Designing Community Radio Module for Women Empowerment: an Action Research for Rural Development

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ABSTRACT

Present study was carried out in three villages, Jawaharnagar, Gokulnagar and Shantipuri no. 2 of Udham Singh Nagar district of Uttarakhand. Two phase sampling method was used. The action research design was used to meet out the objectives set forth for the study. The data were collected with the help of semi- structured interview schedule, focused group discussion and knowledge test. In first phase all the rural women (15-45 age group) were selected using census method. Thus, a total sample of 1000 respondents was selected for the purpose of study general profile and information need assessment of the rural women. In second phase, respondents were selected by using PPS (Proportionate to Population Size) sampling method. Thus, a sample of 200 respondents was selected for the purpose of assessing the knowledge level of rural women. Participatory Community radio module was developed on the basis of research findings.The module for women empowerment has been designed based on general information, need assessment and effectiveness of community radio programme. While developing the module data regarding needs of the rural women were analyzed to find the gaps to be filled through community radio module. Total eight CR modules were developed in present research investigation.Module 1: RapportBuilding, Module 2: General Information and Need Assessment, Module 3: Prioritization of needs, Module 4: Development of Knowledge test, Module 5: Designing and Development of Participatory CR programme on women empowerment, Module 6: Recording and Editing of CR programme, Module 7: Broadcasting Community radio Programme, Module 8: Post Knowledge Test.

1. Introduction

Development has been a concern and participatory communication has emerged as an answer (Sharma and Kashyap 2013). It is important for general masses but it is critically essential for the vulnerable segment of society as women, marginalized segment and extremely under privileged groups. In Indian context though women is an indispensable and important entity of family and social life but still they are deprived masses in context of social, economic and psychological parameters.

Looking into the issues of women empowerment, it seems imperative that more localized and participatory community media could be used to work with rural women according to their specific needs.Empowerment studies indicate that participatory communication is increasingly recognized by many agencies as a development tool with the ever-evolving world of information technologies being used to mobilize social change among rural women. Community radio stations serve as the most trusted agent in village that brings change. According to Sharma and Kumar (2010) CR involves community organization joint thinking and decision making all of which entail great potential for empowering communities and building a democratic society.

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CR can be used as a tool of women empowerment but only broadcasting of various programme for rural women is not sufficient. Rather, there is need to develop audio modules based on the audience researches for improving the effectiveness of community radio programme. In context of module on women empowerment, it is necessary to know the needs of rural women. It requires formal research on need assessment and audience analysis which is lacking in context of most of the community radio stations of the country. Moreover, message designing and programme production should involve the rural population as it has been explicitly reported in multiple researches. For the true women empowerment this participatory message designing and programme production has not been standardize yet in context of community radio stations of the country up till yet. Further there is a need to explore the advantages and impacts of participatory community radio programme on the audience which needs formal evaluation which is also missing in context of community radio stations in the country. Present study was designed with the objective to design and develop community radio module on women empowerment.

2. Research Methodology

The study was carried out in three villages of Rudrapur block of Udham Singh Nagar District. The villages were selected: Jawaharnagar, Gokulnagar and Shantipuri. Two phase sampling method was used in present research investigation. The list of the rural women was taken from respective village gram panchayat. In first phase all the rural women (15-45 age group) were selected using census method. Thus a total sample of 1000 respondents was selected for the purpose of study general profile and information need assessment of the rural women. In second phase respondents were selected by using PPS (Proportionate to Population Size) Sampling method. Thus a sample of 200 respondents was selected for the purpose of assessing the knowledge level of rural women. The methods used for data collection comprised of well designed semi-structure interview schedule, observation, Focused Group Discussion and Knowledge Test.

3. Results and Discussion

Findings of present investigation were: Majority of the respondents were of middle age group, can read and write, belong to Other Backward Caste, have Joint family, gainfully employed. They had no formal social membership of any organization. Majority of respondents preferred to attend *mela*.

Majority of respondents possessed television and mobile phone. They mainly used these ICT for entertainment purposes. They had more trust on *anganwadi* workers and radio. The major needs of the respondents in relation to women empowerment were categories under three main aspects *viz.* social, economic and psychological empowerment and the needs which received less than twenty per cent knowledge by the respondents were selected. Thus eight needs of women empowerment were selected for community radio programme production: (1) Methods of purifying water (2) Weaning food (3) Immunization (4) Awareness of HIV/AIDS (5) Government Programme in Uttrakhand (6) Government programme for providing loan to micro enterprise (7) SHGs (8) Tips to avoid mental tension.

The knowledge test which was conducted to assess the pre and post knowledge level of the respondents revealed that there was significant difference in the pre and post knowledge level of respondents. Effectiveness of community radio programme were assessed in term of gain in knowledge. The results of 'z' test showed that there was significant difference in the mean knowledge scores before treatment and immediately after treatment in community radio programme. Community radio programme on women empowerment cater to the needs of the respondents in context of enhancement of knowledge level in significant manner. This showed that the treatment given through community radio programme led to increase in knowledge levels of the respondents.

The community radio programme which were developed on above mentioned topic for the study were found to be medium to highly effective on the basis of respondents response and they cater to the needs of the respondents in context of enhancement of knowledge level in a significant manner.

Age, education, occupation, income, formal social participation, informal social participation were positively and significantly correlated with gain in knowledge. Caste is non significantly correlated with gain in knowledge. Family type was positively non significantly correlated with gain in knowledge.

The module for women empowerment has been designed based on general information, need assessment and effectiveness of community radio programme. While developing the module data regarding needs of the rural women were analyzed to find the gaps to be filled through community radio module. Total eight CR modules were developed in the present research investigation.

Module 1: Rapport Building

Rapport building was divided into three topics with sub topics *viz.* Starting with informal talk, Introduction of Community Radio Programme Developer (CRPD), Information about Community Radio Station, Information about locality, Understand the Culture and language, Demonstration of Listening Programme.

Introduction

One of the common complaints with any type of rural development programmes is that people have difficulty in working together. There are many reasons why group do not achieve their objectives. These include: lack of clear objectives, conflict over objectives or purpose, personal differences among members, unwillingness or inability to contribute, poor leadership. Perhaps the most important thing to understand about groups is why they exist. Essentially, groups exist to satisfy the needs and interests of their members. Therefore, translating individual needs and concerns into group priorities is important.

Step 1: Starting with Informal talks

Informal Talks are necessary to familiarize with the rural women in the village. These talks also help the Community Radio Programme Developers (CRPD) to establish the mutual faith and friendship among the rural women. Informal Talks are necessary to understand the rural women and help them feel at ease. After entering in the village CRPD should first discuss with rural women about village setting, their daily routine and problems in daily life. CRPD should involve themselves with rural ladies for in-depth knowledge about their activities.

Learning Outcomes

After developing rapport building in the village, CRPD will:
   (1)   Become familiar with the rural women in the village.
   (2)   Establish mutual faith and friendship among the rural women.
   (3)   Understand the routine of rural women.

Activities

   (1)   Visit in the village
   (2)   Participate with the rural women in their activities.

   (3)   Sit with the *Gram Pradhan* and discuss on any issue in the village.
   (4)   Visit in the *Aanganwadi* centers, Primary Health Centers, *Panchayat Ghar* and Primary school.
   (5)   Talk to the teachers, doctors, *Aanganwadi* workers.
   So, the learning point was, "Don't start immediately with the questionnaire or interview schedule even if you are acquainted with the locale. Go for rapport building and informal talk every time if you are going to village after a span of time.

Step 2: Introduction of Community Radio Programmes Developers (CRPD)

After establishing mutual understanding and building faiths among rural women, CRPD should introduce themselves and their purpose of coming in the community. CRPD should collect all the rural women at one place. Make sure to the rural women that the discussions here are only to offer them information on the community radio.

Activities

   (1)   Sitting in the group of rural women.
   (2)   Introduce himself/herself.
   (3)   Tell them the purpose of coming in the community.
   (4)   Must listen their problems.
   (5)   Link their purpose of coming in the village for the sake of their problem's solutions.

Days

This process will depend on the population of rural women in village. CRPD can cover about 100 rural women in 5-7 days.

Step 3: Information about Community Radio Station

After introducing themselves to the rural women, CRPD should give the information about the community radio, its distinguishing features, its principles, its advantages. Radio is an old electronic media. In these days,people do not own radio as an information source. Community radio is totally different from the old radio. It can be listened through the mobile phone and it has distinct features rather than radio. Thus, CRPD should describe the concept of community radio to the rural people.

General Objective

To give information about the concept of community radio.

Learning outcomes

After giving information about community radio in the village, CRPD will:

(1) Become aware about rural women's attitude for Community Radio.

(2) Become aware about rural women's interest in community radio programmes.

Activities

(1) Give information about the differences between radio and community radio.

(2) Convince them about the qualities of community radio.

(3) Give information that community radio means "Apna Radio" or "Local Radio"

Sub Step 1: Concept of community radio

CRPD can define the community radio as following:

(1) A community radio station is one that is operated in the community, for the community, about the community and by the community.

(2) The community can be territorial or geographical - a township, village, district or island. It can also be a group of people with common interests, who are not necessarily living in one defined territory. Consequently, community radio can be managed or controlled by one group, by combined groups, or of people such as women, children, farmers, fisher folk, ethnic groups, or senior citizens.

(3) What distinguishes community radio from other media is the high level of people's participation, both in management and program production aspects. Furthermore, individual community members and local institutions are the principal sources of support for its operation.

Sub Step 2: Characteristics and Features of community radio

Community radio can be characterized as following:

(1) It serves a recognizable community.

(2) It encourages participatory democracy.

(3) It offers the opportunity to any member of the community to initiate communication and participate in program making, management and ownership of the station.

(4) It uses technology appropriate to the economic capability of the people, not that which leads to dependence on external sources.

(5) It is motivated by community well being, not commercial considerations.

(6) It promotes and improves problem solving. Community radio gives community members access to information because it gives them access to the means of communication. The most relevant information and education is disseminated and exchanged. Important local issues are aired. A free market place of ideas and opinions is opened up and people are given the opportunity to express themselves socially, politically and culturally. Community radio helps to put the community members in charge of their own affairs.

Sub Step 3: Information about Pantnagar Janvani

The researcher gave the information about *Pantnagar Janvani* as following:

(1) *Pantnagar Janvani* is licensed to Govind Ballabh Pant University of Agriculture and Technology (GBPUAT).

(2) *Pantnagar Janvani* was launched on 8th August 2011 and initiated its service from 15th August, the same year.

(3) It is running at 90.8 MHz and programmes are being transmitted thrice a day.

(4) Presently it is working on voluntary basis, getting the programmes from the local people of Pantnagar and of nearby area and the students of the University.

Step 4: Information about locality

Community Radio deals with local problems, especially economic, social and cultural life. An effective strategy for the community radio station is to present what cannot be offered by any other media that is, local content with a local flavour. The local radio station must dwell on its strongest reason for existence - local events, issues, concerns, and personalities. If a local station can do an exhaustive reportage of what goes on in its community on a regular basis, there is no way a regional or national broadcast outfit could compete for listenership. The element of proximity is the most potent quality that the community radio should capitalize on. People will be enthusiastic to know on a daily or even hourly basis about the people and events unfolding next to their place of abode.Thus the knowledge of the locality is necessary for development of community radio programmes. Locality means the village, people, local resources, culture, norms, primary schools, village *panchayats, aanganwadi* centers, Primary health centers situated in the villages. Secondary information about the foresaid centers can be gathered with the *aanganwadi* centers, *Gram Pradhan* and Key informants

in the villages. A visit of the whole villages must be done by the CRPD.

Learning Outcomes

After taking information about locality, CRPD will:
(1) Become aware about the social institutions situated in the village.
(2) Become aware about the local problems.
(3) Be enriched with in-Depth knowledge about the village.

Activities

(1)   Transect walk.
(2)   Participatory mapping.

Days

This process will take 7 days.

Step 5: Understand the Culture and language

Community Radio Station uses local as well as national languages. For several cultural and linguistic minorities, the community radio is the only place where their language is spoken, their music being heard and their culture is celebrated. Community radio makes a social impact in preserving languages and cultural expressions, giving additional value to them, and leading to the amelioration of the self esteem of the community and generates recognition for people outside the community. So, it is an important step to know the culture and language of rural people. When we live among a heterogeneous population with different ethnic and cultural backgrounds, developing community radio programme can be particularly difficult. A common reason for the failure of these programme is lack of understanding of a group's value and belief systems. Becoming sensitized to the cultural practices and beliefs that are present in village is an essential requirement for the community radio programme developer. Thus, it is necessary to understand culture, value, belief and language of the rural women.

Learning Outcome

After taking information about local culture and local language, CRPD will:
(1) Become aware about the local language and local culture of villages.

(2) Have information about local culture and local language which will help to develop further programme.
(3) Develop further programme by keeping their culture and language in mind.

Step 6: Demonstration of Mobile phone/radio operation for frequency setting

Method demonstration is necessary to recite the community radio programme through mobile phone among the rural women. In rural villages, most of the rural women cannot read and write, so they fear in operating the mobile phones. Thus method demonstration of frequency setting and radio operation through mobile phones is necessary. A CRPD should demonstrate the whole process of listening the community radio programme via mobile phones.

Learning outcomes

After giving demonstration to recite the programme via mobile phone among the rural women, CRPD will:
(1) Make rural women independent.
(2) Become sure that rural women will listen the community radio programmes on their own.
(3) Make them understand that listening radio programmes is free service on the mobile phone.

Activities

(1) Demonstrate lively on mobile phones how to come on the radio option.
(2) Set the frequency of radio on their mobile phones.
(3) Demonstrate them how to connect the ear phones with their mobile phones.
(4) Demonstrate the loudspeaker option.
(5) Ensure that the programmes are interesting enough to motivate the participants/listeners to understand issues.
(6) Act as a facilitator for capacity building among the students and the women from the communities so that the programme developed can be truly community participatory.

Sub Step 1: Frequency setting on Mobile Phone

CDPR should demonstrate radio option on the mobile phone and how to set the frequency 90.8 MHz of *Pantnagar Janvani* on the same. A CRDP then should demonstrate how to connect ear phone with mobile phones and loudspeaker option too.

Sub Step 2: Recite the programme broadcast through Pantnagar Janvani

Pantnagar Janvani broadcast the programme in three time slots *viz.* 8-10 am, 1-3 pm and 6-8 pm. A CRPD should collect the rural women in one place at the foresaid time slots and demonstrate the whole process how to listen *Pantnagar Janvani's* programme on mobile phone.

Module 2: General Information and Need Assessment

The module on General Information and Need Assessmentwas divided into three topics with sub topics as Collection of women at one place, Concept of women empowerment, General information, Needs Assessment.

Introduction

Understanding of each individual's background and needs is necessary before developing community radio programme.

Step 1: Collection of women at one place

A CRPD should collect all the rural women at one place. Personal reach to each woman is difficult. Thus, CRPD should inform the *Aanganwadi* workers or Gram Pradhan previously to collect the women in one place. 50-100 rural women can be collected in one *aanganwadi* centers or *Pancyatghar.*

Activities

(1) Collect women at one place.

Step 2: General information

General information can include personal information such as age, education, family type, family size, occupation, income and social participation and communication characteristics like ICTs ownership, Purpose of utilizing ICTs, ICTs' credibility. General information can be collected through the interview schedule.

Learning outcome

After taking general information of rural women through interview, CRPD will:
   (1) Become aware about the general characteristics of rural women like, age, education, family type, income, occupation, ICTs ownership, ICTs credibility, Purpose of Utilizing ICTs.
   (2) Identify the communities.

Activities

(1) Talk with the rural women about the purpose of their interviewing.
(2) Personal Interview with the rural women
(3) Focused Group Discussion.
(4) Interview must be conducted at women's routine work place.

Step 3: Needs Assessment

Community radio responds to the needs of the community it serves, contributing to its development within progressive perspectives in favour of women empowerment. Community radio strives to democratize communication through community participation in different forms in accordance with each specific social context. Need Assessment is considered as first and very important step in designing community radio programmes. It helps in identifying needs for community radio programmes in a given area in order to bring desirable changes among rural women. In present investigation the broad term empowerment was divided into the three types as "Social Empowerment", "Economic Empowerment" and "Psychological Empowerment".

Learning outcome

After taking general information of rural women through interview, CRPD will:
   (1) Become aware about the needs of rural women in various fields *viz.* social, economic and psychological empowerment.

Activities

(1) Personal Interview
(2) Focused group discussion

Sub Step 1: Importance of Need Assessment before developing community radio programme

CRPD should have knowledge about the importance of need assessment before development of community radio programme. Need refers to the gap between desired and expected levels of performance. It is beneficial to assess needs because needs assessment provides realistic data about participants' background and performance. It is easier to decide relevant content, methods, time period and other aspects of community radio programme after need assessment. Community radio programme without assessing needs is like a loose fitting stitching for somebody else. The benchmark data can be used to compare with post community radio programme data to determine effectiveness of

programme. Both the participants and CRPD find community radio programme relevant and comfortable. Participants can see the relevance of community radio programme in their daily life whereas CRPD can know the rationale behind their choices in designing and developing the community radio programme.

Sub Step 2: Need assessment under Social Empowerment issues

Social Empowerment is an active process which includes awareness of the social development issues like importance of nutrition, health and hygiene, child care and development, family planning *etc.* CRPD can divide Social Empowerment issue in five areas with sub areas (1) Food and Nutrition (a) Balanced Diet (b) Essential Food to keep healthy (c) Daily Dietary Pattern (d) Food for Pregnant women (e) Effects of Mother diet on foetus (f) Method of cooking vegetables (g) Method of Purifying water (2) Child Development (a) Breast Feeding (b) Age of Weaning Food (c) Immunization (3) Sanitation and Hygiene (a) Disposal of Garbage (b) Effect of Hygiene on health (c) Control of Household Pest (4) Family Planning (a) Family Planning Methods (b) HIV/AIDS (5) Education (a) Girl Education (b) Value Education (5) Government Programme (a) Government Programme for welfare of women in Uttarakhand.

Sub Step 3: Need assessment under Economic empowerment issues

Economic Empowerment means capacity to generate independent income. CRPD can divide the Economic Empowerment issue into four main heads with sub heads (1) Entrepreneurship (a) Income generating activities (2) Animal Husbandry (a) Animal Health Care (b) Animal Breeding and Disease (3) Agriculture (a) High yielding varieties (b) Fertilizers (4) Self Help Group and Rural Credit (a) Government schemes providing for microenterprise in Uttarakhand (b) Self Help Group.

Sub Step 4: Need assessment under Psychological empowerment issues

Psychological empowerment means inculcating a high degree of self esteem and ensuring mental fitness. CRPD can divide the Psychological empowerment into one main head with two sub heads: (1) Mental Fitness (a) Awareness about Yoga and Exercise (b) Awareness about tips to avoid mental tension.

Step 4: Concept of women empowerment

CRPD can define the concept of women empowerment in following ways:
  (1) Women empowerment is an active multidimensional process which should enable women to realize their full identity and power in all sphere of life.
  (2) It is a process by which rural women become able to organize themselves to increase their own self-reliance, to assert their independent right to make choices and to control resources which will assist in challenging and eliminating their own subordination.

Learning outcome

After giving information about the women empowerment to the rural women, CRPD will:
  (1) Become sure that women are interested in their development.

Activity

  (1) Define social, economic and psychological empowerment.

Sub Step 1: Social Empowerment

CRPD can define the concept of social empowerment in following ways:
Social empowerment is an active process which includes awareness of the social development issues like importance of nutrition, health and hygiene, child care and development, family planning.

Sub Step 2: Economic Empowerment

CRPD can define the concept of economic empowerment in following ways:
Economic empowerment means capacity to generate independent income. It is also an active process which includes awareness of microfinance, SHGs, and credit facilities in banks.

Sub Step 3: Psychological empowerment

CRPD can define the concept of psychological empowerment in following ways:
Psychological empowerment means inculcating a high degree of self esteem and ensuring mental fitness. It is also one active process which includes awareness of tips to remove fatigues and mental tensions.

Module 3: Prioritization of needs

The module on Prioritization of needs was divided into two topics *viz.*Data analysis of Need Assessment questionnaire, Criteria for prioritizing needs. Priority of needs should be determined based on importance of areas for the individuals, particular group or organization as a whole. Prioritizing helps to put emphasis on key performance areas that contribute directly to women empowerment. This can help in development of community radio programmes in solving most important problems among rural women.

Learning outcomes

After Prioritization the needsof rural women through interview and FGD, CRPD will:
- (1) Become aware the most needed area in women empowerment.
- (2) Ascertain the problems faced by rural women.

Activities

- (1) Interview
- (2) Focused Group Discussion

Step 1: Data analysis of Need Assessment questionnaires

All the collected data must be analyzed to prepare report. Data can be analyzed through the proper statistical tools *viz.* Frequency and Percentage.

Step 2: Criteria for prioritizing needs

Several factors may be kept in view to determine priority such as number of people affected, importance of the content area, availability of resources etc.
1. Number of people who have the needs
2. Importance of the task/empowerment issues
3. Size of women group
4. Difficulty of task
5. Less percentage of rural women on awareness about issues

Example

In present study, the areas in which less than 20 per cent rural women were aware about the empowerment related issues were prioritized. Thus, eight issues according to data collected as following were prioritized: (1) Methods of purifying water (2) Weaning food (3) Immunization (4) Awareness of HIV/AIDS (5) Government Programmes in

Uttarakhand (6) Government programme for providing loan to micro enterprise (7) SHGs (8) Tips to avoid mental tension were prioritized.

Module 4: Development of Knowledge test

The module on Development of Knowledge test was divided into two topics *viz.* Steps for developing knowledge test, Pre Knowledge Test.

Step 1: Steps for developing knowledge test

After that Community Radio Programme Developer (CRPD) should use knowledge test to assess knowledge of rural women on the prioritize areas. Knowledge can define as following:
- (1) Knowledge is generally understood as an intimate acquaintance of an individual with facts.
- (2) It is a body of understood information possessed by an individual or by culture.
- (3) It is one of the important components of behavior of an individual.
- (4) Knowledge level of an individual is important for influencing adoption behavior.
- (5) The entry level or base line of the respondents determines what to say and how much to say.
- (6) A pre tested questionnaire should be used to determine the audience characteristics and then existing level of knowledge.

Learning outcomes

After administering the knowledge test on the rural women, CRPD will:
- (1) Become aware about the steps of developing knowledge test.

Sub Step 1: Item Collection

The content of a knowledge test is composed of questions called items. Items for the test can be collected from different sources, such as, literature, field extension personnel, relevant specialists and the researcher's own experience. The items can be collected in relation to major fields like social, economic and psychological empowerment.

Sub Step 2: Initial selection of items

The selection of items can be done on the basis of the following criteria:
- (1) It should promote thinking rather than rote memorization

(2) It should differentiate the well informed respondents from the poorly informed ones and should have a criteria difficulty value.

A knowledge item is a matter of fact statement, whereas, an attitude item refers to a favorable or unfavorable feeling of the respondents. The items selection can be according to the level of knowledge and understanding of the respondents. A schedule can be prepared with the items for administering them to the rural women for items analysis and screen out non-relevant and weak items. Correct replies for the items can be ascertained in consultation with specialists and experts and incorporated in the schedule against each item. The items can in objective form and can be Yes/No, Multiple choice *etc*.

Sub Step 3: Item Analysis

The item analysis of a test usually yields two kinds of information *i.e.* item difficulty and item discrimination. The index of item difficulty reveals how difficult an item is, whereas, the index of discrimination indicates the extent to which an item discriminates the well informed individuals from the poorly informed ones. Item analysis including item difficulty index for each item can be done for the finalizing of the test. Item analysis procedure can be used to measure the responses of respondents ranking in upper and lower thirds of the respondents on the basis of test scores. These scores can be ranked from highest to lowest. Tabulation of the number of respondents from upper and lower groups' selected each alternatives can be done for each test item.

Sub Step 4: Item Difficulty Index

The difficulty index can be measured by the percentage of the respondents who get the item right and could be measured with the following formula:

$$P = \frac{R}{T} \times 100$$

Where,
R= number of respondents who got the item right
T= the total number of respondents
P= Item difficulty index

Sub Step 5: Selection of items for test

Two criteria *viz.* item difficulty index and item discrimination index can be considered for selection of items in the final format of the knowledge test. The underlying assumption will be that the difficulty will linearly relate to the level of an individual's knowledge about the topic.

Sub Step 6: Administration and scoring of knowledge items

The selected items which formed the knowledge test can be incorporated in the final format of the interview schedule for administration to the sample of respondents. The summation of scores for correct replies over all the items of particular respondents indicated his level of knowledge about women empowerment.

Sub Step 7: Validity of a test

Validity of a test is the accuracy with which it measures that which is intended to measure. A test is valid only, for a particular purpose. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic. If the instrument contains a representative sample of the universe, the content validity is good. Its determination is primarily judgmental and intuitive. Content can be divided into various parts so that each aspect can cover adequately. It can be divided into three parts: Social, Economic and Psychological Empowerment. To check the clarity of language and the time taken by each respondent, pretesting can be done.

Sub Step 8: Reliability

Reliability refers to the consistency of scores obtained by the same individuals when re-examined with test on different occasions, or with different sets of equivalents items, or under variable conditions. The method of estimating reliability can be used internal consistency reliability. This method indicates homogeneity of test. Spilt-half method is one method in which a test is divided into two halves. One half contains the odd numbered items and the other half the even number items. A positive or significant correlation between the two sets of scores indicates that the test is reliable.

Sub Step 9: Modification of Knowledge test

After analysis of the item difficulties, reliability and validity of a knowledge test, it should be modified.

Step2: Pre Knowledge Test

After developing the pre knowledge test, it should be administered on the respondents. Pre knowledge test is necessary to know the actual knowledge level of rural women.

Module 5: Designing and Development of Participatory CR programme on women empowerment

The module on Designing and Development of participatory CR programme on women empowerment was divided into two topics *viz.* Group formation and assignment of tasks among group members, Participatory Message Designing.

Introduction

To design community radio programme for women empowerment, Community Radio Programme Developer (CRPD) should contact with experts as well as rural women. Message designing consists of a set of interconnected elements applicable to all topics and media.

Learning Outcomes

After this step, CRPD will be able to
(1) Design the steps of participatory message development.
(2) Design the script of community radio programme.
(3) Understand the possible formats of community radio programme.

Step 1: Group formation and assignment of tasks among group members

Women have their knowledge and experiences and they want to be treated with respect. Their time is limited because they have many other commitments. Therefore, it is important to build step by step as much as possible on the experience and knowledge of the women. People learn more when they participate actively in the learning process. The participatory approach is used as a guideline throughout each step. Many people do not realize how their behaviour affects the way of group functions. Some people if given the opportunity will dominate the group. A collective understanding of group strengths and weakness helps reduce the conflicts. The different types of roles individuals can play in group's like information seeker or giver, leader, opinion giver, listener, analyzer.

Activities

(1) Group formation.
(2) Assignment of task to each group member.

Number of rural women

A group should preferably include 10-15 persons.

Step 2: Participatory Message Designing

The script is the written material that the announcer or a radio performer reads. The radio script may include technical instructions and inserts that have to go into the program. It may contain various directions for dialogue, sound effects, music, action and much more. The script is the written program that tells the presenter what to say and do, when and how to say it. This does not mean that everything that we hear on radio is scripted. But then, as listeners, we do not know for sure. Unlike television, we do not know when someone is reading the lines on radio. Knowing that there is a prepared script during a broadcast lessens the stress on the performers and participants in the program. Everyone has an idea of how the program should run. Each would know what to say and do. Even in individually run programs, it is important to have a script as it: (1) ensures smooth continuity of the program (2) helps in proper program timing (3) ensures accuracy of information (4) helps to present information in an organized manner. CRPD should follow these steps while designing the script for community radio programme.

Sub Step 1: Learning about the topic

Community Radio Programme Developer (CRPD) should have thorough knowledge about the topic. This was followed by extensive reading to gain a thorough understanding of the subject. Facts and content were checked thoroughly by the Community Radio Programme Developer (CRPD). Material should be gathered from the secondary sources like Internet, books *etc.* CRPD should briefly explain the content for each issue of women empowerment. Since this is participatory message designing process and all the rural women have at least some experience and indigenous knowledge, so the opportunities for knowledge and experience sharing should be given.

Sub Step 2: Stating the objectives

Based on the existing knowledge level of the audience on the subject, specific program objectives should be framed. To be effective, objectives must be based on research and on an analysis of the situation.

Sub Step 3: Selecting presentation style

Most appropriate presentation style is decided based on information collected about media habits of the audience and their information needs. Information about media habits and information needs of the audience serve as a guide in selecting the presentation style.

Sub Step 4: Message designing describing its goal, content and format

In this stage, the message is systematically arranged. At this stage what this message will achieve, what content will go into it and how this content will be packaged to ensure audience attention and comprehension is specified.

Formats of Community Radio Programme

Community Radio Programme Developer (CRPD) should organize focused group discussion with the respondents at *Aanganwadi Kendra* or *Panchayat Gharetc,* and decide the formats of community radio programme for each prioritized needs. Community Radio Programme can be designed on the formats *viz.*Drama, Interview, Drama, Quiz, Informal Discussion. Different formats were identified with the help of experts and were discussed with the community for their choice in context to the content. The formats were put to trial among the respondents and were conceptualize with community support in context of their strength limitation. Some of the formats are given as follows:

1) **Straight talk:** This should not be more than 10 minutes long. It should be communicative and impact-creating, which calls for the speaker to think in terms of the listener. The script should be written not as an article, but in a simple, conversational style; because communication occurs not just through words, but through the entire personality as well. "Words are dead unless spoken".

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

3) **Straight Announcement:** This format is the easiest and least costly to prepare. The script must be exciting and moving. The producer must select the most effective voice to deliver the script. There must be some flexibility and variation in the mode of delivery. Avoid monotony. While you employ ways to make the script stimulating there is no need to be flimsy and unnatural in both the script writing and delivery. Triviality could turn off listeners. A solid punch line should clinch the message to:

(a) conclude a discussion (b) resolve an issue (c) stimulate the audience to think hard (d) summarize points (e) open up a line of thought (f) deliver a specific instruction.

4) **Endorsement by Authorities and Personalities:** For the message and information to carry the highest credibility and preclude any controversy it should originate from the most recognized experts – from the "horse's mouth", so to speak. A doctor or specialist should issue health tips. Agricultural information should preferably come from a farmer or an agriculturist. Other personalities such as celebrities, sports figures, political leaders or respectable persons in the community may have credibility but their respective areas of work do not indicate professional or vocational expertise.

5) **Testimonial:** This is also an endorsement, usually from somebody who has actually tried a product, idea, practiced a method or a regular denizen who might have seen how something that is being promoted actually worked. A testimonial brings down the programme material to the level of regular people.

6) **Collage, Montage and Vox Pops:** These are quick snatches of people's voices that are arranged to demonstrate the range of views and feelings of the citizenry. A differentiation among the terms could be made in the followingmanner. Vox pop (voxpopuli) – voice of a regular member of society expressing an opinion from his/her personal point of view. Collage – an assembly of unrelated voices focusing on an issue. Montage – a series of assorted voices of people, played one after the other with the design to portray one theme or story.

7) **Dialogue**: Use two voice qualities that are distinctly identifiable rather than mistakable – men and women, old and young, gruff and pleasant, big and small, high pitch and low pitch, etc. Common every-day language that flows in a conversational manner should characterize the dialogue in order for it to sound natural. The dialogue must excite and stimulate the audience.

8) **Musical Jingle:** It does not always require a professional musician to make a good jingle. Anyone who has some fascination for music may come up with a big hit with little expense. The musical jingles that became popular are those that have the following characteristics.

(a) Simplicity of message, melody and lyrics. **(b)** Clarity of the wording and idea. **(c)** Unity of the message. **(d)** Repetition of a main line. **(e)** Outstanding melodic line that lingers in the minds of listeners. **(f)** Do not succumb to the temptation of loading too many ideas into one minute, much less 30-seconds. It is more practical to repeat a central idea that you consider would become a byword, or an anchor melody for remembering some details of the message.

9) **Question and Answer:** This form of dialogue should excite the listeners by way of thought provoking questions and interesting answers.

10) **Puzzles and Quizzes:** When the listener is placed in a situation where he gropes for answers to questions and puzzles he is captivated. As in other formats, the questions must be stimulating and relevant. Trifling queries, hackneyed and corny questions, will only sound cheap and petty. They will drive the listeners away. Only new ideas and interesting questions will arouse the listeners.

11) **Magazine Program:** The name, and perhaps the concept of radio magazine, is borrowed from the printed version. It features a variety of topics and formats that are presented regularly. However, the magazine is often designed with a specific audience in mind. It is usually aired as a regular series of programmed editions – daily, weekly, or several times a week. A good magazine uses a wide range of applicable program forms – dialogue, field reports, special features, interviews, music, puzzles, vox pops, moral messages, jokes, news, practical tips, *etc*. The most potent reason for tuning to a particular program is that the listener liked what he heard previously. Therefore the program must be of similar mould, not too much of change. Needless to say there must be consistency in the program texture, both at the intellectual level and in the emotional appeal of the material. The magazine program must present fresh and updated content. It must present frequent surprise features. The program that has predictable content is likely to bore listeners.

12) **Vox pops:** The voice of the people (vox populi) is important in community radio. Views coming from a wide social spectrum depict the conscience of the citizenry. A mobile tape recorder that picks up speech, from the one sentence to three-minute interview, will develop the authenticity of public opinion. Again, the station must endeavor to achieve balance of views. Vox pops can either be aired at random during whole program hours or aired in specific slots devoted solely to public opinion. They can also be accommodated in a public affairs, news or documentary program.

13) **Documentary Programs:** Considered as the highest form of radio programs, documentaries usually take more time, effort and perhaps money to prepare. Documentaries take an intense look at an issue and present the findings in as balanced and comprehensive a manner as possible. The feature usually starts from originally compiled information, voice clips and low downs gathered in normal news activities and interviews accomplished by the station. Other information, actualities and materials are sought to paint a thorough picture of a problem. The documentary can have a short dramatization of the situation, interviews, vox pops, voice clips, relevant music as well as live commentaries. While it is easy to tilt balance in documentary presentation the noble aim is to paint an impartial picture of a question. Integrity is put on line every time the station presents a documentary.

14) **Interviews and Panel Discussion:** The very choice of interviewees and panelist often indicates the partiality or impartiality of the station. The length of the interview, together with the manner of questioning, reveals the leanings of the producer, host and/or the station. Leading questions reveal the interviewers positions.The way guests are addressed gives away the disposition of the program host.

15) **Feature:** For a feature, the sentences should be narrative, straight and objective. Features could be historical, developmental or tourism-related, apart from others.
The other formats are: Symposium, Feature, Discussion, Interactive programme such as phone-in / phone-out, and Live chat shows. A few points need to be kept in mind during programme production, such as:

(1) In radio, three seconds is considered a long pause.

(2) The announcer is really the 'salesperson' of the programme or the channel.

(3) For drama, take characters from around you.

(4) The selection of words must be as per the situation.

(5) Writing a proper script takes a lot of practice – so start right away.

(6) Keep your mind free-thinking, without blocks.

(7) To be a good anchor, you must know your content, the audience, and the mood of the programme.

(8) In radio dramas, music effects are used to convey time lapse.

(9) Don't rustle paper while recording.

(10) Practicing pranayam helps in breath control and bringing rhythm to speech.

Sub Step 5: *Organized Focused Group Discussion and decide the formats for all community radio programme*

After giving information about the formats of community radio programme, focused group should be organized to discuss the formats for each programme.

Sub Step 6: *Writing the script for Community Radio programme*

Script should be divided in three steps: (1) Opening (2) Body (3) Conclusion. Opening should be interested. Body should be effective in term of logic, facts, repetition of facts etc. conclusion should be include the summary of the facts. Language of the script should have free flow, simple and stimulating.

As experienced by the researcher with community support while undertaken and finalizing the script writing with the respondents. These are some tips on writing a Radio Talk:

1. Write, as you would speak. Be conversational.

2. Don't generalize. Be concrete. Illustrate. Give examples.

3. Provide a bold beginning, it keeps the listeners tuned.

4. Make a strong impressive ending.

5. Employ a logical progression of ideas in building up a picture or a story.

6. Use simple words, ideas and sentences. Do not heap adjective upon adjective to twist the tongue.

7. The listener cannot look back and forth in a talk. Repetition is the essence of radio presentation.

8. You may forget grammar as long as you communicate clearly. Your ideas are your message, not your language.

9. Be personal and informal. Use "I," "You," "Your." Talk to a friend.

10. Write in the way that a good personal conversationalist would speak. Use your own experiences as examples.

11. Be accurate and precise.

12. Avoid technical terms foreign to the listener's ear such as *destierro, statutes, habeas corpus, conflagrations, civil liability* and *concubinage*

13. Avoid too many figures and statistics.

14. Be timely. Choose topics that are relevant to the needs and interest of the times. Write about events.

15. Be clear with your instructions.

16. Use familiar words and ideas.

17. Do not sermonize. Listeners are looking for entertainment.

Sub Step 7: Prepare the first Draft with material

First draft should be prepared with proper opening, body and conclusion.

Sub Step 8: Pretest on a sample of the audience

A pretest is necessary to check how well the production performs with the audience on such crucial criteria such as attention, comprehension, utility and credibility, understanding of language, appeal, personal touch.

Sub Step 9: Rewrite the script

The pre testing the draft on a sample of the audience can provide an early warning if there are any loopholes in the script. This may include if the objectives are too ambitious, the format is inappropriate, or the content is too complex. Based on response of the audience, the script should be modified.

Sub Step 10: Implementation

Pretest the draft with the representative group. Conduct training/orientation (of peer educators, social Animators, health workers, youth volunteers/active, rural women) well ahead of scheduled implementation.

Sub Step 11: Evaluation

Evaluation is determination of the extent to which the desired objectives have been attained by the program. In present case, an evaluation of the impact of the program in terms of gain in knowledge about the women empowerment issues.

Activities

(1) Think of a word on which you want to write a script. Write one sentence on it. (The same word was given to all participants). The result would be collection of disjointed sentences. This provided a chain of ideas; and the participants would be asked to develop it into a full script, through which the structure and format would emerge.

(2) Second day, all participants should be asked to write a script on a topic of his/her choice. They were also asked to write about their earliest childhood memory. The participants can present their scripts on topics as varied as women's health and unemployment among the educated. To these scripts, CRPD should be provided feedback and suggestions.

Module 6: Recording and Editing of CR programme

The module on Recording and Editing of CR programme was divided into two topics *viz.*Collection of women at one place, Preparation of the Radio Talk, Arranging the Recording Equipment, Off-Studio Recording, Editing of the Programme, Pre-Testing of the recorded programme and modify it as per the suggestions.Community radio programme depend on stimulating a single sense *i.e.* sense of hearing to convey learning. It is more abstract than television and video. It is not confined to language but also music. Appropriate language, volume, vocal variety, music and background sound stimulate imagination of listener to comprehend messages being conveyed. After finalizing the script community radio programme developer should use the following steps; record all the programs in studio or in the villages. Being the programme of community radio, they should be in the regional language according to the norms and regulations. So, all the programme should be recorded in Hindi mode of communication. Desired editing should be done at the studio and a schedule of broadcasting through community radio station should be prepared.

Learning Outcomes

After this step, rural women should be able to
(1) Understand the steps for preparation of community radio talks.

Step 1: Collection of women at one place

Collect all the rural women at one place for preparation of community radio talk.

Step 2: Preparation of the Community Radio Talk

Sub Step 1: Talking on Community Radio

Community Radio is simply people talking with people. The main difference is that, in radio, the conversational lists are at a distance, not seeing eye to eye. Hence, audio signal is the only tool of conversation. It is not necessary to be a formal communication graduate to be able to use radio and speak to a whole community. A good Community radio talk should be interesting and should effectively drive home the message. A possible structure for an interesting radio talk is two to five-minute. Some tips as experienced by the researcher while developing the radio talk with community support are as follows:

(1) **Get the attention:** The first sentence is always the most critical. Do not prolong the take off. The runway of listening span is short. One may employ a striking fact, a loaded question, an intriguing statement or a dramatic situation.

(2) **Point the direction:** This is the line that leads the opener to the body of the talk.

(3) **The body of information:** Sustain the interest of the listeners by logical presentation of ideas and by presenting facts. This means that each part of the talk flows easily out of the preceding one and equally easily into the one that follows. Give specific situations and concrete examples. Your talk must stick together. You must always stay with the main idea. There should be no words or sentences that do not clarify the main idea. Your talk should be easy to understand and sentences easy to say.

(4) **A strong ending:** Leave your listeners at the end with something that is important or thought provoking. To be interesting in your radio talk, "BE YOU, BE NEW, BE TRUE!"

Sub Step 2: Some Tips of Community Radio Talk

CRPD should inform some precaution to the rural women before giving radio talks:

1) **Qualities of Radio Performers:** The first responsibility of the men and women behind the mike is to communicate in an intelligible way. Hence, the radio performer needs to develop and refine his/her speaking skills – articulation, enunciation, pronunciation, variety, intonation and naturalness. Increasingly, education in the communication field has become an important factor.

2) **Voice Quality:** No one will dispute that a naturally rich and lushly textured voice is an initial asset to an aspiring performer. A deep voice alone does not shape an announcer or a talent. The substance and choice of material for the speech is another issue that will not be discussed in this module. Every person can cultivate his/her voice to a level that is pleasing and appealing to listeners. There are ways to enhance voice quality, to strengthen a weak or thin voice. For example, (1) correct breathing helps greatly. (2) Simply allow the lungs to replenish themselves with air during pauses. (3) Do not gasp or force air into the lungs. (4) Lack of oxygen when speaking can make the voice weak. (5) Poor breathing may be attributed to a number of things such as bad posture. (6) Slouching, slumping or sitting too rigidly twists and contorts the lungs and the diaphragm. (7) When the body is bent over it is difficult to take in air freely.

3) **Relaxing the Voice:** A relaxed voice sounds best. A nervous or agitated voice loses its depth, range and texture. Radio performers must learn to relax before they go on air. Rotating the upper body and the head for several minutes can relieve tightness in the muscles related to the production of the voice, specifically those in the neck or shoulders. Casually flexing the arms and shoulder muscles, letting the jaw hang open and shaking the arms may loosen up muscles. Deep breathing exercises and humming can work to loosen up the muscles around the voice box. Some broadcasters meditate before airtime to achieve a relaxed state. A short walk in the fresh air, if possible, may help.

4) **Articulation:** Easy and clear expression is another key to improve voice quality. Proper articulation and enunciation add substance to the voice. The tongue, lips and jaw must effectively form words. Unclear speech generally stems from deficient use of the mouth and jaw muscles. All the resonation chambers – mouth, throat, nostrils and chest - must be active and balanced. Mumbling and slurring of words makes for incomprehensible speech, often the defect of many broadcasters. Practice is the only guarantee that will improve articulation and enunciation. Taping one's voice and listening to it may reveal defects and can certainly speed up the process of development.

5) **Inflection:** Using the blind medium, a radio talent or announcer improves his performance by varying tone and pitch. Moving voice pitch from low to high, or vice versa, better conveys color and emotion. Whether doing sports casting, a drama personification or a deejay stint the voice performer must be able to alter an otherwise monotonous delivery. Words of warning: Do not exaggerate so as to sound affected and pretentious! There is no alternative to being natural.

6) **Nervousness:** Microphone fear is not an unusual phenomenon, especially for newcomers. Most of the fear is self-imposed. Fear is self-defeating if not checked and it is only the broadcast performer who can defuse his/her apprehension. Indeed, experience does eventually develop confidence but there are things that the inexperienced broadcast performer can do to overcome microphone anxiety. A broadcaster who is prepared to deliver his/her piece should automatically feel secure. He/she is not only confident of the content of script [if he/she prepared it] he/she has also spent time rehearsing. Concentrating on the content of the material rather than the performance can help vanquish fear.

7) **Accents:** Radio management normally seeks announcers and performers who are free of regional accents, unless there is the intention to portray provincial or ethnic identities. Nonetheless, more than a few performers have succeeded in carrying their peculiar home accent to a successful career in the competitive broadcasting world. In community radio it is even an advantage.

8) **Pronunciation:** The problem of inaccurately pronouncing words often stems from the: (1) poor articulation of word parts (2) lack of familiarity with a word or name. Hence, avoid a lazy mouth and slurring of words. Effective articulation contributes to good pronunciation. Since announcers are often models of good speech, on air they have the responsibility to demonstrate good language - correct grammar and correct pronunciation. Furthermore, listeners take pronunciation as an index of wisdom and familiarity with facts. When encountering strange and unfamiliar words, instead of guesses, use of dictionary or consultation with a knowledgeable person is encouraged. Names of people and places are often pitfalls.

9) **Ad-libbing:** To adlib with authority and ease the voice performer must have an agile mind. Effective adlibbing is anchored on knowledge of subject matter. There are numerable situations demanding that the reporter, the announcer, deejay and the talk show host possess skills in delivering spontaneous speech. A thorough appreciation of the situation, and insight regarding the topic being extemporized, helps the announcer from getting caught without anything to say.

10) **A Polished Performer:** The announcer should create a favorable impression with the audience. He/she should have a balanced personality, be extrovert to the extent that he/she speaks with assurance and conviction. He/she should have an interest in people and appreciate what makes listeners think, act and say the things they do. He/she should enjoy meeting people from all walks of life. He/she should enjoy reading and be capable of appreciating and interpreting good writing. Today's radio announcer is a salesman, performer, teacher and a good citizen.

A Practice Regimen: If one seriously intends to exploit potential to the hilt, the announcer must establish a program of practice. The frequency and length of practice depends on how many habits need changing. How often should a beginner practice? The more frequently the better. However, speech practice should not be a half-hearted, absent-minded ritual. Without a critical person evaluating one's speech, pointing to the undesirable points and those that need to be improved, the practice will lead to nothing other than to establish the habit of repeating mistakes.

He/she should seek an objective ear, or better still - ears, to listen and provide critical evaluation. Analyzing the speech of others is recommended. It is important that the performer wanting to improve his trade hears and scrutinizes varieties of speech, good and bad.

Sub Step 3: Preparation of delivering the talk

CRPD whole heartedly support the rural women in delivering the community radio talk. Before recording of the programme in different format, CRPD should distribute the photocopy of script to each person involved in the programme. Once the script has been written in the right style, the next thing is to deliver it in a conversational style.

(1) The first step here is to rehearse the talk aloud at home. We should practice delivering it in the same manner we would use if we were talking to one or two rural women enthusiastically trying to convince them.

(2) The rate of delivery should be, on average, 140 words a minute and it should be kept uniform.

(3) We should use action verbs, simple words and should try to localize our talk as far as possible.

(4) By using tone, accentuation, modulation, silence, volume and pitch in our voice, we can life into our words.

(5) As human beings, the rural women require variety, something novel. They would like their emotions to be raised, their feeling touched, their curiosity aroused and their sense of fun tickled.

Keeping all these tips in mind radio talk would be delivered and recorded all the talks with the recorder in off studio or in village.

Step 3: Arrangements of the Recording Equipment

For recording the community radio programme, Sony IC recorders are appropriate. This cost about Rs. 6000, and can record for 4-5 hours.

Step 4: Off-Studio Recording

Community radio programme can be record in the *Panchayat ghar* or *Aanganwadi* centers in the villages. Voice recorder can be used to record interviews, music, sound tracks, and other material outside the studio. All the programme can be recorded in known formats.

Step 5: Editing of the Programme

After recording all the programme, editing should be done with the help of computer software. There are two types of editing in community radio programme: micro and macro.

editing. Both types of editing and finishing should be done with the help of computer software.

Step 6: Pre-Testing of the recorded programme and modify it as per the suggestions

After editing of all the programme, it should be recited to experts of journalism and all the rural women and modification should be done on the basis of suggestions of the experts and rural women.

Module 7: Broadcasting Community radio Programme

The module on Broadcasting Community radio Programme was divided into two topics, *viz.* prepare the schedule for broadcasting the programme, Pre-arrangement before Broadcasting, Broadcasting the programme.

Topic 1: Prepare the schedule for broadcasting the programme

A schedule of broadcasting the programme should be prepared with the help of rural women. The programme should be broadcast according to the schedule and the community radio programme developer should keep regular contact with the respondents to keep them regular in listening different episodes of Community Radio Programme on women empowerment. The community radio programme developer should also encouraged the respondents to listen the programme in rebroadcast time slots if programmes were missed in earlier time slots because the programme were broadcast thrice every day.

Step 2: Pre Arrangement before Broadcasting

The Community Radio Programme developer should contacted with the rural women and the schedule of broadcast should be shared with them. He should encouragethe respondents to write the important things.

Step 3: Broadcast the programme

Community radio should be broadcast according to the schedule. Community radio programme developer should keep regular contact with the respondents to keep them regular in listening different episodes of Community Radio Programme on women empowerment.He should encourage the audience to listen the programme in rebroadcast time slots.

Module 8: Post Knowledge Test

The module on Post Knowledge Testwas divided into two topics *viz.* Post Knowledge test, Personally giving vote of thanks to rural women for participating in the programme development to evaluation stage, Opinion and Preferences, Documentation of all the data for further programme. In this step community radio programme developer should be again used knowledge test to see the effectiveness of community radio programme. Effectiveness of Community radio programme can be measured in term of gain in knowledge. Community radio programme developer should also used structured reactionaries, informal group discussion and observation for taking reaction on these issues.

Learning Outcomes

After post test, CRPD will
  (1) Know the post knowledge level of rural women.
  (2) Understand the preferences and opinion of the rural women about the programme.

Step 1: Post Knowledge test

After that post knowledge level of rural women should be assessed though the knowledge test.

Step 2: Personally giving vote of thanks to rural women for participate in the programme development to evaluation stage

After post test, CRPD should personally give vote of thanks to the rural women for their co-operation.

Step 3: Opinion and Preferences

Opinion and preferences of the respondents were sort on suitability of content, format and their listening behaviour. The issues covered were time and place of listening to the programme, mode of listening to the programme and appropriateness of the content and format of the programme. To facilitate statistical analysis, frequency for each answer was calculated and then was converted into percentage.Opinion, Preferences and feedback should be measured in term of preferences of the formats, Appropriate of the format of the programme, Appropriateness of the content of the programme, Mode of Listening to the programme, Place of listening to the programmes, Time of listening to the programme were studied.

Step 4: Document all the data for further programme

All the data should be documented in the report. Discuss this data with the all the Community Radio Programme developer, manager, broadcaster. This data will be helpful for future programme.

Tools

(1) **Participant Observation:** In the participant observation, the observer himself participates in the activities to the group and becomes its part or identifies himself with the group life. This situation makes him known observer. Under this type of observation the observer need not repeat the activities as being carried out by the other members of the group. Yet CRPD moves freely, establishes rapport, loves, sympathizes and revives appreciation and thereby obtain real and meaningful data. The group can be observed in its natural behavior as they do not know that they are being observed. The participant observer is much closer and the group also accepts him, places him in an advantageous position. Being associated with the group, one develops greater sympathy and feelings to the group activities. Participant observer can educate the people and is able to observe what he wants to observe by striking the iron when it is red. Being one of the group members he solicits better information than the non-participant one.

(2) **Non Participant Observation:** Non–participant observation gives an impartial status and thereby objectivity is achieved. Sequential, meaningful and in-depth observation are rarely achieved in non-participant observation.

(3) **Key Informant Interview:** A key informant is anyone who has special knowledge on a particular topic such as problems of rural women, women farmers on cropping practices, midwife on birth control practices, micro-finance and credit facility in village, entrepreneurship in village. Key informants are expected to be able to answer questions about the knowledge and behavior of others and especially risk of being misled by key informants answers. Valuable key informants are outsiders who live in the community, like school teachers or people from neighboring communities, including people who have "married into" the community. They usually have a more objective perspective on affairs in the community than the community members themselves.

(4) **Semi-Structured Interview**: Semi- structured interviewing is one of the tools used in participatory programme development. It is a form of guided interviewing where only some of the questions are predetermined. Here interviewers do not use a formal schedule but at most a checklist of questions as a flexible guide. Many a questions are formulated during the interview, as in a journalistic interview. Questions usually come from the interviewees' responses, use of ranking methods, observation of things around and the teams' own background and experience. Semi-structured interviews may be of various types.

(5) **Focused Group Discussion**: This is appropriate for discussing specific topics in detail. A small group of people, about six to twelve, who are knowledgeable or who are interested in the topic are invited to participate in the focus group discussion. A facilitator is chosen to ensure that the discussion does not diverge too far from the original topic and that no participant dominates the discussion.A good comprehensive recording is essential for participatory research. Number the questions and mark answer clearly. Assign one member of the interview team as notebook but rotate this task. This allows the other team members to concentrate on the interview and not to be distracted by writing. Select tools techniques which shall facilitate later analysis of the collected data. Record what is being said and observed. The interviewer should not mix his or her own interpretation with it. In situations where note taking is difficult or impossible, write down a few quick notes as a memory aid immediately following the interview or observation. Later in the same evening write up complete and detailed field notes. Don't delay as it may lead to forgetting.

(6) **Map:** Map may be drawn based on demography, social and residential stratification (wealth, ethnicity, religion) use of natural resources, and water use, spatial arrangement of houses, use of space by different social groups, mobility etc. If the community members take part in this exercise, they should take the leading role in mapping their community.

(7) **Daily Routine Diagramme:** It helps us to collect and analyze information on the daily patterns of

activities of community members and to compare the daily routine patterns for different groups of people. For example: women, men, young, employed, unemployed, educated, uneducated.

(8) Transact diagram: Transect diagrams are so called because they cut transversely through various rural situations. Such a transactional analysis is important for understanding the rural situation in its totality. Find community members who are knowledgeable and willing to participate in a walk through their village and surrounding areas. Discuss with them about the content of the transect (crops, land use, trees, animals schools, *aanganwadi* centers, *panchayat ghar*, temples, primary health centers, primary school, junior school etc) and which route to be taken. Walk through the area with community members. Observe, ask, listen and discuss problems and opportunities while walking. Identify the main natural and agricultural zones and sketch distinguishing features. For each zone describe: soils, crops, livestock, problems, solutions and opportunities. Draw the transect and cross check with key informants. A transect is supplemented with appropriate diagrams.

(9) Group Discussion: Group discussion is a spontaneous activity where the participants reveal their natural behaviour. Discussion refers to verbal interaction between two or more people. It is preferred as a method of community radio programme development because it suits the characteristics of adult learning. Adults have experiences, which need to be shared, explored and analysed to expand their knowledge. It provide them an opportunity to participate in the process of learning. This is an ideal method because the control rests in the hands of learners. CRPD act as coordinators or facilitator.

(10) Questionnaire: On the basis of content a questionnaire should be developed. Questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in herself. Some points may be considered while constructing questionnaire: **(a)** It should be good and should have attractive appearance. This can be accomplished by appropriate use of colors, spacing, type of arrangement and so on. **(b)** Short questionnaire having fewer questions in number and better focused in content are more useful than the lengthy ones. **(c)** Adequate spacing for writing answer should be considered in designing the questionnaire.

Community Radio Module 1	
Rapport Building	
Step 1	Starting with informal talk
Step 2	Introduction of Community Radio Programme Developer (CRPD)
Step 3	Information about Community Radio Station
Sub step 1	Concept of Community Radio Station
Sub step 2	Characteristics, Features of Community Radio
Sub step 3	Information about *Pantnagar Janvani*
Step 4	Information about locality
Step 5	Understand the Culture and language
Step 6	Demonstration of mobile phone/radio operation for frequency setting
Sub step 1	Frequency setting on Mobile Phone
Sub step 2	Recite the programme broadcast through *Pantnagar Janvani*
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General Information and Need Assessment	
Step 1	Collection of women at one place
Step 2	General information
Step 3	Needs Assessment
Sub step 1	Importance of Need Assessment before developing community radio programme
Sub step 2	Need assessment under Social Empowerment issues
Sub step 3	Need assessment under Economic empowerment issues
Sub step 4	Need assessment under Psychological empowerment issues

Step 4	Concept of women empowerment
Sub step 1	Social Empowerment
Sub step 2	Economic Empowerment
Sub step 3	Psychological empowerment
Community Radio Module 3	
Prioritization of needs	
Step 1	Data analysis of Need Assessment questionnaire
Step 2	Criteria for prioritizing needs
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Development of Knowledge test	
Step 1	Steps for developing knowledge test
Sub step 1	Item collection
Sub step 2	Initial selection of items
Sub step 3	Item analysis
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Sub step 6	Administration and scoring of knowledge items
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Community Radio Module 5	
Design and Develop participatory CR programme on women empowerment	
Step 1	Group formation and assignment of tasks among group members
Step 2	Participatory Message Designing
Sub step 1	Learning about the topic
Sub step 2	Stating the objectives
Sub step 3	Selecting presentation style
Sub step 4	Message designing describing its goal, content and format
Sub step 5	Organizing Focus Group Discussion and decide the formats for all community radio programme
Sub step 6	Writing the script for Community Radio programme
Sub step 7	Prepare the first Draft with material
Sub step 8	Pretest on a sample of the audience
Sub step 9	Rewrite the script
Sub step 10	Implementation
Sub step 11	Evaluation
Community Radio Module 6	
Recording and Editing of CR programme	
Step 1	Collection of women at one place
Step 2	Preparation of the Radio Talk
Sub step 1	Talking on Radio
Sub step 2	Some Tips of Radio Talk
Sub step 3	Preparation of delivering the talk
Step 3	Arranging the Recording Equipment
Step 4	Off-Studio Recording
Step 5	Editing of the Programme
Step 6	Pre-Testing of the recorded programme and modify it as per the suggestions

Community Radio Module 7	
Broadcasting Community radio Programme	
Step 1	Prepare the schedule for broadcasting the programme
Step 2	Pre Arrangement before Broadcasting
Step 3	Broadcasting the programme
Community Radio Module 8	
Post Knowledge Test	
Step 1	Post Knowledge test
Step 2	Personally giving vote of thanks to rural women for participating in the programme development to evaluation stage
Step 3	Opinion and Preferences
Step 4	Document all the data for further programme

Conclusion

Present module will be effective

For Development Functionaries:

[1]This module emphasizes the role of participatory community media in empowerment of weaker segments of society and the pedagogy in developing the programme to make it participatory and empowering in real sense.

[2] Further this module directs towards vocational and need specific training of different segments of listeners after proper need assessment. Therefore, it seems imperative to develop modules for women, youth, children, farmers and villagers *etc.* to cater their specific vocational needs through community radio programme.

[3] This module also highlight theoretical insight of participatory development that may boost the developmental process and provide a new insight to the development functionaries towards sustainable development.

For Community radioStation:

[1] The detailed modules, thus developed during this study is a ready-reckoner for the community radio stations of the country which may be referred to develop an insight for participatory programme development in their own perspectives.

[2] In the module the importance of need assessment is clearly depicted which should be followed before designing and implementing any development media.

[3] They can understand specific methodology to generate participatory rural programme.

[4] They will generate an insight does and don't of effective programme production.

For Academician:

[1]This module highlights major theoretical and practical contributions generally to the literature on community radio and specially *Pantnagar Janvani.* It also provides literature on women empowerment needs of rural women. More specifically, communication characteristics of rural women, needs of the rural women, their preferable mode of learning, their time availability etc. are critical and they are of practical importance in designing of community radio programme.

[2]This module also provides theoretical insight for furthering indigenous researches on development support communication that may lead to models and theory of participatory communication in Indian context.

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