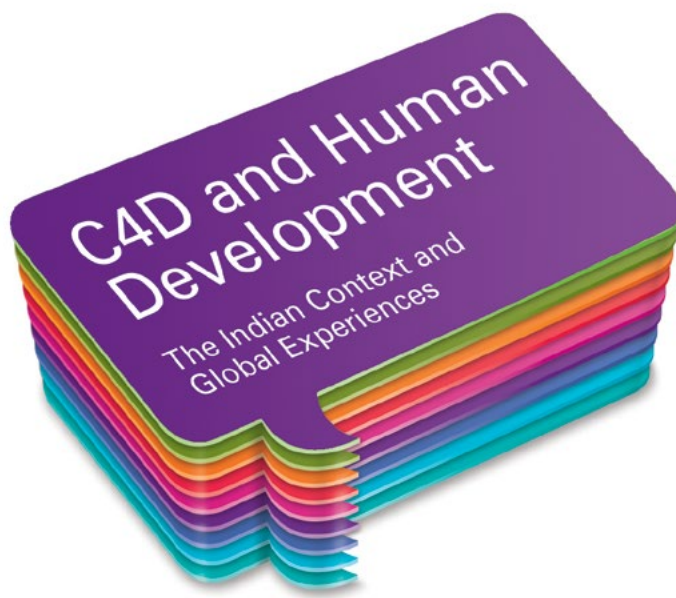


Communication for Social and Behaviour Change Learning Module Series

MODULE 1 MODULE 2 MODULE 3 MODULE 4 MODULE 5 MODULE 6 MODULE 7 MODULE 8 MODULE 9



MODULE 3



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Developed 2013; Updated 2019.



MODULE 3



MODULE 3

Communication for development and human development: The Indian context and global experiences



Communication for Development is applied to a wide range of thematic areas in development to find solutions and address underlying causes of problems that plague various populations. It is of critical importance for C4D professionals to have a good command of technical issues in order to be able to design and implement sound communication programmes. This module addresses five thematic areas identified as priorities in India: gender, climate change, the environment, health, and water and sanitation. Although each unit focuses on different sectors, it is important to understand connections across them, such as the role of women and gender in water management and environmental issues, the impact of climate change on health and livelihoods, and the relationship between healthcare and sanitation. Likewise, it is important to analyse ways to integrate issues in common programmatic actions.

Key competencies

After this module, students should be able to demonstrate the following competencies:

- Knowledge of basic issues, documents, and policy priorities across technical areas in India and globally
- Understanding the politics and policies of development
- Critical analysis of challenges and current policies and programs across key development issues
- Develop coherent arguments about successes and failures to address problems

Unit 1 Gender

Unit 2 Climate change and community resilience

Unit 3 Environment

Unit 4 Health and nutrition

Unit 5 Water and sanitation

Unit 6 Financial inclusion and livelihoods

Unit 7 Education

MODULE 3

UNIT 1

Gender

General introduction

This module introduces students to central issues in gender and development, and communication for development programmes designed to address challenges. A key question to consider is how development programmes should mainstream gender and communication issues across initiatives.

Gender refers to roles and responsibilities, expectations about characteristics, social norms, and proper behaviours built upon social definitions of sex and gender. Assessments about progress in gender issues in India are mixed – while women’s participation in decision-making and such conditions may have improved, sex ratio and women’s participation in the political arena have become worse off. For every example of improvement towards more equality, there are many other cases showing persistent disparities in gender power.

The centrality of women and women’s issues to development in India cannot be sufficiently emphasised. There are substantial and persistent gender disparities. The Gender-Related Index (GDI) ranks India 127th out of 189 countries (UNDP Human Development Report 2018). The general profile of the country’s population is telling: the disparity in sex ratio (93 women to 100 men) (2011 Census) is suggestive of troubling gender issues, such as infanticide and the neglect of girl children. Likewise, illiteracy rates are widely dissimilar between men and women. Women are more likely to be illiterate than men, both in rural and urban settings. As of 2011 Census, male literacy was at 82.14 per cent and female literacy was at 65.46 per cent. Women’s participation in the labour force also shows remarkable differences compared to men. Although there are important variations across caste, geographical areas and class, women are significantly less likely to participate in the workforce. Census data suggests that female participation in the labour force has declined from 34.1 per cent in 1999-00 to 27.2 per cent in 2011-12.¹ Additionally, as many as 94 per cent of total women workers are employed in the informal sector.²

¹ https://www.ilo.org/wcmsp5/groups/public/—asia/—ro-bangkok/—sro-new_delhi/documents/genericdocument/wcms_342357.pdf.

² <http://www.ipedr.com/vol4/106-M00051.pdf>

Despite these differences, there are certain economic sectors with significant presence of women such as urban manufacturing, agriculture and dairy production. Women work more hours than men and animals in agricultural activities. A critical problem is in the disparities in granting land titles to women, which de facto deny them access to land. Likewise, although women play a significant role in livestock management and production, their control and decision-making power is limited. Women in rural areas play central roles in forestry and energy by collecting fuelwood. Women also play critical roles in environmental issues such as the supply of fertilisers, forest protection and water quality maintenance. Deforestation has negatively impacted women in many ways, including spending more time collecting fuelwood and water. Finally, women also play a central role in food security, by ensuring supply of food, processing foods, and as meal-makers. Consequently, the threat of climate change and environmental problems makes women particularly vulnerable given their primary roles in a number of related areas.

For the past few decades, programmes focused on women's empowerment have gained significant presence in India. Some key programmes include: (i) Beti Bachao, Beti Padhao aimed at improving the child sex ratio; (ii) One Stop Centre Scheme to provide support for women who are survivors of any kind of violence and (iii) Mahila E-Haat, which aims to help women make financial and economic choices and be a part of Make In India initiatives.³ The key principle in addressing human development issues goes hand-in-hand with efforts to strengthen women's position and decision making in society. Women's activism and participation have become central to a range of development programmes. There is growing consensus that without transforming women's position there cannot be substantial gains in education, health, employment, productivity, and so on.

Questions for discussion

- What socio-economic indicators demonstrate gender inequalities in India?
- What are the social consequences of women's disempowerment?
- What role do social norms play in the disempowerment of women?
- What programmes have successfully addressed issues linked to women's discrimination and inequalities?
- What are some of the communicative dimensions of women and gender inequalities?
- How can communication interventions address women's issues and development problems grounded in gender disparities?

³<https://www.jagranjosh.com/general-knowledge/women-empowerment-programmes-1322720937-1>

Reading list

Required readings

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Gautam, Bhan. 2001. India Gender Profile. Report Commissioned for SIDA. Institute of Development Studies.

Himanshu Sekhar Rout and Prasant Kumar Panda, Editors. 2008. Gender and Development in India: Dimensions and Strategies. New Century Publications.

Ministry of Women and Child Development (WCD). 2016. National Policy for Women 2016 Articulating a Vision for Empowerment of Women.
https://wcd.nic.in/sites/default/files/women%20empowerment%20poliy_Final_17May.pdf

UNICEF. (2018). Gender Action Plan 2018-2021.
https://www.unicef.org/gender/files/Gender_Action_Plan_brochure-web.pdf

Supplementary readings

Murthy, Padmini, and Clyde Lanford Smith. 2009. Women's Global Health and Human Rights. Sudbury, MA: Jones and Bartlett Publishers.

Tomalin, Emma. 2011. Gender, Faith, and Development. Oxfam/ Routledge. <http://policy-practice.oxfam.org.uk/publications/gender-faith-and-development-144042>

Case studies

Leading Resilient Development. Grassroots Women's Priorities, Practices and innovations. http://www.undp.org/content/dam/aplaws/publication/en/publications/womens-empowerment/leading-resilient-development--grassroots-women-priorities-practices-and-innovations/f2_GROOTS_Web.pdf

Good Practices in Gender Mainstreaming. Case Studies from India. UNDP 2008. http://www.undp.org/content/dam/india/docs/good_practices_in_gender_mainstreaming.pdf

Advancing Gender Equality: Promising Practices. Case Studies from the Millennium Development Goals Achievement Fund. Gender Mainstreaming to establish Effective and Democratic Water and Sanitation Management. Mexico. http://www.unwomen.org/mdgf/C/Mexico_C.html

Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain key dimensions of gender, women, and development issues
- Undertake critical analysis of women's empowerment programmes
- Demonstrate the ability to identify communication dimensions of gender and women issues
- Explain ramifications of women's disempowerment for development
- Develop collaborative learning and reflexivity
- Hone argumentation skills

Lectures, small group discussions and presentations

1. Group discussion about the causes and consequences of gender disparities, as well as the ripple consequences in society.
2. Analysis of women's empowerment initiative – design, strategies and impact. Field visit to gather information from organisers and participants. Produce critical examination.
3. Produce desk review of women's programmes across social sectors. Identify key principles and documented effects.

Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

MODULE 3

UNIT 2

Climate change and community resilience

General introduction

This unit offers a brief overview of key issues in climate change that are needed to understand the design and implementation of C4D programmes. Students will discuss the scientific evidence for climate change, its causes and current and projected impact.

Climate change is caused largely by human activity – the overproduction of greenhouse gas emissions. Its impact is felt worldwide and will worsen in the decades ahead if significant steps are not taken to reduce its causes. The solution to climate change will involve a broad array of technologies and policies of which many are tried and true and many which are new and innovative.

Like other developing countries, India is severely affected by climate change precisely at a time when the nation is confronted with many other development imperatives. Several sections of the Indian population will not be able to buffer themselves from the impact of climate change. With close economic ties to natural resources and climate sensitive sectors such as agriculture, water and forestry, India may face a major threat and require serious adaptive capacity to combat climate change. Experts predict that glacial melting in the coming decades in the western Himalayas and increased variability of rainfall in the large parts of the subcontinent will have tremendous, negative consequences.

As a developing country, India can little afford the risks and economic backlashes that industrialised nations can. With 29.5 per cent⁴ of India's population still below the poverty line, reducing vulnerability to the impacts of climate change is essential. In 2014, India spent 4.9 per cent of its GDP, on climate change adaptation with agriculture, water resources, health and sanitation, forests, coastal zone infrastructure and extreme events being specific areas of concern.

The impact of climate change is multiple and needs to be disaggregated. Just to mention three examples. One, climate change severely depresses agricultural productivity which is critical for the livelihood of the majority of India's population. Therefore, it makes people extremely vulnerable to sudden changes in terms of

⁴ <https://www.downtoearth.org.in/news/new-poverty-line-rs-32-for-rural-india-rs-47-for-urban-india-45134>

agricultural output, employment and other issues. Two, climate change negatively affects health. It has been said that it is the biggest global health threat of the 21st century that puts millions of people at increased risk. Extreme weather increases the chance for water-borne diseases such as malaria, cholera and dysentery. Climate change also puts populations at risk because of its impact on natural disasters. In the recent years, India has faced several climate change-related disasters. Some of them include: (i) the torrential rainfall in 2014 which caused the Jhelum and Chenab rivers to overflow, submerging nearly 400 villages in Kashmir, (ii) floods in Chennai due to excessive rain in 2015 and finally, (iii) in 2017, Mumbai and parts of Gujarat shut down because of record heavy rainfall.⁵

Across a range of issues related to climate change, the one conclusion that comes out clearly is that India's poor are likely to bear the brunt of the impact. The social distribution of the impact of climate change is unequal, for it changes the prices of land, labour and food and thus directly affects household-level welfare, particularly among the poor. Additionally, India's poor do not have the resources to successfully deal with the consequences of climate-induced natural disasters. Although the ripple effects are felt across society, the poor have fewer alternatives to mitigate the consequences. They are more exposed, in the short-term, to changes in terms of food security and employment. Consequently, as some analysts predict, levels of poverty and exclusion are likely to increase due to the impact of climate change. At the same time, as it has attempted to mitigate climate change, India continues to be a major coal producer and has built more coal-burning power plants to provide electricity to rural areas. The question – and it is a good one for discussion – is that without rural electrification, millions will continue to be consigned to poverty.

The role of communication in efforts to limit the damage caused by climate change will also be examined in this unit. What are the contributions of communication for better understanding of the impact of climate change and designing of interventions to mitigate its effects? One approach emphasises the significance of risk communication – how societies communicate potential and actual risks in responsible ways that lead to effective actions. Risk communication can lead to panic and sensationalism, as it is conventionally covered in the mainstream media. Much research has been conducted in the representation of climate change in the media. Environmental news and climate change typically appear sporadically, around specific 'news pegs' (e.g. natural disasters) and then they become silent questions in the news.

Instead, a responsible approach, based on rights and participation, needs to keep constant attention to these issues among populations and policy makers. It is necessary to approach climate change beyond the conventions of the news media and conduct a range of activities to keep it atop public agendas. Strengthening alarm systems, which

⁵ <https://www.livemint.com/Politics/0IEa4TGyXdladjyvArOxzL/Rise-in-extreme-weather-events-in-India-raises-concerns-over.html>

include communication networks and actions, needs to be a priority. Also, it is important to understand factors that motivate people to action – discussing risks, understanding impact, designing solutions. Certainly, one of the main challenges is communicating potential risks that people may not feel are immediate, or as important as other priority issues, such as economic survival. Consequently, weighing options and identifying doable actions with concrete results are critical. Communication is closely linked to the need to strengthen local capacity to address climate change and to proactively design actions to prevent its causes and deal with the consequences.

Questions for discussion

- What are some of the consequences of climate change in India?
- Why does climate change disproportionately affect the poor and most vulnerable populations?
- What are some ideas for mitigating the effects of climate change?
- What are the tasks of communication that can help raise awareness about risk and lead to concrete and effective actions?
- How does the news media tend to cover information about climate change? What is the impact of news on public awareness and actions?

Reading list

Required readings

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Boykoff, M. 2010. Indian Media Representations of Climate Change in a Threatened Journalistic Ecosystem. In *Climate change*, 17-25. Springer.

Dash, Susghil Kumar. 2007. *Climate Change: An Indian Perspective*. Cambridge University Press.

National Intelligence Council. 2009. India: Impact of Climate Change to 2030: A Commissioned Research Report. NIC 2009-03D.

Oxfam India. (nd). The Human Impact of Climate Change in India. Oxfam India Centre for Legislative Research and Advocacy.

Rare Centre for Behaviour and the Environment. (2018). *Climate Change Needs Behavior Change: Making the Case for Behavioral Solutions to Reduce Global Warming*.

Supplementary readings

Cox, Robert. *Environmental Communication and the Public Sphere*. Thousand Oaks, CA: SAGE.

Feldman, Lauren, Edward W. Maibach, Connie Roser-Renouf and Anthony Leiserowitz. 2012. Climate on Cable: The Nature and Impact of Global Warming Coverage on Fox News, CNN and MSNBC, *International Journal of Press/Politics* 17 (1): 3-31.

Case studies

Government of Orissa. 2010. Orissa Climate Change Action Plan. Retrieved from: <http://orissa.gov.in/portal/occap.pdf>

Tanveer A. Butt et al 2001. Food Security Implication Of Climate Change In Developing Countries: Findings From A Case Study In Mali. <http://agecon2.tamu.edu/people/faculty/mccarl-bruce/papers/1091.pdf> MODULE 3 12

Kumar, H., Gettleman, J., & Yasir, S. (2019). How Do You Save a Million People From a Cyclone? Ask a Poor State in India. Retrieved from <https://www.nytimes.com/2019/05/03/world/asia/cyclone-fani-india-evacuations.html>

Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain key problems of climate change
- Critical analysis of proposed actions to mitigate climate change and deal with its consequences
- Demonstrate the ability to identify communication dimensions of climate change and development issues
- Apply the basic principles of risk communication around climate change to specific interventions/proposals
- Develop collaborative learning and reflexivity
- Hone argumentation skills

Lectures, small group discussions and presentations

1. Based on the readings and additional materials, each group to conduct research and discussion on the impacts of climate change on agriculture, employment, food security, health and critical development issues. The discussion should include proven ways to mitigate consequences of climate change and the role of communication.
2. Group discussion on news about climate change. Each group should identify 'news pegs', sources, topics and duration of news cycle. Also, groups need to offer ideas for improving news coverage in ways that may lead to sustainable and effective actions.
3. Group analysis on Odisha's action plan. Analyse the premises, proposed actions and the role of communication. Based on the readings and class discussion, identify the strengths and limitations and offer suggestions.

Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

MODULE 3

UNIT 3

Environment

General introduction

Across India, concern is mounting over an ever-growing list of environmental problems. Air pollution, water pollution, garbage pollution and wildlife natural habitat pollution challenge India. There is no question that there has been increased attention and efforts made to address environmental issues in India over the past decades. Yet, much remains to be done in ways that contribute to improvements in the relationship between human development and the environment. Although India is making efforts to address its environmental issues, still, the country has a long way to go to reach sustainable policies that protect the environment. India defies any simple solution. India's remarkable biodiversity and complexity of environmental challenges demand a nuanced understanding of a range of issues. In this unit, students discuss environmental issues in India and identify the role of C4D efforts to improve the situation.

Environmental issues direct attention to fundamental decisions about human development and planetary conditions. Some of these relate to posers such as the limits societies put on how much they expect the Earth to absorb from a host of human activities. Aside from global warming, examined in the previous unit, environmental problems refer to the three main types of pollution (air, soil and water) that disrupt biological development as a result of industrial dumping; the reduction of biodiversity and disappearing habitats of various species, as a consequence of deforestation and ocean plundering.

Certainly, attention to environmental issues puts the spotlight on highly contested issues. The push for the expansion of mineral exploitation inevitably clashes against environmental arguments about the need for wildlife protection and the preservation of resources such as water and land, that are central for humankind. Industrial projects that require massive amounts of water endanger community access to safe water, either for survival or for cash crops, biodiversity and soil protection. The building of dams to meet increased demands for energy inevitably runs into questions about proper water management, particularly as they affect rural and poor populations through displacement and changes in the local ecology. Population growth puts pressure on environmental management, as it raises demands for water and land and drives up pollution. Sound environmental actions need to address resource depletion that results from population growth and economic development.

A related issue is the question of energy sources. As population and consumption increase, demand for energy rises. The fact that the burning of fuelwood and biomass remains a main source of energy for household use is a key challenge to prevent environmental damage and health consequences. The continuous promotion of clean energy is necessary to ameliorate the situation and encourage households to shift behaviours. Obviously, the lack of alternative sources – electricity or other fuels – makes it extremely difficult to achieve sustainable changes. Waste-to-energy initiatives are bright possibilities and yet, they confront stubborn obstacles to become viable and popular ways of tackling various environmental problems simultaneously.

Also, the prevention of air and water pollution is critical. Pollution is caused by several factors like the absence of proper sanitation and waste removal systems, weak control of floods, traffic congestion and expanding numbers of cars and inadequate industrial standards and regulations. In recent years, India has seen an unprecedented rise in air pollution. In 2018, WHO reported that 14 out of the 15 most polluted cities in the world are in India. Cities have made efforts at a policy level to curb air pollution such as halting construction and banning bursting of fireworks. The severity of the problem has led to increased communication around the causes and effects of poor air quality. To begin with, the Government of India launched the National Air Quality Index to effectively communicate the status of air pollution using one number that is easy to understand.⁶ There has also been an increase in media coverage on this issue. Additionally, several campaigns have been launched to raise awareness about the severe deterioration of air quality in India. For example, the two week long “Save Your Lungs” campaign launched in Gurgaon informed people about the various stages of damage caused by air pollution using street plays and one-on-one interactions with citizens through volunteers.⁷ Addressing environmental issues is a multi-pronged effort in a country with chronic difficulties and a huge population.

Questions for discussion

- What are some of the key environmental challenges for India?
- What government agencies deal with environmental issues?
- What are some of the key recent achievements in environmental policies?
- What are some examples of community intervention to address environmental problems?
- What are the roles of communication in environmental development?

⁶ <http://safar.tropmet.res.in/AQI-47-12-Details>

⁷ https://www.business-standard.com/article/news-ians/awareness-campaign-launched-against-air-pollution-116050200814_1.html

Reading list

Required readings

Mahesh Rangarajan, Editor, 2009. Environmental Issues in India: A Reader. Pearson Education India.

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Jurin, R. R., Roush, D., & Danter, J. 2010. Environmental Communication: Skills and Principles for Natural Resource Managers, Scientists and Engineers (Second Edition). London, New York: Springer.

Supplementary readings

George, Alfred James, Editor. 1999. Ethical Perspectives on Environmental Issues in India. APH Publishing.

Cox, Robert. 2006. Environmental Communication and the Public Sphere. Thousand Oaks, CA: SAGE.

Anderson, A. 1997. Media, Culture and the Environment. London: UCL Press.

Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the key environmental problems in India
- Undertake critical analysis of actions to address environmental problems
- Apply critical analysis of technical issues to the development of communication ideas
- Develop argumentation skills
- Hone collaborative work

Lectures, small group discussions and presentations

1. Group discussion/presentation of one environmental challenge – causes, consequences and recommended actions. Particular attention should be paid to the communication dimensions for prevention/mitigation.
2. Review the communication aspects of government/development agencies regarding environmental issues. What actions are conducted? How is communication understood with regard to environmental policies/programmes?
3. Group analysis of case study of programme/intervention in India to address one environmental challenge: use of clean energy, proper waste disposal, air pollution, or others. Discuss structural and behavioural issues affecting the problem as well as alternatives

Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

MODULE 3

UNIT 4

Health and nutrition

General introduction

India is experiencing a rapid health transition. It is confronted both by an unfinished agenda of infectious diseases, nutritional deficiencies and unsafe pregnancies as well as the challenge of escalating epidemics of non-communicable diseases. This composite threat to the nation's health and development needs a concerted public health response that can ensure efficient delivery of cost-effective interventions for health promotion, disease prevention and affordable diagnostic and therapeutic healthcare. The Government of India aims at achieving an acceptable, affordable and sustainable standard of good health and an appropriate health system. It focuses on reorganisation and restructuring of the existing health infrastructure at primary, secondary and tertiary levels to reduce inequities and regional imbalances in the health sector. This includes delegation of powers to local bodies. The National Rural Health Mission (NRHM), launched in 2005, calls for a holistic approach to health development, supported by relevant human resource capacities, convergence, integration and public-private partnerships. This scheme provides an opportunity for promoting equity, serving the underprivileged and empowering communities in a sustainable manner. In 2013, a sub-mission of the NRHM – the National Urban Health Mission – was launched. The NUHM aims to meet the health care needs of the urban poor by facilitating their access to quality primary healthcare.⁸

India is also striving to achieve the Millennium Development Goals (MDGs) and that the expectations to attain various targets are viable. The vision of the 11th Plan was to promote broad-based and inclusive policies. In this unit, students discuss health and nutrition issues, especially mother and child health, nutrition in India, and identify health communication and C4D approaches to support efforts to improve the situation for marginalised populations.

Certainly, like any other social sector, the health sector is extremely complex, diverse and unequal. Some segments of the population enjoy access to quality services, while

⁸ <http://vikaspedia.in/health/nrhm/national-health-mission/national-urban-health-mission-nuhm>

most do not. For the purpose of this unit, it is important to highlight critical issues that are important challenges and priorities. Experts agree that strengthening the country's public health system is of utmost importance to make further progress and to build on achievements for the past decades. The goal should be to make progress and consolidate gains in ways that allow it to efficiently act as the primary provider of preventive and curative health services.

Among other issues, the following are urgent priorities: reducing high burden of preventable disease, improving nutritional indicators, reducing maternal and child mortality, making healthcare more accessible and equitable, tackling chronic diseases caused by tobacco consumption and alcohol. Likewise, a key priority should be to increase public expenditures in health and to maximise the efficiency of public spending (to reduce substantial out-of-pocket expenses). A central principle guiding action is that these issues disproportionately affect India's poorest populations. Social determinants, such as divisions of caste, class and gender underlie the social distribution of health and disease. Also, other factors that affect socially disadvantaged populations, negatively affect the health of the poor such as water and sanitation problems, climate change and persistent abysmal levels of poverty.

Improvement of health issues is unthinkable without considerable and strategic investments in the health systems. Changes in disease surveillance, data analysis, laboratory systems, drug provision and administration and stronger management capacity are critical. Addressing problems of human resources, particularly in rural areas, is also another priority, given well-known challenges—insufficient training, migration, unequal distribution.

Specific to disease surveillance and prevention, C4D has been particularly effective in managing the effects of epidemics. For example, in 2014, SBCC played a major role in dealing with the Ebola epidemic in West Africa. SBCC was used for calming people's fears, addressing myths regarding the disease and spreading awareness about the disease. The communication messages were designed based on surveys conducted via text message on people's knowledge and beliefs about the disease. Community ambassadors such as village chiefs and religious leaders who were seen as the most trusted sources of information, were then appointed to talk to their communities about the disease, focusing mainly on stigma and prevention.⁹ In India, the focus of the government during the swine flu epidemic in 2015 was on spreading awareness through mass-media such as TV commercials and radio spots. Additionally, given that young children were one of the at-risk populations, several school-based interventions were used such as handing out pamphlets to students and counselling them about the causes and effects of swine flu.

⁹<http://healthcommcapacity.org/>

The potential and real contributions of communication to progress in health systems and indicators are many. From increased community participation to discuss adequate strategies, to increasing service quality to actions to promote options and improvements, communication plays various roles in the process. Partnership and collaboration among governments, the private sector and civil society are necessary to tackle problems, foster a sense of ownership and to scale-up achievements. Strategic advocacy and social mobilisation are needed to strengthen the health system and address several gaps. Likewise, community involvement in interpersonal communication and peer education are well-proven actions to raise awareness about problems and provide opportunities for debate and education.

Questions for discussion

- What are the key health challenges in India? What have been some of the main achievements in recent years?
- What are the social determinants of health?
- What communication interventions can address the persistent obstacles for improving health conditions and health systems?

Reading list

Required readings

Reddy, K Srinath, Vikram Patel, Prabhat Jha, Vinod K Paul, AK Shiva Kumar and Lalit Dandona. 2011. Towards Achievement of Universal Healthcare in India by 2020: a call to action, *The Lancet* 377: 760–768.

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Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the health challenges in India.
- Undertake critical analysis of programmes to address health problems.
- Apply critical analysis of communication dimensions of social determinants of health and health programmes.
- Develop argumentation skills.
- Take up collaborative work.

Lectures, small group discussions and presentations

1. Group discussion about the social determinants of specific health challenges such as infant mortality, malnutrition, chronic diseases and infectious diseases. This analysis would be used to understand possible communication interventions to address the problems at multiple levels.
2. Group discussion of lessons from across health programmes explain works? What are the communication implications?
3. Case study: Review successful health programmes in India – discuss strategy, goals and indicators. Discuss the possibility of scaling-up/replicability of successes based on diagnosis of strengths and limitations of the case.

Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

MODULE 3

UNIT 5

Water and sanitation

General introduction

India's water and sanitation situation has been described as a crisis. Various factors have contributed to a dire scenario. The country's huge and growing population puts pressure on all natural resources, including water. The pressure on aquatic environments is felt nationwide. The lack of access to safe water is particularly severe among poor and rural populations.

Sanitation systems are also in trouble. The lack of proper infrastructure and poor maintenance explain the chronic problems for the delivery of safe water. A study by the Asian Development Bank shows that none of the 35 Indian cities with a population of more than one million, supply water consistently. Persistent shortages in the storage and distribution of rainfall do not help to ameliorate the situation.

Despite recent progress, the challenges are many. As of the early 2000s, the World Bank estimated that 21 per cent of communicable diseases in India are caused by unsafe water. In India, diarrhoea alone causes more than 1600 deaths daily. The highest mortality from diarrhoea is in children under the age of five – in 2016 alone, diarrhoea led to the death of 1,02,813 children.¹⁰ The lack of running water and sewage systems greatly contribute to the burden of the disease. As a result of poor waste disposal, important water sources are contaminated by sewage, agricultural runoff and industrial dumping. Waterways have become depositories of human and industrial waste. Poor sanitation remains a critical challenge. Sanitation includes the management of human excreta, drainage and solid waste. Improved sanitation demands the hygienic separation of human excreta from human contact in ways that reduce health risks to humans. Poor hygiene practices in rural areas of the country also contribute to this problem such as the lack of latrines and poor hand-washing practice. A report by the World Health Organization and UNICEF found that half of the 1.2 billion people who defecate in the open around the world live in India and 732 million people lack access to a toilet.¹¹ Beyond health problems, the consequences are the reduction of time and health-related productivity losses.

¹⁰ <https://www.ndtv.com/india-news/india-lost-2-6-lakh-children-due-to-diarrhoea-pneumonia-in-2016-report-1945127>

¹¹ <https://thewire.in/health/732-million-india-tops-list-number-people-without-access-toilets-report>

Current approaches have emphasised the need for socially motivated designs; those which go beyond old technological programmes that assumed that if the technology were available, the problems would be mitigated. Solutions cannot be one-size-fits-all interventions but demand building of efficient systems. Community-led total sanitation programmes have gained credence as effective methods to deal with sanitation problems. Water and sanitation management issues are interwoven with cultural beliefs, values and norms that influence the use of water for drinking and cooking. Of particular importance is the role of women in the procurement and use of water. Thus, programmes cannot ignore gender power dynamics and roles in the operation and management of water. The message that a vision of an Open Defecation Free (ODF) India is being collectively pursued, must not be lost sight of.

The Swachh Bharat Mission (SBM) is an effort to address the issue of sanitation on a national level, across urban and rural contexts. Launched in October 2014 by the Government of India, the movement aims to achieve universal sanitation coverage across the country. One of the goals is to reach ODF status before 2 October, 2019. SBM has identified behaviour change as the conduit through which it implements its programs. Public defecation is a cultural issue rather than simply a problem of lack of access given the practice has decades of history in India. Undoing this involves a change in attitudes, mindset and behaviour before toilets and sanitation technologies can be implemented.

The aim of SBM is to mobilise communities through forefronting education on health and cleanliness. In working on behaviour change interventions, the Mission used several methods, from Bollywood murals dissuading open defecation, to menstrual awareness campaigns in schools. As the deadline approaches, the government claims 99 per cent ODF status in most states; this is an unreliable statistic in practice.

Questions for discussion

- What are the main water and sanitation challenges in India?
- What are the causes of those problems?
- What were the successful interventions?
- What communication dimensions exist in water and sanitation?

Reading list

Required readings

Chambers Robert. 2009. Going to Scale with Community-Led Total Sanitation: Reflections on Experience, Issues and Ways Forward, IDS Practice Papers Special Issue: Going to Scale with Community-Led Total Sanitation: Reflections on Experience, Issues and Ways Forward 1: 1-50.

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Case studies

A. Furber & M. Crapper. Two case studies of rural water and sanitation development projects in Ghana. Institute for Infrastructure and Environment, The University of Edinburgh. EWB-UK National Research & Education Conference 2011 http://www.ewb-uk.org/filestore/Alison%20Furber_Two%20case%20studies%20of%20rural%20water%20and%20sanitation%20development%20projects%20in%20Ghana.pdf

Gender, Water and Sanitation: A Policy Brief. UN water. Water for Life 2005-2015. http://www.un.org/waterforlifedecade/pdf/un_water_policy_brief_2_gender.pdf

Learning activities

- Explain water and sanitation challenges in India
- Critical analysis of interventions to tackle water and sanitation deficits
- Apply critical analysis of communication dimensions in water and sanitation
- Argumentation skills
- Collaborative work

Lectures, small group discussions and presentations

1. Group discussion about technological and social approaches to water and sanitation problems. Analyse the strengths and limitations of each approach.
2. Analysis of case study of the community-led total sanitation project. Discuss the diagnosis, strategy, implementation, messages, social norms, results and scaling-up.

3. Discuss possible advocacy actions to raise awareness about water/sanitation problems among key decision-makers and opinion leaders and propose concrete actions at the community level.

Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

Sources

<http://sanitation.indiawaterportal.org/english/node/2759>

<http://pib.nic.in/newsite/PrintRelease.aspx?relid=186600>

<https://swachhindia.ndtv.com/behaviour-change-communication-innovative-ways-people-changing-mindsets-swachhta-6410/>

<https://thewire.in/health/how-behavioural-change-techniques-are-aiding-the-swachh-bharat-mission-in-unnao>

MODULE 3

UNIT 6

Financial inclusion and livelihoods

General introduction

Financial inclusion is a component of financial development, along with depth, efficiency and stability. Financial development is important for economic growth and financial inclusion in particular, has a bearing on equity as well. The 2014 World Bank conceptualization of financial inclusion parallels basic ideas of financial depth: “the proportion of individuals and firms that use financial services”. Subsequently, it has developed a more elaborate definition: Financial inclusion means that individuals and businesses have access to useful and affordable financial products and services that meet their needs – transactions, payments, savings, credit and insurance – delivered in a responsible and sustainable way.

Access to a transaction account is the first step towards broader financial inclusion as it serves as a gateway to other financial services like credit or insurance, lowers transaction costs for daily economic activities, allows for planning for longer-term needs and enables the creation of a buffer for emergencies. Components of financial inclusion comprise:

Banking: Banking is the foundation of financial inclusion. The impact of increased access to banking in India has been found to be mostly positive. Expanded bank access leads to increased economic activity, as well as savings. A different approach to improving the performance of conventional banks is the creation of alternative kinds of banking institutions. Rural cooperative banks have a long history in India. Another alternative is the model represented by India’s Self-Employed Women Association's (SEWA) Shri Mahila Sewa Sahakari Bank, the oldest women’s bank in the world.

Microfinance: Microfinance and microcredit have received considerable attention as vehicles for providing access to funds. Nobel Laureate Muhammad Yunus is credited with laying the foundation of modern MFIs with the establishment of Grameen Bank in Bangladesh in 1976. The key ideas behind these efforts include pooling of funds, risk sharing and joint monitoring and liability. Target populations, even if they have bank accounts, would almost certainly not qualify for traditional bank loans. Many might use 'informal' financial services of moneylenders, with the potential of being trapped in debt situations. Of course, it is now recognised that microfinance is not a magic bullet

for providing access to credit for the poor, but an enormous body of empirical research which provides an understanding of how the institution works in different contexts.

Agricultural credit: Credit to farmers occupies a special place in developing countries. The importance of food production and the size of the agricultural sector in many countries make agricultural credit politically and economically more salient than credit for other kinds of products and services.

Health insurance: The financial aspect enters healthcare because of its potentially high costs and developing countries obviously face more stringent constraints. In such cases, health insurance programmes for the poor are meant to increase access to health care when the public delivery system is unable to do so effectively.

Payment technologies: Reducing high cash transaction costs through technological innovations can foster inclusion. There is robust evidence that digital payments technologies have positive impacts. Much of this evidence comes from the M-PESA scheme in Kenya. In India, digital payments have been conceptualised as one component of a three-part strategy for financial inclusion using digital technologies: JAM, which stands for Jan Dhan (banking), Aadhaar (identity) and Mobile (transactions). Biometric identity cards in India (Aadhaar) have reduced corruption in welfare programmes, economised on expenditures and even had some positive impacts on outcomes (Banerjee et al., 2016; Muralidharan et al., 2016; Imbert and Papp, 2015). However, despite the emergence of new products and services, the uptake of digital financial services in India remains low, due to a combination of factors, some of which include complex user interfaces, inconsistent Internet connectivity and concerns about fraud.

Financial literacy: On the demand side, financial literacy is an important factor in shaping financial inclusion. Financial literacy is knowledge and skills that allow individuals to make informed and effective decisions regarding their financial resources. Programmes to improve the financial literacy include enhancing awareness and understanding on types of bank accounts, services offered by banks, interest rates, financial management, investments, digital payments, protection against financial frauds etc.

There are three key pillars for sustainable livelihoods: (a) 'vulnerability reduction' and 'livelihoods enhancement' through deepening/enhancing and expanding existing livelihoods options and tapping new opportunities in farm and non-farm sectors (b) 'employment'—building skills for the job market and (c) 'enterprises'—nurturing self-employed and entrepreneurs (for micro-enterprises).

Various government-led initiatives in the past few years include the Pradhan Mantri Jan Dhan Yojana (launched in August 2014), launch of MUDRA (Micro Unit Development and Refinance Agency) Bank and the creation of several payment banks and small finance banks. Aajeevika - National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011.

Questions for discussions

- Does access necessarily lead to inclusion? How and why? Why not?
- What are the main objectives of financial inclusion? What are the barriers to financial inclusion?
- What are the various components of financial inclusion?
- What are the dynamics between poverty, livelihood and financial inclusion?
- Discuss the role that C4D plays in financial inclusion.
- Discuss the importance of promoting savings and rational use of financial resources at the community and household level.

Supplementary readings

NABARD All India Rural Financial Inclusion Survey 2016-17: https://www.nabard.org/auth/writereaddata/tender/1608180417NABARD-Repo-16_Web_P.pdf

Financial Inclusion: Concepts, Issues and Policies for India by Nirvikar Singh, Department of Economics at University of California, Santa Cruz: <https://www.theigc.org/wp-content/uploads/2017/05/Singh-2017-synthethis-paper.pdf>

How Behavioral Economics Can Advance Financial Inclusion: <https://www.omidyar.com/blog/know-thy-irrational-customer-how-behavioral-economics-can-advance-financial-inclusion>

Case studies

In India, index-based rainfall insurance allowed farmers to cultivate riskier cash crops: <http://documents.worldbank.org/curated/en/285431468330274651/pdf/WPS6546.pdf>

How do Electronic Transfers Compare? Evidence from a Mobile Money Cash Transfer Experiment in Niger: http://sites.tufts.edu/jennyaker/files/2010/02/Zap-it-to-Me_12sept2013_No-Appendices.pdf

Social Cash Transfer Programs: <https://www.undp.org/content/dam/southsudan/library/Fact%20Sheets/UNDP-SS-Social-Cash-Transfers-flyer.pdf>

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1. Ahlin, C., Lin, J., & Maio, M. (2011). Where does microfinance flourish? Microfinance institution performance in macroeconomic context. *Journal of Development Economics*.
2. EY 2016 report on 'Evolving landscape of microfinance institutions in India'

Learning activities: lectures, small group discussions and presentations

1. Critically analyse the various financial inclusion initiatives and programmes – design, strategy and impact.
2. Discuss advances in technology that have made it possible to deliver financial services in newer and more efficient ways to the underserved populations.
3. Undertake a desk research to present findings on private sector's involvement in the area of sustainable livelihood creation and financial inclusion.

MODULE 3

UNIT 7

Education

General introduction

The formation of human capital through education is necessary for the social and economic progress of a developing country. The Indian education system has recently established itself as a hub of educational excellence. It consists of one of the largest networks of schools (1.4 million) and higher education institutes (40,000) (Heslop, 2014). With rapid increase in the country's population and changing economy, there is a growing demand for quality education. Moreover, development in the education sector in India demands attention as over 50 per cent of the population consists of people under the age of 25 years. However, despite the recent improvements in the education sector, India faces several challenges such as low rates of employment and enrolment in education institutions (Gupta & Dubey, 2019).

Major government schemes

The Government of India has attempted to tackle the major issue of access to education over the past few decades through the implementation of various schemes for the improvement of formal education. Such schemes include Sarva Shiksha Abhiyan (SSA), Samagra Shiksha, Saakshar Bharat, Mid-day Meal Scheme and Information and Communication Technology (ICT). SSA is a flagship programme started by the Government of India to achieve "Universalization of Elementary Education" (All India Council for Technical Education, 2009). According to this programme, it is mandatory for children of 6-14 years age group to receive free and compulsory education. Additionally, the programme facilitates quality education by improving school facilities (providing additional teachers or training to existing teachers) as well as the infrastructure (toilets, additional classrooms, etc.). In addition, the Government of India has emphasised the health of the students through the Mid-day Meal Scheme. Under this scheme, the government provides 'free lunch' on working days for children in primary and upper primary classes in government schools or the centres supported under Sarva Shiksha Abhiyan (Chettiparambil-Rajan, 2007). Moreover, the government has also acknowledged the importance of educational technology and emphasised the use of computers for quality education. Information and Communication Technology (ICT) has not only improved the access to software and hardware devices but also has encouraged the creation of online course content. It has been used to bridge the digital divide between students of different socio-economic backgrounds.

Challenges and issues in the education sector

Research has highlighted challenges such as lack of quality education, corruption in education, no proper value education, poor women's education, lack of facilities, curriculum issues and wrong societal outlook (Gupta & Dubey, 2019) in the Indian education sector. Government schemes like Right to Education (RTE) and ICT have pushed forward the agenda of quality education. However, many of the above challenges remain unaddressed. There exist high rates on enrolment in primary school education, however, the retention rates of students at secondary level are not satisfactory. For example, middle school students are unable to process second grade material (Tognatta, 2014). Research suggests that in order to combat the low rates of employment and quality of education, the government has expanded its focus to skill development using vocational training. Two government schemes, SANKALP and STRIVE were launched with the objective to boost the "Skill India" mission. Moreover, in 2016, Pradhan Mantri Yuva Yojana was launched to provide training to students in entrepreneurial sector.

Inclusive education

Another issue that needs to be addressed is that of inclusive education. It raises an important question of whether the education system in India is inclusive. Educating women has economic and social benefits for the country. Even though the rate of returns that prompt investment in education is higher for women than men (Balatchandirane, 2003), women are discouraged from getting educated in the country more than men. "Sakshar Bharat Mission for female literacy" is one of the government schemes launched in 2008 that promotes education of adults, especially women. Additionally, there are provisions made for differently-abled children by the government (Singhal, 2007) in an attempt to create inclusive education for all.

Questions for discussion

- Discuss both the advantages and disadvantages of the role of government in monitoring private education institutions.
- Discuss both the advantages and disadvantages of nationalising education sector.
- List the factors responsible for causing low enrolment rates in schools.
- Comment on the following statement: Are the education schemes created by the government inclusive to all?
- Discuss the role of C4D in government-initiated programmes on education.
- Discuss the importance of vocational training in the context of youth employment.

Learning activities: lectures, small group discussions and presentations

- Pick one challenge mentioned in the Indian education system. Critically analyse it and suggest a policy for its reformation.
- Analyse any one government scheme on education and provide its limitations. Limitations may include inclusion and exclusion criteria of the scheme and the implementation of the scheme.
- Debate on the pros and cons for the usage of social media tools for education.

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