
UNIT 25 INFORMATION AND COMMUNICATION

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25.1 INTRODUCTION

In the two previous units you have studied the relationship between mind and body and various aspects of psychology and behaviour. In this Unit, we shall discuss the role of mass media in social, economic and political awakening in the broad framework of priorities set for national development. We shall also discuss the role of media in promoting education among our vast illiterate masses, reaching out to larger number of people and diversifying education to make it more meaningful. India is a country of great cultural diversity; where media can play a very positive role in mutual understanding and appreciation between different cultural groups and in the evolution of a composite culture. In the next unit, we will describe various modes of communication.

Objectives

After studying this unit, you should be able to describe the role of media in :

- creating social, economic and political awareness,
 - promoting education by reaching out to broad masses of people and helping in making education more meaningful,
 - promoting understanding among different cultural groups and in evolution of a composite culture.
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25.2 THE ALL-PERVADING COMMUNICATION

In the earlier units of this block, it has been our attempt to acquaint you with the interdependence of mind and body. To put it briefly, mind is where all kinds of information is processed, and on its basis, all kinds of thoughts and ideas are generated. It has centres which regulate the working of the body, and govern its movements. On the other hand, the body not only supplies the energy needed for the mind to function, but also all the information which the mind uses. The five senses supply a great variety of sensations: if a single hair on the human body is touched, a message goes to the brain—in fact, the mind has to learn to ignore a lot of information which the various sensors continuously supply to it. Yet the ears and the eyes are, perhaps, the most important connections which the body and the mind have with the external world. All that you read and all that you hear, puts you in touch with other people's thoughts, ideas and minds—it also enables the mind to get to

know our past, our culture, our hopes and aspirations, and our problems. You have also seen that when man is deprived of these contacts with the external world, when he receives no signals from outside, when he can see nothing, hear nothing, smell and taste nothing, and when the hair on the skin also receive no information, man is ready to have a nervous breakdown. Truly, communicating with the outside world is as important for human existence, as the supply of food, water and air.

Of course, the mind is not a passive machine merely working on received information from the senses—even though eyes and ears give access not only to sights and sounds, but also to written and spoken ideas of great complexity. We have already discussed the power of the mind to continuously learn from all kinds of experience and to originate ideas of its own. In other words, it receives diverse information, it generates mixtures of its own, some of which have a new flavour. In the course of years, each person's mind develops its own rules of processing information and drawing conclusions. One may refer to them as attitudes and values. Some may accept or believe all that they read or hear, others may critically check and examine before accepting any ideas. Some may be "open minded" and flexible, others may be rigid or fanatic in holding their views. Some may evolve an outlook or an ideology of their own, others may remain pragmatic.

The fact that it is natural for the mind to receive information, sensations and ideas from outside—and that human behaviour, to a large extent, depends on this process, creates very interesting possibilities, when seen in the light of the great chain of educational institutions where an individual spends a number of years "acquiring knowledge", or it is also true when seen in the context of millions of books and magazines which are published in all languages, or again when examined in relation to the "mass media", i.e., television, radio, films, newspapers etc. Obviously, civilization has created a tremendous communication network which converges on the mind of each individual. It is possible to "educate" a person so that he has access to broad and varied kinds of information, so that he learns not to be gullible, but to question everything before accepting it, and so that his competence to deal with the family, fellow human beings and the work he does is improved. It is equally possible to give a one-sided picture of the world and to encourage blind faith, unquestioning obedience, or even fanaticism. It is possible to make people believe untruth simply because they may be exposed to nothing else. This happened in Germany before the Second World War, when their government's propaganda machine spread the idea of Germans belonging to a superior race and Germany being invincible. It is possible, with the help of mass media, to create demands for certain kinds of goods and to sell the products advertised, even though people may not really need them. Lots of propaganda is done in favour of the policies pursued by governments through radio and TV, and sometimes through newspapers. Books for general reading, and even text books, contain lots of distortions deliberately introduced to confuse or divide people in the interests of ruling groups. People in America often believe that Indians are strange people clad in *dhoties* or *turbans* climbing poles or ropes, displaying snakes, believing in a lot of *abra-cadabra*. We in India have strange notions about Africans or white people, or our own tribal people. There are vicious possibilities of building up passions and prejudices. Let us examine a few facets of this pervasive communication in which we are all immersed.

25.3 FUNCTIONS OF COMMUNICATION

Broadly, the main role of communication in a social system is :

- Receiving and conveying information which may be facts, messages or opinions; this may take place in discourses, debates or discussions.
- Motivating a person receiving the message, whether through an individual or through a medium of mass communication like radio, television, newspapers/journals, books or films, towards a course of action. This can extend from adopting a method of family planning, changing one's food habits, to working for a social or political cause.
- Providing education and culture; from a class-room situation where knowledge and skills may be imparted, to dissemination of cultural heritage and values as well as cultivation of artistic interests.
- Entertaining, whether for personal or collective enjoyment through public music, drama or sports.
- Influencing opinion to serve certain economic or political interests.

These are some broad functions of communication. Most of our activities fall under one category or another.

25.4 ROLE OF COMMUNICATION IN CREATING AWARENESS

In this section we would discuss the role of communication in the economic development and political and social awakening in our country. But before we take that up, a few broad facts may be useful to recall.

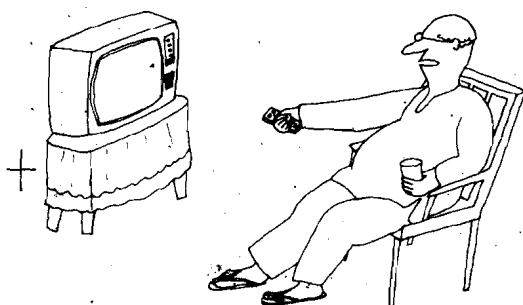
25.4.1 Role of Communication in the Economic Development

India today is a country of nearly 800 million people. This is as much as one-sixth of the world's population. In the year 1981, 446 million Indians were illiterate, i.e., they could not read or write. The literacy percentage was about 36%. There are 15 major languages recognised in the Constitution, but the number of subsidiary languages and dialects may be in thousands. Nearly 75 per cent of the population lives in 5,75,000 villages. As you have learnt in Block 5, a high percentage of the population is not able to get proper food, clean drinking water, adequate shelter, health care and clothing.

These figures lead to two conclusions in relation to the role of communication in our country. First, all means of communication should be used for economic development, i.e., to increase production and national income and to improve the living standard of the people, particularly those sections which are under-privileged. Second, since such a large number of persons are illiterate *they will have to be reached by means other than that of the printed word.*

It is for these reasons that India chose to develop its economy through a planned system. The Five Year Plans are, broadly, intended to accelerate development in industry, agriculture, etc., through exploitation of the national resources in a manner that the benefits go to people as a whole; and not only to further enrich those who are already affluent. That is why the role of communication, in this regard, was emphasised in the very First Five Year document in 1952. In Chapter 8 on "Public Cooperation in National Development" it said, "An understanding of the priorities, which govern the plan, will enable each person to relate his or her role to the larger purpose of the nation as a whole. The plan has, therefore, to be carried into every home, in the language and symbols of the people, with the assistance of creative writers and artists, which have to be specially enlisted. All available methods of communication have to be developed and the people approached through the written and the spoken-word no less than through radio, film, song and drama."

It is in this context, that All India Radio (AIR) and Doordarshan become the two most important media of communication. They cut across the barriers of illiteracy and claim to cover large number of people. AIR broadcasts can reach nearly 95 per cent of the people, and Doordarshan 70 per cent, of course, if the people have radio and television receivers. The Ministry of Information and Broadcasting has other media organisations, like the Films Division and the Directorate of Field Publicity, which are also trying to reach large sections of the people in remote and distant areas. The objective of the Ministry of Information and Broadcasting, as defined, "is to inform, educate as well as entertain with a view to creating awareness among the people about the nation's potential for development and its problems, widening their horizon, and soliciting their participation in the implementation of the policies, plans and programmes of the Government for bringing about the economic development and social change, achieving national security and promoting national integration."



"Inform! Entertain! Educate!"

Fig. 25.1:

The State Governments have their own field units and extension services to promote state development programmes and schemes and to motivate people to actively participate in them.

Here, we cannot evaluate the efforts either of the central media or the programmes of the state governments. The point is, that the role of communication in economic development has been recognised in this country since Independence. It has also been realised that multi-media combinations, i.e., utilising not only broadcasting through radio and television but also video and tape cassettes, slides, films, books and inter-personal communication, are to be employed to help economic development.

SAQ 1

Would you like to try and list at least two areas each for the rural and urban population, where communication can help in economic activity?

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25.4.2 Political Role of Communication

Communication has an important role in political and social awakening. During our freedom struggle, the leaders communicated with the people directly. They had no access to the All India Radio because it was controlled by the British Government, which was, in fact, trying to underplay and suppress the freedom struggle. There was no TV. Newspaper reporting varied. Only a small number of dailies defied the government of the day. But through personal contacts and mass meetings, besides the use of national symbols like the *tri-colour*, the *charkha* and patriotic songs, our leaders were able to stir the conscience of our people all over the sub-continent. Mass contacts and inter-personal communication were at their best. They proved as the most effective means of inspiring the people to participate in the freedom movement and to make supreme sacrifices.

After Independence we, in our Constitution, accepted the principle of adult franchise. Every adult has the right to vote in elections to local bodies, state legislatures and the Lok Sabha. Thus, every citizen participates in the election of people's representatives to these bodies which formulate programmes and policies. They enact laws. The governments, whether in the states or at the centre, have to get their programmes and enactments approved by the legislatures.

At the time of elections, each adult can decide whom to vote for. He or she can vote in favour of a party candidate or an independent. The parties and individual candidates launch election campaigns during which they explain their stand on the most important public issues. They also make several promises. All this constitutes political communication and it enables the voter to make his choice.

The two related questions to ponder about are :

- How much, and in what ways, does politics influence communication?
- How much, and in what ways, can communication influence politics?

We, in this country, enjoy freedom of speech and expression. The media of mass communication are partly the means of exercising this right. Of course, it has to be ensured that no law of the land is violated. Newspapers and journals are privately owned, i.e., they are not controlled by the Government. Even AIR and Doordarshan, which are controlled by the Central Government, are governed by a code, under which they have to be objective and non-partisan on political issues. Since 1977, the two media have been giving equal time of broadcast to each recognised political party during election campaigns. Even outside the campaign period, the government may use the two media for national purposes and not for party propaganda.

Thus, communication has an important political role of informing and enlightening the people, in order that they participate in political processes. In fact, it would be correct to say, that democracy and communication, which means freedom of expression, discussion and debate, are totally interlinked. Without unfettered communication there could be no democracy.

You may like to try out the following SAQ related to the political role of communication.

Fill in the blanks with suitable words given below.

- i) Our Constitution has accepted the principle of
- ii) We enjoy freedom of and
- iii) During the freedom struggle much of the communication was through
- iv) The media controlled by government have to be on

(interpersonal communication, adult franchise, objective, political issues, expression, speech.)

25.4.3 Social Role of Communication

Social relevance of communication follows from the economic and political role of communication. We, in this country, have often talked about using media to bring about social change. What does social change mean? It is obviously difficult to give a precise definition. But a very general statement will suffice here. Our country has great disparity in incomes, a very small minority is affluent, but the vast majority is poor. Therefore, our policy is not merely industrialisation or development of agriculture, but it is to extend the benefits to all strata of our people. Thus, development with social justice is our aim. This amounts to moving towards a new kind of society. Our country is inhabited by people who profess different religions, speak different languages, and enjoy different kinds of culture. In the past, most of us were victims of deprivation under a colonial government which encouraged sections of our people to blame each other for their problems. Now, it is our policy to develop all cultures, languages and communities, and to bring them closer to each other. This will consolidate or integrate our nation and allow us to concentrate on working for a better future. But this again means a vast social change—we say we want to move towards unity in diversity, and we wish our state to be secular where religion doesn't divide, and decisions of the state are rational rather than emotional and partisan. In a democracy, where the citizen is sovereign, we have to go forward on the basis of persuading people to accept certain ideas and programmes, and therefore, there is a crucial role for communication in bringing about a social change. Social role of communication is to build bridges of understanding among these groups whose objective interests are the same. This, in fact, is the crucial challenge before media in the country.

In the social context also, communication is expected to serve the immediate interests and needs of individual citizens. People have to be served with information about their rights, which under the law of the land, they are expected to enjoy. There are several benefits to which people as citizens are entitled but, if they are not aware of these beneficial provisions, how do they make their claims? To illustrate this with an example, not very long ago, the Indian Institute of Mass Communication conducted a study in selected rural area in the Khanna district of Punjab. This was to find out whether the agricultural labourers knew that there was a minimum daily wage fixed for them. The investigators went to several villages in which the labour was engaged in harvesting of the crops. The labourers were mostly migrants from Uttar Pradesh and Rajasthan who come to Punjab year after year for employment during the season. To their utter surprise, investigators found that *hardly any one of the labourers knew that he or she could ask for the minimum wage fixed by law. This information never reached them.* Obviously there is a section which profits by the ignorance of the labourers. They were, in fact, being paid much less than what they were entitled to. Labourers were mostly illiterate and had no means to get information from radio. Even when they had any access to radio listening, such information was not broadcast. This resulted in a clear case of social injustice and economic exploitation. If this was the situation in Punjab, which is a prosperous state and where the communication system is reasonably satisfactory, one can only imagine the state of ignorance in backward and remote areas.

Even in urban centres, lack of information can deprive the citizens of social benefits. Certain sections of the community, women for example, are often more ignorant of their social rights than others. Even after the much discussed laws regarding divorce or separation, how many of the affected women, in fact, know of their rights or obligations? The question calls for a study in both the urban and rural areas.

The role of communication in social and economic development in our country has, therefore, to be seen against the state of our economic development and social diversities and inequalities. The communication system has also to give priority to political education in order to strengthen the institutions on which our democratic system is based. In all respects, the media, whether under government control or privately owned, have a national responsibility.

SAQ 3

Give social relevance of communication in the following areas:

- i) rights and privileges of women
 - ii) national integration
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25.4.4 The Twenty Point Programme and Communication

In view of what we have discussed above, it may be useful to have a look at the Twenty Point Programme (1986), which the Government of India has placed before the people as an agenda of national priorities. The points are briefly listed in the margin. As would be seen, besides their thrust on economic development in various spheres, social needs of minority groups, whether women or children or people living in slums, form a part of the agenda.

Communication, as defined above, is an important element in the implementation of the Twenty Point Programme. People have to be informed and they have to be motivated for the success of the programme.

Twenty Point Programme

- 1 Attack on Rural Poverty
- 2 Strategy for Rain-fed Agriculture
- 3 Better Use of Irrigation Water
- 4 Bigger Harvests
- 5 Enforcement of Land Reforms
- 6 Special Programme for Rural Labour
- 7 Clean Drinking Water
- 8 Health for All
- 9 Two Children Norm
- 10 Expansion of Education
- 11 Justice to Scheduled Castes and Scheduled Tribes
- 12 Equality for Women
- 13 New Opportunities for Youth
- 14 Housing for the People
- 15 Improvement of Slums
- 16 New Strategy for Forestry
- 17 Protection of the Consumer
- 18 Concern for the Consumer
- 19 Energy for the Villages
- 20 A Responsive Administration

25.5 ROLE OF COMMUNICATION IN PROMOTING EDUCATION

Transmission of knowledge and information, which is the first step in education, is obviously possible only through communication. This happens in a classroom situation, in a factory, a workshop or even in a group-discussion. It is through the process of communication, that the knowledge is transferred from one person to another or to a group. The training in skills and the technique of doing a job go through the same process. The availability of media, radio, TV, films, slides, charts or other illustrations, has supplemented books and teachers in the task of transmitting knowledge as well as skills. A vastly larger number of persons can now be benefitted through the use of mass media. The media like TV, films and video, which have hearing and seeing components, can create impact as well as understanding, which is sometimes not possible in a class-room situation. The mere fact of providing illustrations through moving pictures on a TV set or video screen gives to such media great potential.

25.5.1 Media and Educational Environment

Some recent technological developments in media, have opened up new horizons. Besides, increasing use of media, to support and expand education, has created what may be called an "educational environment". In this new environment, both young and old may learn all the time. In a wider sense, new opportunities of intellectual development have been created. Media have also extended the benefit of knowledge to deprived men, women and children. These sections may not be enrolled for formal education in class-rooms but may have access to radio and TV, perhaps at community centres. Thus, communication through media has created a climate in which a new human personality, with a much broader vision, is developing. The simple reason is that the source of information and education are so expanding as to provide knowledge on a large variety of topics and to large numbers.

25.5.2 Media and Distance Education

The role of media in distance education needs a specific mention. It is implied that teaching is done from a distance. It is also understood that education is imparted through correspondence, audio-visual aids, like radio, television and telephone, besides personal contacts. As against a university, which enrolls students of a similar age, has definite time schedule, and is confined to a geographical area or campus, an 'open university' can cater to all kinds of students—of various ages, living in different and even far places, who wish to combine education with employment or work at home. It can provide a great variety of courses. Even the pace of learning would be different for students enrolled in the same course. The Indira Gandhi National Open University is envisaged as an institution for the

entire country. One of the principal objectives of this University is to provide education to those who have been denied opportunity for higher education, either because they live in remote and rural areas or because of any other handicap, including financial constraints and family obligations. The 'study centres' with audio-visual and library facilities are an important part of the University. Here, students can meet their academic counsellor and discuss their difficulties. Support from radio and television is also important in distance learning.

25.5.3 Broadcast of Lessons by AIR and Doordarshan

The electronic media, AIR and Doordarshan have played a supplementary role to education at different levels by supporting classroom teaching. They have experimented with the broadcast of lessons, which are syllabus-based, particularly in school education. Doordarshan also organised, what may be called, "enrichment" programmes, primarily for college students, with a view to supplement classroom teaching and thus, widen horizons of learning. Such broadcasts are not directly related to classroom lessons but their contribution is not small. Apart from college students, the general public can also benefit from such broadcasts. This has been a very useful experiment in higher education, sponsored by the University Grants Commission. Since TV programmes from a single station cannot be received all over the country, the help of a satellite, with special equipment, is taken to carry them to all parts of the country.

All India Radio broadcasts educational programmes from 74 stations. In all, about 8 per cent of the total time devoted to 'spoken-word' programmes is taken by educational broadcasts. The TV medium is quite obviously more effective than radio, in education, at all levels. The communicator, in this case the teacher, can be seen by the students even though they are not able to ask questions. But the TV lesson, if prepared with the understanding of the medium, should anticipate and answer the questions. More than that, visual presentation of experiments, photographs and models is a potential available only to television. Thus, TV is a very effective medium for education.

Doordarshan started with syllabus-based lessons for school children in Delhi, in 1961. The initial aim was to improve standard of teaching, particularly in science subjects, because at that time, even in Delhi, not all schools had laboratory space, equipment or qualified teachers. Since then, educational programmes, whether for children or for adults or for other groups like farmers, have become regular TV features. It has been noted that AIR or TV programmes provide not only direct learning and broad awareness, but they also create a desire to know more and tend to improve the atmosphere in the classrooms. Thus, they play a doubly important educational role.

25.5.4 Education and the Media in Future Plans

Underlying the need for media support to education, whether related to curriculum or to enrichment, the National Policy on Education and the related Programme of Action approved by Parliament in 1986, call for maximum utilisation of radio, television and video. Among the recommendations made are :

- Provide maximum Educational Television and Radio programme coverage for reaching out to school children, illiterate adults, women, scheduled castes, tribal areas etc., in all major language zones,
- Establish radio stations in selected universities and colleges,
- Provide a separate channel on television for educational needs of various groups,
- Create a dedicated satellite system for educational needs in the long-term,
- Provide radio receivers and TV sets in all primary/elementary schools, and
- Establish a National Centre of Educational Information.

SAQ 4

Discuss briefly the role of media in any two of the following :

- i) Extending educational opportunities

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ii) Enriching learning experience

iii) Creating a learning environment

25.6 ROLE OF COMMUNICATION IN CULTURAL UNDERSTANDING

In the area of cultural promotion, communication media can be used to meet the two fundamental needs. Firstly, the media like radio, cinema, and above all television, can provide information, spread awareness and create motivation to appreciate the characteristics of our varied culture. These characteristics may be of artistic forms like music, dance, literature or of knowledge of history and mythology pertaining to different regions and peoples of our country. Even traditions as well as taboos have fascination of their own in appreciation of cultural heritage. Secondly, apart from creating knowledge about culture, the media can be used in the preservation of the heritage. Cultural identity, i.e., pride in one's cultural heritage, is today an important factor for keeping the people together. This can happen even in a small community like a tribe which has common attitudes, customs or ceremonies, or at the national level through bonds of history and sharing of values. In fact, a sense of belonging and of national integration can be created through the use of media. The media can be used to foster and to deepen loyalty to the nation. Preservation of culture is, therefore, an important national task.

25.6.1 Media, Religion, Language and Culture

Ours is a multi-lingual and a multi-religious society. To a large extent, the states within the Indian union are organised on the basis of a common language. The many cultural diversities that we have, need to be related to this background. Each region or language claims to have its own cultural characteristics. Some of these characteristics are quite distinct, i.e., they have features which are not shared by other regions. Many of our literary traditions and festivals belong to this category. There may be an undercurrent linking the various festivals throughout India but in many ways, they are only regional or social.

Several of our cultural expressions also emerge from religious beliefs. Although religions are different yet in centuries of living together in a common environment, even these cultural expressions have been influenced by each other. At philosophical level, each religion stands for humanism, tolerance, justice and other civilised values. Thus, in spite of the fact that religious communities here and there adopt a course of conflict and confrontation, religious diversities and religious regard for each other is a part of our composite culture and tradition. Therefore, the media, with their power of carrying messages far and wide, and also straight to the heart, have a unique role to play in India's unity and progress.

25.6.2 Media and Scientific Outlook in Culture

Apart from sharing of deeper values through history and continuous interaction, the contribution made by all sections of the people in our struggle for freedom needs to be emphasised. Under Gandhiji's leadership, people belonging to all faiths and coming from different parts of the country, participated in the freedom movement. Gandhiji himself was a deeply religious man but he also symbolised tolerance and faith in one nation. In fact, he was a symbol of our composite culture. Jawaharlal Nehru had a vision of modern India. In his vision, the people of India with all their cultural, social and religious diversities had to develop a scientific outlook (refer to Unit 8) in their personal lives as well as in the affairs of the state. Communication media have an important contribution to make in creating knowledge of each other's beliefs, in emphasising the common bonds of history and in developing an objective,—not a prejudiced; a rational,—not an obscurantist and an open minded,—not a rigid or fanatical attitude of mind.

25.6.3 Media and General Cultural Awareness

How do the media help expand knowledge of the various regional and social groups in the country or bring about a synthesis? Even today, in several regions, people come to know of each other only through the media. The valley of Kashmir, for example, is surrounded by mountains. The valley is linked with the rest of the country through air or through road

transport; there is, as yet, no rail link. Besides the geographical isolation and the lack of rail link, there are climatic reasons, why people of Kashmir do not very frequently travel outside the valley. It is not surprising, that their knowledge of other regions in the country has been inadequate and vice versa. Since early 70s, however, the introduction of television in the valley has made a tremendous difference. Kashmiris are now able to have glimpses of all parts of the country and an understanding of the cultural mosaic of the entire people. It is, therefore, not difficult to imagine that Doordarshan programmes would have helped create, among the people of Kashmir valley, a vision of India as a whole. What is true of the people of Kashmir valley, is also true of people living in many parts of the country, who live as isolated communities in distant locations.

25.6.4 Evolution of Composite Culture

The All India Radio, Doordarshan as well as films have the capability of speeding up the process of national awareness. National programmes of music, dance and of drama on the broadcast media, i.e., radio and television support the concept of composite culture and of exchange of literary and artistic forms between one region and another. The influence of media, in the evolution of a composite culture, may have been subtle, but it is an important factor.

SAQ 5

Comment on the following very briefly.

- i) Media can help create a sense of belonging and national integration.

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- ii) Through understanding and appreciating each other's culture, we can help evolve a composite culture.

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- iii) Cultural isolation leads to prejudice.

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25.7 SUMMARY

In this unit, you have studied the importance of information and communication, especially the role of media in :

- providing information and creating social, political and economic awareness which is so necessary for the democratic process.
- extending educational opportunities, creating an educational environment and making education more meaningful.
- promoting mutual understanding and appreciation of each others' culture, leading to national cohesion and a national composite culture.

25.8 TERMINAL QUESTIONS

- 1 What are the functions of communication in a social system?

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- 2 Describe the role of AIR and Doordarshan in education.

- 3 Briefly comment on the following :

i) Freedom of expression is a prerequisite for democracy.

ii) In order to participate in the political process, people need information.

iii) Mass contacts have their own place in communication.

Self-Assessment Questions

- 1 Rural—in banking, raising loans etc.; in the use of adequate fertilisers; formation of co-operatives.
Urban—consumer rights. You can expand the answer further.
- 2 i) adult franchise; ii) speech, expression;
iii) interpersonal communication; iv) objective, political issues.
- 3 **Hints**
 - i) communication through discussions, newspaper articles, could help women become aware of their rights to obtain education and equal job opportunities.
 - ii) communication can play a major role in national integration; in spite of belonging to different religious groups and communities, people still have a common thread connecting them.
- 4 You could talk about the role of communication in :
 - i) extending educational opportunities through distance education; open universities are examples.
 - ii) enriching learning experience by means of radio and TV programmes.
 - iii) creating a learning environment by extending knowledge to deprived men, women and children of all ages on a large variety of topics.
- 5 **Hints**
 - i) for example people in one part of India can know and see diverse cultural groups on TV and realise the great diversity and unity in our cultural heritage.
 - ii) by appreciating each other's culture we can leave out the undesirable features and adopt the good points of other cultures. The exchange of literary and artistic forms between diverse groups can lead to a composite culture.
 - iii) for example if two religious groups do not interact, each group has a very wrong idea about the other's customs. This often leads to severe conflicts of various kinds.

Terminal Questions

- 1 You could discuss your answer:
The main role of communication in a social system is receiving and conveying information to individuals or groups of people through various modes like TV, radio, newspaper, public meeting etc. It helps to motivate individuals or groups towards a course of action, provides entertainment; influences public opinion; makes people aware of their rights and privileges and helps them to improve their economic and social conditions.
- 2 For instance, AIR and Doordarshan broadcast educational programmes for general awareness as well as syllabus based programmes for schools and colleges. They broadcast adult education and agriculture-based programmes for the rural population. They also help to create a desire to know more and thus tend to improve the educational atmosphere.
- 3
 - i) For example, if a citizen does not have the freedom to discuss important issues and to elect the person, that he or she feels capable of doing certain jobs, then how can a democracy function?
 - ii) Part of the political process is electioneering. For instance, if you want to vote for somebody you must have information on their past records, policies and promises before opting for them. This shows how important information is, for the whole process to function.
 - iii) For example, to communicate ideas about a particular form of dance or music, lecture demonstration can be held at mass meetings. This form of contact appears to be a useful method of communication.