RDD-7: Communication and Extension in Rural Development

*Note: Attempt all the **five** questions. All questions carry equal marks. Answer to Question Nos. 1 and 2 should not exceed **800** words each.*

Q1. Illustrate various types of visual aids which can be used for effective communication in rural Development.

Ans. The visual aids are those communication devices which use 'seeing' as the primary process of communication. Thus, through these visual aid's messages can be seen but not heard. There are two types of visual aids: the projected and non-projected visual aids. The aids such as models, specimens, chalk board, bulletin board, diagrams, and posters are non-projected aids. The aids such as slides, film strips, and motion pictures (silent) which are projected through appropriate projectors are called projected visual aids.

Types of Visual Aids in Rural Development

NON-PROJECTED AIDS

- **Models:** Models are the teaching aids which represent real objects. The qualities of real objects are assigned to the models: Models can be used to represent real-life materials which are too small (nematode pest) or too large (Gober-gas plant). The real-life materials can be a process (biological system) or abstraction. The working model can be used to demonstrate the operation of a real object (e. g. , working model of a sprayer). Models are excellent teaching aids to make a mock experience, a reality. They create interest as well as help in understanding a complex phenomenon.
- **Chalkboard (Black Board):** Chalk board (black board) is one of the cheapest as well as commonly used visual aids. The chalk board can also be used for various purposes such as illustration of facts or ideas with the help of sketches as well as display of visual symbols such as chart, graphs, cartoon etc.
- **Bulletin-board:** Bulletin boards are not just meant to post notices or news, but it can be creatively used as an effective teaching medium. The bulletin boards can be used to display various materials such as bulletins, posters, cartoons, specimens and models. News ideas or facts as well as a complete story can be presented through bulletin-boards in an interesting way. Further bulletin boards will be an interesting medium to communicate announcements, activity of a development department and forthcoming events
- **Charts:** Charts are visual symbols which diagrammatically represent some facts or ideas. Charts are useful to present the facts in a way which will be more clarifying and interesting. They also help 'in attracting the attention of the audience.
- **Sequence Charts:** The sequence charts as the name indicates are used to present an idea or a story in a sequence. There are two types of sequence charts namely "strip chart' and 'flip chart'. The strip chart consists of a single chart, having many sequential parts which are covered with strips of papers. The speaker introduces the ide&& point by point, removing the relevant paper strip at the right time, one by one.
- **Graphs:** Graphs are useful when we have to present quantitative data in interesting and understandable way. There are five types of graphs such as area and solid graphs, bar graphs, pie graphs, line graphs and pictograph.
- **Flash-cards:** Flashcards are one of the cheapest and effective aids to communicate an idea or story in a sequence. Flash-Cards consist of cards of 10"x 12" size and are presented to the audience in a sequence. Each card containing words, phrases or symbols or photographs, are flashed before a group of people along with a commentary. These cards which can be locally made are inexpensive and interesting media to present an idea or a story to children and adults. They are suitable to be used in a small group situation. The flash cards can be used to communicate improved practices and habits among rural people

- **Flannel graphs:** The principle behind the use of flannel graph is that two pieces of long fibred cloth such as flannel cling together. The use of flannel graph needs a flannel-board about a size of 36"x 27", covered with the cotton flannel. wool or khadi cloth. The pictures or materials backed with strips of cloth or' sandpaper will stick to the flannel board without any visible support.

PROJECTED VISUAL AIDS

- Slide; A slide is one of the most important and widely used still visual medium. There are different types of slides such as standard 35 mm photographic slides, silhouette slides, cellophane slides, and plain glass slides. Among these slides, the 35 mm photographic slides are very popular due to their low production cost and compactness.
- The overhead projector projects the picture over the head of the speaker on the screen. Drawings, diagrams, letterings, etc., are made on transparent sheets and are put on the glass platform of the overhead projector, through which a strong light is passed. The rays of light are made to converge with a lens, and are reflected by a mirror held at an angle on the screen at the back. The instructional items may be written or drawn by hand on transparent sheets, transparent cellophane, or polythene rolls with a special marker pen, in colour or in black and white. Transparencies can also be made through photographic, Xerox, or electronic processes as well. Overhead projection is used in training programmes, group meeting, seminar, symposium, workshop, etc.
- The handheld projector is also known as a pocket projector, or a mobile projector, or a pico-projector. It is an emerging technology that applies the use of a projector in a handheld device. It is a response to the emergence of compact portable devices such as mobile phones, personal digital assistants and digital cameras, which have sufficient storage capacity to handle presentation materials with an attached display screen. Handheld projectors involve miniaturized hardware and software that can project digital images on to any nearby viewing surface, such as a wall or screen. A handheld projector has the ability to project a clear image, regardless of the physical characteristics of the viewing surface.

OR

Discuss important principles of extension.

Ans. The principles of extension are relative and not necessarily fixed in importance or sequence. The principles discussed here are those which are either fundamental in nature or widely accepted in literature on the subject.

- **Principles of interest and needs:** People's interests and people's needs are the starting points of extension work. To identify the real needs and interests of the people are challenging tasks. The extension agents should not pass on their own needs and interests as those of the people. Extension work shall be successful only when it is based on the interests and needs of the people as they see them.
- **Grass-roots principle of organization:** Extension programme should start with local problems. Extension work should start with where people are and what they have. The establishment of the three-tier system namely, village panchayat, Block-samiti and Zila Parishad, followed by state legislatures and parliament satisfies the grass- roots principles of organization in the extension (Dhama and Bhatnagar, 2009).
- **Principle of cultural difference:** In order to make extension programmes effective, the approach and procedures must be suited to the culture of the people who are to be taught different culture require different approaches. A blue print of plan of action designed for one region cannot be applied effectively to another region due to cultural difference.
- **Principle of co-operation and participation:** Most members of the village community will willingly cooperate in carrying out a project which they helped to decide to undertake. It has been the experience of many countries that people become dynamic if they are permitted to take decisions concerning their own affairs, exercise responsibility for and are helped to carry out projects in their own village.
- **Principle of applied science and democratic approach:** Extension is an applied science, it is a two way process. The problems of people/farmers are identified and taken to the concerned scientists, who on the basis of research and experimentation find out the solution best suited

to their conditions. The extension worker then, with the various means disseminate these findings in such a way that the farm families can voluntarily adopt them to satisfy their own needs. However, it is democratic in a way that all possible solutions are placed before the participants, and their merits are highlighted through mutual discussions. Ultimately the people are left free to decide their line of action, what method to be adopted in their local situations with their own resources and available government assistance (Dhama& Bhatnagar, 2009).

- **Principle of learning by doing:** "Farmers, like other people, hesitate to believe and set on theories; or even facts, until they see with their own eyes the proof of them in material form. We must in some way, bring this work to their personal attention. We must carry it home to them". However, learning by doing is most effective in changing people's behaviours. This develops confidence as it involves maximum number of sensory organs.
- **Principle of trained specialists:** Trained specialist have to be provided, who keep themselves in touch with their respective research institutes on the one hand and extend to the extension worker, meaningful terms, the latest scientific developments, which have scope for adoption in particular areas.
- **Principle of adaptability:** Extension work and extension teaching methods must be flexible and adopted to suit the local conditions. This is necessary because the people, their situation, their resources and constraints vary from place to place & time to time. (Singh et al. , 2006)
- **Principle of leadership:** The involvement of leaders in extension programmes is the one single factor that determines the success or failure of those programmes. Local leaders are the guardians of local thought and action and can be trained and developed to best serve as interpreter of new ideas to the villagers.

Q2. What do you mean by communication channels? Briefly discuss their salient features.

Ans. Communication channels are the means through which people in an organization communicate. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences. Complex messages require richer channels of communication that facilitate interaction to ensure clarity.

Communication channels include face-to-face communication, broadcast media, mobile channels, electronic communication and written communication.

- **Face-to-Face or Personal Communication:** Face-to-face or personal communication is one of the richest channels of communication that can be used within an organization. Physical presence, the tone of the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions.
- **Broadcast Media Communications:** TV, radio and loudspeakers all fall within the broadcast media communication channel. These types of media should be used when addressing a mass audience. Businesses seeking to notify customers of a new product may advertise or do promotions using a broadcast channel. Similarly, a CEO may do a global company address by having a television feed broadcast across global sites. When a message intended for a mass audience can be enhanced by being presented in a visual or auditory format, a broadcast channel should be used.
- **Mobile Communications Channels:** A mobile communication channel should be used when a private or more complex message needs to be relayed to an individual or small group. A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organization may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.
- **Electronic Communications Channels:** Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one-on-one, group

or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo unless the message specifically calls for it.

- **Written Methods of Communication:** Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

OR

Explain the monitoring and evaluation plan in rural development.

Ans. Monitoring and evaluation plan

Monitoring and Evaluation (M&E) are critical processes in determining the progress and effects of development programmes and projects. Monitoring of communication programmes and projects is a recent innovation for systematizing reporting on the progress of activities. Evaluation on the other hand is a process to measure achievement of objectives and to draw lessons for future planning. Both these concepts are now being increasingly used in communication programmes and projects. Let us take a look at the meaning and scope of Monitoring & Evaluation in general and in relation to communication programmes in particular.

At the very outset you will have to be clear about the fact that monitoring and evaluation are two closely related but distinct activities. In the development literature we have been using them together so frequently, that at times it seems that both are performing same functions. Let us try to discuss this aspect in a little more detail before we touch upon meaning and scope of monitoring and evaluation. For effective implementation and completion of any programme or project, one would like to :

- *keep track of the on-going activities so that one can take immediate corrective action for any deviation or shortfall.*
- *systematically determine achievement of objectives and impact of communication activities on the audience, and*
- *draw lessons for future planning.*

When we talk of keeping track of on-going activities for taking immediate corrective action, we are talking of **monitoring.** When we talk of determining achievement of objectives, impact lessons drawn for future planning, we are in effect talking about **evaluation.** Therefore monitoring and evaluation are two related but distinct concepts. Let us now try to define each one of them and discuss the scope.

Monitoring : The main purpose of monitoring is to indicate as early as possible any shortcomings with regard to delivery of inputs, execution of activities or production of outputs, in order that corrective measures can be taken in time. Here inputs refer to services, funds, goods, manpower resources and technology and output refers to specific services or products which an activity is expected to produce from its inputs towards the achievement of its objectives.

The scope of Monitoring is restricted to watching and overseeing to facilitate corrective action (if any needed) and does not question the programme objectives. This view is also supported by the ACC Task Force of the United Nations (M&E. Guiding Principles, 1986) which defines monitoring *"as the continuous or periodic review and surveillance (over seeing) by management at every level of the hierarchy of the implementation of an activity to ensure that input deliveries, work schedules, targeted outputs and other required actions are proceeding according to plan."*

A World Bank publication on Monitoring and Evaluation emphasizes on the information component of monitoring and defines it as *"The provision of information and the use of that*

information to enable management to assess progress of implementation and take timely decisions to ensure that progress is maintained according to schedule (Casley and Lury, 1985)".

The analysis of the above definitions reveal that monitoring is an analytical process of control, which is expected to provide relevant feedback through the provision of information for taking timely corrective action.

In Communication-Extension programmes and projects, the concept of monitoring can be used as an effective tool in keeping track of various activities envisaged under management plan and making mid-course corrections within the framework of the objectives set for the programme or project. Monitoring being a management function should therefore be an internal activity but decision oriented. It would ensure regular feedback to decision making points.

Evaluation : Evaluation is *"a process for determining systematically and objectively, the relevance, efficiency, effectiveness and impact of activities in the light of their objectives"*. (ACC Task Force M&E Guiding Principles-1986). Evaluation is also expected to *"assess the overall project effects, both intentional and un-intentional and their impact"*. (Casley and Lury - 1985). We have seen that monitoring is particularly useful in providing immediate data for project managers to facilitate corrective action by them for problems or bottlenecks encountered in the process of implementation. Evaluation in turn, is more comprehensive in scope than monitoring as it entails assessment of effects of the project activities on targeted audiences, both immediate and long term as well it aids in future planning. Again, where as *monitoring* is carried out only during implementation, evaluation carried out during implementation is called *'ongoing evaluation'*; at completion it is called *'terminal evaluation'* and some years after the completion it is called *'impact evaluation'*. Although, all the three types of evaluation may not have relevance to communication packages, we will still discuss them very briefly to enable you to distinguish one from the other.

Q3. Answer any two of the following questions in about 400 words each:

(a) What do you understand by traditional and folk media? Describe the major types of traditional media used for rural development.

Ans. Development communication is the kind of communication which is functional to the prompt conversion of a country and the mass of its people from the insufficiency to the self -moved state of economic progression that creates possible enormous social equivalence and the higher implementation of human potential this is known as the process of Development Communication. The means of communication to the large audience through newspapers, television and radio etc.

Traditional Media: It is the time privileged, predictable means of the mass communication which includes the mediums of communication before the dawn of internet such as newspapers, television, magazines etc. It is also known as the old way of communication.

- **Role of Traditional Media in Development Communication:** Communication is the key to human development. For the development process people's participation is the key element to the progress. Communication is the essential to the development task in many ways. For example, it permits proposers, when classifying and framing development programs and to check with people in command to take into account their requirements, attitudes and traditional information. Only with the process of communication the project recipients will become the major performers to make development programs successful and for this purpose Traditional media is a very important and operative component in the way of communication for the development process. Traditional media procedures are portion of the means of life of a community and deliver satisfactory means of fetching development issues on its own terms into the community. Media is known as the source of entertainment but with the quotient of entertainment it can be a revolutionary giant in the society. In the society media can highlight the different issues of the society and can expose the corruption and made people realize about the certain things and led them to the way of development. Traditional media like television, newspaper is playing a vital role in the society. The attainment of agricultural

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