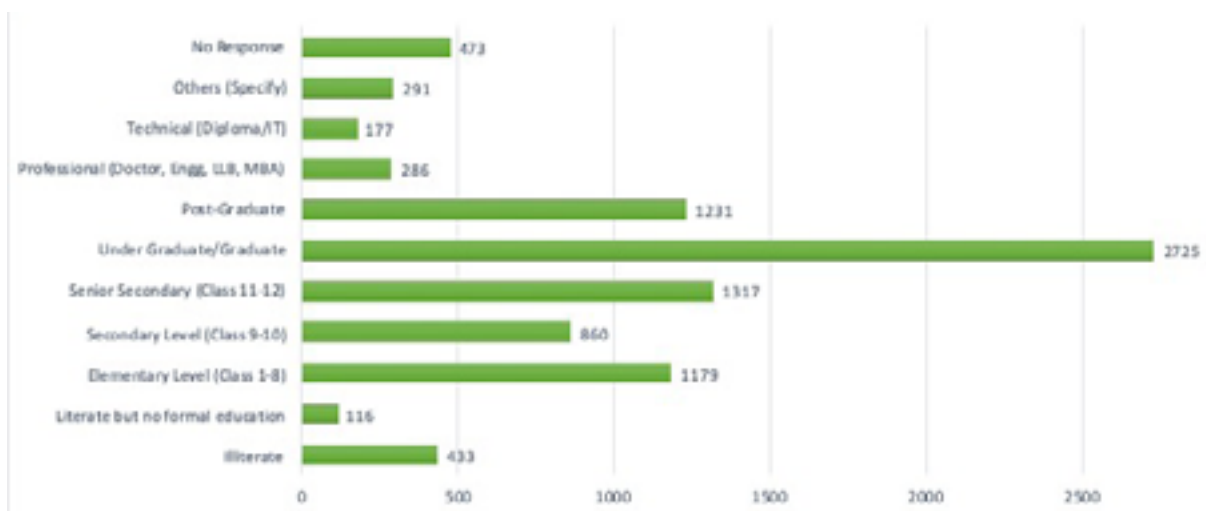
Figure 3.8: Educational background of the Respondents

Occupation

An attempt was also made to analyse the occupations of CR listeners (Figure 3.9). An analysis of the occupations of the respondents showed that 29 per cent were students, 15 per cent were employed in the private sector, 12 per cent were homemakers, and 10 per cent were self-employed.
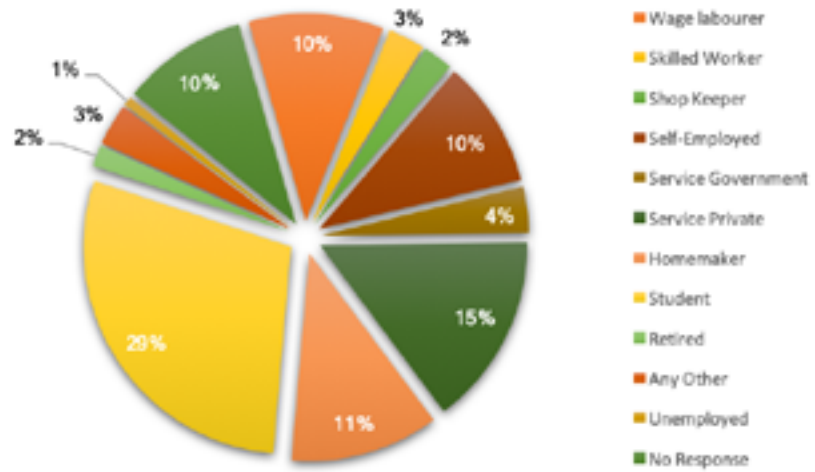
Figure 3.9: Occupation of the Respondents

Disabilities

People with disabilities are a part of our society. They are just like us and want to live life fully. But due to restrictions because of health reasons, they face barriers in inclusion and meeting their needs. The survey collected information about disabilities from community members who listened to the STIP 2020 broadcast (Figure 3.10). Responses received on this aspect showed that 583 participants (only 6%) had some disability.
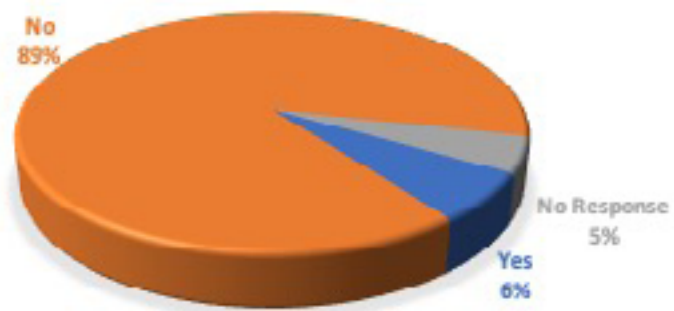
Figure 3.10: Persons with Disabilities

Nature of Disability

Six per cent of the respondents reported that there were persons with disabilities in their homes. The nature of disability included visual (22 per cent), orthopaedic (21 per cent), hearing (16 per cent) impairment, and mental conditions (8 per cent) (Figure 3.11).
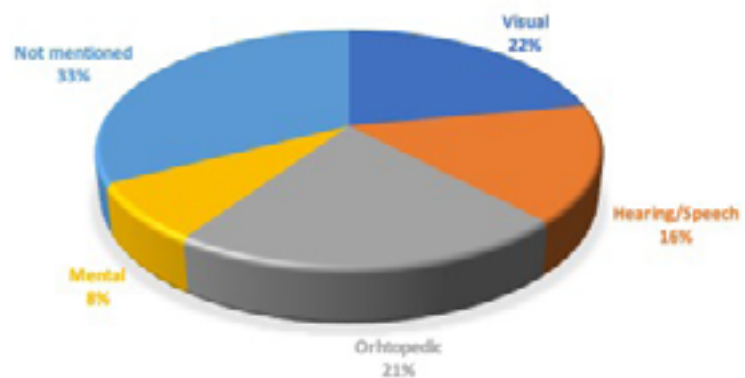
Figure 3.11: Nature of Disability

Kind of Technology used

Different technological devices were used by the people to communicate and gather information. One of the objectives of asking this question was determining the extent to which people used different devices to access information pertaining to important issues related to them. Regarding use of different types of technology devices, 40 per cent of the respondents used mobile phones, 12 per cent used smart phones, and 16 per cent used both smart phones and mobile phones. A few of the respondents (2 per cent) used desktops and laptops (Figure 3.12).

Figure 3.12: Types of Devices used by Respondents

How do you Access the Internet?

Our findings showed that around 70 per cent of the respondents accessed the internet through their mobile phones while 12 per cent reported that they did not use the internet. (Figure 3.13)

Figure 3.13: Respondents' Access to the Internet

Sending Messages

Sending messages is one of the oldest and commonly used methods of sharing information. The participants used mobile phones for sending messages. Most of the respondents (4,440) used WhatsApp to send messages. Community members also used email and Facebook for sharing information. WhatsApp was the preferred mode of sending messages (48 per cent) while 15 per cent sent messages through WhatsApp, email, and Facebook

Figure 3.14: Sharing messages by Respondents

Problems Stated by the Respondents

Community members were asked to describe five problems that they faced in their day today life. Five most pressing problems were:

- **Education:** Education was an important area of concern for the listeners and they expressed the need for easy and affordable access to educational infrastructure in a CR's effective range. According to them they needed schools with quality education for all delivered in an equitable manner. There was no facility of higher education in the area what area is this? which needed to be provided.

- **Health and hygiene:** Listeners faced a variety of health-related problems which can be broadly categorised as diseases and hygiene. Diseases like COVID-19, typhoid, dengue, malaria, and depression are quite common in the area? What area? Didn't the study cover all the five zones, please clarify and change throughout. In addition to a regular supply of medicines, the participants also needed antenatal care, adequate health infrastructure (such as primary health centres), and veterinary hospitals. Hygiene issues pertained to overall poor sanitary management, improper disposal of waste, sewage problems, a poor and open drainage system leading to mosquito breeding, and stray dogs.

- **Drinking water:** The scarcity of safe drinking water is also a major problem in the study area the study area has not been clearly specified so far. The only explanation given in the five zones, which is a vast area particularly since only 25 of the CR stations formed a part of the study. In addition, stagnation of water after rains, pollution, contamination of water by industries, and lack of suitable water disposal mechanisms were cited as some water related issues faced by the participants.

- **Unemployment:** Lack of jobs in the area and various problems related to self-employment were outlined as serious economic issues being faced by community members.

- **Transportation and communication:** Lack of proper roads,   road accidents due to uneven roads, lack of electricity, poor streetlights, lack of a proper information system, and no internet connectivity were also mentioned by the participants as problem areas.

Part B: Information Gathered through the Community

Community members were asked three open-ended questions on science and technology. The following section discusses the information gathered from community members on the three open-ended questions provided by DST. These are related to areas on which STIP 2020 should focus, how science affected the participants' daily lives, and what the government can do in the field of science and technology to improve the lives of community members. The exact questions were:

a) On what areas do you want the STIP 2020 policy to focus like health, education, environment, agriculture, or anything else you can think of?

b) How do you think science affects your daily life?

c) What do you want the government to do in the field of science and technology to improve your life?

As per the reports of the coordinators, data was collected from 10,273 respondents. The qualitative data was analysed which led to some major points emerging.

On what areas do you want the STIP 2020 policy to focus like health, education, environment, agriculture, or anything else you can think of?

The listeners were of the view that STIP 2020 should focus on health, education, environment, agriculture, and transportation in rural areas. In addition, removal of poverty and employment generation for people living in rural areas should also be emphasised in the policy document.

Agriculture: The policy should focus on agriculture by educating those engaged in farming at different levels - from grassroots to the higher levels -- to empower them. It should emphasise helping the agriculture industry by providing necessary knowledge, infrastructure, tools, and access to technology. Farmers should be trained in innovative techniques of farming and irrigation to increase yields. High quality seeds and pesticides should be made easily available at low prices. People should be trained in the latest food processing techniques to improve their livelihood options. Thus innovative, scientific training opportunities in different aspects of farming should be provided to farmers.

Education: All levels of the education system - primary, secondary, and higher education --should be covered in the policy to enhance the quality of education and research in the country. Free and compulsory education should be made available to students till Class 12. Proper infrastructure and free internet facilities should also be provided to the students of all ages so that they can avail online learning facilities. Students of all categories should be trained in digital learning along with low cost digital devices to acquire relevant information from different sources. The STIP 2020 Policy should also focus on education and safety of girl students. Power failures in some areas create obstacles in the teaching-learning process which should be addressed and uninterrupted electricity supply should be provided to facilitate learning.

Unemployment: Unemployment is one of the major factors hampering the growth of communities, society, and the country. The STIP Policy should address this problem by setting up small and medium scale industries. Some measures should be taken for minimum wages for workers in small towns and villages so that their lives are not drastically affected by a pandemic like COVID-19 (Box 3.1).

Box 3.1: Scarcity of drinking water in the eastern region

- Low cost technology to obtain all types of information.

- Use of solar energy for health, education, and energy conservation.

- Awareness and utilisation of rainwater harvesting methods for water conservation.

- Solid waste management and making the community aware of it.

- Provision of clean and safe drinking water in the villages.

- Removal of water borne diseases in rural areas.

- Development of an ICT-enabled, needs based curriculum.

How do you think science affects your daily life?

The following issues emerged after a data analysis:

- Most of the community radio listeners believed that science and technology had a great effect on different aspects of their daily lives. Electronic devices used by community members were a product of science and adequate knowledge and judicious application of electronic devices would improve their quality of life.

- Science and Technology (S&T) has a special place in the contemporary world which covers almost all fields of human life such as education, health and medicines, nutrition, agriculture and food grains, industries and industrial development, housing, natural resources, transportation, and communication and entertainment. Advancements in S&T accelerate human activities and impact economic progress in a community.

- Important discoveries such as the internet, electricity, and DNA mapping have been made possible by S&T which are very useful for the welfare of the people. These have facilitated easier and faster communication and exchange of information.

- Computer technology has made it possible to collect, preserve, and retrieve data for various social and economic purposes. This can help manage office functions, in conducting scientific research, and performing medical diagnosis efficiently and effectively.

- The discovery of nuclear power has made it possible to generate electricity, diagnostics treatment, and doing agriculture research.

- S&T provides information about conservation of energy, health, transportation, communication, defence, economies, leisure, and exploration.

- Because of the lockdown due to the COVID-19 pandemic, S&T helped students continue with their studies through online learning from home/workplace. With the help of smart phones, laptops, and the internet educational institutions across the country connected with their students and taught them despite various problems.

- Agriculture is an integral part of the country's economy. S&T helps farmers use innovative methods of farming and increases their productivity by using hybrid seeds, fertilisers, and sophisticated / advanced technologies. Tractors, winnowing fans, combine harvesters, new irrigation methods, and pesticides and fertilisers are some examples of science's impact on human life.

- S&T enables farmers to decide what type of soil, water, and fertilisers will be required for which crops. It also provides information about allied occupations such as poultry farming, dairy cultivation, earthworm compost, and piggeries.

- ICTs have a tremendous impact on human beings. Both traditional media (radio, television, landline phones) and modern technologies such as mobile phones, computers, internet, wi-fi, laptops, and I-pads have made life easier and facilitated sharing of information across the world.

- Roads / Transport: Today the country is equipped with a large network of roads which connects rural and urban areas. Due to developments in S&T various modes of transportation such as buses, metros, railways, ships, and aeroplanes are available for transportation of humans and cargo.

- Household Appliances: A diverse set of appliances and equipment is available for household purposes making human life comfortable. Electrical and kitchen appliances, air conditioners, fridges, and watches are used by Indian households. Use of cycles, scooters, motorcycles, and cars increases mobility.

What do you want the government to do in the field of science and technology to improve your life?

On analysing the data collected from community members the following points emerged about how the government can improve lives using science and technology:

- Community members wanted the government to solve their diverse problems pertaining to health, education, transport, communication, agriculture, new farming methods, rainwater harvesting, animal husbandry, poverty, and rising crime rates. They also need to be made aware about drugs and their ill effects, employment opportunities, skill development programmes, training of teachers, and population and pollution control programmes and expect the government to take action in some of these areas.

- Listeners maintained that the government should have a proper medical policy in place and educate people on correct health practices. Health camps need to be organised from time to time to provide easy access to medical facilities and treatment to different sections of society.

- Listeners expressed the need for updated knowledge in different areas of science and technology such as artificial intelligent (AI), biotechnology, wireless communication sciences, defence technology, meteorological science, space technology, and development of satellites. They called on the government to provide training opportunities in some of these emerging areas.

- In a significant observation, the listeners said that the government should create eco-friendly technologies such as solar panels, solar power, and hydroelectric power for providing better life options to people in the area.

- Community members asked for free and compulsory education for all, particularly for the disadvantaged sections of society. Each student should have free or subsidised access to the internet and smart phones for online learning. Technological devices should be made available at lower prices to poor children. New policies should be introduced with updated curriculum/syllabus and contemporary pedagogy so that students in rural areas can keep pace with the rest of the country.

- The government should support children with special training and educational needs and science and technology should be used for improving their lives. Community members should also be made aware of the problems faced by this section of society.

- Students, teachers, and parents should be trained in various applications of technology for teaching-learning.

- Innovative radio and television programmes on science and technology may be produced for a better understanding of important issues among people who may have limited knowledge about these areas.

- Agriculture institutions and government establishments should make farmers aware of innovative farming and cultivation practices. This will enable farmers to grow healthy crops in large quantities which in turn will improve their economic status.

- The government should allocate a higher budget for producing organic fruits and vegetables to support the farming community and for healthy lives of the people.

- The government should promote different farming methods such as terrace farming, indoor farming, and kitchen farming/gardening so that people can be associated with the farming process and they can grow healthy food products.

- The government should encourage the community to use scientific methods for environment conservation and protection. Arrangements should be made to manage solid waste and recycling plastic products which pollute the environment.

- The government should provide security to the community and control the crime rate. CCTV cameras should be installed and drones used to check criminal activities in the entire area. First aid centres should also be set up in the villages.

- The government should monitor the functioning of Panchayati Raj Institutions to ensure that the gram panchayats perform their role for the well-being of the community.

- Basic amenities such as uninterrupted drinking water and electricity should be made available in the villages.

- The government should establish institutes such as ITIs and polytechnics to develop skills among the youth enabling them to seek employment and becoming self-reliant. Sincere efforts need to be made so that people can manufacture various items at their level with less dependence on outside agencies.

- Social media should be used for providing a platform to the people to share their views and acquire useful information about their livelihoods.

- Nanotechnology is helpful in curing many diseases. Hence, the government should make provisions to train the youth in various applications of nanotechnology for improving their lives.

Part C: Zone-Wise Report

from the North Zone

from the South Zone

from the West Zone

from the East Zone

from the North-East Zone

Activity Report from the North Zone

A project on Science Technology and Innovation Policy 2020 was initiated by the Department of Science and Technology, Government of India. The Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi was invited to reach out to community members through CRS' across the country. The CRS' were oriented to the project on 27th July 2020. The first Capacity Building Programme for CRS' staff members was conducted on 30th July 2020. The STIP 2020 project started on 1st August and continued till 30th September 2020, 25 CRS' were selected from across India to take part in the project so that people's participation in policymaking in the context to STIP 2020 could be ensured.

Community Radio Stations

Six CRS' were selected from the North Zone of the country:

- Alfaz-E-Mewat, Haryana

- Voice of Azamgarh, Uttar Pradesh

- CMS Community Radio, Uttar Pradesh

- Radio Gunjan, Himachal Pradesh

- Radio Mewat, Haryana

- Mandakini Ki Awaz, Rudraprayag, Uttarakhand

The CRS' started the broadcast of the informational podcast along with a jingle provided by DST on 1st August 2020.

Duration of Broadcast

The broadcast of the podcast on STIP 2020 was started by all the six CRS' on 1st August 2020.
Schedule of the Broadcast of the Programme

S. No.	Radio Stations	Podcast		Jingle		Remarks
		Duration	Time	Duration	Time	
1	Alfaz-E-Mewat	Twice a day	11.35 am and 9.00pm	Twice a day	Before the Podcast	Monday to Sunday
2	Voice of Azamgarh	Once a day		Thrice a day	Before the Podcast	Monday to Sunday
3	CMS Community Radio Lucknow	Four times a day	10am, 2 pm, 6pm and 9pm	Twice a day for two months	Before the Podcast	Monday to Sunday
4	Radio Mewat	Five times a day	9.15am, 11am,3.45pm, 6.30pm and 8.30pm	Five times a day	Before the Podcast	Broadcast was for five days in a week.
5	Radio Gunjan	Four times a day	11.05am, 1.20 pm, 2.30pm and 6.05pm	Five times a day	9.30am,10.30am, 6.30pm, 7.30pm and 8.30pm	Monday to Sunday
6	Mandakini Ki Awaz	Twice a day	8.10am and 8.30am	Twice a day	Before the Podcast	Monday to Sunday

Methodology

Data was collected through field visits where a questionnaire related to the project was administered to the respondents. Besides this, community members were also engaged in focus group discussions (FGDs) and their opinions on the possible uses of science and technology (S&T) were recorded. To make data collection easy, the CRS' created a Google form to reach community members.

The details of the respondents who filled in the questionnaire and the number of FDGs conducted per CRS are:

S. No.	Radio Station	Number of Respondents	Number of FGD		Number of Call in Service
			Number	Participants	
1	Alfaz-E-Mewat	382	4	49	100
2	Voice of Azamgarh	650	4	35	120
3	CMS Community Radio Lucknow	570	4	27	60
4	Radio Mewat	360	4	38	180
5	Radio Gunjan	390	4	21	20
6	Mandakini Ki Awaz	564	3	-	75

The data collected by each CRS was analysed.

Analysis using the survey method:

All the six CRS' have different primary audiences. Efforts were made to involve students, villagers, housewives, professionals, and service providers in the study. The data collected from each CRS was diverse and heterogeneous. However, education, agriculture, health, skill development, unemployment, and the condition of roads were some of the common issues discussed by the listeners of all the CRS'. Environmental issues were also given importance. Students highlighted the importance of skill-based education and emphasised that technology can play a very important role in transforming the education system. Online education is an emerging area that needs to be given importance. They also stressed the need to upgrade the infrastructure in government schools. Farmers emphasised involving science and technology in various activities related to agriculture and allied sectors. Organic farming and animal husbandry were also given importance. The need to promote small scale industries at the village level was mentioned. The issue of environment pollution and its causes were also highlighted by community members. Need for awareness generation in these areas was highlighted. Listeners of almost every CRS emphasised technological innovations and their importance in the health sector keeping in mind the COVID-19 pandemic.

Analysis using Call-in Services

Call-in services were used by all the CRS' to record the views and opinions of their listeners. The listeners' felt that STIP 2020 should focus on technological interventions in the fields of environment, education, livelihood, health, and agriculture. A few of them also felt that employment opportunities and skill based training should be provided. A majority of the listeners felt that lack of awareness was a major hurdle that prohibited the beneficiaries from availing the benefits of government schemes. The respondents felt that tele-medicine must be encouraged in the health sector. To counter the problem of pollution, massive plantations were the only option. Villagers must be encouraged to develop nurseries so that plantations can be done easily. The government must provide plants free of cost to the people who are interested in plantations. Awareness generation using various information dissemination drives must be carried out at the grassroots and community levels.

Analysis using FGDs

FGDs were held with community members to discuss issues related to the use of science and technology in various aspects of their day-to-day lives. The respondents shared their views on various topics and came up with different suggestions that can be used while framing the STIP 2020 Policy. The suggestions offered by the people included an increased use of renewable sources of energy, green technologies, and environment friendly methods for sustainable livelihoods. Technology should also be used for environment protection and innovations in the health and education sectors keeping in mind the COVID-19 pandemic. Other areas of discussion included use of technology for aware-ness generation in health, education and disaster management; encouraging innovations by extending financial help the community and building a scientific temperament through appropriate school cur-riculum and providing environment education. The participants welcomed the efforts being made by the government for increasing people's participation in framing the policy. The FGDs were conducted through phone conferencing, face-to-face interactions, and Zoom/Google meet apps. The efforts made were liked by community members and the FGDs managed to extract relevant information from them.

Discussion

The efforts of the CRS' and the government were appreciated by the respondents and listeners. Most of the respondents said that the government's approach was people centric and user friendly. Participation of the community in framing STIP2020 was welcomed by all. However, due to the COVID-19 pandemic, limited internet connection, and poor health status of functionaries there were certain limitations in the data collection. During the initial stages due to low awareness levels, people were not able to understand the questions so they got confused but this percentage was very small and the situation improved gradually. Despite of all this, the CRS' did their best and made the programme successful.

Conclusion

CRS' were encouraged to collect data from different segments of society. Efforts were made to involve different groups like service providers, farmers, students, housewives, professionals, deprived sections of society, and self-employed persons. Call-in services, surveys, and FGDs either through face-to-face mode or through web conferences extracted relevant perspectives of community members. CRS' were encouraged to use all these techniques depending on the pandemic situation which they did very well and came up with concrete suggestions. Hence, it can be concluded that it was a proud privilege for the CRS' to be a part of the STIP 2020 project with DST and CEMCA. Community members felt that they had been given importance through this intervention. They were motivated to think about the importance of science and technology and innovations. We hope that the experiment of involving CRS' as a bridge between policymakers and community members was successful.

Activity Report from the South Zone

A project on Science Technology and Innovation Policy 2020 was initiated by the Department of Science and Technology, Government of India. The Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi was invited to reach out to community members through CRS' across the country. The CRS' were oriented to the project on 27th July 2020. The first Capacity Building Programme for CRS' staff members was conducted on 30th July 2020. The STIP 2020 project started on 1st August and continued till 30th September 2020, 25 CRS' were selected from across India to take part in the project so that people's participation in policymaking in the context to STIP 2020 could be ensured.

Community Radio Stations

Five CRS' were selected from the South Zone of the country:

- Nila CR, Puducherry

- Anna CR, Tamil Nadu

- Radio Benziger, Kerala

- Radio Ala, Andhra Pradesh

- Radio Active, Karnataka

The CRS' started the broadcast of the informational podcast along with the jingle provided by DST on 1st August 2020.

Duration of Broadcast

The broadcast of the podcast on STIP 2020 was started by all the five CRS' on 1st August 2020:

S. No.	Radio Stations	Podcast		Jingle		Remarks
		Duration	Time	Duration	Time	
1	Radio Ala	Twice a day	Different timings during the day	Twice a day	Different timings during the day	Once a day on Saturday and Sunday
2	Radio Benziger	Once a day	11.40am	Five times in a day	12.45pm, 1.30pm, 2.30pm, 3.30pm and 4pm.	Monday to Sunday
3	Anna CR	Twice in a day	10am and 11.30am	Twice a day	Before the Broadcast	Live Broadcast was done from 8-9pm Everyday
4	Nila CR	Twice a day	10am and 3pm	Twice a day	Before the Podcast	Monday to Sunday
5	Radio Active	Eight times a day	8.50am,10.50am, 12.50pm, 2.50pm,4.50pm, 6.50pm, 8.50pm and10.50pm	Eight times a day	Before the Podcast	Monday to Sunday

Methodology

Data collection was done using both qualitative and quantitative methods. In the qualitative method, data was collected by conducting in-depth interviews through call-in services, FGDs, and social media like WhatsApp and emails. For call-in services, interviews were conducted with community members regularly and at least two FGDs were conducted by each CRS in a month. For the quantitative aspect, data was collected through administering a questionnaire and Google forms to the listeners. Those individual listeners who were not interested in recording their voice were requested to fill the Google form and some questionnaires were filled-in by CRS' teams in the field.

The details of the respondents who filled in the questionnaires and the number of FDGs conducted per community radio station are:

S. No.	Radio Station	Number of Respondents	FGD		Number of Call in Service
			Number	Participants	
1	Radio Ala	827	8	51	130
2	Radio Benziger	206	4	23	409
3	Anna CR	81	14	28	100
4	Nila CR	303	4	31	80
5	Radio Active	360	3	46	180

The initial week of the broadcast was generic in nature so that the listeners could understand the concept and objectives of the STIP 2020 project. Data collection started in the second week of August 2020. As the audio in Tamil language was not up to the mark, at the request of the CRS' the audio was reproduced and provided again. Meanwhile the stations kept broadcasting the available audio programme which was replaced immediately to continue the work. Two institutional-based CRs, one NGO-based CR and one hospital-based CR gave a detailed report from the grassroots to the experts involved in the STIP 2020 project.

Anna CR was facing a hard time due to the COVID-19, so it initiated alternative techniques to con-duct the project in a successful manner through phone-in recordings. Anna FM did a voice over vox-pop via the phone, WhatsApp, Zoom, and Microsoft teams. It did 81 voice clips (two per day for eight weeks) in the regional language. Anna CR organised the programme in two forms: interviews with experts and focus group discussions. Radio Benziger is a 'Benziger hospital society,' a 'not-for-profit' organisation which has been undertaking numerous innovative initiatives like community health cen-tres, self-help groups, and other social activities to express the social responsibility of such an organi-sation in concrete terms. The CR functioned under constraints as the programme was broadcast from a 600-bed hospital where COVID-19 patients were being treated. Radio Benziger' s staff members worked in a high risk environment. It was very difficult for them to do the survey in the desired manner. Most of the activities were performed from home. As the staff members were either reluc-tant to speak through phone-in programmes on short notice they were individually contacted and requested to mail their opinions in recorded voice clips. It was observed that most of the responses covered a wide spectrum of subjects according to the participants' level of education and exposure. People who participated in this survey came from all walks of life.

Anna CR caters to an urban community. The project team faced the pandemic situation in which communication technologies helped them protect themselves through awareness. Community members were contacted for data collection via phones and other modes. Topics such as clean water and sanitisation, innovations, healthcare systems, technology development, agriculture, disaster man-agement, and climate change were discussed. Even after going through such difficult times due to the COVID-19 pandemic, Anna CR conducted the FGDs and interviews using technology and got ex-perts to join the discussions. As a result, after a few days details about the STIP 2020 project spread wide and the project became popular among experts and doctors and they showed an interest and joined the discussions on their own.

The data collected by each CRS was analysed

Analysis using the survey method

The survey method was used for collecting data using a structured questionnaire; there were a range of responses.

Radio Ala mainly caters to the needs of farmers and fishermen and its efforts were coordinated by an NGO. Detailed responses were collected from the public, farmers, students, government employ-ees, private sector employees, and local shopkeepers who gave different perspectives and key public expectations. Most of the discussions focused on environmental issues, unemployment, healthcare, rural development, use of technology for development, and agriculture. Most of the discussions, calls, feedback, and opinions were related to the welfare of children and students and improvements in the lives of *divyangs* (children with special needs). The participants expressed the view that many of them had not benefited from the government's policies on science and technology. Fishermen, senior citi-zens, and retired persons also expressed their views.

The participants expressed a need for providing modern healthcare facilities to vulnerable community members at their doorstep. Similarly, the farmers felt that all technological innovations should assist them in a customised manner. In environment and its protection, the recurring natural disasters and climate change were matters of concern for everybody. Similarly, the insurmountable issue of waste management was a matter of concern and people expected technological innovations to help solve this problem. Overall, the entire process focused on villagers and people generally deprived of modern technological facilities.

Several questions in different areas like importance of innovations; use of technology in farming, health and education; financial support for innovations; natural disasters and climate change; and economic conditions were also highlighted by the participants. People from all walks of lives including doctors, engineers, teachers, professors, lawyers, entrepreneurs, arts and science students, high school and higher secondary students, auto/taxi drivers, shopkeepers, homemakers, and retired persons participated in the survey. Their dream was to take all DST's technological initiatives to their community. Some respondents showed their enthusiasm when they suggested significant ideas for STIP 2020. They determinedly said that their views and opinions would be an input for the government in executing scientific and technological innovations for the overall development of the nation.

Analysis using Call-in services

The CRS' also collected responses from community members using call-in services. The main topics discussed were:

- How does S&T help community members in their daily lives?

- On what areas of development should STIP 2020 focus on?

- What should the Government of India accomplish in the field of S&T?

Analysis using FGDs

The five CRS' conducted several FGDs with community members using different platforms. Due to the social restrictions posed by the COVID-19 pandemic, some FGDs were conducted over phone and video conferencing (Anna CR). Some FGDs were conducted as face-to-face interactions by following all COVID-19 preventive measures. In most of the FGDs, the participants discussed health, education, agriculture, infrastructure development, disasters, and climate change. The participants also discussed how small innovations in one's daily life had made lives simpler, especially during the COVID-19 pandemic (Nila CR). The participants also maintained that science and technology should offer innovations in agriculture so that the farmers can benefit (Radio Ala). They also suggested that information regarding agriculture and various social protection schemes should be disseminated through local and community based technological platforms so that the beneficiaries can benefit. The FGDs also highlighted various issues like disaster management, climate change, healthcare, education, and protection of the environment (Radio Benziger and Anna CR). Several participants offered exciting views and suggestions on these themes.

Conclusion

CRS' in the South Zone collected data from different sections of society. They approached women, entrepreneurs, skilled professionals, differently abled people, and marginalised and disadvantaged sections of the community for collecting data. Although the target audiences of all the five CRS' were different they offered their views on significant issues like improvements in the health sector, education sector, innovations in agriculture and farming sectors, environment conservation, and controlling climate change. Farmers, fishermen, teachers, students, and people from remote and difficult terrains offered their feedback on the use of S&T in their lives. The listeners maintained that this project gave them an opportunity to understand the problems faced by the community from different points of view. They also highlighted the poor conditions of unemployment, healthcare, government schools, hospitals, and transportation systems in the rural communities. They offered various suggestions for improving these aspects. Students who participated in the FGDs also asserted that apart from improving the education and health sectors, the STIP Policy should investigate new innovations in agriculture and farming. They maintained that their responses would be an input for DST, Government of India in executing tasks for the overall development of the nation. Hopefully, science and technology will reach every nook and corner of the country so that rural communities can also benefit.

Thoughts for India on Science Technology & Innovation Policy

Dr. Mallikarjun on Inclusion of Yoga

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Adinarayan on Primary Health Centres in Villages

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Sanju Murthy Innovations to Save Environment

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Ramya K Innovation in Agriculture & Investment in R & D

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Radha on Connectivity in Villages

#STIP2020

#Thoughts for India

Avinash, *Student* on Science Technology & Innovation Policy

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Kavya on Innovation in Automobile Industry

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Dr. Rajani Parthsarthy
Psychiatrist
Deputy Director - Mental Health
Health and Family Welfare Department
Government of Karnataka

#STIP2020

Thoughts for India on Science Technology & Innovation Policy

Punith Bidar
Need for gendered policy and focus on women and children

#STIP2020

#Thoughts for India

Netra
Outreach Worker
on
Science Technology & Innovation Policy

#STIP2020

#Thoughts for India

Hamsa
Student
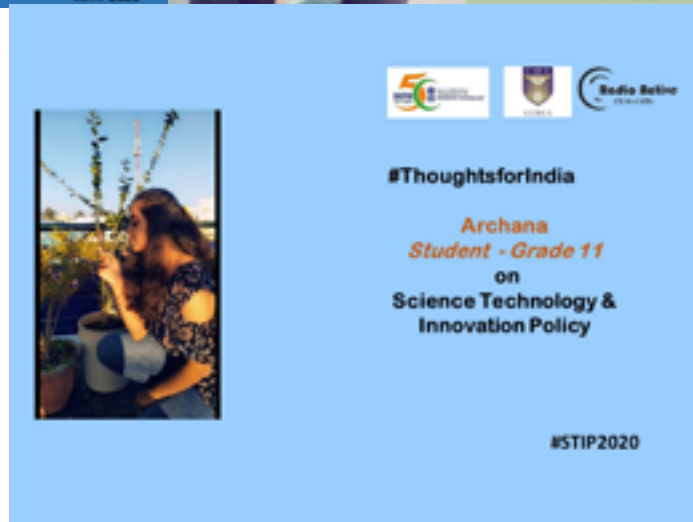on
Science Technology & Innovation Policy

#STIP2020

#ThoughtsforIndia

Aishwarya
Student

on
Science Technology & Innovation Policy

#ThoughtsforIndia

Archana
Student - Grade 11
on
Science Technology & Innovation Policy

#STIP2020

Activity Report from the West Zone

A project on Science Technology and Innovation Policy 2020 was initiated by the Department of Science and Technology, Government of India. The Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi was invited to reach out to community members through CRS' across the country. The CRS' were oriented to the project on 27th July 2020. The first Capacity Building Programme for CRS' staff members was conducted on 30th July 2020. The STIP 2020 project started on 1st August and continued till 30th September 2020, 25 CRS' were selected from across India to take part in the project so that people's participation in policymaking in the context to STIP 2020 could be ensured.

Community Radio Stations

Five community radio stations were selected from the Western Zone:

- Radio Namaskar, Odisha

- Mandeshitarangvahini, Maharashtra

- Rudi no Radio, Gujarat

- Kamalvani, Rajasthan and

- Radio Vishwas, Maharashtra

These CRS' started broadcasting the programme along with the jingle provided by DST on 1st August 2020. The first week of the broadcast was significant as the CRS' and the listeners had to understand the purpose of the broadcast so that they could offer their views and opinions on it. From the second week of the broadcast, all the CRS' started the process of data collection.

Duration of the Broadcast

The broadcast of the podcast on STIP 2020 was started by all the five CRS on 1st August 2020:

S. No.	Radio Stations	Podcast		Jingle		Remarks
		Duration	Time	Duration	Time	
1	Radio Namaskar	Twice a day	9.30am and 7.30pm	Four times a day	7.45 am, 10.30 am and 5.30 pm, and 8.30 pm	Monday to Saturday
2	Mandeshi Tarang Vahini	Twice a day	8.30am and 7.30pm	Twice a day	Before the Podcast	Monday to Saturday
3	Rudi no radio	Twice a day	11.45 am and 4.45 pm	Twice a day	Before the Podcast	Monday to Saturday
4	Radio Kamalvani	Twice a day	11.00 am and 5.00 pm	Thrice a day	11.12 am, 10.30 am and 05.12 pm	Monday to Saturday
5	Radio Vishwas	Twice a day	10.20am and 07.30 pm	Five times a day	08 am, 11am, 02.00pm, 05.00pm and 08.00 pm	Monday to Saturday

Methodology

Data was collected using both qualitative and the quantitative research methods. In the qualitative method, data was collected by conducting in-depth interviews through call-in services and by organising FGDs. For call-in services, interviews were conducted with community members regularly and at least two FGDs were conducted in a month.

In the quantitative method data was collected through a survey questionnaire. The details of data collection are:

S. No.	Radio Station	Number of Respondents	FGD		Number of Call in Service
			Number	Participants	
1	Radio Kamalani	360	4	35	182
2	Radio Namaskar	362	4	33	180
3	Rudi no Radio	574	4	50	142
4	Radio Vishwas	582	3	31	115
5	Mandeshi Tarang Vahini	545	3	17	103

Data Analysis

The data analysis showed that science and technology is not just an area of study in schools and colleges, but it impacts all spheres of human life. CRS' selected for this study targeted a variety of groups including people from rural as well as urban localities. The listeners belonged to all walks of life and they shared their views on issues related to the utilisation of S&T for human wellbeing.

During the COVID-19 pandemic each CRS covered approximately 600 to 700 listeners and the functionaries of the CRS' did their best to understand the purpose of the project and collecting views and opinions of community members. Though the beginning was slow, they contributed significantly and reached the expected target. Rudi Radio Station stood first, followed by Radio Kamalwani, Mandeshitaran, and Namaskar was at the 4th place.   Vishwas Radio Station came last in achieving the expected targets.

Communities pointed out that programmes must include knowledge about the modern tools and technologies being used in farming, weather forecasting, marketing of crops, storing management, new seed species, taking into account the changing weather and the season cycles, water saving and water conservation, agriculture in coastal areas and its problems.

The findings show how the different branches of S & T should be included in the curriculum at the school level and S&T should be taught with live experiences to motivate students and for facilitating their learning. S&T can be a good tool for improving health and hygiene in rural areas. Humans can be saved from different diseases and it can help in reducing child mortality rates and malnutrition, making emergency medical help available as also vaccinations, machines and technology, modern equipment, ambulance services, and intensive care units (ICUs). A judicious and imaginative utilisation of S&T can help save human lives.

 Science and technology can be used as support by providing employment opportunities through innovative ways. These should be considered before beginning new programmes. If some machines are developed for domestic use for women folk in rural areas, their problems can be reduced, and time, money, and energy can be saved to a great extent. Women will become empowered and be free of many concerns that lead to their poor health. S&T can also work in banking, transportation, internet facilities, and mobile access as they all need extensive support of modern technologies.

Though the findings of this study depended on the data collected by five CRS' they have a large capacity and power to voice the opinions of underprivileged and disadvantaged citizens who have done great work in conveying their opinions to the Government of India.

Findings

The major findings from the group discussions are:

- The way mobile phones are being used to make life easier, technologies too can penetrate all fields and cover all areas of development. Youth should be inspired to use S&T through various strategies in which higher education institutions can start research and development centres.

- Farmer suicides are a big concern in some areas. So, there is a need for intensive focus on farmers as India is primarily an agriculture economy. This needs S&T for permanent solutions.

- To minimise addictions and crime rates, S&T should create employment opportunities for youth in rural areas.

- Internet facilities in rural areas need to be improved. The roads need to be repaired and more roads constructed for better and smooth transportation. For women's security CCTVs and other apps can be used. Paperless work is the demand of the time. S&T should undertake research and development (R&D) work in this field.

- More physical infrastructure and trained human resources should be created for CRS'. CRS' should be made operational using modern technological devices.

- Vehicle manufacturing companies should be asked to opt for harmless production. R&D is needed for manufacturing equipment and machines that are used daily by community members. These machines can also be a source of revenue generation.

- 'Best from the Waste' is a new point that can be considered. S&T can be used for producing low cost models of waste management. Research can be undertaken to find substitutes to plastic and rainwater.

- A new adult education programme needs to be started for those who are not tech savvy but this time with the use of new technologies.

Activity Report from the East Zone

A project on Science Technology and Innovation Policy 2020 was initiated by the Department of Science and Technology, Government of India. The Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi was invited to reach out to community members through CRS' across the country. The CRS' were oriented to the project on 27th July 2020. The first Capacity Building Programme for CRS' staff members was conducted on 30th July 2020. The STIP 2020 project started on 1st August and continued till 30th September 2020, 25 CRS' were selected from across India to take part in the project so that people's participation in policymaking in the context to STIP 2020 could be ensured.

Community Radio Stations

Five CRS' were selected from the East Zone:

- Radio Khanchi, Jharkhand

- Radioactive, Bihar

- Chanderi Ki Awaz, Madhya Pradesh

- Krishi Vani, Madhya Pradesh

- Radio Samvad, Chhattisgarh

The CRS' started broadcasting the programme along with the jingle supplied by DST on 1stAugust, 2020. However, as Radio Samvad, Chhattisgarh got associated with the project two weeks after it started, it started broadcasting on 14th August 2020.

The first week of broadcasting was for community listeners so that they could understand the concept and objectives of the STIP 2020 project.

Duration of Broadcast

The broadcast of the podcast on STIP 2020 was started by all the five CRS' on 1st August 2020:

S. No.	Radio Stations	Podcast		Jingle		Remarks
		Duration	Time	Duration	Time	
1	Radio Khanchi	Twice a day	09 am and at 8.00pm	Five times a day	09.30 am, 10.30 am, 06.30 pm, 07.30 pm and 08.30 pm.	Monday to Sunday
2	Radio Krishi Vani	Twice a day	10.30 am and 3.30	Twice a day	10.30 am and 3.30	Monday to Sunday
3	Radio Active	Three times a day		Five times a day	Before the Broadcast	Monday to Sunday
4	Radio Chanderi Ki Awaz	Twice a day	8.30 am and 7.30 pm	Twice a day	Before the Broadcast	Monday to Sunday
5	Radio Samvad	Twice a day	11.00 am and 01.00 pm	Twice a day	Before the Broadcast	Monday to Sunday

Methodology

Data was collected using both qualitative and quantitative research methods.

- In the qualitative method, data was collected through in-depth interviews using call-in services and by conducting FGDs. Both face-to-face and online methods were used for FGDs. In the call-in services, the interviews were conducted with community members regularly and at least two FGDs were conducted by each CRS in a month.

- In the quantitative method, data was collected using in-person and call recording or survey questionnaire.

The details of the respondents are:

S. No.	Radio Station	Number of Respondents	FGD		Number of Call in Service
			Number	Participants	
1	Radio Khanchi	748	6	53	110
2	Radio Krishi Vani	408	4	20	95
3	Radio Active	127	5	30	153
4	Radio Chanderi Ki Awaz	232	7	58	36
5	Radio Samxad	318	4	68	110

Data analysis

Analysis using the survey method

All the five CRS' collected data using a structured questionnaire in the survey method. Based on their audiences   the views and opinions collected were diverse. Radio Krishi Vani mainly caters to the needs of farmers while Radio Khanchi and Radio Samvad accommodate the needs of students and teachers as their primary audience. Radio Chanderi Ki Awaz caters to the needs of weavers and community members working in the handloom industry and Radio Active has community members with different backgrounds, for example, rural and semi-urban people as its primary audience. Data analysis showed that most of the respondents expressed similar views about the sectors that required innovations. The issues highlighted were poor conditions of government hospitals and schools in rural areas. Most of the respondents mentioned   poor drainage systems, climate change, environment degradation, and poor infrastructure and road conditions in the villages.

Analysis using FGDs

The five CRS' conducted several FGDs with community members using different platforms. Due to the social restrictions imposed because of the COVID-19 pandemic, some FGDs were conducted over phone and through video conferencing. However, some of the FGDs were conducted through face-to-face interactions by following all COVID-19 preventive measures. In most of the FGDs, the participants discussed health, education, agriculture, infrastructure development, disasters, and climate change. The participants also discussed as to how small science and technology innovations can make lives comfortable, for example, using a telephone for a variety of functions and providing reliable internet services. Some respondents also discussed how inquisitive minds among the youth and others could be channelled to productive uses. The participants also maintained that science and technology should offer innovations in   agriculture so that farmers can benefit. They also suggested that infor-

mation regarding agriculture and various social protection schemes should be disseminated through local and community platforms to reach the beneficiaries. The FGDs also highlighted various issues like disaster management, climate change, and protection of the environment.

The CRS' also collected the responses of community members through call-in services. The main topics highlighted in the interviews were:

- How did science affect people in their daily lives?

- On what areas should STIP 2020 focus?

- What should the government do in the field of science and technology? This was an open-ended question asked by DST through the survey.

Conclusion

CRS' collected data from different sections of society. They approached elected representatives and women, differently-abled people, marginalised communities, and underprivileged sections of society for collecting data. Although the CRS' target audiences were different they offered their views on significant common issues in the country like improving the health and education sectors, innovative practices in agriculture and farming, importance of environment conservation, and controlling climate change. The STIP 2020 Policy can investigate new innovations in agriculture and farming. The country is dependent on the agricultural sector and this requires serious interventions for its development. New and advanced techniques and tools need to be introduced in this sector so that   farmers can benefit.

Farmers, weavers, and people from remote areas asserted that their children should be imparted easily accessible and quality education through all possible modes and technologies. They also highlighted the poor condition of government schools, hospitals, and roads in the villages. Students who interacted during the survey and FGDs wanted improved quality of education and health services.

Activity Report from the North-East Zone

A project on Science Technology Innovation Policy 2020 was initiated by the Department of Science and Technology, Government of India. The Commonwealth Educational Media Centre for Asia (CEM-CA), New Delhi was invited to reach out to community members through CRS' across the country. The CRS' were oriented to the project on 27th July 2020. The first Capacity Building Programme for CRS' staff members was conducted on 30th July 2020. The STIP 2020 project started on 1st August and continued till 30th September 2020, 25 CRS' were selected from across India to take part in the project so that people's participation in policymaking in the context to STIP 2020 could be ensured.

Community Radio Stations

Four CRS' from the North-East Zone were part of the study:

- Radio Brahmaputra, Dibrugarh, Assam

- Diamond Radio, Thoubal, Manipur

- Friends CR, Agartala, Tripura

- Radio Salesian, Darjeeling

Broadcast schedule

S. No.	Radio Stations	Podcast		Jingle		Remarks
		Duration	Time	Duration	Time	
1	Radio Brahmaputra	Once a day	3pm	four times a day	09:30am, 10:30am, 03.30pm and 7:30 pm	
2	Diamond Radio	Twice a day	9.30am and 5.30pm	Twice a day	Before the Broadcast	
3	Friends CR	Four times a day	8.20am, 9am, 6.30pm and 8.20pm	Four times a day	Before the Broadcast	No Broadcast on Sunday
4	Radio Salesian	Twice a day	9.00am and 12noon	Twice a day	Before the Broadcast	

Methodology

Data was collected using both qualitative and quantitative research methods.

Qualitative data was collected through in-depth interviews using call-in services and FGDs. For call-in services, interviews were conducted regularly with community members. Two FGDs were conducted in a month. Quantitative data was collected using the survey method in which the questionnaire was administered to the respondents.

The details of the respondents are:

S. No.	Radio Station	Number of Respondents	FGD		Number of Call in Service
			Number	Participants	
1	Radio Brahmaputra	299	4	27	150*
2	Diamond Radio	251	4	37	157
3	Friends CR	351	4	21	181
4	Radio Salesian	423	5	53	133

*Radio Brahmaputra conducted field recordings in place of call-in services.

Data analysis

Analysis using the survey method

The respondents in each CRS were diverse in terms of age, educational qualifications, and occupations. However, there were certain key areas that the participants wanted STIP 2020 to focus on. These include the use of low-cost technology solutions for improving education, promoting digital literacy, health infrastructure, sustainable practices in agriculture and allied sectors, and protection of the environment. Development of small scale eco-friendly local industries at the village level, for example, handicrafts, was stressed on. Women's welfare and empowerment was another critical issue. Conservation of locally available medicinal plants too was given importance. The use of technology to protect lives and property in the earthquake prone north-eastern region was also mentioned.

Analysis using Call-in Recordings:

Views of people from different sections like the marginalised, academicians, government employees, private sector employees, businesses, farmers, homemakers, and students were recorded. Health, education, livelihood, and agriculture were highlighted as areas that should be covered by STIP 2020. In the call-in services, many of the respondents emphasised the need for broadcasting programmes on issues related to these areas. The callers observed that STIP 2020 should facilitate easy access to IT and establishing IIT type teaching-learning facilities in the region.

Analysis using FGDs

The following issues were discussed by the participants:

Benefits of online education as experienced by the participants were shared. At the same time, it was pointed out that due to constraints related to finance, electricity, and internet connectivity, often the benefits cannot be fully reaped. Participants emphasised the need for empowering underprivileged sections of students so that they could use technology for their education. Suggestions included developing apps for rural learners and provision of adequate infrastructure to be able to attend classes online. The need for computer and IT literacy among all sections and age groups including housewives, senior citizens, and laborers was also stressed.

Focus on skill development through free coaching and training of youth to increase their employability emerged as an important area. Skill development in digital technology was cited as being crucial for the youth as it offers employment opportunities.

The participants highlighted the need of using low-cost technology to support small scale industries for income generation. They stressed on the economic empowerment of community members, particularly in the light of job losses due to the COVID-19 pandemic. In this context, the need for technological devices to connect unemployed youth with potential employers across the country was pointed out.

The participants regarded the use of science and technology for promoting higher income generation among farmers as a crucial area. They observed that science and technology should be applied to ensure sustainable micro agro-industries specific to the hill areas. Organic farms for cash crops could be introduced for improving agriculture production. Innovative agro-industries like turmeric, cardamom, ginger, bamboo, and broom could be considered.

Application of technology for improving health services in the hills was stressed on as people face a hostile terrain, inclement weather, and poor transportation. Drainage and provision of safe drinking water too emerged as crucial areas. The participants also emphasised the need for doctors for tele-medicine consultations.

Use of technology for reducing crimes, particularly crimes against women emerged as an important area. The need to empower women to address issues such as early marriages, crime, and domestic violence was also stressed.

The participants highlighted the need for technology innovations in the construction of roads which could withstand seasonal rains and landslides; affordable and environment-friendly transportation services; and alternatives to postal delivery services to connect remote inaccessible villages.

The participants also put forward the need of reaching the maximum number of villages and making people aware through CRS' about the care and precautions to be taken during the COVID-19 pandemic.

Conclusion

The respondents differed in terms of age, educational qualifications, and occupations. The perspectives of people from different sections including marginalised sections, academicians, government employees, private sector employees, businesses, farmers, homemakers, and students were recorded. Despite the diversity of the participants certain key common areas emerged. These include the need for science and technology innovations for enhancing education and skill development, health services, promoting digital literacy, supporting sustainable practices in agriculture and allied sectors, and conserving the environment. Use of technology to empower women was also stressed. The need for technology driven improvements in transport and power services was also highlighted. The participants expressed their views with a sense of ownership. The voice of the common people was articulated through this initiative.

Conclusion

India has come up with four science and technology policies since its independence. STIP 2020 is the fifth policy which the Government of India initiated in early 2020. DST started consultation processes and the office of PSA was also a part of the whole process. Consultations were held with academia, industry, government, global partners, young scientists and technologists, civic bodies, and the general public.

The first Science Policy was developed in 1958. It was a Resolution by the Government and is thus known as Scientific Policy Resolution 1958. It resolved to foster, promote and sustain the 'cultivation of science and scientific research in all its aspects.'

SPR1958 highlighted that it was important to create a culture and mechanism where creative talent was recognised and opportunities were found in scientific activities and acquisition, dissemination, and discovery of new knowledge.

After the 1958 Resolution the government came up with the Technology Policy Statement in 1983 known as TPS 1983. It emphasised the need to attain technological competence and self-reliance through indigenous technologies. It recognised efficient adoption of imported technologies without ignoring national interests. New technologies that improve productivity, efficiency, quality, and reliability of products using minimum capital and energy utilisation should be identified. It stressed on strengthening technology in sectors like information, electronics, and biotechnology

through an increase in R&D investments and collaborations among government organisations, educational institutions, and industries.

Twenty years after the Technology Policy Statement, the Science and Technology Policy was framed in 2003. This policy brought science and technology together and emphasised the need for investing in R&D. The policy integrated the programmes of various socioeconomic sectors to address national problems. It also called for a national   innovation system.

India declared 2010-20 as the decade of innovations. The government established the National Innovation Council. To fulfil these announcements, the Government of India decided to frame the Science Technology and Innovation Policy 2013 with emphasis on innovations which were inclusive. A salient feature of this policy was attracting the private sector's contributions to R&D.   The policy prioritised agriculture, manufacturing, water, health, environment, and infrastructure where developmental activities were to be emphasised. The impact of this policy was in building a robust national innovation ecosystem.

All these policies were initiated and drafted by DST, Government of India. Many stakeholders were consulted during the formulation of these policies so that they included various perspectives. The stakeholders included various ministries, academicians, independent think tanks, and industry.

 A participative approach is being framed to develop the Science Technology Innovation Policy 2020. Four tracks connected to each other are being used for formulating the policy. This is the first time that CRS' are being engaged to connect and obtain ideas from the community to frame the policy.

The major findings are presented below:

Agriculture

1. Continuous training for farmers and agricultural trainers at the grassroots level on various components of farming is an urgent need. Farmers should be trained in the water conservation technology, crop genetics, pest control, and innovative ways of measuring temperature, humidity, and soil fertility levels. Other areas of training should be in new advanced tools and machineries to be used in farming. More emphasis should be given to bio-fertilisers and bio-pesticides and training of famers using ICT tools should be encouraged. Farmers should be supported for integrated and sustainable farming. Awareness camps in villages should be organised for   local farmers on new agriculture technologies, organic farming, fertilisers, and seeds.

2. Provisions and an eco-system need to be developed for low cost agricultural tools, scientifically healthy seeds, and proper storage systems for agricultural products.

3. Developing technology-based irrigation facilities to overcome the problems of water scarcity.

4. Platform for farmers for knowledge sharing about hybrid seeds, technologies for soil fertility tests, farming as per soil type, and climate and water resources.

5. There is a need to monitor and promote farmers' contributions to innovations. Innovations in agriculture should follow an integrated and customised approach for empowering small-scale farmers.

6. Soil testing centres and R&D labs should be established in villages. Polyhouses for cultivating vegetables and fruits should also be set up.

Education

1. A lot of suggestions came on the different types of courses which should be offered from secondary to higher education levels. The government should think of new courses like craft education, vocational education, and agricultural courses. Health education and science and technology programmes need to be offered at the graduate and undergraduate levels which will enable students to improve their employability and entrepreneurship. Science courses should be customised based on regional requirements. Use of local resources and technologies should be promoted in educational institutions.

2. Women's safety, cyber-crimes, use of solar energy, appropriate management of power shortages may be taught in the non-formal education mode. Local governments/institutions need to have provisions for offering these using CRS', online education system, and local cable TV.

3. Internet connectivity in rural areas is a problem and must be improved. Unavailability of devices for teaching and learning in rural areas is a concern which needs to be highlighted and dealt with. There is a need to evolve online teaching-learning technologies and remote learning plans for not just case scenarios but as a regular practice. Digital literacy among all sections of the community should be promoted.

4. Understanding and learning about media is important. Computer labs should be set up and available to all irrespective of their background.

5. Practice plays an important role and education should be based on more practical aspects. There is a need for focusing on practical learning using technologies like online labs. Apart from the labs, establishing climate assessment centres in schools for practical training can also be considered.

6. Technology innovations should be promoted for supporting differently abled persons and enhancing their education levels, skill development, and livelihood opportunities.

7. An innovative network should be developed using a digital platform to collect information about educational innovations and should be shared with youth groups/forums.

Environment

1. Innovations in science and technology should be directed towards addressing environmental concerns. Thrust areas include promotion of clean and renewable energy for generating electricity to address the energy crisis; provision of clean water and sanitation facilities; and innovative ways of managing waste and controlling pollution.

2. Proper disaster management mechanisms need to be developed as many states are earthquake prone and are flooded every year. This will save millions of lives and loss of property. Appropriate use of the media to inform, educate, and organise communities for disaster management and recovery.

3. Adequate means of transportation need to be provided for better communication and economic growth.

4. Use of technology for creating awareness about issues like climate change and biodiversity affects. Awareness building should be supported by tangible activities like demonstration units and information centres.

5. The government should encourage innovations for finding techniques to decompose stubble after harvesting crops for reducing air pollution.

Health

1. Primary healthcare services should be strengthened so that they reach the most vulnerable groups at the grassroots level.

2. Promotion of traditional medicines and Ayurveda at the local level and providing training on various aspects such as collection of plants and their preparation and use.

3. State governments and the central government should provide adequate mechanisms for conducting various awareness programmes regarding pandemics, basic health and sanitation, and women's health related issues.

4. Online doctor consultation facility needs to be developed on a priority basis because many areas have a hostile terrain, inclement weather, and poor transportation. Use of technology to deal with critical health issues including COVID-19 is a critical area. Other recommendations include maintaining electronic healthcare records; delivering telemedicine services; and innovations for inclusive healthcare and medical support, making affordable diagnostic procedures available to all. Innovative treatment technologies like artificial intelligence should be developed and taken to rural areas for improving access to health.

5. Surgeries to be made technology based and facilities made available in rural India at reasonable costs.

6. Protocols should be in place for health innovations and trials and testing of vaccines should be done with the knowledge of the community.

7. Recommendations regarding nursing in healthcare include use of interactive simulations in training; virtual platforms for nursing professionals to share experiences and information; promoting wearable gadgets for monitoring health conditions; provision of training in tribal areas; and women's empowerment programmes.

Appendix

List of CRS

Survey Questionnaire

Broadcast of the Programme

Annexure I

LIST OF COMMUNITY RADIO SELECTED FOR THE STIP 2020 PROJECT

S. No.	Name of the Organisation	Type	Name of CR	Address	District	State	Contact Details	Logo	Zone
									North Zone *Project Coordinator* Ms Kasturi Singh
1	Mandakini Ki Awaj Sewa Samiti	NGO	Radio Mandakini	Village Sena Gadsari, PO Uchhadungi via Chandrapuri, Ukhimath	Rudraprayag	Uttarakhand	Mr. Manvendra Negi radiomandakini@gmail.com, comm.radiomka@gmail.com M- 9837095433/ 9639649917		
2	S. M. Sehgal Foundation	NGO	Alfaz e Mewat	Plot No-34 Sector 44 Institutional Area 122002	Gurugram	Haryana	Ms. Pooja O. Murada smsf@irrad.org, alfaazmewat@gmail.com M- 98110529324 Tel- 0124-4744100		
3	Gunjan Organisation for Community Development	NGO	Gunjan CR	Tapovan Road, Siddhbari, Tehsil Dharamsala 176057	Kangra	Himachal Pradesh	Mr. Sandeep Parmar gocd.hp@gmail.com, www.gunjanindia.org M- 9459082624 M- 9736201105		
4	Mirza Ahsanullah Beg Educational and Social Welfare Society	NGO	Voice of Azamgarh	College Campus, M A Beg Girls PG College, Anjan- Shaheed276125	Azamgarh	Uttar Pradesh	Ms. Seema Bharti Srivastava sriv.seema@gmail.com, info@voiceofazamgarh.com M- 9839211624/ 9721150005		
5	CMS Degree College	EDU	CMS Radio	Sector D, LDA Colony , Kanpur Road 226012	Lucknow	Uttar Pradesh	Mr. R K Singh Ms. Soma Ghosh rajkumar.singh@cmseducati onal.org; soma.ghosh@cmseducationa l.org; M- 9452597608		
6	Seeking Modern Applications for Real Transformation (SMART)	NGO	Radio Mewat	Radio Mewat, MDA Transit Hostel, Main Road, Near BSNL Tower, 122107	Mewat	Haryana	Ms. Archana Kapoor radiomewat90.4@gmail.com; info@radiomewat.org archana@radiomewat.org M- 811166297 Tel -011-26517545		

S. No.	Name of the Organisation	Type	Name of CR	Address	District	State	Contact Details	Logo	Zone
7	Anna University	EDU	Anna CR	Audio Visual Research Centre 600025	Chennai	Tamil Nadu	Dr. Arul Aram emmrcchennai@annauniv.ed u M- 9840252685 Tel- 044-22358213/223001 05 22300106		South Zone *Project Coordinator* *Ms. Gayathri*
8	Sri Bhagwan Mahaveer Jain College	EDU	Radio Active	1-1/1, Atira Towers, palace Road 500001	Bangalore Urban	Karnataka	Ms. Pinky Chandran radioactiveer90.4mhz@g mail.com, pinky.chandran@gmail.c om M- 9845888686 Tel- 080-22355490		
9	Malireddy Charitable Trust	NGO	Radio Ala	2nd Floor, Boggavarapu Municipal Complex, Beside Theater Mayuri, Cinema Road, Kakinada 533001	East Godavari	Andhra Pradesh	Mr. K. Satya radioala90.8f.m@gmail.com, mc.trust@live.in M- 09248040968 Tel- 0844-2333444		
10	Bishop Benziger Hospital	NGO	Radio Benziger	Bishop Benziger Hospital, Beach Road	Kollam	Kerala	Fr. Ferdinand Peter radiobenziger@gmail.com M- 09744722299		
11	Sri Manakula Vinayagar Engineering College	EDU	Nila CR	Madagadipet	Puducherry	Pondicherry	Dr. V S K Venkatachalapathy Ms Bharathi V nila_crs@sify.com bharathiv@smvec.ac.in M- 9443444844 M- 9791378509		

LIST OF COMMUNITY RADIO SELECTED FOR THE STIP 2020 PROJECT

S. No.	Name of the Organisation	Type	Name of CR	Address	District	State	Contact Details	Logo	Zone
12	Kamalnishtha Sansthan	NGO	Kamalvani CR	Kolsia, Via-Nawalgarh 333042	Jhunjhunu	Rajasthan	Mr. D.P. Singh kninfo91@gmail.com kamalvaniers@gmail.com M- 9413366451 M- 90010059090 Tel- 01594-276284/ 276484		West Zone *Project Coordinator* Mr. Uday Godbole
13	Mahila Seva Trust	NGO	Rudi no Radio	SEWA Reception Centre, opp. victoria Garden, Bhadra 380006	Ahmedabad	Gujarat	Ms. Narmata Bali shanta.koshti@gmail.com M- 07926580474		
14	Mann Deshi Foundation	NGO	Manndeshi CR	At Post Mhaswad Tal Mann 415509	Satara	Maharashtra	Mr. Shivaji Maruti Yadav crs@manndeshi.org.in M- 09403704767 M- 08530684767 M- 08600272699 Tel- 02373-270400		
15	Vishwas Dnyan Probodhini & Research Institute	NGO	Vishwas CR	Vishwajyoti Apartment, Basement, Vishwas Co-op Bank Ltd, Mumbai Naka Branch, Behind Prakash Petrol Pump, Govind Nagar 422009	Nashik	Maharashtra	Mr. Hari Vinayak Kulkarni vishwasjthakur@gmail.com Tel- 0253-2472626/2472247/ 2472627 M- 8380016500		
16	Young India	NGO	Radio Namaskar	At/Po Konark 752111	Puri	Odisha	Mr. N.A. Shah Ansari youngindia@hotmail.com radionamaskar@gmail.com M- 9040904904 0675823647I Tel-		

S. No.	Name of the Organisation	Type	Name of CR	Address	District	State	Contact Details	Logo	Zone
17	Kushabhau Thakre University of Journalism and Mass Communication	EDU	Radio Samvad	Department of Mass Communication	Raipur	Chhattisgarh	Dr. Rajendra Mohanty mohanty.rajendra@gmail.com M- 9425520352		East Zone Project Coordinator Ms. Gitali Kakati
18	Indian Society of Agribusiness Professionls	NGO	Krishi Vani	ISAP Community Radio Station, Mandi Prangan, Begam Bag 464228	Vidisha	Madhya Pradesh	Mr. Jitender Sharma Jitenderkumar@isapindia.org,sironj crs@isapindia.org 09319969042 M- 08839753970 M- Tel- 07591-253942		
19	Bunkar Vikas sanstha	NGO	Chanderi Ki Awaaz	Near Rest House, Chanderi, Ashok Nagar 473446	Ashok Nagar	Madhya Pradesh	Mr. Swadesh Samaiya chanderikiawaaz@gmail.com,crchanderikiawaaz@gmail.com M- 09425768634		
20	Lokhit	NGO	Radio Active	2nd Floor Sumnt Mandal Complex, Netaji Subash Chandra Bose Road, Tilkamanjhi	Bhagalpur	Bihar	Mr. Sandeep K Pandey radioactivebhagalpur@gmail.com Tel- 07549000911 Tel- 07549000912		
21	Ranchi University	EDU	Radio Khanchi	Near Shaheed Chowk, Morabadi	Ranchi	Jharkhand	Mr. Anand Kumar Thakur registrar@ranchiuniversity.ac.in fmruanand@gmail.com Tel -0651 220 5177 M- 9931132907 M- 9835370172 M- 9835056547		

LIST OF COMMUNITY RADIO SELECTED FOR THE STIP 2020 PROJECT

S. No.	Name of the Organisation	Type	Name of CR	Address	District	State	Contact Details	Logo	Zone
22	CENTRE FOR North East Studies and Policy Research (C-NES)	NGO	Brahmaputra CR	Maijan Borsaikia Gaon, PO Hilodari, Dibrugarh 786002	Kamrup Metropolitan	Assam	Mr. Bhaskar Jyoti Bhuyan bhuyan.bhaskar83@gmail.com ,contactradiobrahma putratra@gmail.com M- 09957722184 Tel -0373-2303585		North East Zone *Project Coordinator* Mr. Bhaskar Jyoti Acharjya
23	Khongjom War Memorial Trust	NGO	Diamond Radio	Opp. Police Station, Waji, 795198	Thoubal	Manipur	Mr. Hemanta kwmt14@gmail.com, mhemanta@yahoo.com M- 9436020204		
24	David Super Star Bodal	NGO	Friend CR	Opp. Water Supply Office, Dhaleswar, Kalyani 799004	West Tripura	Tripura	Ms. Debanjana Devbarman crsprojecttripura@gmail.com M-7628953430 M-9774429756 M-8794416438		
25	Salesian College Sonada	EDU	Radio Salesian	Ward 42, Don Bosco Colony, Siliguri 734004	Darjeeling	West Bengal	Fr. C M Paul principal@salesian college.net M- 9007626301 M-9434045539 M-9452597608		

Community Radio Survey Questionnaire
STIP 2020

Respondent Number			

PART A: RESPONDENT DEMOGRAPHIC PROFILE

Name of the Respondent:

Address:

Occupation:

1. **Gender:** ☐ Male   ☐ Female   ☐ Transgender

2. **Age:** [ ]   0-20, 21-30, 31-40, 41-50, 51-60, 61-70

3. **Do you have a Phone?**   ❑ 1.Yes.   ❑ 2. No

4. **Do you have a Mobile?**   ❑ 1.Yes.   ❑ 2. No

5. **Where do you usually listen to the Radio?**

Instruction: (Tick as many as Applicable)

❑ 1.   Home   ❑ 3.   Traveling /Commuting

❑ 2.   Workplace   ❑ 4..   Others (specify)

1

6. When do you usually listen to Radio?

Instruction: (Tick as many as applicable)

❑ 1.   6-8 AM   ❑ 5.   3-5 PM

❑ 2.   8-10 AM   ❑ 6.   5-8 PM

❑ 3.   10-1 PM   ❑ 7.   8-10 PM

❑ 4   1-3 PM   ❑ 8   after10 PM

7. Do you listen radio in your mobile phone?   ☐ 1. Yes
☐ 2. No

8. Education of the respondent:
   Instruction: *Tick Only One*

   ❑ 1. Illiterate
   ❑ 2. Literate but no formal education
   ❑ 3. Elementary Level (Class1-8)
   ❑ 4. Secondary Level (Class 9-10)
   ❑ 5. Senior Secondary (Class 11-12
   ❑ 6. Under Graduate
   ❑ 7. Post-Graduate (M.A, M.Sc. M.Com.)
   ❑ 8. Professional (Doctor, Engg, LLB, MBA)
   ❑ 9.Technical (Diploma/IT)
   ❑ 10 Others (Specify) _____

9. Occupation of the respondent Instruction:
   Tick Only One

   ❑ 1. Wage labourer
   ❑ 2. Skilled worker
   ❑ 3. Shop Keeper
   ❑ 4. Self employed
   ❑ 5.   Service – Government
   ❑ 6.   Service Private
   ❑ 7.   Homemaker
   ❑ 8. Student
   ❑ 9.   Retired
   ❑ 10. Any Other_____

2

10. Are there any persons with disabilities in the house?

❑1. Yes.   ❑2.No

11. If yes, state nature of disability:

❑ I.Visual

❑ 2.Hearing/speech

❑ 3. Orthopedic

❑ 4.Mental

12. Name five most pressing problems faced by your community?

(Indicate *area and issue: e.g. Under Health: high incidence of malaria; environment: Pollution etc.*)

Area	Issue/s

13. Which kind of technology do you have access to? Please make a check mark (_/)

• Laptop		
• Desktop		
• Tablet		
• iPad		
• Mobile Phone	2G 3G 4G None	
• Smart Phone		
• E-reader		
• Internet		
• Any Other		

3

14. What do you do to access Internet?

Mobile Phone	
Laptop/Desktop Computer	
WiFi	

15. Which of the following you use to send messages to others

Facebook	
Email	
WhatsApp	
Skype	
Any Other	

PART B: INFORMATION GATHERING

a) In what areas would you want STIP 2020, the policy to focus like health, education, environment, agriculture or anything else you can think of?

b) How do you think science affects your daily lives?

c) What would you want the government to do in the field of science and technology to improve your lives?

Name of the Investigator:

Date:

Name of the Supervisor:

Date:

4

TIME SCHEDULE OF BROADCAST OF DST PROGRAMME AND JINGLE

S. No.	Name of the Station	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Region
1	Brahmaputra CR	10:00AM 02:00 PM 03:00 PM 07.00 PM	10:00 AM 02:00 PM 03:00 PM 07.00 PM	10:00AM 02:00 PM 03:00 PM 07.00 PM	10:00A.M 02:00 PM 03:00 PM 07.00 PM	10:00AM 02:00 PM 03:00 PM 07.00 PM	10:00AM 02:00 PM 03:00 PM 07.00 PM	10:00AM 02:00 PM 03:00 PM 07.00 PM	North - East Zone
2	Diamond Radio	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	1.30 PM 5.00 PM 8.00 PM	
3	Friend CR	9.00 AM 8.20 PM	9.00 AM 8.20 PM	9.00 AM 8.20 PM	9.00 AM 8.20 PM	9.00 AM 8.20 PM	9.00 AM 8.20 PM	9.00 AM 8.20 PM	
4	Radio Salesian	9.00 AM 12.00 PM	9.00 AM 12.00 PM	9.00 AM 12.00 PM	9.00 AM 12.00 PM	9.00 AM 12.00 PM	9.00 AM 12.00 PM	9.00 AM 12.00 PM	
5	Radio Mewat	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	9.15 AM 11.00 AM 3.45 PM 6.30 PM 8.30 PM	North Zone
6	Alfaz e Mewat	11.35 AM 9.00 PM	11.35 AM 9.00 PM	11.35 AM 9.00 PM	11.35 AM 9.00 PM	11.35 AM 9.00 PM	11.35 AM 9.00 PM	11.35 AM 9.00 PM	
7	Gunjan CR	11.05 AM 6.05 PM	11.05 AM 6.05 PM	11.05 AM 6.05 PM	11.05 AM 6.05 PM	11.05 AM 6.05 PM	11.05 AM 6.05 PM	11.05 AM 6.05 PM	

S. No.	Name of the Station	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Region
8	Voice of Azamgarh	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30 PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	7.30 AM 8.00 AM 8.30 AM 12.30 PM 1.30 PM 2.30 PM 7.00 PM 8.30PM	North Zone
9	CMS Radio	10.00 AM 6.00 PM	10.00 AM 6.00 PM	10.00 AM 6.00 PM	10.00 AM 6.00 PM	10.00 AM 6.00 PM	10.00 AM 6.00 PM	10.00 AM 6.00 PM	
10	Radio Mandakini	8.00AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	8.00 AM 9.00 AM 5.30 PM 7.30 PM	
11	Krishi Vani	11.00 AM	11.00 AM	11.00 AM	11.00 AM	11.00 AM	11.00 AM	11.00 AM	East and Central Zone
12	Chanderi Ki Awaaz	8.30 AM 7.30 PM	8.30 AM 7.30 PM	8.30 AM 7.30 PM	8.30 AM 7.30 PM	8.30 AM 7.30 PM	8.30 AM 7.30 PM	7.30 AM	
13	Radio Khanchi	9.00 AM 8.00 PM	9.00 AM 8.00 PM	9.00 AM 8.00 PM	9.00 AM 8.00 PM	9.00 AM 8.00 PM	9.00 AM 8.00 PM	9.00 AM 8.00 PM	
14	Radio Active Bhagalpur	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00PM	7.00 AM 8.00 AM 2.00 PM 10.00 PM	
15	Radio Samvad	12.01 PM 12.59 PM	12.01 PM 12.59 PM	12.01 PM 12.59 PM	12.01 PM 12.59 PM	12.01 PM 12.59 PM	12.01 PM 12.59 PM	12.01 PM 12.59 PM	

TIME SCHEDULE OF BROADCAST OF DST PROGRAMME AND JINGLE

S.No.	Name of the Station	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Region
16	Radio Namaskar	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	7.30 AM 9.30 AM 10.30 AM 5.30 PM 8.30 PM	West Zone
17	Kamalvani CR	11.00 AM 5.00 PM	11.00 AM 5.00 PM	11.00 AM 5.00 PM	11.00 AM 5.00 PM	11.00 AM 5.00 PM	11.00 AM 5.00 PM	11.00 AM 5.00 PM	
18	Rudi no Radio	11.45 AM 16.45 PM	11.45 AM 16.45 PM	11.45 AM 16.45 PM	11.45 AM 16.45 PM	11.45 AM 16.45 PM	11.45 AM 16.45 PM	11.45 AM 16.45 PM	
19	Manndeshi CR	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	7.30 AM 8.25 AM 8.30 AM 1.30 PM 7.00 PM 7.30 PM 8.00 PM	
20	Vishwas CR	10.20 AM 19.30 PM	10.20 AM 19.30 PM	10.20 AM 19.30 PM	10.20 AM 19.30 PM	10.20 AM 19.30 PM	10.20 AM 19.30 PM	10.20 AM 19.30 PM	

S. No.	Name of the Station	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Region
21	Radio Ala	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	6.00 AM 11.00 AM 12.10 PM 10.00 PM	South Zone
22	Radio Active Bangalore	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM, 18.50 PM 20.50 PM 22.50 PM	8.50 AM 10.50 AM 12.50 PM 14.50 PM 16.50 PM 18.50 PM 20.50 PM 22.50 PM	
23	Radio Benziger	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	11.40 AM 12.45 PM 1.30 PM 2.30 PM 3.30 PM 4.00 PM	
24	Nila CR	10.00 AM 3.00 PM	10.00 AM 3.00 PM	10.00 AM 3.00 PM	10.00 AM 3.00 PM	10.00 AM 3.00 PM	10.00 AM 3.00 PM	10.00 AM 3.00 PM	
25	Anna CR	9.31 AM 4.01 PM	9.31 AM 4.01 PM	9.31 AM 4.01 PM	9.31 AM 4.01 PM	9.31 AM 4.01 PM	9.31 AM 4.01 PM	WhatsApp group	

Media Coverage

https://mattersindia.com/2020/08/salesian-community-radio-to-collaborate-with-fed-eral-departmentof-science-technology/

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Salesian community radio to collaborate with federal dep≡

BY: MATTERS INDIA / ON: AUGUST 8, 2020 / IN: NATIONAL / TAGGED: EPARTMENT OF SCIENCE AND

By Matters India Reporter

Darjeeling, August 8, 2020:A community radio from Darjeeling hills has been selected to collaborate with the Indian government's department of Science and Technology to draft a nationwide policy.

Radio Salesian is among 25 Community Radio Stations across India involved in the grassroots level consultation under the leadership of CEMCA (Commonwealth Educational Media Centre for Asia).

The August-September project is named STIP 2020 (Science Technology Innovation Policy).

"The new policy will be evidence driven, thematic rather than broad based, and will be inclusive, with a bottom-up approach," explained director of CEMCA Madhu Parhar at a web meeting with CRS held on August 7 to review the first week of the project.

The project's three components require each CRS to gather data from at least 580 people in these Covid pandemic times.

First component consists of baseline survey with some 20 questions, some of which are closed, while others are open ended questions.

Each of 25 community radio stations is to collect at least 360 samples (45 to 50 samples each week) and upload on Google Sheet.

For the second component each CRS will collect at least 180 (20 to 25 each week) audio data samples from cross section of people with suggestions on where they would like to see science and technology applied to daily life in the sectors of 17 Sustainable Development Goals (SDG).

Third component consists of each CRS conducting at least four focus group discussions (one every two weeks) with at least 10 people in each session totaling 40 people. Points arising out of discussions are to be collated and uploaded in the Google Folder assigned to each CRS.

The process of formulating STIP 2020 is also based on four interlinked tracks, which, according to the government, will cover nearly 15,000 stakeholders.

Track I involves extensive public and expert consultation process through a dedicated platform (Science Policy Forum) for receiving inputs from the larger public and expert pool.

Track II comprises expert-driven thematic consultations to feed informed recommendations into the policy based on scientific evidence.

Track III involves consultations with ministries and states, while track IV constitutes an apex level multi-stakeholder consultation. For track III, there are nodal officers nominated in various states and in ministries, government departments and agencies.

The consultation processes on different tracks have already started and are running in parallel.

This consultation is the first since 2013 that government is formulating the comprehensive Science, Technology and Innovation Policy (STIP) 2020.

https://mattersindia.com/2020/08/salesian-community-radio-to-collaborate-with-federal-departmentof-science-technology/

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🕐 THIS STORY IS FROM AUGUST 9, 2020

Salesian community radio helps central government frame Science policy

Ajanta Chakraborty | TNN | Aug 9, 2020, 15:24 IST

✉ 🖨 A- A+

Representational image

KOLKATA: A community radio from Darjeeling hills has been selected to collaborate for drafting the Centre's Science and Technology policy.

Radio Salesian is among 25 community radio stations across India involved in the grassroots level consultation under the leadership of New Delhi based CEMCA (Commonwealth Educational Media Centre for Asia).

There are 289 community radio stations in India. The August-September project is named STIP 2020 (Science Technology Innovation Policy)

"The new policy will be evidence driven, thematic rather than broad based, and will be inclusive, with a bottom-up approach," explained director of CEMCA Madhu Parhar at a web meeting with CRS held on August 7 to review the first week of the project.

रेडियो गुंजन फिर बनेगा आपकी आवाज

'विज्ञान जीवन में कितना परिवर्तन लाया' पर हो रहा स्पेशल सर्वे

नगर संवाददाता-धर्मशाला

डिजिटल इंडिया की तरफ बढ़ रहे भारत देश की नई विज्ञान नीति बनाने के लिए रेडियो गुंजन एक बार फिर आपकी आवाज बनेगा। आम लोगों सहित विभिन्न वर्गों में विज्ञान जीवन में कितना परिवर्तन लाया है, इस पर स्पेशल सर्वे साइंस टेक्नोलॉजी एंड इनोवेशन पॉलिसी इनवोल्वड-2020 प्रोजेक्ट की ओर से करवाया जा रहा है। कम्युनिटी रेडियो गुंजन धर्मशाला अपने प्रसारण, ऑनलाइन और लोगों से मिलकर सर्वे कर रहा है, जिसमें प्रोजेक्ट के तहत तैयार किया गए प्रश्नकाल से आम लोगों से सवाल भी पूछे जा रहे हैं। अगस्त माह से गुंजन संस्था के कम्युनिटी रेडियो गुंजन की तरफ से अब कार्यक्रम

को धरातल स्तर पर शुरू कर दिया गया है। इसमें अधिक से अधिक लोग भाग लेकर अपनी महत्त्वपूर्ण भूमिका देश की नई विज्ञान नीति बनाने में कारगर साबित हो सकते हैं। इस परियोजना के सर्वे के तहत लोगों से यह जाना जा रहा है कि विज्ञान उनके जीवन में कितना बदलाव लेकर आया है, और आने वाले समय में नई विज्ञान नीति में वह किन-किन क्षेत्रों में ध्यान देने की अपेक्षा रखते हैं। धर्मशाला गुंजन संस्था के निदेशक संदीप परमार ने बताया कि साइंस एंड टेक्नोलॉजी की ओर से दो माह तक हिमाचल प्रदेश में सर्वे करवाया जाएगा। गुंजन रेडियो सर्वे पर कार्य कर रहा है और विज्ञान निति को लेकर रेडियो, ऑनलाइन गुगल फार्म व लोगों से मिलकर भी सर्वे

- कम्युनिटी रेडियो-ऑनलाइन और लोगों से मिलकर किया जा रहा सर्वे

करवाया जा रहा है।

कार्यालय उपयोग को छह कमरे किराए पर उपलब्ध

धर्मशाला। मुख्य कार्यकारी अधिकारी, पंचायत समिति धर्मशाला ने बताया कि उनके कार्यालय के प्रथम तल पर छह कमरे खाली पड़े हैं। उन्होंने कहा कि कोई विभाग यदि कमरे किराए पर लेना चाहता है, तो कार्यालय समय में कमरों का निरीक्षण कर सकता है। उन्होंने कहा कि अधिक जानकारी के लिए उनके कार्यालय दूरभाष नंबर 01892-225820 पर भी संपर्क किया जा सकता है।

दिव्य हिमाचल Fri, 14 August 2020
https://epaper.divyahimachal.com/c/54218878

https://facebook.com/story.php?story_fbid=1717992428338531&id=31788846348941

The Darjeeling Chronicle
August 9 ·

REACHING PEOPLE AND PLACES: Salesian Community Radio To Collaborate With Union Department

A community radio station from Darjeeling hills has been selected to collaborate with the Government of India's Department of Science and Technology to draft a nationwide policy.

Radio Salesian is among the 25 Community Radio Stations across India, that is involved in grassroots level consultation under the leadership of CEMCA (Commonwealth Educational Media Centre for Asia).

The August-September project is named STIP 2020 (Science Technology Innovation Policy).

"The new policy will be evidence driven, thematic rather than broad based, and will be inclusive, with a bottom-up approach," explained director of CEMCA Madhu Parhar at a web meeting with CRS held on August 7 to review the first week of the project.

The project's three components require each CRS to gather data from at least 580 people in these various COVID related themes.

First component consists of baseline survey with some 20 questions, some of which are closed, while others are open ended questions.

Each of 25 community radio stations is to collect at least 360 samples (45 to 50 samples each week) and upload on Google Sheet.

For the second component each CRS will collect at least 180 (20 to 25 each week) audio data samples from cross section of people with suggestions on where they would like to see science and technology applied to daily life in the sectors of 17 Sustainable Development Goals (SDG).

Third component consists of each CRS conducting at least four focus group discussions (one every two weeks) with at least 10 people in each session totaling 40 people. Points arising out of discussions are to be collated and uploaded in the Google Folder assigned to each CRS.

The process of formulating STIP 2020 is also based on four interlinked tracks, which, according to the government, will cover nearly 15,000 stakeholders.

Track I involves extensive public and expert consultation process through a dedicated platform (Science Policy Forum) for receiving inputs from the larger public and expert pool.

... xpert-driven thematic consultations to feed informed ... the policy based on scientific evidence.

... sultations with ministries and states, while track IV constitutes an ... eholder consultation. For track III, there are nodal officers ... states and in ministries, government departments and agencies.

... sses on different tracks have already started and are running in ...

90.8 RADIO SALESIAN

RADIO SALESIAN 90.8 FM

STIP 2020

Broadcasting Schedule of Radio Salesian, Darjeeling, West Bengal

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
09:00 AM	09:00 AM	09:00 AM	09:00 AM	09:00 AM	09:00 AM	09:00 AM
12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM	12:00 PM

Broadcast start date : August 1, 2020

CONTRIBUTE TO THE FORMATION OF INDIA'S NEW SCIENCE, TECHNOLOGY & INNOVATION POLICY 2020

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SCIENCE POLICY FORUM   #STIP2020   gubbi LABS

SCIENCE TECHNOLOGY AND INNOVATION POLICY 2020 : (STIP 2020)

Science, Technology and Innovation Policy, 2020

THOUGHTS FOR INDIA: Engaging India to the last mile

A participative podcast on community radios across the country to help build the national Science, Technology and Innovation Policy, 2020.

Let's tune in to our nearest community radio station and get talking about the changes we seek. A new future awaits us just around the corner.

In partnership with:

#STIP2020

For more information:
https://bit.ly/2OLzvyg

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