

Block

3

MEDIA – PREPARATION AND USE

UNIT 10

Media in Training **5**

UNIT 11

Preparation and Use of Training Aids **32**

UNIT 12

Use of Audio and Video Materials in Training **74**

UNIT 13

Folk Media **98**

UNIT 14

Community-Based Communication **116**

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BLOCK INTRODUCTION

This interesting Block introduces you to the preparation and use of media in training. We are aware of the possibilities of using media both in group communication and communicating with individuals. In order to gain maximum benefit from the media, we should select them correctly for meeting our objectives, prepare them as effectively as possible and use them in order to reach out to the audience. A wide range of non-projected aids are explained in detail including chalkboard, meta plan charts, posters, charts, pictures, flip charts, flash cards, flannelgraph, printed material for training, models, actual objects. Projected aids are also described. In addition the use of audio, video and computers in training is also described. The Block also gives you an insight into the use of folk media and community-based communication.

UNIT 10 MEDIA IN TRAINING

Structure

- 10.1 Introduction
- 10.2 Media – Nature and Types
- 10.3 Communication and Role of Media in Communication
- 10.4 Media in Group Communication
- 10.5 Media Selection for Training
- 10.6 Improving Communication Skills
- 10.7 Mobilizing Communities for Participation and Empowerment
- 10.8 Analyzing Media from a Gender Perspective
- 10.9 Case Study
- 10.10 Let Us Sum Up
- 10.11 Glossary
- 10.12 Answers to Check Your Progress Exercises

10.1 INTRODUCTION

In this Unit, we are going to learn about what we mean when we say media or mass communication or public media. We are also going to discuss how to use mass media for training purposes with actual examples. We are also going to find out how women view the media and whether the media actually supports causes close to women's lives or not.

Objectives

After studying this Unit you should be able to:

- identify the different types of media and their uses;
- identify the various mass media used for training;
- describe the basics of media selection for training purposes; and
- discuss media analysis from the gender perspective for the purposes of training.

10.2 MEDIA – NATURE AND TYPES

'Media' and 'mass media' are almost a part of our everyday lives. The terms refer to items like TV, radio, video, magazines, newspapers, hoardings etc. In fact, those of us who live in towns and cities cannot imagine life without newspapers, television and radio. Our roads would seem lifeless without the big billboards and hoardings. All these, in their own way, influence our lives, thoughts and behaviours.

Types of Media

Media may be classified into two types – projected and non-projected. The following list give the types of projected and non-projected media.

Projected	Non-Projected
Films	- Charts, Posters, Flash cards, Flip charts, Chalkboard
Film strip	- Flannel graphs, Display boards, Bulletin board
TV, Video	- Folk media- puppets
Computer supported aids	- Models
Compact video disc (CVD)	- Radio and recordings
Overhead Projector	- Printed Materials (books, newspapers, magazines).

In fact most of the media in the non-projected category are the aids which can be used with individuals and small groups only. While aids in the projected category are the ones which have potential to be used with not only individuals and small groups in face- to -face situations but also with large groups of people or masses.

All these have their own specific characteristics and therefore are useful in certain situations and not useful in certain others. For example, a chart has a lot of information but can be used effectively with a small group where people can look at it from close range. Media play an important role in a process film or a TV show. On the other hand, media may also provide a large amount of information which can be shared by a large number of people at the same time sitting together or separately. You will learn more about each individual medium later in this Unit and the following Units. Media play an important role in a process called communication. So before we discuss more about media, let us now learn more about the process of communication.

10.3 COMMUNICATION AND ROLE OF MEDIA IN COMMUNICATION

Communication is the process of sharing information. We are just now sharing information on communication and media with you. Let us understand this process a little more. Figure 10.1 gives you a representation of the process of communication.

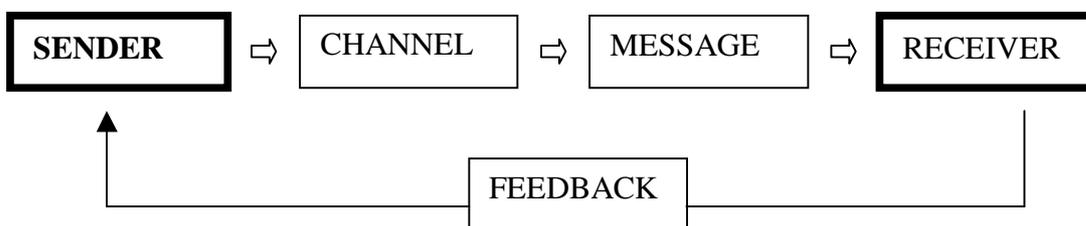


Figure 10.1: The Communication Process

Communication involves the transfer of a message from the sender to the receiver through a channel. After receiving the message the receiver may give

the sender some response regarding the message. This is called feedback. As the word indicates, the response is going back from receiver to sender and hence the use of the term. Let us use an example to make things clearer. A trainer identifies the following message that she wants to communicate to women in a rural area: “Strengthen Yourself through Self Help Groups”. So she is the sender and the women in the rural area are her receivers. How does she communicate the message? In order to carry this message she uses the *channel* of a display in the primary health centre and uses the *medium* of a poster to carry this message. Sometimes the terms are used interchangeably. The women see the poster and discuss it among themselves. They contact the trainer and tell her that they would be interested in forming a self help group. This is their feedback to the trainer. So, this is how the communication process works.

Communication may be verbal, written (or printed) or through gestures, actions and facial expressions. While sharing the information the sender and receiver may be sitting face-to-face. It may be just two people or a small group of people and all of them interacting with each other i.e. not only sharing information but also clarifying doubts or providing feedback. Communication in this kind of situation is a two-way process.

The sender and receiver can also communicate in very large groups where they can see each other but cannot interact (huge political rally or *Prarthana Sabha*); or in situations where they cannot see each other i.e. through TV, video, radio, film, etc. This kind of communication is one sided and the feedback if any is delayed. Can you say why?

Why are communication skills important?

Whether communication is two-way or one-way, the important thing is that the message that we are communicating must reach the receiver and should be understood correctly. This is why we need to master the skills involved in this process. The most important skill is one’s ability to use language. In fact, we need this communication skill in every sphere of life – when we talk to our family members, when we talk to our friends or when we talk to strangers in the bus on our way to work or people we buy things from.

Even when we do not actually say something we are communicating. For instance when someone frowns or smiles during a conversation, it indicates how they are receiving the information. Often these facial expressions or gestures (waving one’s arms or fiddling with objects) indicate tension or lack of interest, even though not a word has been spoken.

Communication is a very important part of life skills. Whatever you decide, it is very important to be able to communicate that decision. If you have a problem, it is critical that you be able to talk about it. So many relationships break up, so many mishaps occur because some people are poor communicators. Interviewing a community member, taking a stand on some aspect of life you feel strongly about requires good communication skills (a mixture of firmness, articulation, empathy and sensitivity).

Communication seldom occurs in a vacuum. Most communication is response to stimuli (whether internal or external). When one communicates without any external stimuli it is called *intrapersonal communication*. In other words, you are communicating with yourself. For example: you decide that you need

to look for a job, so you start job-hunting. There is no external stimulus; you are the only person who is involved. In this case, you are the sender and the receiver both.

When communication occurs as a response to stimuli, such as someone saying “Hello” on the telephone or folds hands in response to a ‘Namaste’, it is called *interpersonal communication*. In this case, there is a sender and there is a receiver.

Communication media serve a definite role in the process of communication. They act through channels to carry the message – be it another person or a radio/television, a chart, a poster, a radio, telephone or computer. As mentioned earlier, some of these channels have the capacity to reach a large number of people at the same time. Channels with such potential are called mass media. Radio, television and newspapers are called mass media and the communication carried out through these is called *mass communication*. You should also remember that some of the other channels work effectively only with small groups.

Mass media have a great influence on our lives. What we see on television or read in the newspaper, the programmes we listen/see over radio/TV influence the way we think and act. Some people are able to understand the way media influences people and critically examine the way media influences their lives, others just try to mimic the way people act on screen. Television advertisements and soaps (serials) show lavish lifestyles that we would all like to have. Nobody appears in television advertisements or serials looking shabby, dishevelled or fatigued. A part of life skills is looking critically at television advertisements and serials. Interpersonal communication helps people to interact with one another, to understand one another better and to improve the quality of their lives through communication. Listening is an important part of communication and telling those who can help us with our problems helps one to solve one’s problems.

The term ‘mass communication’ was coined at the end of the 1930s and has had many definitions over time. Perhaps the simplest and most functional definition is that of George Gerbner who defined mass communication as ‘social interaction through messages’. The process of ‘mass communication’ is not synonymous with the mass media. As we mentioned earlier, mass media employ media (press, radio, audiovisual aids, film, video, computers to an extent) to disseminate *symbolic content* to large, heterogenous and widely dispersed audiences. Communication in this sense is synonymous with ‘transmission’. Mass media can also be used for distance education (e.g. this lesson has come to you in print medium and can also be available to you through a video programme and audio cassette in addition to printed materials). It can also be used by individuals, charities, personal advertisements (e.g. the ‘in Memoriam’ and ‘bereaved’ columns in major newspapers). With the rise of electronic communication, the boundaries between mass media (large scale communication) and private/ individual communication are becoming increasingly blurred.

E-mail is another form of world- wide communication that has swept through the world during the past decade. It is a proven instance of global information and data exchange. Internet, the most popular form of on-line communication, is an amorphous network which links computers world-wide using telephone

links. Using Internet one can correspond with individuals thousands of miles away, easily, quickly, inexpensively as if they were next door. Communication and information distribution occurs at the same time. However, Internet is relatively inaccessible to those who do not have access to a computer and are not computer literate. In fact, e-mail has widened the gap between information haves and have-nots.

What we have to understand is that mass communication is a process that takes place in society. Contrast this with the other categories mentioned.

- i) Society-wide
(e.g. mass communication)
- ii) Institutional/Organizational communication (e.g. IGNOU as a national university which reaches out i.e. communicates to its students)
- iii) Intergroup or association
(e.g. the community)
- iv) Intragroup
(e.g. family, classroom, peer group)
- v) Interpersonal
(husband-wife, sister-brother, friends)
- vi) Intrapersonal
(within oneself e.g. thinking about something, prayer)

Of these categories, only a few concern us in the training situation.

Figure 10.2 gives you an idea of the various types of communication involved in training situations.

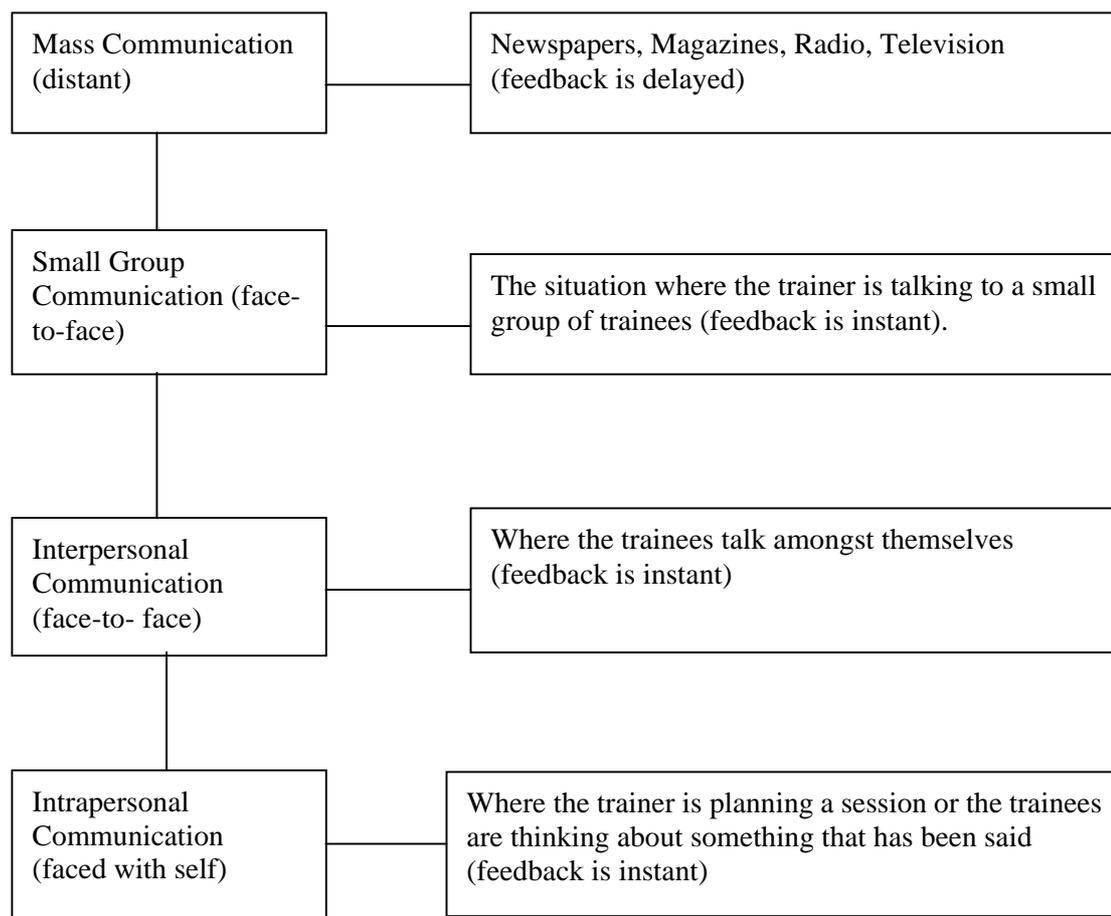


Figure 10.2: Relationship of Communication to the Training Situation

Now read Box 10.1 to explore the impact of a mass medium – television.

Box 10.1 : Impact of Television

Moving pictures and sounds lend television the character of cinema. The music preceding, accompanying and following each programme, the glamorous models and attractive actors flitting across the screen, make for an ambience of entertainment.

Advertising is the cutting edge of the consumer culture. Television has become the latter’s principal medium thanks to the unprecedented appeal and reach it has given to advertising.

It has been found that the average duration of a shot in American network television is only 3.5 seconds, “so that the eye never rests, always has something new to see”. The constant appearance of “something new” keeps one engaged and excited in anticipation. Slowly, television viewing becomes identified in the sub-conscious with a search for excitement and, given the medium’s general ethos, entertainment. This can happen to such an extent that one witnesses the coverage of war as one sees a war movie.

Check Your Progress Exercise 1

1) Name the components of the process of communication and state functions of each.

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2) Make a list of all the media you are familiar with and classify these. Which ones do you think you can use in training and why?

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3) Identify those factors that will help to make face-to-face communication more effective.

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4) Observe people talking and listening to each other. What did you notice? Write a few notes about what you observed in the space below.

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10.4 MEDIA IN GROUP COMMUNICATION

In a small group two is definitely an interpersonal communication situation, while three is a minimum you need to be called a small group. In training, small groups are extremely useful.

In a previous section, we had learnt about audio-visual aids such as posters, flash cards, flip charts, overhead transparencies. In small groups, these are useful devices to make communication effective and learning to take place. In fact all media can be effectively used in small group situations. A trainer has to know the special characteristics of each medium and exploit these to suit the needs of the group.

Also remember that as a trainer your aim is to get your trainees to understand what you are saying, to help them recollect what you have said and interact with you, i.e. ask questions, seek clarifications. A poster is something static, something that does not move or grip your trainees as a video programme or slide does. But what do you do in a community which has an unreliable power supply or when you have been called into a training situation without adequate notice? In such cases it is always advisable to have readily available media.

Flip charts, flash cards, flannel graph, etc. are ideal in a small group situation. They are not as powerful as a video, slide show or a film but the characteristics of charts, flip charts, flash cards, can also be used as an advantage because the trainees can see each visual singly or together and ask questions about it. For instance, let us talk about a flip chart story called '*Paani ki Kahani*' produced for and with the trained women of Kusumpur Pahadi. The flip chart contained bright visuals with messages written on the reverse. The trained women could use it in the community as an aid to convey some basic theme messages such as: '*Apna Hand Pump Aap hi Sambhalein*' – (Our handpump, our task of looking after it) meaning the handling of the hand pump, maintenance of the surrounding areas, diverting the waste water and maintaining sanitation. The idea was that the trained women could communicate more effectively with the help of the support materials.

Similarly, *flash cards* are equally important in a small group situation. The advantage of using flash cards is that you can actually encourage trainees to handle the cards – arrange and re-arrange them in the order that is according to the story. For instance, if the story is about a girl-child, then the flash cards may show the situation in the home when she is born and go on to narrate the story till the point where it ends. A good way to start a group session is to rearrange the cards in the order that helps them to understand the story. It is a good ice-breaker and is a lot of fun. Trainees also recollect what they have learnt much faster in this way.

Audio cassettes, video programmes can also be used in a small group situation. Community listening/community viewing is an important part of small group communication. In a training situation, your trainees can sit around an audio cassette player or VCP and view/listen to a programme. They can then discuss what they have seen/heard with the trainer. They can also invite an expert to clarify any doubts. This way the mass media becomes group media. Did you know that there is a variety of rice called 'Radio Rice'? It was grown after listening to the radio. Farmers who heard the broadcast used the information

to grow the new variety of rice. You will learn about all these aids in depth in the following Units.

10.5 MEDIA SELECTION FOR TRAINING

As a trainer, you have so far learnt the uses of audiovisual (A/V) media, the kinds of A/V media most used for training and what you must keep in mind when you have A/V in training. We have a whole range from the most economical audiovisual aids like flip charts, flash cards which are also simple to make and easy to demonstrate to those which use the electronic media like OHPs, slide tape demonstrations and video programmes. In a later section, we will learn how these audiovisual aids are made but in this section, we will discuss something very important – how does a trainer choose from the various kinds of audiovisuals available?

Let us come back to the example of the girl child. Imagine that you are a trainer who has to conduct a session on the importance of educating the girl in the same way as the boy in a family. What aids do you have to help you do so?

- The simplest one is a *poster* which has the message that helps illustrate your training session. It is also good for creating awareness and interest. If you leave it around, it helps in reminding and reinforcing.
- Then there are *flash cards, flip charts, flannel graphs* which are display materials. Telling a story using these aids is interesting and interactive. You can choose any one of these.
- In terms of being the most expensive and a little difficult to handle are *OHPs, slide shows*. For instance, UNICEF has produced an entire serial on the girl child called ‘Meena’ with the primary aim of creating awareness about the need for education of girls and no discrimination against them.

Also remember that you should not use all the media at the same time, e.g., if you plan to show a video programme, for example, then you should not use a slide show at the same time.

The following chart gives you some useful hints on selection of media.

HINTS TO HELP YOUR MEDIA SELECTION

Medium	Characteristic	Use in Training
Poster	Static medium, gives information in a flashing glance.	You can use it for introducing the topic and create awareness and reinforce.
Flip	Charts Less static. Have lot of detailed information, in words, numbers and/or in visuals.	You can use it as a training aid because it gives you points to discuss and explain.
Flash Cards	<ul style="list-style-type: none"> - Inexpensive - Great potential for interaction - Convenient size. 	You can actually hand them to the trainees and get them to participate.

	- Effective in holding attention.	
Flannel Graphs	- Relatively inexpensive - Great potential in holding attention and presenting information in an interesting way.	You can use this to demonstrate or tell a story.
Films / video programmes.	Usually 15 minutes to ½ an hour long. Information is presented in effective manner.	If you have the electricity, time and projection equipment – very useful.

Let us now read an interesting case study in Box 10.2.

Box 10.2: Literacy for Boys and Men: An Unusual Gender Divide

Was This A Wrong Choice?

It was a small village in U.P. The secondary school had just been renovated. Young girls were encouraged to come. The panchayat had even built brand new toilets for girls. The team which had come to visit in order to screen the film on the girl child called 'Meena' were delighted! Surely this was a village that encouraged girls' education. They looked forward to a very interesting question and answer session after the screening.

News that a film show was on attracted young boys and men of the village. The school room was jam packed. Everyone enjoyed seeing the film. The discussion started. Slowly, the women, the young boys and men started participating.

Suddenly there was uproar! None had noticed that a large group of older men had gathered outside the school room and had watched the show and were now very angry at the way the young men were agreeing that they should become literate.

When asked, the village elders said that while they had no objection to girls being educated (up to a point, right here in the village), young adult men were too valuable a resource to waste.

If young men were educated, who would commute to the town nearby to sell dairy products (milk, paneer etc.) on which the livelihood of the villagers depended? Once educated, they would drift towards the town in search of jobs. The entire economy of a village would thus be paralysed.

Having read this case study, what do you think?

- Should the team have selected another village?
- Should they have used a different film?
- Is there a way of handling such a situation so that the elders are happy and they respond to the aspirations of the young men?

In answering these questions:

- Think of the smallest number of people ONE trainer can tackle. Think whether you are the only person or others are available.
 - Think of what flash cards are supposed to do in a group. Think of new ways of using them.

- c) For this you need to tackle two types of persons who are almost always present in every group: The most talkative one and the quietest one.

Remember to try and give everyone a chance to say something.

- 2) Just don't say "I would use visual aids" and leave it at that.

..... talk about group size

..... first see whether you can use interpersonal techniques (like group discussion)

..... then select your media and describe their use.

Just to show that you have understood what has been taught you can even describe an actual training situation that you have experienced.

While selecting appropriate media just check on the following points:

- The facilities required for the media are available at the site of the training – seating, power, space to spread, etc.
- The duration of the training – half day, one day, two or three days, a week, will accommodate the use of selected media.
- Educational background and experience of those attending the session should match with the media selected.
- Budgetary provisions set aside for media should match with what you are spending for the media selected. (You need some money to procure and/or design such aids.)
- Assistance is available to design and use materials during the session.

Check Your Progress Exercise 2

- 1) In the space given below, give your own opinion about how you can go about making a training session more participatory by using visual aids.

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- 2) Imagine that you are a trainer who has been asked to go into a rural area to talk about women's literacy. You have shown them a short film but everyone is quiet. What would you do to help them to open up?

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3) You have been asked to train a group of 20 women panchayat representatives in environmental sanitation techniques.

a) Suppose you had a set of 5 flash cards on the theme of your training. How would you use them?

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b) What other media would you like to use and why?

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c) What techniques would you use to help the trainees talk to you about their sanitation problems?

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10.6 IMPROVING COMMUNICATION SKILLS

Training is all about the art and skill of communication. A trainer can improve the effectiveness of training by improving communication skills. A trainer should remember that communication is both verbal and non-verbal. Non-verbal communication such as eye contact, body language and tone of voice are very important in the communication process. Poor communication can happen when verbal and non-verbal communications are not conveying the same message. For example, if a trainer keeps smiling while talking about a serious topic, the trainees will not seriously follow it.

Sometimes, trainers who talk to the trainees may not be really communicating with them. This can happen when the trainer is:

- Talking a lot but the trainees are not listening;
- Using inappropriate language; and
- Repeating information that is already known to the trainees.

A trainer can ensure effective communication by:

- Forming a good relationship with the trainees;
- Selecting the appropriate method of communication;
- Using appropriate support material – audiovisual aids;
- Selecting the appropriate level of language;
- Respecting the knowledge and experience of trainees;
- Facial expressions – a smile for approving, a frown for not understanding;
- Silence – especially to show that you are listening intently.

Open Body Posture

- Relaxing your body will encourage a trainee to relax.
- Face the trainee straight. Don't sit or stand by their side.
- Uncross your arms and legs. Crossed arms show superiority, defensiveness or a barrier.
- Lean slightly forward. This communicates interest.

Verbal Prompts

- Verbal prompts are especially useful in encouraging a trainee to speak.
- Use verbal expressions like um, yes, go on, etc.
- Use a well-modulated voice. This is very encouraging.
- Ask clarifying questions – how do you feel about this? What does it mean to you?

How to Improve Communication Skills

- Build on your strengths. Work on your weaknesses.
- Develop your listening and writing skills. Practice makes perfect.
- Knowledge is strength and this helps the trainer to communicate confidently.

Using Questions in Training

A trainer can use questions during training for achieving the following:

- To gain participants' attention;
- Stimulate participation;
- Fix facts in the trainee's mind – to reinforce learning;
- Test the knowledge of the trainees;
- Encourage trainee's confidence and motivation; and
- Develop a relationship between the trainer and the trainee.

There are three skills associated with the questioning process – asking questions of the participants, handling their answers and responding to their questions.

Asking Questions

The trainer needs to develop the skill of selecting the right type of question, phrasing it well and then directing the question to the trainees.

Types of Questions

- Open questions – there are several possible answers for this type of question. It stimulates thinking. It also encourages discussion. It creates involvement among trainees.
- Closed questions – which have only one answer. These close off discussion. They are used to guide or control.

Phrasing the Question

- Ask clear, short questions covering a single issue.
- Ask reasonable questions for which trainees can be expected to know the answers.
- Ask challenging questions which provoke thought/analyze the situation.
- Ask honest, relevant questions that they can answer logically; and
- Avoid questions that are too difficult, unclear, too easy or tricky questions.

Directing the Questions

When a question is directed to a person, there may be many ways in which we can go about it. Some examples and suggestions include:

- A question could be directed to a trainee by name.
- A question that is unspecific – “Is that clear”? - should not be used too often.
- A question that is reversed – the question asked by a trainee is returned to the trainee – “What do you think”?
- A question that is relayed – question asked by a trainee is passed on to another trainee or to the whole group.

Take care to include all members of the group. Avoid the temptation to concentrate on the people likely to have the answers.

Handling Answers to Questions

If your group is made to participate in the class they would learn better. Your response has an impact on the individual who is answering and also on the amount of future participation you will receive from other trainees. Some ways of handling the answers are:

- Use positive reinforcement for the correct answers. Appreciate correct answers;
- Acknowledge the effort of the person whether the answer is correct or not. Even if answers are wrong or incomplete, ensure that trainees are not embarrassed.

Tips for handling answers

Drawing from the suggestions given earlier some examples and guidelines are given in the following chart.

If the answer is:

Correct	Incorrect	Partly correct
<ul style="list-style-type: none"> • Appreciate 	<ul style="list-style-type: none"> • Acknowledge the effort • Then redirect the question to others or answer it yourself 	<ul style="list-style-type: none"> • Reinforce the correct portion • Redirect the question to the same person, to another, or answer it yourself
<i>Examples</i>	<i>Examples</i>	<i>Examples</i>
Yes Good point	Well tried. Who else has an idea?	You are on the right track.
That is right (Give a smile)	That's not what I was looking for. What I was looking for is....	What other ideas do you have? That's a good point. Who else wants to try?

Responding to Questions from Trainees

The third skill associated with the questioning involves answering the questions of trainees. Questions provide an opportunity to enhance the learning of the trainee as well as the group. Your response can either make them ask more questions or none at all. The following types of responses could help trainees play an active role:

- Acknowledge the question and the questioner.
- Provide the answer yourself if you are the only person who can.
- Redirect the question back to the group if they should be able to come up with the correct answer.
- Postpone answering the question when the question is beyond the scope of the group or if it cannot be answered within the time available or you need time to find the correct answer.

Tips on Questioning Techniques

- Use short questions which are clear.
- Give time for participants to think.
- If they are unable to answer, give them more clues, but avoid the temptation of answering yourself.
- Don't go on with the same question. If the trainees don't seem to know the answer, provide them with the correct or appropriate answer.
- Be encouraging through your verbal and non-verbal behaviour.

10.7 MOBILIZING COMMUNITIES FOR PARTICIPATION AND EMPOWERMENT

Community participation (an end-goal of all training programmes) is a process which all trainers should understand. Participation is a measure of *how much is being done by the people themselves* with a view to taking control over their own lives and environment in a self-reliant effort and empowering the most disadvantaged members of the community. The training techniques that we have learnt so far are aimed at this kind of community empowerment – where women are knowledgeable about their choices and can take decisions on their own.

Participatory Training

This type of training brings the trainees and the trainer together learning from each other, teaching each other. When in a training situation you should always ask yourself: “What would I do in such a situation?”

There are a few simple rules to remember:

- Even though you are teaching a skill (like use of audiovisual aids), do not give too much importance to the difficult terms and technicalities. Your discussion should be simple and have many examples.
- Use support material while explaining, recapitulating and reinforcing. It makes learning so much more interesting, meaningful and lasting.
- Share your experiences: Your trainees should relate to you almost as a friend. Talk about your families, the difficulties you face as a working woman. Remember, you must also respect the trainees’ experiences, ideas. Encourage discussion even if it means adjusting training times.
- Training is more a partnership and a mutually beneficial learning experience. In other words – the trainer should be able to learn from the trainees. The training should not be top-down all the time. (i.e. “I know it all, so I’ll share it with you”).

Small Group Techniques that help participatory training:

- Group meetings with local leaders, influential people.
- Usually group meetings are held when you need to give instructions or discuss something specific.
- Usually somebody speaks who is in a position of authority and the others listen. As a result, passivity is created when messages take standardized and prescriptive forms e.g. you *must* do this or that; use or *do not* use.
- Be careful when you conduct such group sessions, people should not misunderstand the group leader. You should also check whether what you are suggesting is:
 - a) possible to accomplish or in other words, feasible;
 - b) whether the facility actually exists e.g. if you recommend that mothers take their infants to the primary health centre for immunization – be

sure that the PHC is open, stocked with vaccines and the staff aware that mothers will be visiting them.

- If you are the group leader, you should also be the facilitator of the group i.e. you should be in a position to help the community understand their problems and take their own decisions.
- You must understand your community before calling a meeting. For instance, if you know that men and women feel diffident when addressed as a group, then call separate meetings – one for men and the other for women. Likewise the landlords and the landless, educated/uneducated, literate /illiterate etc. divisions and conflicts should be foremost in your mind when you are calling a meeting.

Meetings should be conducted in a language that people understand. The examples you use should be close to their lives and experiences.

If you cannot show them films or programmes, the next best thing is to talk about it or demonstrate it e.g. introductions to the use of audiovisual aids. In another section, you will learn about role plays, skits, street theatre (*nukkad nataks*). All these are very powerful small group media. About the plight of the girl child, it may have episodes dealing with literacy (called ‘counting the chickens’). It can even have stories dealing with eve-teasing, ‘HIV/AIDS’ etc.

You are in a situation when you have to discuss the importance of encouraging girls to discuss the importance of making girls literate. This is quite a sensitive topic in the sense that while most men and women will admit that their children should be educated on par with one another, in reality boys are often given preference.

Box 10.3 gives a case study of how media have helped in mobilizing the community.

Box 10.3: Learning through Video – The ‘Chowraha’ Experience...

“Chowraha” was a programme made by the Department of Adult Education to impart literacy skills through mass media primarily television. It was an innovative experiment at using an electronic medium with rich visuals and computer graphics to teach skills to an illiterate audience through the transient broadcast media. The traditional alphabetical order was abandoned and a whole new methodology and pedagogy was adopted in order to convey the message and make it easy for the learner to absorb. The letters were compared with simple visuals drawn from daily life and the neighbourhood and explained in a manner so as to instill the message and enable easy recall. The sight of water rushing and the animated moving pencil retained the attention and helped in storing the information. This mega serial which ran into more than 40 episodes created a significant impact on the target audience – motivating some of them to join the adult literacy classes, introducing the idea of learning as fun, helping in identifying letters and alphabets, and helping those who had lapsed into illiteracy to recall and practise their skills.

TV as a mass medium has tremendous impact on shaping people’s attitudes and promoting positive action. Box 10.4 gives details about Doordarshan, India’s national TV broadcaster.

Over 50 years after Independence, Doordarshan has definitely crossed a few milestones to look back and legitimately feel proud of. A network that was started in 1959 with half-an-hour programming, has now grown into the biggest terrestrial broadcasting network in the world with 1,400 hours of programming per week. In the process of its growth, it has made significant contributions to the green revolution, the white revolution, the promotion of scientific temper, in addition to discharging its responsibilities as a public broadcaster disseminating news and information. Further, its contribution to promote education is no less significant, particularly with increased hours now allotted both on the national network and other channels for education. Doordarshan has also been successful in its two-pronged strategy of sustaining the values of the plural Indian culture, while fighting off the challenge from other satellite channels.

One of the most exciting events in our TV history was the launch of the telecast of Parliament proceedings wherein the saga of democracy at its best in the making and un-making of Governments was witnessed by millions of people in our country. 1996-97 was a special year for Doordarshan since DD-1 and DD-2 have been put on expanded C-Band transponders on the INSAT system so that our neighbours in 33 countries can also watch them if they so desire. The newly set-up channels like DD-3 and DD- International were given some special attention to further their growth and stability though it is too early to claim that they have come of age. Similarly, the regional satellite channels are also in the process of showing signs of healthy growth in spite of stiff competition from some private satellite channels in the South. It is now universally accepted that a satellite channel would take approximately 3-5 years to really establish itself with a niche audience. It is these regional language satellite channels with local content and local programming that would prove to be the ultimate strength of Doordarshan. Their rate structures have been revised and they have started to make their presence felt in their areas of operation.

Box 10.5 gives details about Gyan Darshan, educational channels launched with IGNOU (Indira Gandhi National Open University) as the nodal agency. The capacity to produce and transmit educational television has been greatly enhanced with the launch of EDUSAT in September, 2004.

Box 10.5: Gyan Darshan

Gyan Darshan was launched in January 2000 as a satellite-based TV channel devoted to educational and developmental programming. It is India's first dedicated educational channel launched jointly by the Ministry of Human Resource Development and Prasar Bharati, with the Indira Gandhi National Open University (IGNOU) as the nodal agency. Programmes for Gyan Darshan are contributed by major educational institutions/ agencies such as IGNOU, University Grants Commission (UGC)/ Consortium for Educational Communication (CEC), National Council for Educational Research and Training (NCERT) / Central Institute for Educational Technology (CIET). A wide range of educational programmes suitable for all ages, different professionals, housewives, children and adults are broadcast daily for the wholesome 'edutainment' of the entire family. The channel provides educational programmes on a variety of subjects for 24 hours a day. The programming constitutes indigenous programmes sourced from partner institutions and foreign programmes. Transmission for curriculum based and enrichment programmes is being made. Programmes of IGNOU and CIET-NCERT including National Open School (NOS), Indian Institute of Technology (IIT) programmes and Technical Teachers Training Institute (TTI) and Adult Education programmes are being telecast. The Earth Station set up for Gyan Darshan was augmented as one plus one system for redundancy. Microwave links were established between EMPC – Doordarshan, EMPC-NCERT and EMPC-IIT to facilitate 'live' relay or source programmes directly from NCERT and IIT, Delhi. In order to meet the needs of students of quake-hit parts of Gujarat, special arrangements were made to telecast live tutorials for 3 to 5 hours a day. (Gyan Darshan, as it entered its third year in 2003 went completely digital and expanded into a bouquet of channels. Now we have channels exclusively devoted to technology and agriculture.

Check Your Progress Exercise 3

Watch one current affairs discussion programme or interview or one episode of a serial on television. Concentrate on the role of the Sender (this may be the interviewer or the person who is presenting his or her case first in the conversations you observe). It is probably easier if you focus on one aspect at a time e.g. things which help sending. Then move on to watch for those things which hinder sending. Make a list of Do's and Don'ts.

Name of the Programme:

DO's (things which help the sender)

e.g. when the mother-in-law or 'saas' is angry, the daughter-in-law 'bahu' is cool. Identify what pacifies the saas.

Is there any interaction/feedback?

DON'Ts (things which hinder sending)

e.g. mother-in-law or 'saas' fighting with daughter-in-law or 'bahu' and both are angry. Identify what triggered the fight.

Is there any interaction/ feedback?

What influence does the programme have on the masses? Why?

Produced to complement a literacy primer by the same name, *Khilti Kaliyan*, became the first Indian film/book series on literacy for women to weave women's issues and problems into its lessons. Targetted at the 15-35 age group, it was designed to further the three objectives of the literacy programme:

- a) imparting educational literacy;
- b) raising social awareness and
- c) providing functional literacy.

It was based on a literacy primer, a major literacy component. The film makers stressed the fact that in order to have the desired impact their film would have to portray an informal classroom environment in a most innovative and entertaining manner.

In order to do this they incorporated every locally available methodology that could be easily adopted by learners in order to teach them that learning can be fun and that, in order to learn, the conservative blackboard, chalk, pencil, and paper are not essential. Thus writing with clay and string; drawing letters on the sand or in the mud; shaping letters from dough or clay were put forward as alternative methods with which to practice writing skills. Letter identification and reading skills were helped along through game – oriented activities such as the game of 'gittas' played with tiny wooden cubes that is a favourite with women in the country. In the serial each side of the cube is engraved with a

letter and the game demands formation of words by picking the right letter and tagging it to the next. Flash cards, charts, posters, puppet shows, songs and drawing were used in this very popular serial that was telecast on Doordarshan.

As a film ‘*Khilti Kaliyan*’ stressed the need to empower women and linked empowerment with the need to encourage critical thinking and united action. Literacy was thus projected as a powerful tool for individual and collective advancement, not as the sole escape route from all social life.

Check Your Progress Exercise 4

Can you describe an actual incident/experience in your life that illustrates the importance of media in group situations?

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10.8 ANALYZING MEDIA FROM A GENDER PERSPECTIVE

So far we have learnt the nature of the visual media and how one uses simple and somewhat complex visual aids in training. But remember, you are not just any trainer. You have a special focus since you are conducting gender training. Therefore, even your visual aids should be such that they give equal importance to men and women. In any training situation, if both men and women are present one can expect men to be more expressive, assertive and the women to take a back seat. The objective of your training should be to help the women to ‘open up’ and become articulate. This can be done using examples from the media where women are either intelligently used or looked down upon. Both cases can be used to ask the very important question – which would you (as women) adopt as your role model?

There are many examples of misrepresentation and under representation of women. Perhaps the most familiar ones are the images of women one sees in advertisements. Given below are two case studies of TV advertisements which have been analyzed. May be you will find use for them when you train women to look at media critically and not be fooled by what they see and hear.

Box 10.6: Example A

Can you think of an advertisement which shows a woman in the kitchen?

(Let us help you remember). May be it is an advertisement about spices (masala) or a kitchen cleaner.

You also work in the kitchen. But do you look anything like the women depicted in the advertisement?

You can go on to other examples of detergent advertisements like “bhigoya, dhoya, ho gaya” (soaking, washing and the job is done) etc. and ask what is the difference between the women shown and the women present.

If you feel that the women understand or the training situation demands a more complex example, then you can go ahead and use this one.

Box 10.7: Example B

Let us consider a familiar advertisement for suitcases. What do we see?

A situation is depicted familiar to most of us and appealing too – a wedding, the bride going away etc. As a media analyst one needs to look at such advertisements much more critically.

The bride is not only shown as a bride. She is a young girl who is independent. But when it comes to ‘marriage’ she must become a shy bride. The suitcase (remember this is a suitcase manufacturing company which is advertising) is not just a suitcase. It has been her companion throughout her life and it is going with her loaded with dowry, symbolizing parental love. The theme song ‘kal bhi aaj bhi....’ is interwoven with the messages of unchanging conservative family values; values which endure just like the suitcase.

After showing a clipping on video or film of this advertisement or even discussing it (if you don’t have a clip) you can lead the session into talking about:

- a) Position of women in the community e.g. Are they not educated because they are perceived to be property that is eventually given away?
- b) Are women always perceived as dependent? Are there women who are different?
- c) What happens when a woman is perceived as being a commodity that is ‘given away’? Does it mean she loses her rights over her property? What does it do to her individuality, her identity as a woman?

The same method can be used to discuss and analyze popular serials, cinema and printed books.

Now let us look at how we can conduct a media analysis session.

How to conduct a media analysis session?

- Give a good introduction that creates some amount of suspense. Don’t tell them everything.
- But you must tell them what you expect them to do – i.e., analyze the advertisement. Don’t tell them the conclusion they are supposed to reach (e.g. women are being treated as commodities) because that should emerge at the end of the session.

When should you conduct?

- Definitely not towards the beginning of the training.
- It can be used either mid-way or towards the end.
- You must make sure that the trainees are comfortable with visual aids before you begin a session.
- Don’t use more than two or three examples, otherwise chances are that the trainees will get confused.
- Play the clip once, explain what you expect them to do and then play the clip again.

How to arrange for the session?

- Provide comfortable seating (whether chairs or dhurries or both).
- Ensure that everyone can see the screen or television monitor.
- Arrange for a generator or adequate power supply if you want to show the advertisement or the ‘clip’.

Some questions you can ask:

- a) Do you recognize this _____advertisement/clip?
- b) If not, this is an advertisement from _____ (You can describe it).
- c) What do you feel about it?
- d) Is it realistic? Do you have experiences like this one?
- e) What does it tell you about women?
- f) Can anything be done to correct such perceptions/ traditions or injustices?

And so on.....

Check Your Progress Exercise 5

1) Look at any advertisement printed in a magazine that relates to a gender perspective. Describe the message that it conveys about gender relations.

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2) Imagine that you are going to show it and discuss it at a forthcoming training session.

a) Can you suggest some questions to be asked?

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b) Can you do a brief analysis of the advertisement?

[Hints to help you answer: First discuss what you see in the advertisement. Then try and see what it means in terms of a visual analysis e.g. Who is close to whom? What is the man/woman doing? Use of colour, Use of slogan/ message and so on...]

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It would be unfair to talk about media analysis from a gender perspective without talking about the reverse – building gender in as part of the training curriculum and methodology. This technique is called *gender planning* and as the term indicates it includes what we have learnt in the previous section. What we usually do when we realize that the training situation includes women is to (sometimes hurriedly) throw in ‘women friendly’ topics or topics relevant to women. Thus ‘women’ or ‘gender’ is simply grafted on to the agenda. Another (and definitely more planned) approach is to realize that women have their own needs, their demands may be unique and the perceptions of others (whether men, elders or peers) may be quite different.

Box 10.8: Women’s Work

Consider this statement which is often made by women who work within the home: “I don’t work, I am a housewife”. “Work” in this case is equated with earning an income. We all know how much a rural woman or even urban middle and lower income women work within the home! Most women live in a situation in which only their productive work by virtue of its exchange value is valued as work. Reproductive and community managing work is not perceived as work (even by the women themselves). They are both seen as ‘natural’ and ‘non-productive’ and therefore not valued. This has serious consequences for women. It means that often most of the work, if not all the work they undertake is ‘invisible’. Men’s work (by contrast) is valued either directly (because they earn money) or indirectly (by the status and power they gain.) It is statements like these that need to be built into the training agenda.

Gender Planning Tips

Before you start planning a training programme, keep the following points in mind:

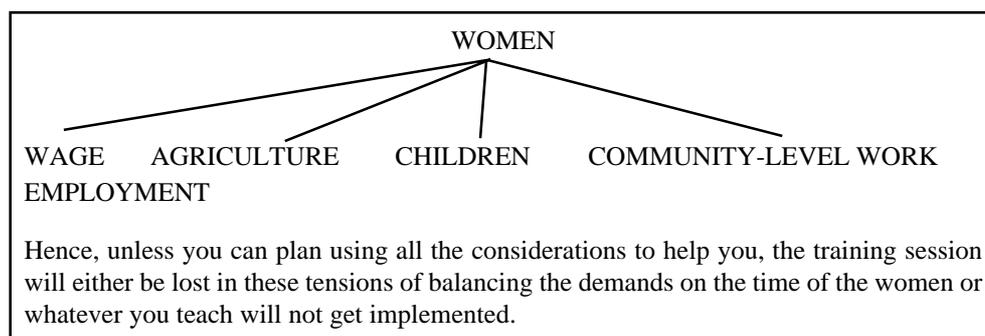
- What are the relations of women and men in the community where you plan to hold your training?
- You need to do some in-depth questioning in some cases e.g. in a situation where a woman is the principal or main wage earner. Does this have any effect on her position within the family?
- You also need to examine gender roles within the family and within the community. A woman who earns (whether she leaves home to work or works from the home) is likely to be considered differently from one who does not.
- Through this identification, you have the advantage of making ‘visible’ previously invisible work.
- Do men and women/ boys and girls perform similar or different tasks?

If you have the time, you can go in for getting some additional information – such as – who plans how to spend the money which is earned? Who takes decisions which are important?

[Remember – these kinds of questions become really important if you are training women panchayat representatives.]

This kind of information also provides you with an index of how effective your training has been.

Gender roles identification: A woman’s life (and time) is often divided among her many demands as a sister, daughter, wife, mother, professional etc. Whenever you are planning and gender is one of the foci, you need to keep this point in mind. The following chart gives you a glimpse into this aspect.



10.9 CASE STUDY

Here is an interesting case study of the use of video by illiterate women.

Video SEWA in Ahmedabad, India

SEWA is the Self-Employed Women’s Association, an organization of more than 24,000 street vendors, small-scale producers and labourers, some of whose members have been trained in video production with international funding. They use video to communicate with their (often illiterate) membership, and to organize.

One of its video programmes about a dispute between small-scale vegetable vendors and the city officials was shown to a municipal leader and contributed to an equitable resolution to the problem. The municipal leader had never really listened to these women before and probably never would have if not via videotape. The vegetable vendors themselves would not have spoken freely and forcefully to a city official but could do so to the impersonal video camera. This kind of grassroots media activity provides an exciting and democratic model for the development of indigenous documentary production.

Check Your Progress Exercise 6

- 1) Imagine that you are planning a training session for women on the importance of women’s rights. Outline the content and suggest media which you think would be suitable for communicating the message.

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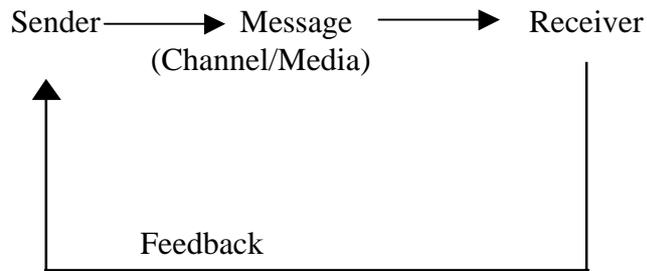
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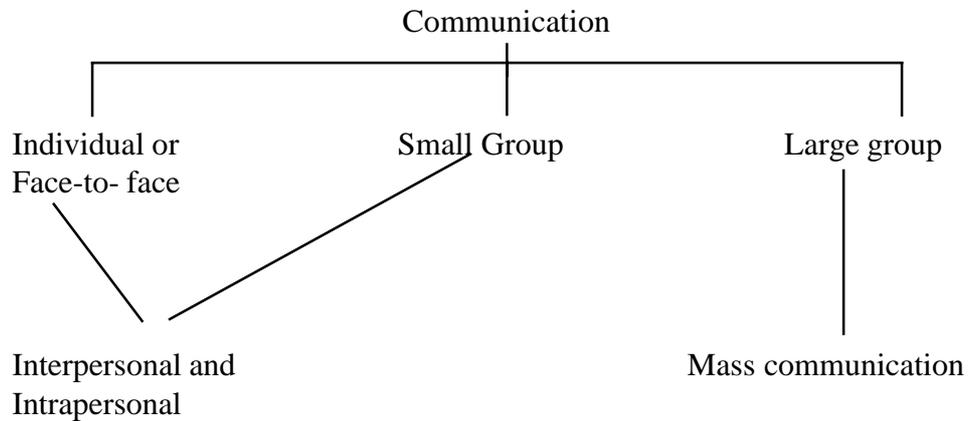
10.10 LET US SUM UP

The Unit emphasized the following aspects:

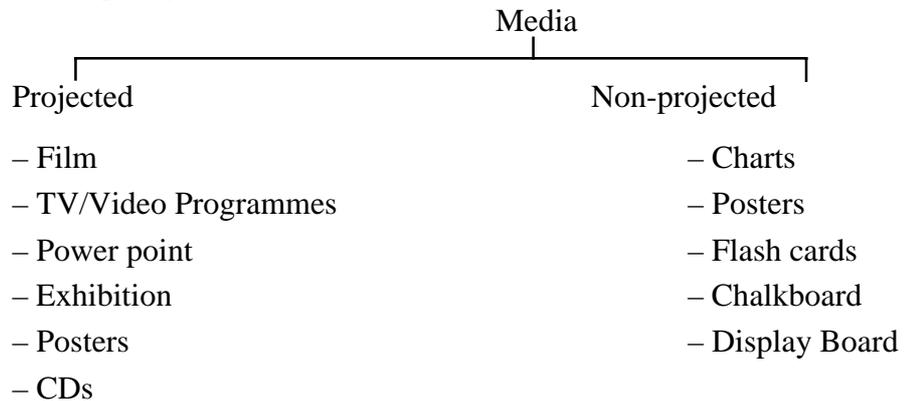
1) *Process of Communication*



2) *Categories of Communication*



3) *Types of Media*



All media can be used for small groups but only a few have the potential to be mass media.

4) *Selection of appropriate medium/ media for training depends on:*

- education and experience of trainers;
- availability of media;

- facilities available at site; and
 - competence of the trainer to handle the medium.
- 5) Media can play an important role in (i) mobilizing the community and also (ii) making training more effective.

10.11 GLOSSARY

Channel	: This is also called medium. It is the vehicle which carries the message in the process of communication. It could be a person, a chart, a film, a video programme or a flip book.
Communication	: Process of sharing information.
Sender	: Person who sends/ gives/ shares the message.
Receiver	: Person who gets/ receives the message.
Message	: Content or information shared.
Media	: Plural of medium which means a channel.
Mass Media	: Channels which have the potential of reaching a large number of people at the same time sitting together or away from each other.
Mass Communication	: Process of sharing information with a large number of people at the same time sitting together or away from each other.
Interpersonal communication	: Sharing of information between two people
Intrapersonal	: Sharing information with oneself in other words reflecting/ thinking.
Face-to-face Communication	: When information is shared in person.
Feedback	: Reactions given back by receiver or receiver to sender in the process of communication. Feedback consists of the message(s) sent by the sender to the receiver.

10.12 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

Check Your Progress Exercise 1

- 1) a) Sender: has information, plans and sends it to receiver.
- b) Receiver: person who needs information and receives it and gives a response. Also tells the sender whether s/he understands/ accepts the information and in what forms.

- c) Message – information which is to be shared.
 - d) Channels – media carries information from sender to receiver, makes information interesting.
 - e) Feedback – Receives reaction to the information or senders evaluation of receivers performance as a result of the message.
- 2) Look into the text and tally your list with the one given. All media can be used for small group communication. Name the ones you are comfortable with.
 - 3) For face-to-face communication:
 - Prepare well
 - Choose the right strategy and aids
 - Master communication skills; and
 - Act timely.
 - 4) Answer based on your observations of both verbal and non-verbal behaviour.

Check Your Progress Exercise 2

- 1) Mention names of the aids you think are appropriate and then write briefly about how you will involve your trainees e.g. by asking questions, making/ telling a story etc.
- 2) – By asking questions
 - By telling your own similar experience;
 - By probing if they are able to identify with any of the characters in the film and a narration or description of that character;
 - By asking if the events in the film could take a different turn – what and how?
- 3) a) Show cards one by one and build a story or ask participants to build a story around the cards.
 - b) You can use a flannel graph, ask participants to write a play/story.
 - c) By asking them to role-play, or by narrating your own experience(s).

Check Your Progress Exercise 3

Hints to help you complete the exercise.

- Choose a television news-based programme or a serial on cable TV.
- See the television programme as regularly as you can.
- In that programme see the conversation between people, the hero- heroine, brother-sister, mother-in-law – daughter-in-law, anchor-interviewee, one panelist to interviewer with people
- Then fill in the boxes in the way shown earlier.

Check Your Progress Exercise 4

Answer based on your experience of attending a training session, a classroom lesson, discussion group, seminar or any other group situation.

Check Your Progress Exercise 5

Answer based on the magazine advertisement you have selected. Remember that the advertisement should be such that a gender perspective can be identified and discussed.

Check Your Progress Exercise 6

List the important rights of women. The media selection would depend on the trainees, training situation, availability of facilities and relevance to the content.