



Employment News



WEEKLY

VOL. XXXVIII NO. 36 PAGES 48

NEW DELHI 7 - 13 DECEMBER 2013

₹ 8.00

Educational Radio in India

Dr Ankuran Dutta & Dr Anamika Ray

In the contemporary world, we can undoubtedly say that radio is the most popular as well as powerful tools of dissemination of information and education. Radio has its unique value in the society. It provides a platform where members of a society can discuss their problems, issues and exchange views. It develops a sense of belonging among the members of a society. Therefore, Matt Mollgaard has rightly commented in his book *Radio and Society: New Thinking for an Old Medium*.

The MacBride Commission Report 'Many Voices One World' says, 'in developing countries, radio is the only medium that can really be labelled 'mass', where a large portion of the population can be reached by radio broadcasts and possess the means to receive them. No other medium now has the potential to reach so many people so efficiently for information, educational, cultural and entertainment purposes. Radio can be used easily and economically to reach outlying regions and for communication in the

many vernacular- often unwritten- languages existing in developing countries.' Though this report was published in 1980 by the UNESCO, after long three decades, it may be claimed that still radio stands in its original position as the most vibrant communication tool globally. Especially for knowledge proliferation, radio is considered as the most effective weapon. Radio has the power to bring the world to the classroom, and programs could be presented as textbooks of the air. Radio is used as an effective and interesting tool in education both for formal and informal education. Where conditions have permitted, it has become well established and wide spread; yet, it seems to us that insufficient educational use is made of this virtually universal method of distribution.

Radio programs emphasized contemporary progressive ideas on education and progressive political notions that were not represented in schoolbooks at that time. Educational radio programs is regarded as an important way to influence individual children and adolescents when they had problems or needed guidance in societal matters. Radio was also used to inculcate new notions of citizenship. In Europe the French state broadcasting service devotes more than one-half of its radio output to educational and cultural broadcasts in the arts, letters, and sciences educational programming accounts for about 4 percent of radio time in Australia.

Radio has been extensively used as an educational medium in developing

countries like India, Sri Lanka, Thailand, South Korea, Mali, Guatemala, Botswana, South Africa, Zambia, Uganda, Mexico, Philippines and also proved its impact and efficiency in health, agriculture and other development issues.

In India, the All India Radio is the pioneer in the field of educational broadcasting. Radio came to India through amateurs with educational purpose first in 1923 in a small way and after four years it could find its root here. Since its inception, AIR has been serving the nation with its array of programmes and services. The contribution of AIR in popularizing classical and folk music, news services, extension educational programmes like rural broadcasting, educational programmes, programmes for the youth and the family planning programmes, external services directed to foreign countries are the most worth mentioning. Educational programmes of AIR cover a wide spectrum of primary, secondary, tertiary and university levels. Enrichment programmes are also broadcast for teachers.

Education was first taken up by Radio in January, 1929 in Bombay on an occasional and informal way to be followed at Madras next year in April, school broadcast was started with a view to educate the unprivileged pupils. But in November, 1937 All India Radio, Calcutta took up educational broadcast in a systematic and regular manner on getting requests from University of Calcutta and Education Department of Bengal Government.

If we discuss on the growth and development of the educational radio in

India, a few landmark projects may be remembered. The first such project was the School Broadcast Project of 1937. It was experimented in four metro cities of the country. The Adult Education and Community Development Project was commenced in 1956. With the UNESCO, this project was tried out in 144 villages of Maharashtra. It was the first most successful educational programme broadcast by All India Radio. The Farm and Home Broadcast project was administered in 1966 to provide all necessary information on agriculture and allied topics.

The first higher education programme was aired under the University Broadcast Project, which was initiated in 1965, with an aim to expand higher education as widely as possible among the different strata of society. The programmes were prepared by the School of Correspondence Studies of the University of Delhi and the CIEFL, Hyderabad for the All India radio. The another project 'Language Learning Project' was commenced in 1979-80. It was a joint venture of the AIR and the Education department of the Rajasthan Government to teach Hindi to the school going children as first language in 500 primary schools.

In Asia, the 44 radio and TV universities in China (including the China Central Radio and Television University), Universities Terbuka in Indonesia, and Indira Ghandi National Open University have made extensive use of radio and television, both for direct class teaching and for school

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IMPORTANT NOTICE

NEW RATE

The DAVP Rates for advertisements published in *Employment News* is revised to Rs. 190.44 per sq. cm. The rate shall be applicable w.e.f. 7 December 2013 issue of EN/RS. All the advertisers are requested to take note of this and make payment accordingly.

JOB HIGHLIGHTS

CRPF

● Central Reserve Police Force, Hyderabad requires about 793 Constable (Technical & Tradesmen).
Last Date : 23.12.2013

RAILWAY

● North Central Railway, Allahabad requires 388 Filter, Machinist, Painter, etc.
Last Date : 27.12.2013

BANK

● Baroda Gujarat Gramin Bank requires 295 Officer Scale III, Officer Scale II, Officer Scale I and Office Asst. (Multipurpose).
Last Date : 20.12.2013

AIIMS

● All India Institute of Medical Sciences requires 228 Lab. Technician, Junior Engineer, Technician, Storekeeper, etc.

WEB EXCLUSIVES

Following item is available in the **Web Exclusives** section on www.employmentnews.gov.in :

1. Third BRICS International Competition Conference 2013

Career in Rural Development

Dr. Anupam Hazra

The Government of India has been giving top priority to rural development. However, in the absence of well planned development programs and efficient delivery systems, most of these resources do not benefit the target groups. It has been reported that only 18% of the rural development budget reaches the target families, while the rest is wasted due to inefficient delivery systems or drained out. As a result, the pace of progress has remained stunted and the poor continue to suffer. After six decades of Independence, agricultural growth remains anaemic, farmers are trapped in poverty, the poor prefer urban slums to stagnant villages and the rural communities lack basic facilities like schools and health centres. As the rural development is a prerequisite for overall development it deserves the highest priority in terms of allocation of resources. When "poverty", "un-employment" and "inequality" situations are grim in a country it must be presumed that there is dire need for the development and policies and plans for

the same must be made accordingly to alleviate the poverty and improve the standard of living of the masses. Even in these days of cutting-edge technological advancements and the boom in the industrial sector, a large section of India's population is still dependent on agriculture for a living. Hence, the rural development sector continues to attract the investment of a considerable amount of resources. Developmental process without inclusion of rural India is thus lopsided and unsustainable. India's development lies in the development of its villages. The gamut of Rural Development encompasses a wide range of issues, approaches and actors. The successful implementation of various programmes to achieve the objective of the sustainable development requires knowledge and skills in planning, execution, monitoring and evaluation of rural development programs and at the same time, it requires enough awareness among the rural poor regarding the various Government programs and schemes – which are exclu-

sively designed and being implemented for them. So here lies the need of rural development professionals who are well trained with required skills, knowledge and experiences, committed for the upliftment of the rural poor. Besides that, not only Government but also many voluntary agencies, corporate bodies and private companies are also supporting rural development and rural management. Thus, it is quite natural that Rural Development or Rural management [Rural Development/Management] has a dazzling career options to those who are deeply concerned for a rural nation's holistic and sustainable growth and development. Rural Development from a mission has gradually changed to a profession and recently various educational institutes have come forward to offer professional courses in Rural Development/Management in order to prepare skilled and committed rural development professionals.

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F.No. 2-5/2013 Admn.

Government of India

Central Hindi Directorate**Ministry of Human Resource Development**

Department of Higher Education

West Block-VII, R.K.Puram, New Delhi-110066

Filling up of three (03) posts of Deputy Director (Language), one (01) post of Assistant Director (Language) and one (01) post of Administrative Officer on deputation basis in the Central Hindi Directorate, New Delhi.

Applications are invited from eligible and suitable officers for filling up three (03) posts of the Deputy Director (Language), Group 'A' Gazetted in the pay scale of PB-3 Rs. 15600 -39100 + Grade Pay Rs. 6600 in the headquarter at New Delhi or any of the four regional offices located at Hyderabad, Guwahati, Chennai and Kolkata as per vacancies available at the time of appointment one (01) post of Assistant Director (Language), Group 'A' Gazetted in the pay scale of PB-3 Rs. 15600-39100 + Grade pay Rs. 5400 and one (01) post of Administrative Officer, Group 'B' Gazetted, in the pay scale of PB-2 Rs. 9300-34800 + Grade pay Rs. 4800 in the Central Hindi Directorate, New Delhi a subordinate office of the Ministry of Human Resource Development.

2. Details of the eligibility conditions for appointment to the vacant posts and the prescribed proforma in which applications can be sent may be downloaded from this Department's website: www.hindinideshalaya.nic.in.

3. Applications of only such officers will be considered as are routed through proper channel and are accompanied by (i) Bio-data (inquadruplicate) in the proforma given in **Annexure-II (ii)** Attested photocopies of ACRs/APARs for the last five years (ACRs/APARs to be attested by an officer not below the rank of Under Secretary) **(iii)** Vigilance Clearance Certificate **(Annexure-III)** **(iv)** Statement giving details of major or minor penalties imposed on the officer, if any, during the last ten years as given in **Annexure-IV (v)** Integrity Certificate **(Annexure-V)** and **(vi)** Cadre Clearance **(Annexure-VI)**.

4. The complete application of the willing and eligible officers, who may be relieved immediately after selection, may be sent through proper channel to the **Director, Central Hindi Directorate, West Block- VII, R.K. Puram, New Delhi- 110066 within 60 days** from publication of this notice. Pay of the selected officers will be fixed in accordance with Govt. of India instructions issued by DOPT from time to time. The deputation will be initially for a period of three years which may be extended to five years with the approval of the competent Authority.

Administrative Officer
EN 36/97

davp 21252/11/0008/1314

Educational Radio.....

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broadcasting, to reach more of their respective large populations. For these institutions, broadcasts are often accompanied by printed materials and audio cassettes. For the distant learners of the country, the landmark initiative was taken by the Indira Gandhi National Open University in 1992 after the University Broadcast Project of the University of Delhi. The Mumbai, Hyderabad and Shillong stations of the All India Radio were started broadcasting of the IGNOU programmes. The first interactive radio counselling was started in 1998 by the AIR with the initiative of IGNOU. It was a grand success in the educational broadcasting history in India. Likewise, K K Handiqui State Open University, Assam started an interactive radio phone in programme, once in a month from the beginning of the academic activities of the university in 2008.

Gyan Vani is the first and only dedicated educational radio in India. After the success of the Gyandarshan programme on Doordarshan, the Indira Gandhi National Open University was planning to introduce independent FM bands in 40 stations under the programme named Gyan Vani. It is an educational FM Radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and vocational Education, Higher Education and Extension Education. Gyan Vani, launched in November 2001 is an educational FM Radio channel operated through FM stations from various places in the country. With 10 FM stations at Allahabad, Bangalore, Coimbatore, Visakhapatnam, Mumbai, Lucknow, Bhopal, Kolkata, Chennai and Delhi already on air, the network is slated to expand to a total of 40 stations. Gyan Vani stations operate as media cooperatives, with the day-to-day programmes contributed by various educational institutions, institutes, NGOs, government and semi-government organisations, UN agencies, Ministries such as Agriculture, Environment, Health, Women and Child Welfare and Science and Technology, etc.

In Assam, the regular broadcasting of educational programme was first aired by Akashvani, Guwahati on April 18, 1960 at 1.10 pm with the name of the programme was 'Vidyarthi Anusthan' (programme for students).

There are three general approaches to the use of radio in education. First of all broadcast may be the substitute of teacher in class room. Secondly, providing teaching-learning materials through broadcast system; and thirdly, general educational programming over community, national and international stations which provide general and informal educational opportunities. IRI can be the best example in this context. Interactive Radio Instruction (IRI)

consists of "ready-made 20-30 minute direct teaching and learning exercises to the classroom on a daily basis. The radio lessons, developed around specific learning objectives at particular levels of maths, science, health and languages in national curricula, are intended to improve the quality of classroom teaching and to act as a regular, structured aid to poorly trained classroom teachers in under-resourced schools." IRI projects have been implemented in Latin America and Africa. In Asia, IRI was first implemented in Thailand in 1980; Indonesia, Pakistan, Bangladesh and Nepal rolled out their own IRI projects in the 1990s. Farm school on air as a method of communicating distant education on farming has been adopted by many AIR stations in its early period of broadcasting. Besides imparting technical and other information, the thrust of the broadcasts are dissemination of information relating to ways and means for increased production of vegetables and fruits etc; diversification of agriculture, social forestry, preservation of environment and farm forestry; poverty alleviation schemes, health and sanitation etc.; adult education programmes and role of panchayats in rural development. Interactive broadcasts like the Phone-in-Programme, Radio Bridge and Voice Mail, apart from people's forum programmes, are recent innovations in AIR broadcasting. In the Phone-in-Programme on education, people call to the station on a given telephone number at the time of broadcast and ask questions regarding their queries on education and the experts at the broadcasting stations reply to their queries immediately.

Using radio in educational system can promote the confidence level of the learners, which can raise the academic standard as whole. On the other hand it enables the teachers to share their views and ideas related to increasing academic performance. It opens the way to enable the teachers to assess their teaching qualities. It not only encourages the competition among the learners but also motivate the teachers for constructive competition. It offers the exposure to learners to an educational environment beyond the classroom which was strongly emphasised by Gurudev Rabindranath Tagore 'Where the mind is without fear and the head is held high; where knowledge is free; where the world has not been broken up into fragments by narrow domestic walls'.

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NEWS DIGEST

- *Madhya Pradesh witnessed the highest-ever voter turnout of over 70 per cent and Mizoram more than 81 per cent in the assembly polls. The previous high turn-out in MP was 69.58 per cent in the 2008 assembly elections while it was 82.35 per cent in Mizoram. For the first time in the country, a voter-verifiable paper audit trail system was tried in this election on a larger scale, in 10 constituencies. It was first experimented in Assembly bypoll election in Nagaland in September.*
- *The Cabinet has extended limits on stocks of paddy and rice that traders can hold by one year to check hoarding and price rise. The objective of control orders is to enable State Governments to continue to take effective de-hoarding operations under the Essential Commodities Act, 1955 by fixing stock limits/licensing requirements etc. in respect of these commodities. The Cabinet also approved exemption to exporters having IEC Code issued by DGFT from the purview of stock holding limits under the Essential Commodities Act, 1955 with respect to edible oilseeds, edible oils and rice. This will help exporters benefit from economies of scale and bigger operation for optimally meeting export demands on a long-term basis.*
- *The Cabinet Committee on Economic Affairs has approved the scheme for upgradation of libraries providing services to the public under the National Mission on Libraries (NML). The scheme would benefit students, researchers, scientists, children, artists, differently abled persons, the general public, neo and non-literates and would entail an expenditure of Rs.400 crore during the 12th Plan period. The scheme envisages creating a National Virtual Library of India for facilitating a comprehensive database on digital resources on information about India and on information generated in India in an open access environment.*
- *Iran has struck a historic agreement with the U.S. and five other world powers, accepting strict constraints on its nuclear programme for the first time in a decade in exchange for partial relief from sanctions. The Agreement has significant implications for India as both the countries have considerable untapped potential to develop economic cooperation particularly in the area of energy and transit. Following this agreement, Iranian Deputy Foreign Minister met Foreign Secretary where both sides agreed to accelerate efforts to finalize joint cooperation activities for the development of the Iranian Port of Chahbahar as a trade and energy hub for the region.*
- *India has successfully tested its nuclear capable ballistic missile Dhanush from a naval ship in the Bay of Bengal. Dhanush is a naval version of the nuclear capable ballistic missile Prithvi.*
- *Bharat Ratna Rao is first Indian member of Chinese Academy of Science. CNR Rao is the first Indian scientist to be elected to this prestigious academy, which consists of several Nobel laureates and eminent scientists of the world. The Chinese Academy of Science that had on January, 2012, bestowed upon him the award for international scientific cooperation has now topped it by electing Rao at its general assembly.*
- *Magnus Carlsen of Norway dethroned home favourite and defending champion Viswanathan Anand 6.5-3.5 to win their best-of-12 world chess title clash held in Chennai. World No. 1 Magnus Carlsen unseated five-time world chess champion Viswanathan Anand.*
- *Tennis player Serena Williams was named WTA Player of the Year. The 32-year-old won 78 out of her 82 matches, procuring 11 titles including the U.S. Open and the French Open in the 2013 season. She had earlier become the oldest world No.1 in WTA history. It is the fifth time Williams has been named the WTA player of the year. She had received the honour in 2002, 2008, 2009 and 2012.*

Career in Rural.....

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Universities/Institutes conducting courses [Certificate/Degree/ Diploma] on Rural Development/Management

Amity University	Noida-201303 [UP]
Dev Sanskriti Vishwavidyalaya	Hardwar-249411 [Uttaranchal]
Gandhigram Rural University	Gandhigram - 624302 [Tamil Nadu]
Govind Ballabh Pant Social Science Institute	Jhushi - 211 019 [Allahabad]
Gujarat Vidyapeeth	Ahmedabad-382320 [Gujarat]
Indira Gandhi National Open University	New Delhi – 110068
Indian Institute of Bio-Social Research and Development (IBRAD)	Kolkata – 700 101 [West Bengal]
Indian Institute of Rural Management (IIRM)	Jaipur-302020 [Rajasthan]
Indian Institute of Technology	Kharagpur-721 302 [West Bengal]
Indian Institute of Management	Kolkata - 700104 [West Bengal]
Institute of Rural Management (IRMA)	Anand - 388001 [Gujarat]
Kalyani University	Kalyani – 741235 [West Bengal]
KIIT University	Bhubaneswar – 751024 [Orissa]
Madhya Pradesh (Open) Bhoj University	Bhopal – 462016 [M.P.]
National Institute of Rural Development	Rajendra Nagar – 500030 [Hyderabad]
Ramakrishna Mission Vivekananda University	Belur Math – 711202 [West Bengal]
Tata Institute of Social Science	Mumbai – 400088 [Maharashtra]
University of North Bengal	Darjeeling – 734013 [West Bengal]
Visva Bharati University	Shantiniketan -731235 [West Bengal]
Xavier Institute of Management	Bhubaneswar - 751 013 [Orissa]
Xavier Institute of Social Service (XISS)	Ranchi - 834 001 [Jharkhand]
*This list is an indicative only	

Rural Development/Management course aims at providing basic knowledge of rural development and equipping the students with basic skills and tools used in the field of rural development. The basic objectives are: (1) To acquaint the students with the basic elements of rural development and major issues of rural India (2) To develop perspective building on India's rural scenario, development trajectory, challenges and prospects (3) To introduce the students to multidimensional aspects of the rural life of India (4) To develop skills of writing proposal for rural development projects (5) To enhance skills sets on participatory techniques, micro planning and Decision Support systems with a comprehensive understanding of natural, social and economic resources.

The discipline of Rural Management was introduced at the Institute of Rural Management, established in 1979 at Anand (Gujrat) with the active support of the Central and State Governments, the National Dairy Development Board, and the Indian Dairy Corporation. Apart from classroom teaching-learning process, students of rural development courses are given exposure of carrying out different developmental projects/ visits to the development organisations, agricultural fields, in villages, in forests, in the operational areas of the voluntary organizations as a part of their course curriculum – which make them capable enough to serve as a committed and well-trained development professionals for ensuring a sustainable growth of the nation. Until a few years ago, MBA degree with specialization in rural management was considered as one with less scope. But now Rural Management, which encompasses rural development, is one of the major areas of management studies. Rural Development or Rural Management as a profession is gradually gaining popularity with more and more competent professionals are joining it as their career and also because of the increasing number of educational institutions offering professional courses in this field.

Rural Development as A Career in Development sector

Types of NGO	Operational Area	Funding Organizations/ Sources	Minimum Requirements
Local NGO	Within a district	State or Central Government/State level NGOs/ National Level NGOs	A diploma/degree in Rural development/ management
State level NGO	Two or more districts but operational area is confined within a state	State or Central Government/National Level NGOs/International NGOs	A diploma/degree in Rural development/ management with 1 – 2 years' working experiences in NGOs
National level NGO	Two or more states but operational area is confined within a country	State or Central Government/UN organizations/any other International NGOs	A diploma/degree in Rural development/ management with 2 – 5 years' working experiences in NGOs
International Organization/ International NGO	Two or more countries	Generating its own funds from across the globe/funded by UN departments/ funded by any other International NGOs	Diploma/degree in Rural development/ management from a reputed institute with at least 5 years' working experiences in a reputed NGO

With the changing scenario and government policies on rural development, lucrative opportunities have opened for students specialised in rural management. Most of the management schools provide direct placement assistance through campus recruitment. A post graduate diploma holder in rural development has numerous opportunities. They are employed for implementation of various government policies and educating the villagers about latest development in agriculture, health and sanitation and organizing them for the purposes. They are paid by government, various NGOs and

companies for whom they work for. Students after passing out from the institute may get appropriate employment opportunity in government developmental agencies and non-government organizations. Career opportunity in Rural management include challenging responsibilities in the rural co-operative sector, in development organisations, agri-business enterprises, areas related to micro-finance, food and agricultural marketing and management of agro products. With the adoption of Social Responsibility Task as a concept by the Corporate Sectors, the demand for committed Rural Development professionals is increasing with time. The scope and current prospect of Rural Development will more evident from the following table:

Various employment sectors for Rural Development Professionals in India

Departments/Institutions/ Autonomous body of Government	International Organizations	NGOs/ Voluntary Organizations	Industry	Corporate Bodies of
<ul style="list-style-type: none"> Academic Institutions like Universities, Colleges – where Rural Development/Management is being taught Various welfare ministries and departments (For welfare of Children /Women/Tribal/ Labor/Minorities/Youth/ Aged etc.) State Rural Development Agencies State Livelihood Development Agencies Various Social/ Developmental Research Institutes National Institute of Public Cooperation and Child Development (NIPCCD) Central Social Welfare Board (CSWB) Rural Development Banks like NABARD etc. National Institute of Rural Development CAPART etc. 	<ul style="list-style-type: none"> Unicef UNDP DFID World Bank UNESCO Path International Care CRY USAID Water Aid Action Aid UNIFEM Children's' International Save The Children World Vision JICA Oxfam Sight Savers' International WHO SOS Catholic Relief Services Aga Khan Foundation Clinton's Foundation Plan International Goal India CCF Handicap International SEEDS Red Cross Society etc. 	<ul style="list-style-type: none"> Institute for Integrated Rural Development (IIRD) PRIA Prayas PRADAN Bandhan Janani Pratham CINI CHETNA Sulabh International Pragya Basix Child Line Foundation Navjyoti Foundation Gram Vikas Trust Tata Steel Rural Development Society Naandi Foundation Room to Read SEWA Ramakrishna Mission Voluntary Health Association of India (VHAI) Ratan Tata Trust Vikas Bharat Sevaram Sangha etc. 	<ul style="list-style-type: none"> BHEL SAIL GAIL NTPC Oil India Indian Oil Corporation ONGC Coal India etc. 	<ul style="list-style-type: none"> Usha Martin Aditya Birla ITC Usha Martin Satyam Tata WIPRO Jindal Steel etc.

A Career in Rural Management would also give an opportunity to travel along the length and breadth of the country and mix with a large cross-section of people. whom

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