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# UNIT 4 DEVELOPMENT-SUPPORT COMMUNICATION (DSC)

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## 4.0 OBJECTIVES

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After studying this unit, you should be able to:

- describe the role of the development support communication (DSC) in Population, Health, Education, and Environment.
- describe in what way the DSC could benefit the formulation of communication strategies in the areas of Health and Family Welfare, education in different aspects, the eradication of illiteracy of the adults, non-formal education, and also environmental issues; and
- identify the scope of DSC in making effective programme in these areas.

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## 4.1 INTRODUCTION

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In Unit 3 in this Block, you came to know about the DSC, i.e., Development-support Communication. Agriculture as a specific subject was covered. In this Unit, we shall cover some socially and economically relevant areas, like Population, Health, Education, and Environment. Similar areas have been touched upon in the earlier unit, because of the importance that these disciplines have attained in relation to the overall development of the country.

In this unit, we shall cover the use of DSC (Development-support Communication) for proper implementation and impact of programmes related to the population control and family welfare measures, Health, Hygiene and Nutrition, Education, and Environment.

## 4.2 POPULATION CONTROL AND FAMILY WELFARE

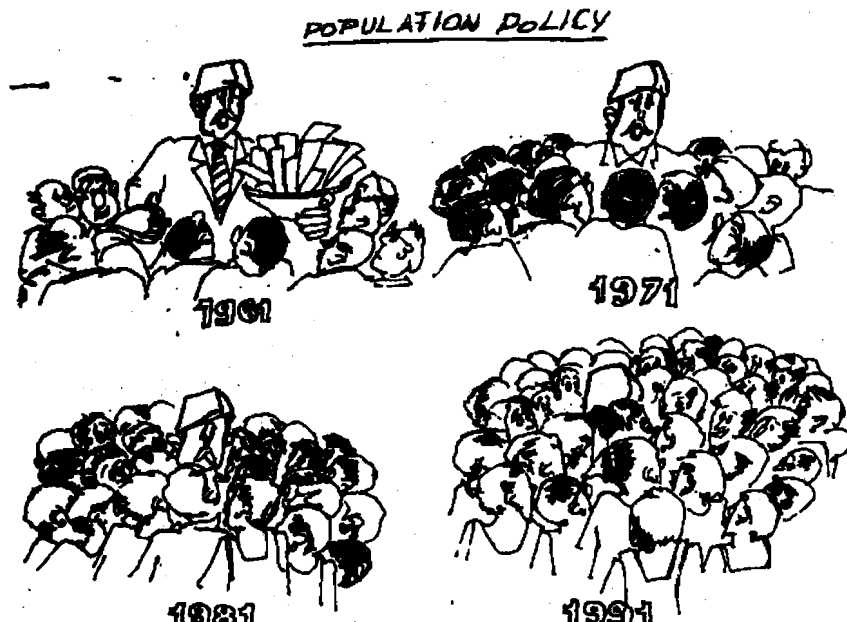
### Activity 1

I am sure, you must have heard people saying that one of the most urgent problems we face today is the population problem. You, yourself, must have been baffled and perturbed by the magnitude of this problem. Before you proceed further, let us involve ourselves in an exercise.

You must have come across many advertisements regarding family planning, use of contraceptives, etc., list all these advertisements from the newspapers, magazines, posters and hoardings. Compare these messages. Find out which message(s) you like most and why.

The task before India and other developing countries is not merely to get better results within the existing framework of economic and social institutions, but to mould and refashion them in such a way that they effectively contribute to the realization of the wider and deeper social values. Adoption of such an approach would imply that instead of making mechanistic and deterministic messages, the focus would be on human beings. It would, thus, be necessary that development communication is only a support to development. This process has to be continuous and consistent in aiming at raising aspirations of the people so as to help them develop. Basically, development-support communication has to raise the level of social consciousness among people that can help them towards transformation.

We shall now attempt to highlight some of the issues in relation to DSC in population control and family welfare programmes in India. It needs hardly any reiteration that the health and family welfare programme is an integral part of the overall development programmes of the country. Fortunately, communication has been playing a vital role throughout the various developmental phases of the programme by extensively using different communication media and methods. In spite of the large efforts of educating and motivating people for accepting small family norms, changing the health practices of the people, and introducing spacing methods, the achievements of the programme have always fallen short of the expected results. Mostly, a moot question is being asked as to why communication efforts have been absolutely incidental to the actual adoption. Some studies have shown that factors such as paucity of resources, the traditional ethos, low education and illiteracy profile, diversity of languages and dialects, lack of coordination between the communication and policy planners and the overall resistance to change, are responsible for the failure of various effort put into this scheme. A deeper analysis, however, shows that the development programmes in any field, where formal resources have been deployed to promote communication, the socio structural factors play a vital role in the reception of new ideas in any community. In other words, factors within the universe of the socio cultural set-up have already been responsible for preventing innovative ideas from being functional and operational at the community level.



These contradictions are visible at the grassroots level, where, on the one hand, the multipurpose workers are expected to promote extension education and, on the other, they are handed over targets to fulfil. Failure to achieve these targets invites punitive measures. Most administrators view motivational and educational techniques as a kind of magic, which, when applied anywhere on anybody, can yield results in the form of acceptance and adoption of the family planning measures. It needs to be recognised that implementing educational and motivational efforts in the community require not only patience, but also capabilities of the workers. For effective communication, such contradictions in the philosophy and implementation need to be resolved.

#### 4.2.1 DSC Activities in Population Control

In their eagerness to reach a wider audience many DSC activities in the population control and family welfare are gradually losing their informational components and becoming propaganda. An example would be the IUD drive or the mass sterilisation camps, where slogans such as "Nasbandi Karao, Rupia Kamao" were being pursued with a lot of enthusiasm. Such propaganda has naturally a short life, and does more harm than good to the programme.

Yet another issue that needs to be mentioned is that the present DSC efforts in the family welfare programmes seldom use the knowledge and the talent available at the local levels. It is becoming more evident that the expensive mass media technology is receiving higher emphasis at the cost of the traditional media. Usage of the traditional media is not only acceptable, and creative but affordable also. The urgency of containing the population did not allow the planners of the communication policy and programmes to pay due attention to the needs of different socio economic and tribal groups, spread in different regions of the country. Thus, proper attention might not have been given to proper communication planning. It is thought that putting messages in the mass media channels would ensure positive results. The psyche, ethos, economic-social milieu have been given less importance. In addition to these, the media habits of the target audience, their access to the media, the appropriateness of the channel have not been researched properly and adequately.

#### 4.2.2 New Challenges

The challenges that are at the forefront of the family planning communication policy can be briefly subsumed under the message content, media mix and organization of media. Decentralization of media, wider choice of suitable media and development — integrated approach, giving due recognition to the socio-economic environment of the country also help. The focus and emphasis of the future DSC strategy in the family welfare programme has to be rural based and addressed to the rural and urban poor as its target audience for a country like India, where the rates of literacy and the level of purchasing power are low, the choice of the media assumes importance for any meaningful strategy.

The purpose of communication in family welfare should be more information-oriented, and it needs to be supplemented by developing messages through which functional and purposeful relationship among people could be developed. This is important, because family planning involves subjective motivation, and the questions relating to it are very personal and delicate in nature. The handling of such questions at the communication strategy level in terms of message content have to be very carefully considered. The present message content has been greatly influenced by the "urban alienating culture", which has infused among people a sense of social isolation, powerlessness and frustration. Unless the message content provides information regarding the economic advantages of the family welfare programme, the rural and urban masses will not get attracted towards adoption.

#### 4.2.3 Solutions

The most important issue, which merits attention, is to provide linkage between the DSC strategies and different welfare programmes as part and parcel of the larger whole. In philosophy and in principle, this approach has been accepted. But it has always lagged behind in implementation for various reasons. The isolated communication approach has brought in contradictions within the developmental programmes. The family welfare programme has come to a stage where rural people appear to be aware of the benefits of the family welfare, but the socio-economic pressures operate against it. In its case, the communication strategy should

attack the socio-economic pressures that confront the rural and urban poor rather than planning strategies vertically for programme acceptance.

Any DSC strategy, be it family welfare, health or education, should be such that the communicators treat the rural people as intelligent, conscious, and capable of learning new things. This, naturally, implies that unless the media originate in and relate themselves to the world of values and environment of the community, they are bound to be irrelevant and ineffective. In the broader context, the DSC has to be a dependent rather than an independent variable. In brief, the DSC strategy in the family welfare programme has to be such that it not only empowers but enables the rural and urban poor to take informed decisions in relation to their personal and delicate questions on population control and family welfare.

**Check Your Progress 1**

**Note:** i) Write your answers in the space provided.

ii) Check your answers with the ones given at the end of this unit.

1) List three reasons for the failure of our population problem.

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2) How could communication help in finding a solution to these problems?

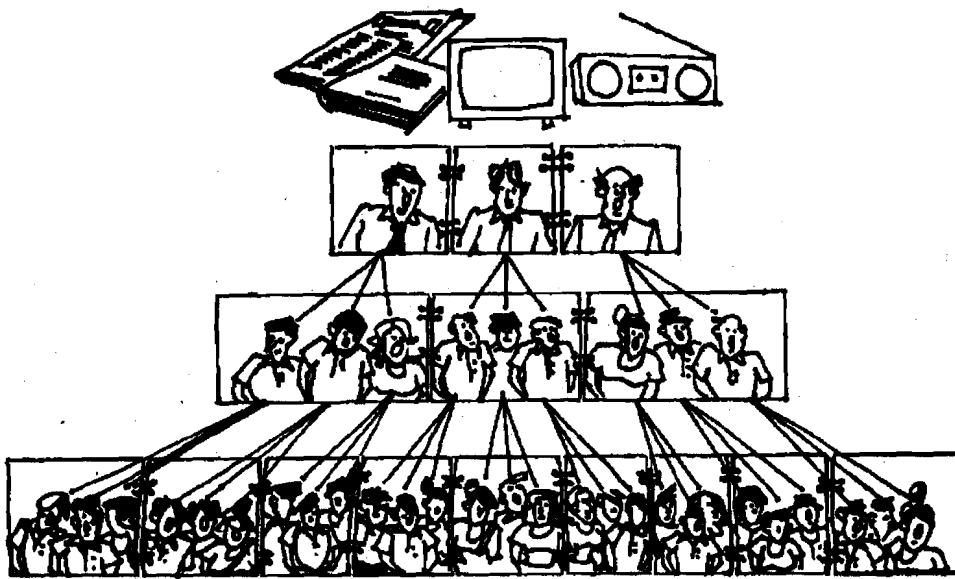
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### 4.3 HEALTH AND DEVELOPMENT-SUPPORT COMMUNICATION

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Development implies progressive improvement in the living conditions and quality of life of individuals, community and society. Development in one sphere of life leads to development in other spheres. Thus, no distinction can be drawn between economic, social and health development. Economic development is an instrument to achieve social development which, in turn, is necessary to achieve economic development. The purpose of development is to prepare people to lead economically productive and socially satisfying lives. However, social satisfaction and economic productivity is perceived in different ways in different societies. Everywhere, people strive to increase their earnings, leading to increase in the purchasing power, which enables them to get for themselves and their children better and sufficient food, housing, better education, better opportunities of leisure, and, most important of all, better health. Unless people have healthful living, they cannot enjoy the other benefits of life. Therefore, health development is essential for social and economic development. This is the reason why activities attempting to improve health and socio-economic situation should be regarded as mutually complementary to each other rather than competitive. It is an academic debate whether health development only consumes resources, or whether it is an economically productive factor contributing to the overall development. For instance, the control of certain communicable diseases often helps to promote development in general. Proper nutrition and reduction of sickness increases the productivity of work. Breaking the vicious circle of malnutrition and infection leads to improvement of physical and mental development of the child. Vaccinating an entire child population against diseases brings reduction in child mortality, which can induce a feeling to have a small family. Further, by drawing on untapped resources — men, finance and material for health development — one can contribute to the awakening of social interest, which is very important for mobilizing people's efforts for development in social and economic fields.



No sector, be it social, economic, or health, can function independent of each other in the process of development. Activities in one field impinge on the goals of another. Therefore, there is a need to have cooperation between social and economic sectors to bring development and to promote health development as its part.

#### 4.3.1 Health Communication

Realizing the complexity of health behaviour, which, in the case of Indian society, is largely guided by informal but deep-rooted socio cultural values, the country has adopted such measures which help the people to keep themselves healthy. Thus, the process of motivation of the people is attempted through the mass media and interpersonal communication, based on development-support strategy. The mass media and other communication channels have tremendous effect on every sphere of human life, but we have to accept that its impact is not uniform in all fields, nor can it be predicted universally. Those who hold the view, that mass media is uniformly effective in economic, agricultural, political or health fields, have a reasoning based on the theory of the effort of opinion-leaders. It has been found that the opinion leaders are comparatively more effective in changing the non-health behaviour of an individual. The concept of the two step flow of communication simply implies that the opinion leaders take the basic message, translate it into personal terms, and feed the same to their own influence network in ways that are acceptable and understandable to the target audience. But we observe that their influences in changing the health behaviour are limited. We have evidence that the big landlords were the first to accept changes in the agricultural process and production but not in health including family planning. Not all opinion leaders can influence everyone, but their influence is within relatively restricted spheres. The opinion leaders generally specialises in some fields. For example, a progressive agriculturist, who is influential in agriculture, is not likely to exploit this single trait that would predispose him to opinion leadership in all rural fields. Most of the studies suggest that the mass media tend to serve as reinforcing agent than as producers of massive changes in attitude.

#### 4.3.2 DSC and Health Behaviour

Looking into the limited role of mass communication in the changing health behaviour, one can think of interpersonal communication, which, in the context of the complexity of health behaviour assumes greater significance. In this communication, word-of-mouth and personal communication from a trusted source is significantly more effective than mass communication from a remote source, however prestigious that source might be. Innumerable studies have established more credibility of interpersonal communication than mass communication. Health and development support communication are closely interlinked and mutually interdependent. In a country like India, a DSC strategy needs to be developed in a manner that can cater to the needs of the diverse groups based on social and cultural background. Merely by transferring health information to the people through mass communication alone will not bring health development. The goal of achieving health behaviour change should be a central

point of the DSC strategy, and it needs to be operated in that spirit. The health communicator should, therefore, pursue the following activities if he aims to achieve behavioural change:

- Assess the needs of the community or different target groups
- Assess the local resources available to meet these needs
- Assess the areas of likes and dislikes of the people towards different types of communication
- Generate need for the programme
- Provide scientific, specific and basic information to the policy-makers and decisions-makers.

In the new situation, where the role of an agent is not that of a transmitter of knowledge, he has to widen the boundaries of his roles, thus performing a role of social activist or the change agent. He cannot afford to ignore the forces that either integrate or disintegrate the community.

**Check Your Progress 2**

**Note:** i) Write your answer in the space provided.

ii) Check your answer with the one given at the end of this unit.

- 1) How would you plan an effective communication campaign to help people change the health behaviour? List the possible steps.

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**Activity 2**

There is a need to consciously use the mass media to educate a large number of people about basic health care. There are so many diseases which inflict you and your family members — say cold, fever, malaria etc. You might be knowing the reasons for many of these diseases, but there might be some which you are not aware of. Take a piece of paper and list all the diseases that you know of. Add to your list, the diseases which your family members know of. Then tick (✓) the diseases the causes of which you are aware of. Find out how many diseases you know only by name but do not know the cause. Then suggest the best possible way by which you and a large number of people may come to know the root causes of these diseases (media talk, TV documentary, posters, etc.)

**4.4 EDUCATION AND SOCIETY**

Education is the process of bringing desirable change in the behaviour of human beings. It can also be defined as the process of imparting or acquiring knowledge through instruction or study. If education is to be effective, it should result a change in knowledge, skill, attitude and understanding. Thus, in education, the greatest emphasis should be placed on the development and growth of a person, both physically and psychologically. The development and growth must be positive, and these must be manifested in his/her daily life.

As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development: should be passed on to new generations, or to the people who need this knowledge. The accepted customs, norms, values, skills, which are required to be preserved, need to be passed on to the successive generations. And to do this, various methods and media of communication are required.

**4.4.1 Types of Education**

With the development of society, education has focused on various aspects, such as child education, adult education, technical education in arts and crafts, health education, physical

education, and several others. The broad classification of education could be: (1) Formal Education, (2) Nonformal Education, and (3) Extension Education, which will be discussed in succeeding part of this unit.

### **Formal education**

Formal education is basically an institutional activity, uniform and subject-oriented, full-time, sequential, hierarchically structured, leading to the award of certificates, degrees and diplomas. The schools, colleges and universities fall under this category.

### **Non-formal**

Non-formal education, is not formal, which means it is:

- flexible,
- life, environment and learner-oriented,
- diversified in content and method,
- non-authoritarian,
- built on learner-participation,
- helpful in mobilizing local resources, and
- an instrument/which enriches human and environmental potential.

Non-formal education processes and programmes should, in the long run, lead to:

- creating an awareness in individuals and society, of the prevailing environmental situations and the need for and direction of change,
- cultivating a rational, objective and scientific temper,
- enriching human potential and, thereby, increasing community resources, and promoting individual and group creativity,
- increasing the functional relevance of learning, both to the learners and to the community,
- achieving a greater degree of individual, social, cultural and economic development through democratic action and active participation,
- building a learning environment in which every individual shall have equal opportunity for continuing self-learning, and
- a better sharing of opportunities and social wealth and, particularly, a more equitable and
- just distribution of knowledge among various sections of society.

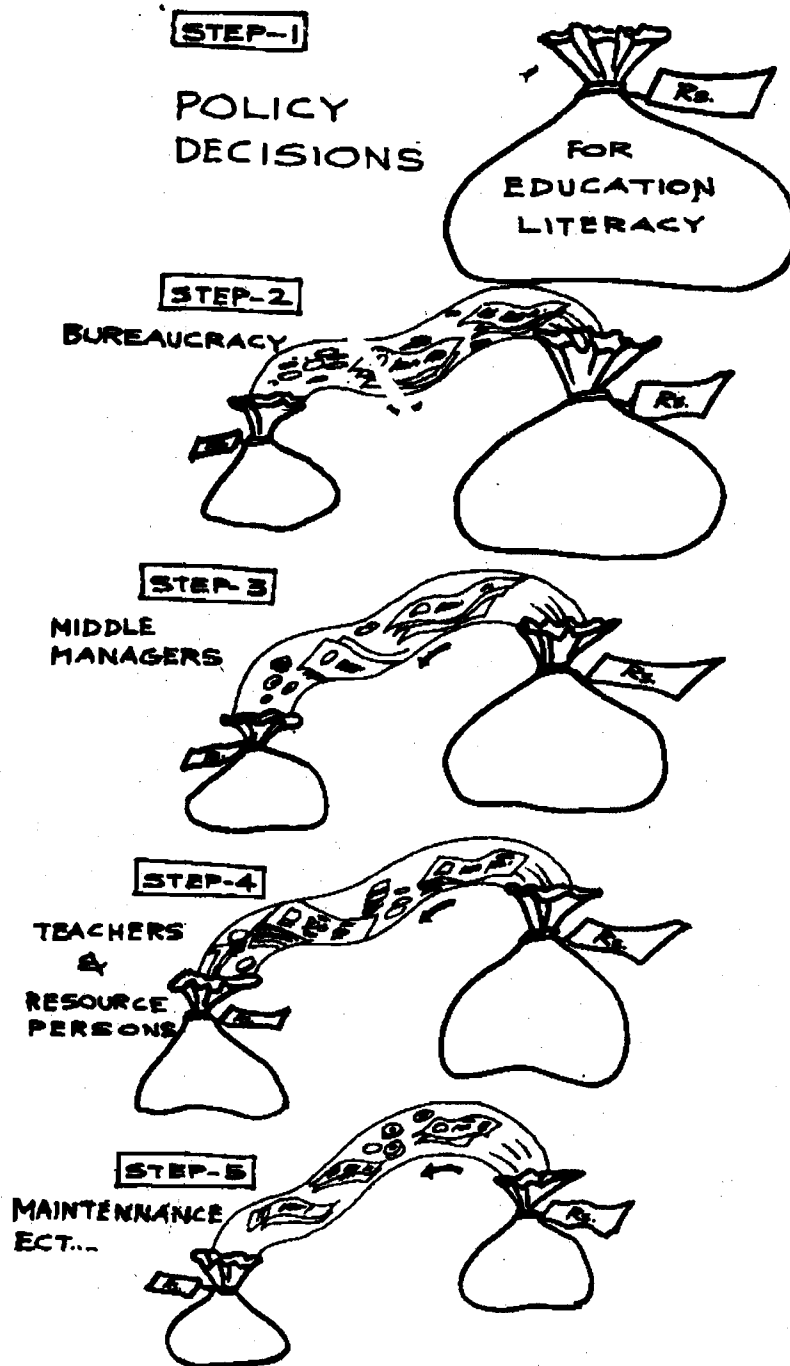
Extension or organized face-to-face communication is kept within the scope of the DSC. Extension provides a form of DSC, which might be more effective than the mass media. Extension education has proved very effective in Agriculture, and has since then widely been practised all over the world, specially in the third world countries.

It was thought that simple communication tools could be used to educate the farmers about various new innovations. Once motivated, they would use the new hybrid seeds, fertilizers, machines etc. This happened and, as a result, the food production increased manifold in the last two or three decades.

### **4.4.2 Literacy Programme**

The Farmers' Functional Literacy Programme is the biggest on-going country-wide programme of adult education. It is in reality a complex non-formal education system at its initial stage. Its implementation is the responsibility of the Central Government, and the scheme is classified as a Central Sector Programme.

There are many development schemes and projects in the country, the efficient implementation of which is hampered by the low level of educational attainments. This is particularly true of the enormous scheme of the High Yield Crop Varieties, since the modernization of agricultural practices has to be accompanied and supported by a programme of manpower development.



The Farmers' Training and Functional Literacy Programme, an inter-ministerial project implemented jointly by the Ministries of Agriculture, Education, and Information and Broadcasting, is an attempt to get a qualified answer to this fundamental challenge. The basic idea behind the project is that there is a direct correlation between the physical and human resources. In other words, this is an integrated approach to a comprehensive rural development programme, to the "Green Revolution". The main goal of the scheme is to support and strengthen one of the basic national objectives: self-sufficiency in food, increase in crop production and growth of agricultural productivity.

The functional literacy component was not only viewed in correlation with other developmental objectives but, from the very beginning, was conceived as a method of training the farmers for development purposes, a comprehensive non-formal educational programme and an opening to continuing education.

#### 4.4.3 Education and DSC

Communication for development purposes should be distinguished from communication for the sake of entertainment, such as chitrahar, or commercial advertising of soap and tooth paste or news dissemination news bulletins, The World This Week, etc. Entertainment-oriented



communication also has a powerful social influence and possible effect on the attempt to meet the national objectives.

It was agreed that the development-support communication should be taken to embrace the following: the infrastructure (economic, technological, organisational/administrative); the information processing and transfer systems; (c) the media, the personnel, the communicators; the recipients; the supporting communication services; organized interpersonal communication and extension services; the contents; the purposes or objectives (recognizing that they may vary, but that national development goals are usually central). It was recognized that the central focus was on mass communication, and that a multi-media approach with inter-media comparisons was necessary.

#### 4.4.4 Uses of Communication for Education

The case for uses of communication for education has been convincingly argued on the following grounds:

- communication helps to enlarge mental horizons;
- it can be used to raise levels of aspirations;
- through communication, attention can be focussed on problems having a bearing on the contemporary developmental and educational context;
- it can be effectively employed to build consensus on the new economic and cultural goals;
- through communication, experimentation can be encouraged and knowledge relating to their success and/or failure can be widely disseminated; and
- it can also be utilized to teach specific skills and techniques.

To sum up, the DSC for education can play a powerful role in nation-building and development, and can contribute significantly to bring about social change in the desired direction.

#### Check Your Progress 3

Note: i) Write your answers in the space provided.

ii) Check your answers with the ones given at the end of this unit.

1) What are the various types of Education?

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2) Provide two arguments on how literacy would help in development.

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3) Mention ways by which the DSC can help in the development of education.

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## 4.5 ENVIRONMENT AND DEVELOPMENT

In 1987, the World-Commission on Environment and Development, a United Nations body, published its findings in 'Our Common Future', known as the **Brundtland Report**. It says that problems of environment and development are interlinked, and that economic interdependence among nations is increasing. Areas focussed on included:

- population and food security;
- the loss of species and genetic resources;
- energy; and
- industry.

It calls for economic growth based upon 'sustainable development, — meeting the needs of the present without compromising the ability of the future generations to meet their own needs. The **Brundtland Report** called for continued economic growth, while emphasising the need to integrate environment and development.

Activities such as the burning of coal and other fossil fuels, and the use of CFCs as aerosol propellants are leading to a build-up of greenhouse gases in the atmosphere, resulting in damage to earth's climate. The Inter-governmental Panel on Climate Change (IPCC), looking at the climate processes, concludes that, if there is no change in emissions of greenhouse gases, global mean temperature would rise by about 0.3°C a decade in the 21st century, faster than at any time in the past 10,000 years. An increase in global temperature could, in turn, lead to major problems for mankind.

However, as the problem is global in scope, it is important that the different countries of the world take measures to control greenhouse gases together. India is an active member of the IPCC, which was set up in 1988, and is jointly sponsored by the UNEP and the World Meteorological Organisation. In December, 1990, the UN established an intergovernmental negotiating committee to prepare a framework convention on climate change. India is playing a prominent part in these negotiations, and also supports the IPCC which provides help to the negotiations by scientific advice on climatic change.

Deforestation can also contribute to the build up of greenhouse gas in the air, both by the loss of the trees' ability to absorb CO<sub>2</sub> and by releasing the carbon stored in them as CO<sub>2</sub> and methane. Apart from encouraging afforestation, the government should support many projects to promote good forest management.

**Ozone Layer:** In recent years, the scientists have become very concerned about damages to the ozone layer, which protects the earth from harmful ultra-violet rays of the sun. Much scientific evidence has been gathered which clearly implicates CFCs in stratospheric ozone depletion. In 1985, the scientists on the Antarctic Expedition discovered a 'hole' — an area of major depletion — in the ozone layer over the Antarctic, and evidence now shows that this significant ozone layer threatens mankind with increased diseases such as skin cancer, as well as the possibility of reducing the productivity of crops.

### 4.5.1 Economic Growth and the Environment

The environmental problems that countries face vary with their respective stages of development, the structure of their economics, and their environmental policies. Some problems are associated with the lack of economic development, inadequate sanitation and availability of potable water, and indoor air pollution from bio-mass burning. Many types of land degradation are a root cause of poverty in the developing countries. Here, the challenge is to accelerate equitable income growth and promote access to the necessary resources and technologies. But, many other problems are made worse by the growth of economic activity. Industrial and energy-related pollution (local and global), deforestation caused by commercial logging, and overuse of water are the result of economic expansion that fails to take account of the value of the environment. Here, the challenge is to build the recognition of environmental scarcity into decision-making. With or without development, rapid population growth may make it more difficult to address many environmental problems.

Rapid population growth can worsen the mutually reinforcing effects of poverty and environmental damage. The poor are both victims and agents of environmental damage. Since they lack resources and technology, the farmers resort to cultivating hill sides, and move into the tropical forest areas, where crop yields on cleared fields usually drop sharply after a few years. What pressures will economic growth place on the natural environment in the coming years? If environmental pollution and degradation were to rise in step with a rise in output, the result would be appalling environmental pollution and damage. Tens of millions of people would become sick or die each year from environmental caused diseases or disasters. Water shortages would be intolerable, and tropical forests and other natural habitats would decline to a fraction of their current sizes. Fortunately, such an outcome need not occur, if sound policies and strong institutional arrangements are put in place.

#### 4.5.2 DSC and Environment

Ignorance is an important cause of environmental damage and a serious impediment to finding solutions. This principle holds true for international negotiations and poor households alike, as is illustrated by the global damage done to the ozone layer by the CFCs and the serious implications of indoor air pollution, like smoking, for family health. First, it is necessary, to know the facts; second, to determine values and analyze the benefits and costs of alternative measures; third, to ensure that information is available on the public and private choices.

The DSC regarding environmental issues increases access to information. Many governments encourage involvement of local population in tackling environmental issues. But if such involvement has to be effective, the local people need to be well-informed. Some ways to achieve this are:

- a) to share/supply information to the local communities at the early stage in identifying a project;
- b) to discuss local environmental problems with the affected communities;
- c) to allow public comments on the DSC-inputs; and
- d) to encourage public comments and discussion on the proposed environmental solutions.

#### Check Your Progress 4

Note: i) Use the space given below for your answers.

ii) Compare your answers with the ones given at the end of this unit.

- 1) What are the two important steps that we should take to ensure sustainable development?

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- 2) Mention two ways by which the DSC can help in greater environmental awareness.

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#### 4.6 LET US SUM UP

Population control, health and hygiene, education and environment, are socially and economically very important areas as far as development is concerned. Due to various reasons, largely political, the directions given to the development processes in India, have been marred by confused thinking, and working at cross-purposes. It is for this reason that the UNDP and other UN institutions have emphasized "the linking of all agencies involved in the planned development work, which constitute the final delivery points, and the audience-recipients". It was felt that this vital link was absent in our developmental efforts.

'The final delivery points' are those that come into direct contact with the "beneficiaries" of any development programme.

In this unit, we have covered the use of the DSC in the significant socio-economic areas like Population, Health, Education and Environment. It is well-known that in the past four decades, communications have failed to enthuse the poor and the under-privileged, with the result that these sections of society have developed apathy, indifference, and submissiveness, and they have become totally resigned to the forces beyond their control. In short, the communication contents and messages are not yet clear about the goals of development. It was due to these factors that the DSC was sought to be used to raise the level of social consciousness among people so as to help them in their transformation.

Population control measures, despite large-scale efforts, have always fallen short of the resources being put into the process. Studies have shown that factors within the field of socio-cultural set up, have largely been responsible for preventing innovative ideas from being functional and operational at the community level.

Health development is essential for socio-economic development. It has been found that mass media have a limited role in actually changing the health behaviour. In this context, the role of the interpersonal channels of communication assumes significance. The communicator cannot ignore the forces which either integrate or disintegrate the community, especially, as far as health behaviour patterns are concerned.

Education and environment are two vital areas, in which the DSC can play a decisive role. The role of interpersonal communication becomes imperative. Extension provide a form which might be more effective than the mass media. In the case of environment, the areas that have been focused were population and food security, the loss of species and genetic resources, energy and industry. While several environmental problems have been emerging concurrent with the increased industrialization, the DSC can play an effective role in providing information, and creating awareness among the people. This would help in changing their attitude and behaviour. The classic case is that of the need for afforestation in the face of the devastating destruction of our forest wealth.

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## 4.7 FURTHER READING

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- Shukla, K.S. 1987: *The Other Side of Development — Socio-psychological implications*, New Delhi: Sage Publications.
- Sharma S.L. 1990: *Social Development: Reflections on the Concept and the Indian Experience*, Amritsar.
- Todaro M. 1983: *The Struggle for Economic Development*, New York and London: Longman.
- Report, 1992: *World Environment Development*, 1992.

## 4.8 CHECK YOUR PROGRESS: MODEL ANSWERS

### Check Your Progress 1

- 1)
  - a) Low level of literacy
  - b) Poor knowledge of the reproduction cycle, especially among the women
  - c) Low knowledge of the basic health care among the adult population in general
- 2) First of all, a political will to solve the problem of illiteracy is required. And then, there has to be a focus on the advantages of communication technology to solve these problems. The same medium may not be applicable to solve this problem. Therefore, the media selection should be done as per the target audience.

A massive drive to educate the people on the reproduction cycle should be launched. The popular and effective media should be selected to realize this objective.

**Check Your Progress 2**

- 1) Need-assessment: the level of education regarding the basic health care already existing among the target audience
- Find out about the media habit and access to the media
  - Find out about the spread of the media
  - Find out the level of literacy
  - Prioritise the needs and requirements
  - Choose the media to adequately answer the needs
  - Address the needs.

**Check Your Progress 3**

- 1) ● Formal Education  
● Non-formal Education  
● Extension Education
- 2) ● Literacy could provide the population with self confidence, which would contribute to the development of a person  
● Literacy would remove uneducation, and, hence, many social problems, like superstition, could be eradicated
- 3) ● Can give additional information  
● Can bring in more clarity to the subject matter  
● Can open more channels for learning

**Check Your Progress 4**

- 1) ● The development should have a practical rationale.  
● The development process must not disturb the eco-systems, which support the development.
- 2) ● Use local communication channels to inform, educate and communicate to the people.  
● Use the local talents to speak to the people belonging to a community.