
UNIT 3 COMMUNICATION-MEDIA MIX FOR RURAL DEVELOPMENT

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3.0 AIMS AND OBJECTIVES

This Unit has been designed to give you a basic understanding of different types of traditional media, visual, audio-visual aids. It also aims to make an effort to discuss emerging electronic information technology for communication in rural development. After studying this Unit, you will be able to:

- i) have a clear understanding about different types of traditional media and their role in rural development,
- ii) distinguish and understand various types of visual aids, audio aids and audio-visual aids and their role in rural development,
- iii) appreciate relevance and importance of combination of various media for effective communication in rural development; and
- iv) have a basic understanding of emerging electronic technology for communication in rural development.

3.1 INTRODUCTION

One of the major problems of rural development in a developing country like India is the lack of effective communication strategy with appropriate media mix, to educate the masses as well as to transfer the development messages related to agriculture, health, rural welfare, village industries and host of other subjects. Formulation of an effective communication strategy needs an understanding of different teaching methods and media mix. In India, development functionaries use various methods of communication to interact with the masses who have various levels of understanding and comprehensions. Although different types of traditional media continue to play important role in the process of communication in rural areas, the emerging technologies in the communication world needs to be examined for their full utilization and their potential for convergence with other existing communication technologies.

3.2 CLASSIFICATION OF AUDIO-VISUAL AIDS

The term 'audio-visual aid' refers to equipments and materials used in communication of information, skills and knowledge. They are also called instructional educational aids. The audio-visual aids are classified as audio, visual and audio-visual aids. The audio aids use 'listening' as the primary process of communication. The visual aids use 'seeing' as the primary process of communication. The audio-visual aids use both 'listening' and 'seeing' as the primary process of communication. Different teaching aids which come under the above categories can be seen in Figure 4.

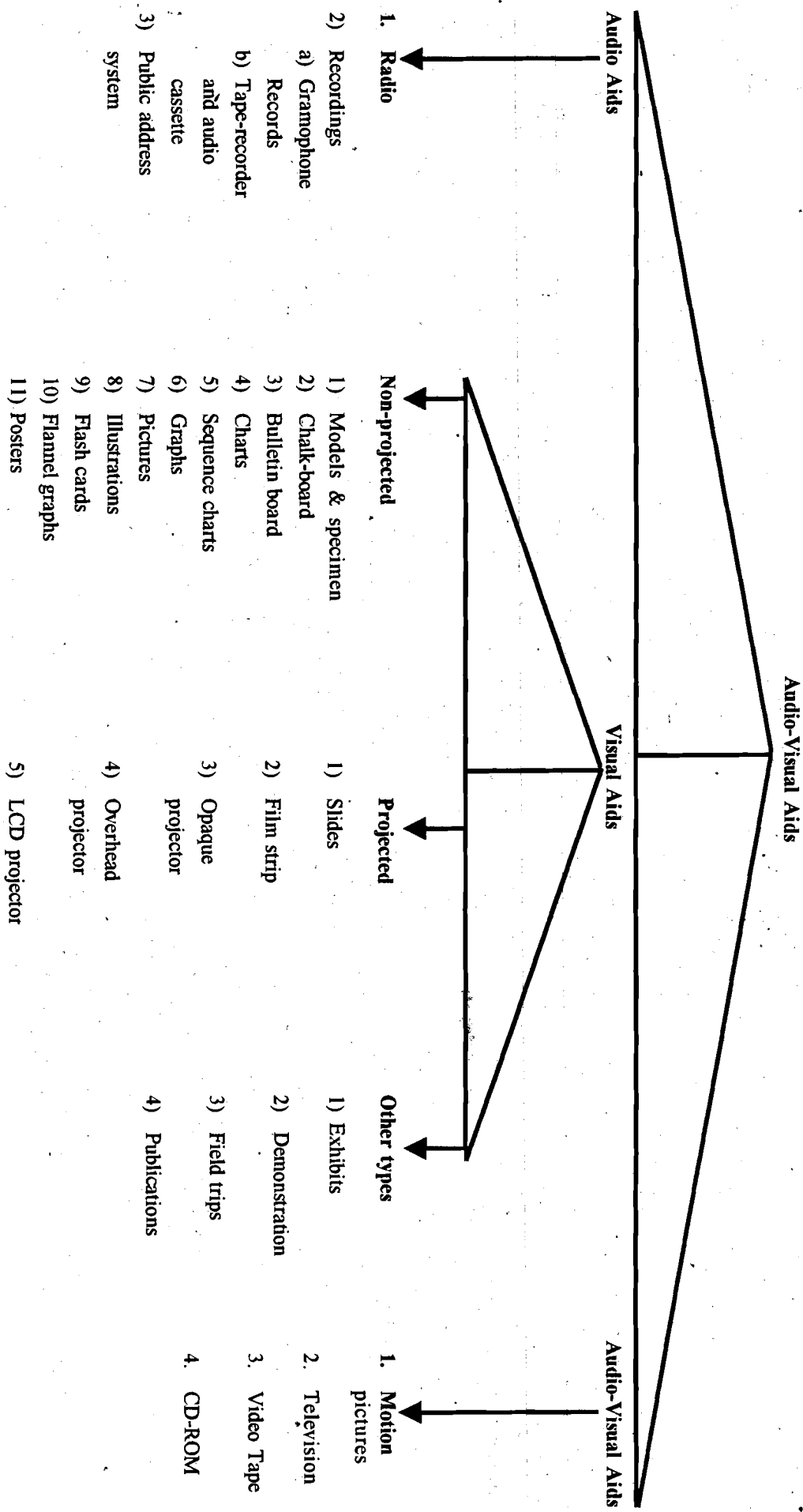
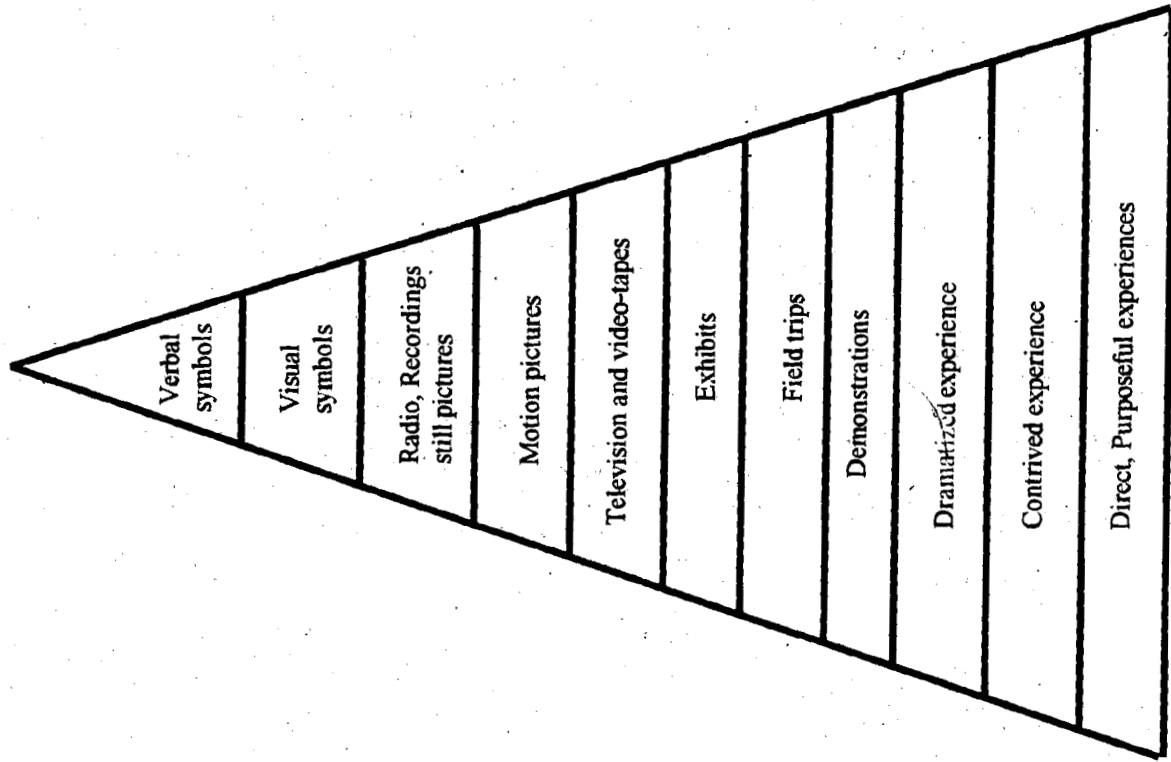


Figure 4 : Classification of Audio-Visual Aids



Experiences involving symbols

Experiences involving observation

Experiences involving doing

Speaking about reality :
reading, writing or speaking.

Seeing, representation of reality.
charts, maps and graphs..

Experience through only one sense.
Seeing or hearing

Seeing action pictures of real situations,
usually with sound.

Seeing action pictures of real situations,
with sound.

Seeing man-made representations
of an experience.

Seeing other people doing things.

Seeing how things are done.

Actual role playing in skits
plays, mocks, trials etc.

Using working models
mocks-up, specimens.

Doing the job.

Figure 5 : "Cone of experience" [based on Dale (1956) and Geus De (1953)]

Cone of Experience

Every instructional material or aid has got its own place in teaching. The learning process itself involves experiences — abstract or concrete. These experiences involve different senses such as seeing, hearing, feeling, smelling and tasting as well as one's emotions. The 'Cone of Experience' is a visual (Figure-5) which shows the inter relationship between various types of visual aids and their individual position in the learning process. As it is seen from figure-5, the learning experience can take place between the direct experiences and verbal abstraction. The instructional aids such as verbal symbols, visual symbols at the top of the cone give abstract experience. As you travel downwards, you come to the base of the cone, where you come across aids which are more direct and less abstract. Thus "contrived experiences" (using working models, mock ups, specimens) is one stage more direct than "dramatised experience", and dramatised experience" is one stage more direct than "field trips", and so on. Similarly if you travel downward from the pinnacle of the cone, you move in the order of increasing directness: "verbal symbols" are more abstract than "visual symbols" and "visual symbols" are more abstract than such "one-sense aids" as recordings, radio and still pictures" (Dale, 1954).

Apart from audio-visual aids as described above there are "traditional" or "folk media" of communication which are popular in rural areas. These media employ a combination of indigenous vocal, verbal-music and visual folk art. In this Unit you will be exposed to various types of traditional media as well as modern audio-visual aids. We will first discuss the traditional and folk media followed by visual, audio and audio-visual aids.

3.3 TRADITIONAL AND FOLK MEDIA

3.3.1 Definition

Traditional media of communication can be defined as the "act of communication by employing vocal, verbal-musical and visual folk art forms, transmitted to a society or group of societies from one generation to another. They are indigenous modes and have served the society as tools of communication for ages" (Parmar, 1975). The characteristics of these media are that they have been integrated into the socio-cultural pattern of community. The traditional media of communication are local, less costly and easily available. These media establish good rapport with the audience and appeal to their emotions.

Folk forms of communication have immense potential. They have the capacity to modify and fit into changing socio-cultural and political situations. Thus contemporary issues and problems can be effectively communicated through folk forms. Further, since traditional media have simplified realism and suggestivity to rural symbols, the rural audience can easily relate themselves to the message. Another aspect of traditional media is that they have the advantage of a spontaneous response of audience to their traditions as well as the capacity to provide entertainment and enjoyment through folk performance.

3.3.2 Types of Traditional Media

Traditional media can be classified in a number of ways. However, any classification of traditional media should keep in mind the regional variations. Broadly traditional media can be classified as :

- Traditional folk theatre,
- Puppetry,
- Folk oral literature and folk music,
- Traditional youth clubs,
- Folk dances, fairs and festivals,
- Traditional motifs and ritual drawings and
- Sound signals and surrogates (Parmar, 1975).

Traditional Folk Theatre : Folk theatre or drama including tribal mimes and dance dramas exist in different forms in India. Selected forms of folk theatre in different parts of India are given below (Parmar, 1975):

Andhra Pradesh	:	Veethi Natakam, Yakshagan-Bayal Natakam
Assam	:	Ankiya Nat (Bhawanas), Kirtania Natak
Bihar	:	Bidesia, Sereikela Chhau
Gujarat	:	Bhavani
Haryana	:	Sang (Sangeetaka)
Himachal Pradesh	:	Kariyala, Bhagat
Jammu and Kashmir	:	Bhand Pathar or Bhand Jashna
Karnataka	:	Yakshagan, Sanata, Dooddata
Kerala	:	Koodiyattam, Mediattam
Madhya Pradesh	:	Maanch, Nacha, Nautanki
Maharashtra	:	Tamasha, Lalit
Orissa	:	Pala Jatra, Daskathia
Punjab	:	Nautanki, Naqal
Rajasthan	:	Khyal, Rammat
Tamil Nadu	:	Therkoothu, Pagal vesham
Uttar Pradesh	:	Ram leela, Nautanki
West Bengal	:	Jatra, Pala
Goa, Damman & Diu	:	Dashavatar, Triyatra

Folk theatre uses different folk songs, dances and instrumental music besides dialogue. It is highly entertaining in nature.

Puppetry : Puppetry as a folk art is a well-known medium for entertainment and communication. Basically puppetry is a theatrical caricature. In fact puppet theatre offers a unique kind of entertainment which cannot be given by live theatre. The success of a puppet show depends upon the extent of the puppeteer's skill who conveys the message through the limited range of puppet movements (Figure 6).

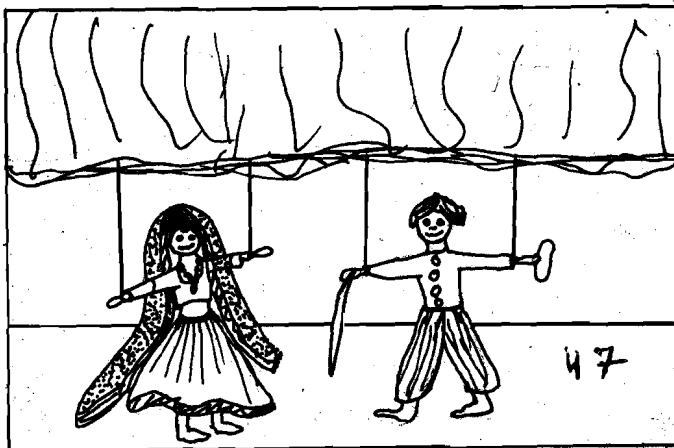


Figure 6 : Puppet Show

There are four types of puppets available in India—string puppets, rod puppets, shadow puppets, and glove puppets.

Folk Oral Literature and Folk Music : The folk oral literature and folk music which forms an essential part of culture of any social group can be used as an effective communication media. The folk music form consists of tribal melodies, and folk songs. The musical styles vary from region to region. Some of the prominent music styles of various regions of India are as follows (Parmar, 1975):

Region	Musical styles
Bengal	Babul, Bhatiali
Gujarat	Duha and Garba
Maharashtra	Powada and Lavani
Uttar Pradesh	Chaiti and Kajari
Kerala	Kolkali Pattus
Assam	Bihu
Rajasthan	Mand and Panihari
Kashmir	Rouf and Chhakri
Madhya Pradesh	Sua and Daari

The folk literature consists of folk tales, Harikatha techniques (Kathapatha, Kirtan, Katha-Kalakshepam, Pravachan and Kathakata), ballad singing, kavadi (story box) and Pad Recital. Some examples of ballad singing are as follows (Parmar, 1975):

Region	Examples
Rajasthan	Prithviraj Raso
Punjab	Varr of Tuglaq Shah Khusron Khan
Uttar Pradesh	Alha
Garhwal	Pawara, Madhosingh
Madhya Pradesh	Bans Geet, Alha
Maharashtra	Powada
Tamil Nadu	Villupattu

Traditional Youth Clubs : The traditional youth clubs or village dormitory is common among many tribes of India. For example the institution of 'Ghotul' meant for unmarried boys and girls is prevalent among Muria tribes of Bastar. The village dormitory serves as an institution to train village youth in various aspects of culture of a particular group as well as to develop community life by way of sharing among young people. Some of the youth houses are as follows (Parmar:1975):

Tribes	Youth houses
Hos and Mundas	Gitior
Oraons	Dhumkuria
Bhumias	Dhanarbassa
Angamis	Keihuki
Ao nagas	Yo
Konyak and Sema Nagas	Morang
Bhotias	Rang bhang
Memis	Ilochi or Ikuchi

Folk Dances, Fairs and Festivals : The traditional folk dances, fairs and festivals form a part of the cultural life of any group. They serve as the media for exchange of information with regard to social, economic and religious activities. The folk dance include dances performed during ceremonies and festivals, tribal dances, ritual dances associated with invoking God's blessings and dances preserved by professional families in rural areas to earn their livelihood (Pamar: 1975).

Traditional Motifs and Ritual Drawings : The traditional motifs and ritual drawings includes symbols, trantric configurations, terracota figurines, floor motifs, folk murals, traditional textile designs, scroll painting and various other things embracing the functional and decorative use of people's creative activities (Parmar : 1975).

Sound Signals and Surrogates : This category of traditional media includes drum-beats, code-beats, whistles, shouts, riddles, proverbs and mnemonic devices.

3.3.3 Role of Traditional Media in Rural Development

The traditional media of communication as discussed in the above section can be effectively used to communicate developmental information and messages for rural development. The interest in folk media in promoting rural development has increased in recent times because of limitations of modern methods of communications. The advantages of traditional media in communicating developmental information to rural people are as follows:

- i) Folk media involves substantial participation of the audience which increases the effectiveness of communication.
- ii) The audience of folk media can easily identify themselves with these media since they appeal to their emotion.
- iii) The traditional media attract and sustain the interest of the audience as they contain the elements of entertainment.
- iv) The folk media create greater confidence and arouse motivation to change because the communication takes place within the cultural pattern of rural society.
- v) The folk media will be more effective in rural areas which have the problems of illiteracy, resistance to change and inadequate spread of mass media.
- vi) Folk media will be more flexible to accommodate new themes and is less costly when compared to electronic media.
- vii) Folk and modern media can be integrated, complementing each other for effective communication for rural development .

Check Your Progress 1

Notes : a) Write your answers in the space provided.

b) Check your answers with model answers provided at the end of the Unit.

i) Give a brief explanation of the term 'audio-visual aids'

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ii) Where are the major traditional media which can be used for rural development purposes?

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3.4 VISUAL AIDS

3.4.1 Definition of Visual Aids

The visual aids are those communication devices which use 'seeing' as the primary process of communication. Thus, through these visual aids 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.

3.4.2 Types of Visual Aids in Rural Development

In this section a brief account of various types of visual aids which can be used for effective communication with special reference to rural development are discussed.

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 (gobar-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.

Chalk-board (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. (Figure 7).

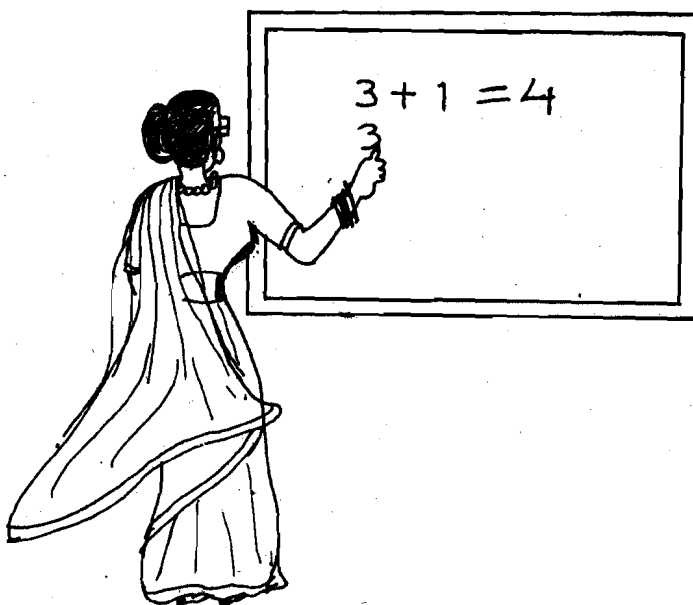


Figure 7 : Chalk Board

In India, chalk-boards are generally made on the walls themselves. Roll-up chalk-boards can be easily transported and used in extension teaching programmes. The chalk-board can also be made up of wood, metal as well as heavy card board.

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, activities of a development department and forthcoming events (Figure 8).

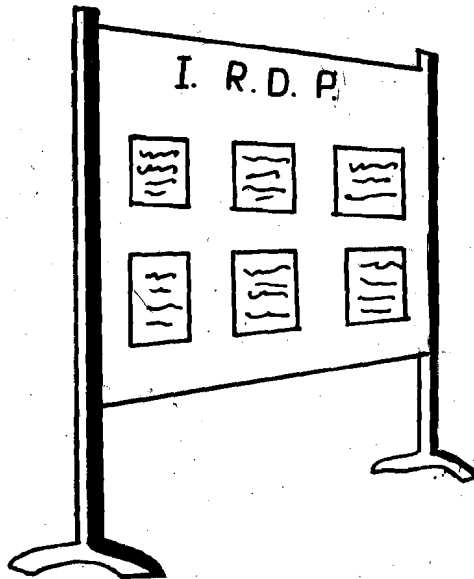


Figure 8 : Bulletin Board

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. There are many kinds of charts. Some of the commonly used charts are as follows :

- **Organisational Charts (Flow Charts) :** These show the organisational set up of any department or organisation.
- **Time-Charts :** These are also called tabular charts which present data in sequence (e.g.) Railway time-table.
- **Tree or Stream Chart :** These charts show the development and growth of any company, scientific discipline or history of a particular community.

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 idea, point by point, removing the relevant paper strip at the right time, one by one.

The flip-chart consisting of several sheets or charts of paper are fastened together with their metal or wooden strip, and mounted at top of an easel. The charts or sheets of paper consist of written words, pictures and graphs and are arranged in a sequence to portray an idea or story. While using these charts one has to turn over (flip) the charts one by one and give verbal explanations or details (Figure-9).

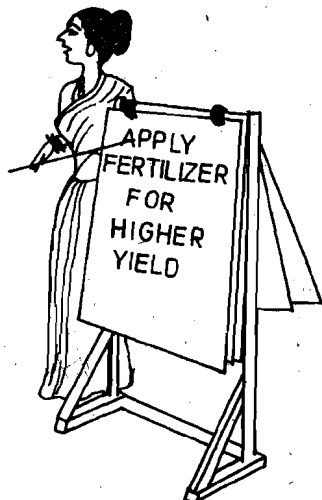


Figure 9 : Flip Chart

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. Let us discuss their usefulness one by one:

Area graph : It is useful in making quantitative comparisons.

Bar graphs : Bar-graphs are useful in comparing magnitude of similar items at different times with greater accuracy.

Pie graph : Pie-charts are useful to show parts of a whole. It is also known as circle-graphs.

Line graphs : These are also known as curve graphs which are useful in presenting data in an accurate manner. The line graphs generally combine quantity with time and will be useful in showing the growth or change over a period of time.

Pictorial graphs: It makes use of picture symbols and is popular. Today pictorial graphs are used in advertisements as well as in developmental communication.

Specimen : Specimen or real objects collected and exhibited in a proper way will be of great educational value to rural people. For example specimens of insect pests of crops will help in educating farmers about insect-control.

Pictures : The still pictures are an effective way of communication of ideas, emotions, and feelings. Pictures include photographs and illustrations. Photographs are highly popular and valuable visual materials which can be filed according to the subject matter and used for teaching purposes. With the help of modern technology of photography, one can easily prepare colour photographs either directly from photographic prints or books or newspapers. The photographs can also be displayed in bulletin boards or projected through opaque projectors.

Illustrations : Illustrations include non-photographic materials such as drawings, paintings, etc. which can be used in any educational programmes.

Flash-cards : Flash-cards are one of the cheapest and effective aids to communicate an idea or story in a sequence. Flash-Cards consist of cards of 10" × 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 verbal 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 (Figure 10).

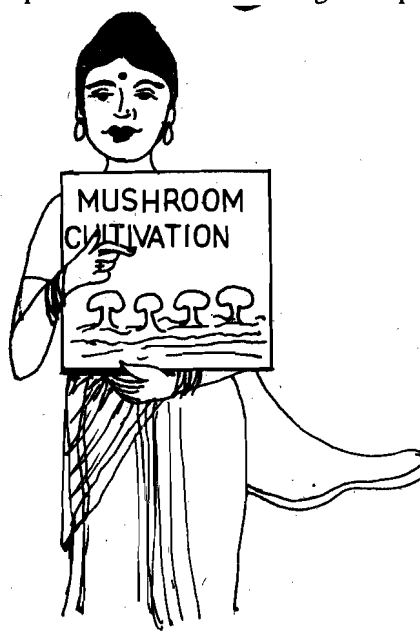


Figure 10 : Flash Card

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"× 27", covered with the cotton flannel, wool or khadi cloth. The pictures or materials, backed with strips of same cloth or sand paper will stick to the flannel board without any visible support.

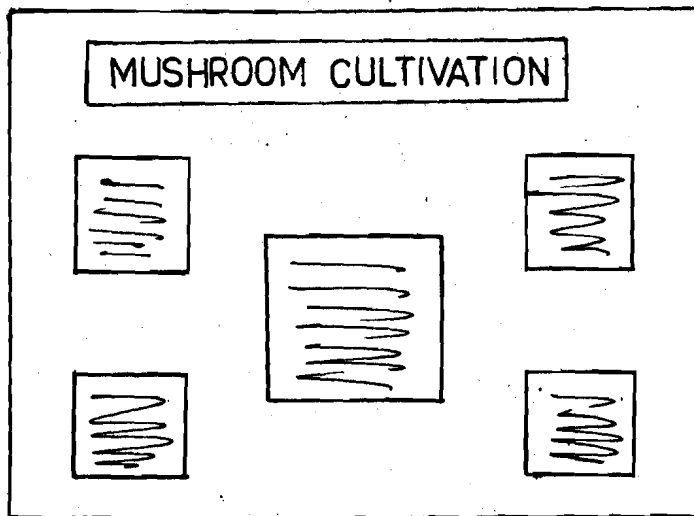


Figure 11 : Flannel Board

This helps the teacher to build an idea presentation in a sequence, piece by piece. With the use of flannel graph one can easily capture and hold the attention of the audience since the presentation of an idea or story is done in a lively way. The flannel board as an instructional aid will be effective at all levels of communication and transfer of information involving rural audience (Figure-11).

Posters : Posters are effective in attracting the attention of the audience, to create awareness about an idea or message. It has also been found that posters can motivate people to initiate action. It is a commonly used visual aid in rural and urban areas.



Figure 12 : Poster

However it should be remembered that use of posters should be made along with other teaching aids as part of overall communication strategy. A good poster should have a brief and striking slogan alongwith colourful pictures (Figure-12).

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.

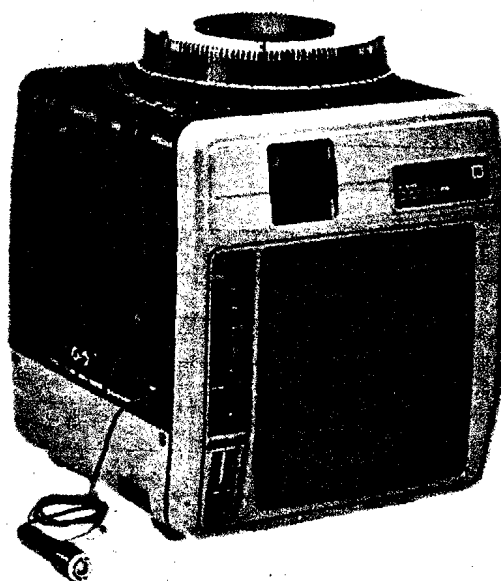


Figure 13 : Slide Projector

Slides in combination with audio-tapes can be used to effect attitude change among rural audiences. They are also very effective to teach recognition or discrimination of relevant stimuli. The slide projectors are used to present the slides to the audience (Figure 13).

Film-Strip : Film strip consists of sequences of 35 mm film, containing still pictures which convey a story or ideas to be communicated. The difference between slides and film-strips lies only in the mode of packaging and the equipment for utilisation. Film-strips use the film in continuous strips. As an instructional aid film-strips can be used to bring the same effect of slides. Film-strip projectors are used to present the film-strip to the audience.

Opaque Projector : An opaque projector projects any non-transparent pictures such as photographs, charts, sketches and hand written materials. Opaque projector is also known as epidiascope, episcop, and/or Spencer Delineascope. It can also be used to project flat objects such as coins, leaves, stamps etc.

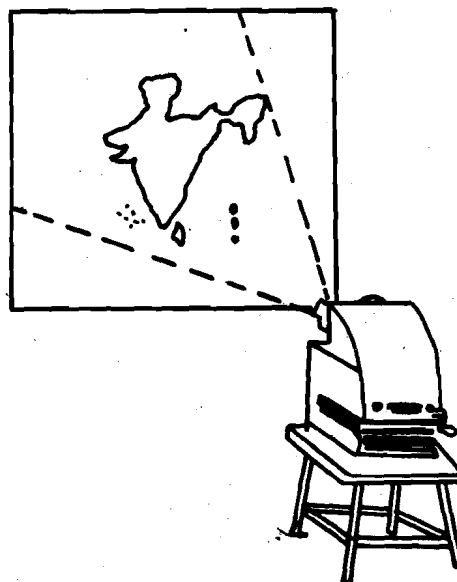


Figure 14 : Opaque Projector

The principle of reflected projection is used in the use of opaque projection. The opaque projection can be used to project a variety of materials in any teaching situation (Figure 14).

Overhead Projector : The overhead transparency projector is an effective flexible and convenient visual aid which can be used in class room teaching. It is one of the most widely used piece of instructional aid in projecting visual images for a group of audience assembled in one location.

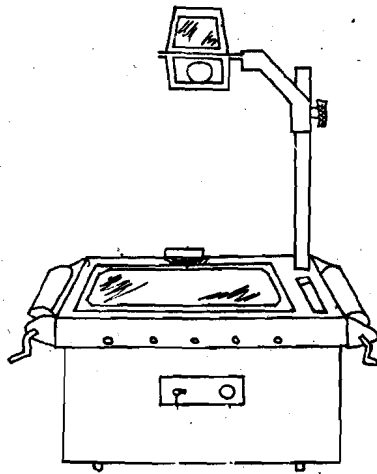


Figure 15 : Overhead Projector

One of the greatest advantages of this equipment is that the teacher can face the audience in a light room. Greater control over the sequence of displays is possible, and elements in a visual can also be pointed out (Figure 15).

OTHER TYPES OF VISUAL AIDS

Exhibits : Exhibits essentially involve display of materials such as charts, posters, real objects and photographs designed to communicate facts, ideas, information and feelings. Thus, exhibits consist of display of variety of visual aids related to a common theme. A well-organised exhibit creates awareness and interest and prepares people for action. For example, a farmer who has seen an improved variety of 'wheat' in an exhibition of improved crop varieties will be motivated to plant new varieties in his fields (Figure-16).

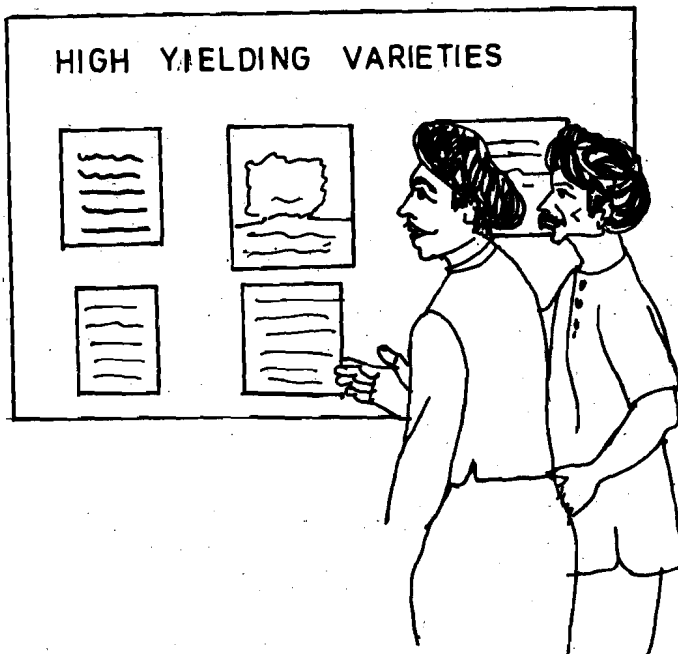


Figure 16 : Exhibits

Demonstration : Demonstrations are effective means of influencing the behaviour of rural people. They can be used to show the superiority of improved farm and home practices. There are two types of demonstrations—method demonstration and result demonstration. We will now discuss both of them.

Method Demonstration : The method demonstration is used to teach a skill to a group. It is not concerned with proving the worth of a practice, but with how-to-do things. Examples of method demonstrations are, seed treatment with chemicals, grafting of mango, transplanting methods, spraying methods etc. (Figure- 17).



Figure 17 : Method Demonstration

Result Demonstration : The result demonstration shows by example the usefulness of a new practice. It creates confidence on the part of participants.



Figure 18 : Result Demonstration

The results of demonstration may be concerned with a single practice such as use of chemical fertilizer or series of practices such as management of a poultry flock (Figure 18).

Field Trips : Field trips involve visit to a particular place, farm or factory with a view to observe and study the object in its real situation. For example, farmers after learning about advantages of improved methods of poultry from extension workers, may visit a nearby scientifically managed poultry farm. Field trips are arranged with the specific objective of teaching new practices.

Publications : The publication or literature such as bulletins, pamphlets, circular, leaflets etc. are effective methods of information and communication to the literates in rural areas. The publications reinforce other instructional aids such as radio talk, telecast, demonstrations etc. The publication should be of good quality with more readability.

3.5 AUDIO AIDS

3.5.1 Definition of Audio Aids

Audio aids are instructional materials which use listening as the primary process of communication. Thus through audio aids, messages can only be heard but not seen. This category of materials include radio, phonographic records, recorded tapes and public address equipments.

3.5.2 Types of Audio Aids

There are various types of audio-aids available. Let us discuss each of them.

Radio : Radio is widely available and has a huge potential in dissemination of developmental information in rural areas. It is also the cheapest mass medium which can be easily purchased by rural people. Radio as an instrument of non-formal farm education is gaining popularity in most of the states in India. For example, the programme 'Farm School on the Air' is one to the successful programmes to educate farmers through the medium of radio in states like Tamil Nadu and Punjab. Radio broadcast make use of various forms of presentation such as talks, interviews, dramas, success stories and songs. Radio is extensively used to disseminate timely information on weather, market condition, various developmental activities and programmes as well as improved practices related to agriculture and allied activities. Studies have pointed out that radio is effective in creating awareness about improved practices as well as increasing their knowledge level. The gain in knowledge and its retention from a broadcast was more when listened in a group situation (radio rural forum) than when listened individually at home. Thus, radio with the help of radio rural forums will help in regular and periodic meeting of farmers for effective dissemination of innovations and solving other developmental problems. Studies have also pointed out that radio is widely used by farmers who have large farms, higher education and higher degree of cosmopolitaness. Thus it is more likely that radio is the medium of rural elites. Therefore resource poor farmers should be encouraged to form radio rural forums. More recently distance education institutions are using this medium for audio-conferencing which provides scope for the two way interaction.

Gramophone Records : Gramophone records belong to 'disk recording' which involves the complex process of recording by mechanical process. Once recorded, the gramophone records are easy to handle and can be replayed. Use of gramophone records is quite popular in rural areas as a source of entertainment during fairs, festivals and *melas*.

Tape-recorder and Audio Cassette : With the advent of tape-recorder, the recording of sound has become simple, convenient and inexpensive. Portable tape-recorders are easily available at a reasonable rate. Recorded tapes and cassettes can be easily edited, re-used and stored. The pre-recorded cassettes with songs, music, talk etc., are quite popular in rural areas. They are also used for commercial advertisements, political campaigns, and to make important announcements. Pre-recorded cassettes with developmental information in areas like agriculture, health etc., will be useful to farmers and extension functionaries for dissemination of information and training of farmers. In fact, many agricultural Universities and developmental departments make use of pre-recorded cassettes to popularise new technologies.

Public Address System : Public Address System (P.A. System) is commonly used in delivering, a talk or in conferences and seminars, where the size of audience is large and there is need for amplification of speakers' voice. The P.A. system consists of a microphone, an amplifier and a loudspeaker. Public Address System is an important aid in organisation of talk, campaigns and meetings related with developmental work in rural areas.

3.5.3 Role of Audio-aids in Rural Development

The audio-aids such as radio, gramophone records, and pre-recorded cassettes provide an economical and convenient source of development information content that can be readily

made available to rural audience. The content and sequence of information through these aids are fixed and they can also be used for independent study. These audio aids can be used in a variety of ways either alone or in combination with printed materials.

Some of the specific uses of audio-aids in rural development can be following :

- The audio-aids such as radio, and audio cassettes will be highly effective in creating awareness about innovations or developmental programmes.
- Information through radio, and audio cassette followed by group discussion in the form of radio-rural forums will be effective in creating favourable attitude and initiating action towards adoption innovations.
- The radio will be highly useful in providing regular forecast of weather and news about market situation, developmental programme as well providing information during emergency situations like flood, drought etc.
- The recorded devices such as audio cassette, gramophone records etc. can be effectively used in individual learning and training of group of farmers, functionaries and extension officers.

Check Your Progress 2

- Notes :
- a) Write your answers in the space provided.
 - b) Check your answer with model answer provided at the end of the unit.

- i) List out the projected and non-projected visual aids.

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- ii) What are the advantages of demonstration ?

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3.6 AUDIO-VISUAL AIDS

3.6.1 Definition

The audio-visual aids are those communication devices which use seeing and listening as the primary process of communication. Thus through audio-visual aids messages can be heard as well as seen. This category of materials include motion pictures (with sound), television and videos. As compared to the visual and audio-aids discussed in the above section, audio-visual aids are found to be relatively more effective instructional aids. Let us now discuss various types of audio-visual aids available.

3.6.2 Types of Audio-Visual Aids

The audio-visual aids that we plan to discuss here are motion-pictures, television and videos.

Motion-Pictures (movie-films) : Motion-Pictures with sound is an effective medium for educational and entertainment purpose. The powerful influence of motion-pictures can be harnessed to bring desirable changes in the knowledge, attitude, and habits of rural people. The perfect synchronisation of movement and sound in motion-pictures gives an experience

of reality and attracts the attention of the audience. With the advances in photography we can show 'slow motion' as well as 'fast-motion' and 'stop-motion' movie films, which will be effective in creating interesting effects. With the *time-lapse photography* one can teach natural phenomena which will be easily understood by the audience. For example with the help of *time-lapse photography* one can show the growth of plants, or opening of flowers.

The movie-films for development purposes are categorised as documentary film, narrative film, feature film, dramatic film, informational film, advertising film and training film. Many documentary films on various developmental themes are readily available with respective departments which will be of use to bring about desirable changes in knowledge, skill and attitudes of rural people. Motion pictures are produced in three different sizes such as 35 mm, 16 mm and 8 mm. Generally for education purposes 16 mm films are used. The film projectors are used to screen the movie-films. Various research studies on use of documentary films on agriculture have confirmed that they are effective in imparting knowledge. And their effectiveness in knowledge gain increased when screening of film was followed up by discussion or giving a summary of the film.

Television : Television is one of the effective audio-visual aids as it blends sound, and pictures, as well as it combines immediacy with remoteness and gives a personal touch to mass communication. Television came to India in 1950s. In the beginning years, television transmission was introduced around only Delhi. And it was expanded to other areas during 1970s and 1980s. With the liberalisation in import policy the cost of a television set has considerably come down. Though it is still costly, the ownership of television as well as telecast viewing is increasing in rural areas. Various research studies have pointed out that the television is very effective in imparting knowledge to rural audiences irrespective of their socio-economic status and the level of formal education. Lack of education which is common among Indian farmers, has not been found to be a limiting factor for utilisation of telecast related to rural development programmes. Studies have also pointed out that telecast induces changes in attitudes of rural audience and motivate them to practice the message.

Telecast of developmental programming make use of various modes of programme such as talk, field oriented presentation, discussion, interview with specialists, success stories, dramas etc. Many developmental departments and research organisations are involved in production of telecast programmes catering to the needs of rural audience

Video Tape : The use of video-tape in communication of developmental information has increased in recent times in India. Video-Tape Recorder (VTR) system consists of a camera, a microphone, tape recorder and a recording tape which can be used to record images and sound simultaneously on the tape. Many types including portable types of video-tape recorders are available in India. Video cassette players (VCP) are used to play the video-tape on a television set.

Though, videos are considered mainly as an entertainment medium, it is an effective aid for educational purposes. The video tape recorders can be used to produce developmental programmes for the purpose of telecasts, as well as for teaching and training of rural people and extension workers. Videos can be used to create awareness, transfer information as well as create changes in attitude by using various techniques and effects. Video clubs have sprung up even in small towns and villages. Though video viewing is still mainly a mode of entertainment for rich and upper middle class people, the community viewing of videos as well as video clubs have made it possible even common people to have access to video viewing.

3.6.3 Role of Audio-visual Aids in Rural Development

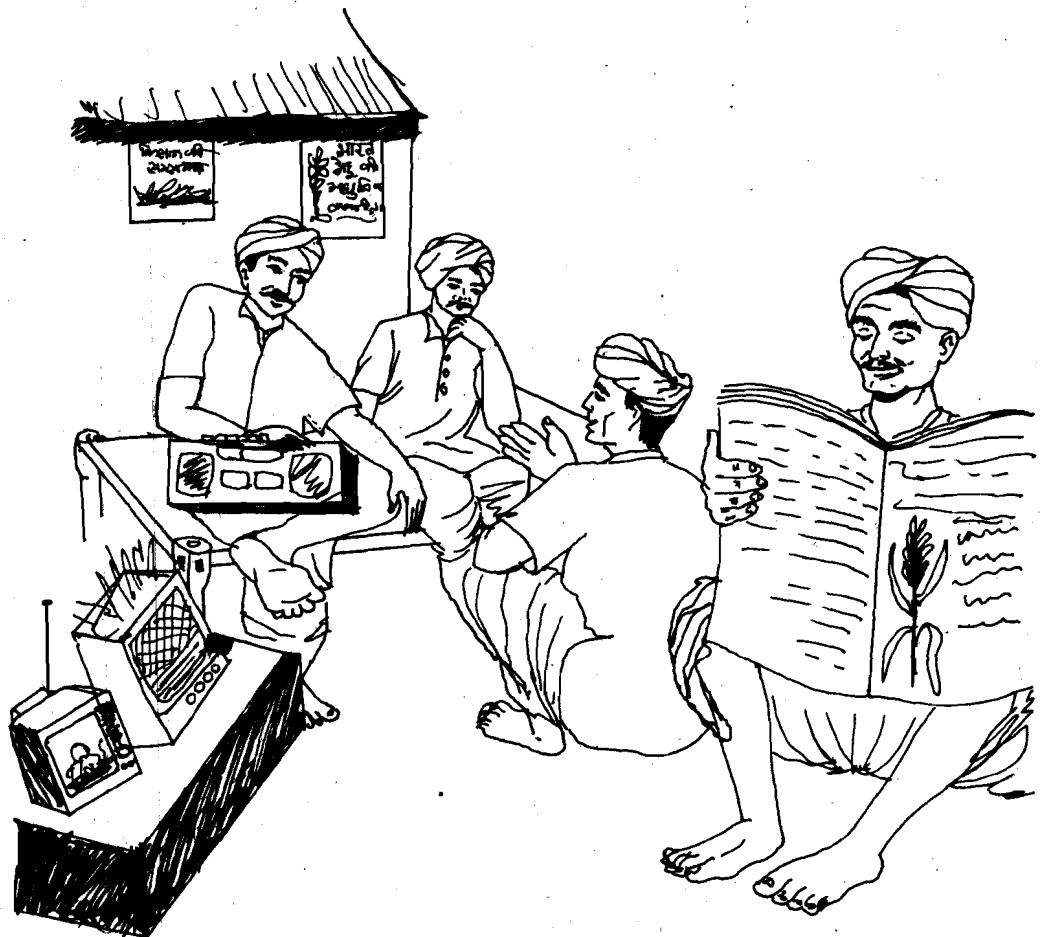
As stated earlier the audio-visual aids such as motion pictures, television and videos are relatively more effective in communication and transfer of information when compared to audio or visual aids. The specific role of audio-visual aids in rural development are as follows :

- i) The audio-visual aid will be a useful medium for development agencies where a visual demonstration is needed for effective communication, but cannot be provided due to high cost. Thus these aids are effective substitutes to create the effect of demonstrations. Though they may not be as effective as demonstration, they are more economical.

- ii) Television and videos are suitable to all categories of rural audience irrespective of their socio-economic background or level of education. Thus they can be used by development departments for any type of rural audience and message.
- iii) The audio-visual aids can be used to draw attention and create desired awareness among rural people about their problems and the solution.
- iv) The information and knowledge about improved practices can be disseminated to the rural people.
- v) The audio-visual aids are also effective in forming and changing opinion of rural people, which will help in overall development.
- vi) One of the most important roles of audio-visual aids is to change the behaviour of rural people by way of helping them to adopt improved practices related to their farm and home.

3.7 MEDIA-MIX FOR RURAL DEVELOPMENT

In the preceding sections a detailed account of various types of visual, audio and audio-visual aids and their use in rural development has been portrayed. There are many occasions wherein we have to use a single aid which will serve our purpose. But more often, we have to combine different aids so that we can effectively communicate and transfer information. Thus a proper communication strategy for any rural developmental activity involves an appropriate mix of various media (Figure 19).



Several studies on different media-mix for effective agricultural and rural development strategy have shown the following results :

- i) The audio-visual aids are effective in dissemination and transfer of improved practices. However, care should be taken to select appropriate aid according to educational activities. The following gives the effective media-mix for the different purposes of communication with regard to adoption of improved farm practices :

Purposes of Communication	Effective media-mix
Increase in knowledge and awareness	Radio + posters + publication (booklet, folders)
Improvement of skill	Method demonstration + flash cards + models
Change of attitude	Slides + information folders + photographs.
Change of behaviour to accept improved practices	Result demonstration + Field trips + slides + booklet

- ii) About the effectiveness of Media-mix, studies have pointed out the following combinations as most effective for communication under various circumstances (Singh, Y.P. 1990) :

- a) Printed material + group discussion
- b) Slides + audio tapes
- c) Flash cards + lecture
- d) Television + discussion
- e) Field trip + slide show.

With regard to three media combination the following mix was found to be most effective (Singh, Y.P. 1990):

- a) Radio + slide show + field trip
- b) Leaflet + individual contact + group discussion
- c) Demonstration + individual contact + field visit
- d) Field trip + demonstration + film
- e) Individual contact + booklet + demonstration

3.8 EMERGING ELECTRONIC INFORMATION TECHNOLOGY FOR RURAL DEVELOPMENT

A discussion on different audio-visual aids and their role in rural development will not be complete without a brief mention of new emerging electronic information technology such as teleconferencing, videotex, teletext, and micro computers and their role in rural development.

Teleconferencing : Teleconferencing refers to facilities which help the people at different places to be linked simultaneously by telephone network. It is an interactive method of group communication and with additional equipment like uplink and down link facilities it is possible to have two way videoconferencing.

Teletext and Videotex : Teletext and videotex are the latest electronics systems which can provide the viewers with latest and updated information on various aspects. Teletext is a system that links computer to television by which textual and graphic information can be transmitted on a one way basis to the home viewers. It has the potential for us in various services like weather reports, news, price information community bulletins, advertisements, etc.

Videotex links TV set through a telephone line to a mainframe computer which may have a lot of information. It is a fully interactive system in that you can communicate with computer. You can also make a hard copy of any page which appears.

Microcomputers : Computer is one of the powerful tools which can aid in processing of information and communication. Computers not only solve mathematical problems but also store, process and display all kinds of information. The computers will be of great help in effective storage, processing and dissemination of developmental information. One of the uses of microcomputers in rural development communication is in the field of publication. To facilitate an easy handling and storage of written text the equipment 'word processor' is increasingly used. Some of the publishing houses make use of work processor. One of the major advantage of this electronic technology is that we can publish specialised magazines or journals for a smaller or medium target groups (rural population or extension functionaries) at a cheaper rate and with greater speed. Thus the rural newspapers, farm journal for farmers and extension officers can be economically produced. The word processor has a typewriter keyboard, microcomputer and a visual display unit (Monitor). The typewriter is connected through a computer to the monitor. As one types, the text appears on the screen which can be altered easily. Once you have the correct text, by pushing the button you can make a number of hard copies. Word processor works very fast.

The use of micro-computers is increasing day by day. It is becoming an effective educational and training tool. The training institutions as well as development functionaries have started making full use of its potential in management of information system as well as in imparting training. It is used for report preparation, maintaining referral system, record keeping, database management, accounting, planning, statistical analysis, network planning, and community information database. In the days to come, computers are expected to play a very important role in accelerating the process of rural development in the country.

Check Your Progress 3

Notes : a) Write your answer in the space provided.

b) Check you answer with the model answer provided at the end of the Unit.

i) Briefly mention the importance of television in communication with a rural audience.

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ii) What are the effective media-mix for different purposes of communication ?

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iii) List out the emerging electronic information technology which will be useful in rural development.

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3.9 LET US SUM UP

In this unit we have seen the classification of audio aids, visual aids and audio-visual aids. We also learned about traditional and folk media as well as the role of traditional media in rural development. While trying to understand visual aids, we took a look at the definition of visual

aids and the types of visual aids which can be used in rural development. Similarly, with regard to audio aids, we have examined its definition, discussed its types and focused on the role of audio-aids in rural development. In our attempt to understand audio-visual aids, we described its definition and types, as well as the role of audio-visual aids in rural development.

We have seen that a proper communication strategy for any rural developmental activity involves an appropriate mix of various media. Finally we also discussed the emerging electronic information technology for rural development.

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3.11 Model Answers

Check Your Progress 1

- i) Audio-visual aids refer to all equipments and material such as chalk-board, posters, radio, television, etc., which are used in communication and transfer of information, knowledge and skills. They are also called instructional or educational aids. They are classified as audio-visual aids.

- ii) Traditional folk theatre, puppetry, folk oral literature and folk music, traditional youth club, folk dances, fairs and festivals, traditional motifs, and ritual drawings and sound signals and surrogates.

Check Your Progress 2

- i) a) **Projected aids** : Models, Chalk-board, Bulletin-board, Charts, Flip chart, Graphs, Specimen, Pictures, Illustrations, Flash cards, Flannel, Graphs and Posters.
b) **Non-projected aids** : Film-strip, Slides, Opaque projector and overhead projector.
- ii) The method and result demonstrations are effective means of influencing the behaviour of rural people. Demonstrations if conducted successfully will result in adoption of improved practices by the rural people.

Check Your Progress 3

- i) Television is an effective audio-visual aid since it blends sound and pictures, as well as it combines immediacy with remoteness and gives a personal touch. Television is effective in imparting knowledge to rural audience irrespective of their socio-economic status and the level of formal education.

ii) Purposes of Communication	Effective media-mix
Increase in knowledge and awareness	Radio + Posters + publication (booklet, folders)
Improvement of skill	Method demonstration + flash card + models
Change of attitude	Slides + information folder + photographs
Change of behaviour to accept improved practices	Result demonstration + field trips + slides + booklet

- iii) a) Teleconferencing
b) Teletext
c) vidiotext
d) microcomputers