

CUET · HOME SCIENCE · CLASS XII · CODE 315

Development Communication and Journalism

CUET unit: Unit VI — Communication and Extension

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Snapshot

- Introduces Communication and Extension as a discipline that integrates theory and practice in planning development programmes, media and communication, framed today within the Sustainable Development Goals (SDGs) set by world leaders in 2015.
- Defines and distinguishes **Development**, **Development Journalism** and **Development Communication** — the last term coined by Nora Quebral in 1972.
- Surveys four key methods/media used in development communication: (1) Campaigns, (2) Radio and Television (including Community Radio, EDUSAT, PSAs), (3) Print media (e.g., Project Village Chhatera), and (4) Information and Communication Technologies — ICTs (e.g., SARI project, SEWA).
- Lists the knowledge and skills (cognitive, creative, technical, questioning ability, ability to work with diverse groups, language and computer skills) needed for a career in Development Communication and Journalism (DCJ).
- Maps the scope of the field and career avenues — development journalist, research scholar, trainer, freelancer/consultant — making it a high-yield CUET unit for fact-recall and example-based items.

Detailed Notes

2.1 Core concepts

- In India, communication and extension is used to create awareness, sensitise, educate and empower the masses, especially the vast rural population, as part of today's "information society" (NCERT Introduction, p. 242).
- **Advocacy** in this discipline means being "an advocate for a cause" (not legal practice) — e.g., preventing early marriage of girls, enhancing educational opportunities, preventing deforestation — and involves lobbying governments and multilateral bodies (NCERT Introduction, p. 242).
- In 2015, world leaders set seventeen broad time-bound **Sustainable Development Goals (SDGs)**, which are global but adapted by each country to local needs (NCERT Introduction, p. 242).

- Extension programmes today address poverty alleviation, food security, health and sanitation, non-formal education, environmental conservation and gender equity (NCERT, p. 243).
- Organisations devise **Social and Behaviour Change Communication (SBCC)** strategies for health, nutrition, education, HIV/AIDS, natural resource management and social development (NCERT, p. 243).
- The discipline goes by various names — Education Extension, Extension Education, Extension and Development Communication, Home-Science and Communication Management, Development Communication and Extension, Extension and Communication (NCERT, p. 243).
- The Press is called the **fourth pillar of democracy**; journalism is inseparable from any democratic system (NCERT §Significance, p. 245).
- **Development** = positive changes in the socio-economic and cultural lives of the majority on a permanent basis without exploitation or violence (NCERT §Basic Concepts, p. 245).
- **Development Journalism** is a relatively newer concept that came into existence after the colonial era ended; it focuses on success stories of people who adopted new technologies and helped society (NCERT §Basic Concepts, p. 245).
- **Development Communication** = utilising the power of communication as a catalyst for social development; term first coined by **Nora Quebral in 1972**; it is the "art and science of human communication" for facilitating development of a disadvantaged society (NCERT, pp. 245–246).
- Essential features of Development Communication: oriented to socio-economic development and happiness of people; aims at giving information and educating the community; combines suitable mass media and interpersonal communication channels; based on audience characteristics and their environment (NCERT, p. 246).
- It is a **two-way process** between those who have information and those who are ignorant; views motivation as the key element; builds dialogue between people and development agencies (NCERT, p. 246).
- **Red Ribbon Express (RRE)** — nationwide HIV/AIDS awareness train; covered over 9,000 km a year, 180 districts/halt stations, 43,200 villages; comprised seven coaches with educational material, interactive touch screens, 3-D models, LCD projector, folk-performance platform, counselling cabins and two doctors' cabins; started from Kanyakumari; implemented by NACO, NYKS, with UNICEF and UNAIDS in cooperation with Indian Railways (NCERT, pp. 247–248).
- **Campaign** = a combination of communication methods (meetings, tours, newspaper articles, leaflets, exhibitions) on a theme for a predefined period; e.g., **Swachh Bharat Mission**, launched by the Prime Minister of India on **2nd October 2014** to eliminate open defecation in rural areas during 2014–2019 (NCERT §1, p. 248).

- **Radio and Television** — most popular, cheapest and convenient mass media for development; radio is mobile and the most accessible; broadcast journalism reaches those with poor literacy levels (NCERT §2, p. 249).
- **Public Service Announcement (PSA)** = a brief **10–60 second** message between programmes, generally in the form of jingles; e.g., 'obey traffic rules', 'say no to tobacco' (NCERT §2, p. 249).
- **Community Radio (CR)** = introduced by the Ministry of Information and Broadcasting; run and managed by local people in local dialect; supports local development; participatory content development and rapport with the community are prerequisites (NCERT §2, pp. 249–250).
- Examples of community radio: Vanasthali Vidyapeeth (Rajasthan), SEWA (Gujarat), Delhi University (DU) FM in North Delhi (NCERT §2, p. 250).
- **EDUSAT** — launched in **September 2004**, the first Indian satellite built exclusively to serve the educational sector; meets demand for interactive satellite-based distance education (NCERT §2, p. 250).
- **Print media** — newspapers and periodicals in rural areas covering local themes are few, but press is a medium of continuous education; example given is **Project Village Chhatera** (NCERT §3, p. 250).
- **Project Village Chhatera** — started in **1969** in a small village in Northwest Delhi; Hindustan Times started a regular fortnightly column on village life; coverage brought machines, bridges, roads and banks (NCERT §3, pp. 250–251).
- **Information and Communication Technologies (ICTs)** — umbrella term for computer hardware/software, digital broadcast and telecommunications; mobile phones have enabled banking, marketing and public services; tele-centres improve lives of the poor (NCERT §4, p. 251).
- **Sustainable Access in Rural India (SARI)** project in **Tamil Nadu** — about 80 tele-centre kiosks offering basic computer education, e-mail, web browsing and e-government services including provision of certificates (NCERT §4, p. 251).
- **SEWA (Self Employed Women's Association)** — union of poor women in the informal sector; uses ICTs through Community Learning Centres (CLCs) in rural areas for IT training and capacity building in electrical, mechanical and IT engineering (NCERT §4, p. 252).
- **Skills for DCJ careers** — cognitive (comprehend an issue), creative (project concepts attractively), technical (camera/video production, editing), questioning ability, ability to work with diverse groups (people-centric, principles of social work), language and computer skills (MS Word, Excel, PowerPoint) (NCERT §Knowledge and Skills, pp. 252–253).
- **Career avenues:** media houses, government and NGOs; specifically — development journalist (print, TV, radio, community media, traditional media, radio jockey, anchor), research scholar, trainer, freelancer and consultant (NCERT §Scope and Career, pp. 253–254).

Development Communication and Journalism is the development-praxis chapter of HEFS Class XII Unit VI. It moves the communication discipline (introduced in kehe106) from the general 'process of conveying meaning' to the targeted use of communication for social change — health, nutrition, sanitation, education, livelihoods, gender equity, environment, governance — in the world's largest democracy and the world's most diverse rural population.

Three closely-related but distinct ideas anchor this chapter: Development, Development Journalism, and Development Communication. Development is the positive, permanent, non-exploitative socio-economic-cultural improvement of the majority. Development Journalism is press/media reporting that documents successful adoption of new technologies and social practices — a post-colonial concept that emerged when newly-independent Asian and African countries needed media to tell their own developmental stories rather than mirror Western consumerism. Development Communication, coined by Filipino scholar Nora Quebral in 1972, is the broader two-way 'art and science of human communication' deployed to facilitate the development of disadvantaged communities — it integrates mass media with interpersonal channels and centres motivation as the key element.

The SDG framework (17 goals adopted in September 2015 at the UN Sustainable Development Summit, replacing the earlier 8 Millennium Development Goals of 2000-2015) is the global backdrop. India's localised adaptation through NITI Aayog's SDG India Index and the State Action Plans positions Development Communication squarely within the SDG-implementation effort.

Social and Behaviour Change Communication (SBCC) is the operational paradigm — strategies that move beyond information dissemination ('IEC' — Information, Education, Communication) to actually changing behaviour. SBCC programmes for HIV/AIDS prevention (NACO's Red Ribbon Express), maternal and child health (POSHAN Abhiyaan's behaviour-change communication, ASHA-led counselling under NHM), sanitation (Swachh Bharat's behaviour-change campaign), nutrition (Anaemia Mukh Bharat), gender (Beti Bachao Beti Padhao), road safety, and tobacco control are all SBCC applications.

Four methods of development communication: (1) Campaigns — themed multi-media multi-channel time-bound effort (Swachh Bharat Mission 2014-19, Pulse Polio Immunisation, Mission Indradhanush for vaccines, Beti Bachao Beti Padhao 2015, Stand Up India, Skill India, Digital India). (2) Radio and Television — Doordarshan's Krishi Darshan (since 1967, one of India's oldest agricultural programmes), All India Radio's regional and community broadcasts; PSAs (10-60 second jingles between programmes — 'Polio Drops Sahi, Polio Drops Zaroori', 'Atithi Devo Bhavah for tourism'). Community Radio (since 2006 policy liberalisation, ~400+ stations operational in India by 2024) — examples include Vanasthali Vidyapeeth (Rajasthan, women's university — among India's earliest community radio stations), Apna Radio (IIMC), Radio Mewat, Radio Bundelkhand, Radio Mattoli (Wayanad Kerala). EDUSAT, launched September 2004, is the world's first satellite dedicated exclusively to education.

(3) Print media — newspapers, magazines, wall newspapers, newsletters, leaflets. India has the world's second-largest newspaper market by circulation and one of the most diverse language-press ecosystems (Hindi, English, Tamil, Telugu, Bengali, Marathi, Malayalam, etc.). Project Village Chhatera — Hindustan Times's pioneering 1969 fortnightly column on village life in Chhatera (Northwest Delhi) — demonstrated that sustained newspaper attention can leverage state and private investment into a village. Today's parallels include Khabar Lahariya (rural women's newspaper from UP/Bihar), Gaon Connection (rural news portal), and Tehelka's earlier rural reporting.

(4) Information and Communication Technologies (ICTs) — mobile phones (India has ~1.2 billion mobile subscribers, world's second-largest), internet (~85 crore users), Aadhaar-enabled service delivery, UPI digital payments, e-Sanjeevani telemedicine, DIKSHA education portal, BHIM, mAadhaar, Umang. Tele-centres / Common Service Centres (CSCs) — under Digital India, ~5+ lakh CSCs deliver e-government services to villages. SARI (Sustainable Access in Rural India) — Tamil Nadu's ~80 tele-centre kiosk project offering computer education, e-mail, web browsing and e-government certificate provision. SEWA (Self-Employed Women's Association) — Ahmedabad-based union of poor women in the informal sector; uses Community Learning Centres for IT training and capacity building in electrical, mechanical, IT engineering; also runs SEWA Bank, SEWA Bharat federation, and the SEWA Community Radio.

Career skills are cognitive (issue comprehension), creative (project ideas attractively), technical (camera, video, audio production, editing — Adobe Premiere, Final Cut, Audacity, social-media management), questioning (interview craft), social (work with diverse marginalised groups, principles of social work, gender sensitivity), and digital (MS Office, video tools, social-media analytics). Academic routes: B.A. Journalism / B.J.M.C. / B.Sc. Mass Communication; M.A. Communication & Journalism (IIMC New Delhi/Dhenkanal/Aizawl/Amravati/Jammu/Kottayam; Jamia Millia Islamia AJK Mass Communication Research Centre; Symbiosis SIMC Pune; Asian College of Journalism Chennai; AMU/Pondicherry/DU/JNU); specialised Development Communication programmes at IGNOU, NIFTEM, IIMC. Career destinations: Development Journalist (print, TV, radio, community media, social media), Research Scholar, Trainer, Freelancer / Consultant, with employer types including media houses (Doordarshan, AIR, private channels), government (PIB, Doordarshan, Ministry of I&B, Ministry of Rural Development), bilateral/multilateral agencies (UNICEF, UNDP, World Bank), NGOs (Pratham, BBC Media Action, Sesame Workshop India, Population Foundation of India).

2.2 Definitions to memorise

Term	Definition	Page
Development	Positive changes in socio-economic and cultural lives of the majority on a permanent basis without exploitation or violence.	245
Development Journalism	Newer (post-colonial) concept focusing on success stories of people who adopted new technologies and helped society.	245

Term	Definition	Page
Development Communication	Utilising the power of communication as a catalyst for social development; "art and science of human communication" for development of a disadvantaged society; coined by Nora Quebral, 1972.	245–246
Advocacy	Being an advocate for a cause (e.g., preventing early marriage, deforestation); involves lobbying governments and multilateral bodies.	242
SDGs	Seventeen broad time-bound Sustainable Development Goals set by world leaders in 2015.	242
SBCC	Social and Behaviour Change Communication — strategies for health, nutrition, HIV/AIDS, education, NRM and social development.	243
Campaign	A combination of communication methods/materials (meetings, tours, articles, leaflets, exhibitions) on a theme for a predefined period of time.	248
PSA	Public Service Announcement — brief 10–60 second message between programmes, generally as jingles, for public good.	249
Community Radio	A local radio station run and managed by local people in local dialect, supporting local development programmes.	249
EDUSAT	First Indian satellite built exclusively for the educational sector, launched September 2004.	250
ICTs	Umbrella term covering computer hardware/software, digital broadcast and telecommunications technologies.	251
RRE	Red Ribbon Express — nationwide HIV/AIDS awareness train campaign starting from Kanyakumari.	247
SARI	Sustainable Access in Rural India — tele-centre project in Tamil Nadu (~80 kiosks).	251

2.3 Diagrams / processes to remember

- **Fig. 21.1 (Red Ribbon Express)** — photograph of an RRE counselling/IEC activity at a station halt (p. 247).
- **Fig. 21.2 (Programme organised by Red Ribbon Express)** — folk performance on the RRE stage (p. 247).
- **PSA analysis grid (Practical 1)** — parameters: Topic/Message, Date and Time, Duration, Techniques used (e.g., dialogue with humour/jingle), Channel, Target Group, Medium of Instruction, Objectives; scored Excellent (3) / Good (2) / Average (1) / Poor (0) on suitability, engagement, awareness, motivation, voice-over, clarity etc., out of 30 (p. 255).

- **Four methods schematic (mental map)** — Method 1 Campaign → Method 2 Radio & TV (incl. PSA, Community Radio, EDUSAT) → Method 3 Print media (Project Chhatera) → Method 4 ICTs (SARI, SEWA) — sequence on pp. 248–252.

2.5 Key data / development-comm table (Indian context)

Item	Value / fact	Source
Coiner of 'Development Communication'	Nora Quebral, 1972	NCERT p. 246
SDGs year	2015 (17 goals)	NCERT p. 242
MDGs year (predecessor)	2000-2015 (8 goals)	India context
Press is the	Fourth pillar of democracy	NCERT p. 245
PSA duration	10–60 seconds	NCERT p. 249
Community Radio policy in India	2006 liberalisation (India context)	India context
Number of CR stations in India	~400+ (India context, 2024)	India context
EDUSAT launch	September 2004	NCERT p. 250
Swachh Bharat Mission launch	2 October 2014 (Gandhi Jayanti)	NCERT p. 248
Swachh Bharat target period	2014–2019	NCERT p. 248
Project Village Chhatera	1969, Northwest Delhi, Hindustan Times	NCERT p. 250
RRE coverage per year	9,000+ km; 180 districts; 43,200 villages	NCERT p. 247
RRE coaches	Seven	NCERT p. 247
RRE start point	Kanyakumari	NCERT p. 247
RRE implementers	NACO; NYKS; UNICEF; UNAIDS; Indian Railways	NCERT p. 248
SARI project location	Tamil Nadu (~80 kiosks)	NCERT p. 251
SEWA location	Ahmedabad, Gujarat	NCERT p. 252
Vanasthali Vidyapeeth	Rajasthan	

Item	Value / fact	Source
		NCERT p. 250
Indian mobile subscribers	~1.2 billion (India context)	India context
Indian CSC count	~5+ lakh under Digital India (India context)	India context
NACO	National AIDS Control Organisation	NCERT p. 247
NYKS	Nehru Yuva Kendra Sangathan	NCERT p. 247
Apex Indian mass-comm institute	IIMC, New Delhi (India context)	India context

2.4 Common confusions / NTA trap points

- **Development Communication vs Development Journalism** — the former is a broader two-way social process; the latter is a sub-field focusing on press/media reporting of success stories. Both terms differ from "mass communication".
- **Who coined Development Communication?** It was **Nora Quebral in 1972** — not an Indian author and not in the 1980s; NTA often plants distractors with wrong year/author.
- **PSA duration** — strictly **10–60 seconds** (not 1–2 minutes). Distractors usually inflate the upper bound.
- **EDUSAT launch year** — **September 2004**, exclusively for the educational sector (not a general communication satellite like INSAT).
- **Swachh Bharat Mission launch date** — **2nd October 2014** (Gandhi Jayanti); period **2014–2019**.
- **RRE implementers** — NACO + NYKS + UNICEF + UNAIDS + Indian Railways (not WHO, not Ministry of Railways alone).
- **Project Village Chhatera** — village in **Northwest Delhi**, year **1969**, covered by **Hindustan Times** (not Times of India).
- **SARI project** is in **Tamil Nadu**; **SEWA community radio** is in **Gujarat**; **Vanasthali Vidyapeeth CR** is in **Rajasthan** — easy to mix up.
- **Development Communication = 2-way**; NOT a top-down lecture model.
- **Nora Quebral is Filipino**, not Indian — frequent CUET trap.
- **PSA = 10-60 seconds**; an inflated upper bound (60-120 sec) is a common distractor.
- **EDUSAT was the first** satellite exclusively for education globally — not just in India.
- **NACO is the National AIDS Control Organisation**, under Ministry of Health & Family Welfare — not under Ministry of Railways.



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Practice MCQs

PYQ Alignment

Unit VI (Communication and Extension) typically contributes 6–10 MCQs in CUET Home Science papers each year, with this chapter being a perennial source for direct-recall items on **Nora Quebral 1972**, **PSA duration (10–60 seconds)**, **EDUSAT (September 2004)**, **Swachh Bharat Mission date**, **Red Ribbon Express implementers**, and **Project Village Chhatera (1969, Hindustan Times)**; statement-based and match-the-following items on the four methods (Campaign / Radio-TV / Print / ICTs) and on SARI vs SEWA vs Vanasthali locations are also a recurring CUET pattern.



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