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SVKM'S NMIMS UNIVERSITY

SCHOOL OF DISTANCE LEARNING

Programme: PGDMM - SEM IV

Subject: RURAL MARKETING

Date: 8.01.2010

Marks: 100

Time : 3 hrs (3 pm to 6 pm.)

Instructions: Candidates should read carefully the instructions printed on the question paper and on the cover of the Answer Book, which is provided for their use.

NB:

1. Answer to each new question to be started on a fresh page.
2. Figure in brackets indicate full marks.
3. Diagrams / Flow Chart will be important.
4. All answers should cover major points.

*P. correct grammatical errors. Rest paper is fine
H. Homavazi
17/12/09.*

Q1. Attempt any 2 out of any 4 Marks : 10

- (a) Describe the Structure of the Rural Society?
- (b) What are the current trends in the consumption patterns?
- (c) Describe the trends in Consumer Behaviour?
- (d) Explain the hierarchy of markets for rural consumers?

Q2. Write Short notes on any 3 out of 5 Marks : 15

- (a) Physical Distribution Process..
- (b) Rural Sales Promotions.
- (c) Marketers gain from rural research.
- (d) Pricing methods and strategies
- (e) Sales Promotion Objectives and Methods.

Q3. Attempt any 3 out of 5 Marks : 45

- (a) Explain Product Development, Product Adoption Process, Product Modification decisions, Branding and Pricing decisions of the Product ?
- (d) Explain the Physical Infrastructure, Participants and Dynamics of Rural Distribution Process , Physical Distribution Process?
- (c) What factors influence ^{the} buying behavior and also explain the Influence of Families, culture , Social class on Rural Marketing?

- (d) Explain the impact of Politics , Policy Framework and Technology on rural Marketing?
- (e) Explain Pricing strategy in reference to Pricing, Income levels, Competition, Promotions?

Q4. Case Study (Answer any one) . **Marks: 30**

Case I: Multimedia Campaign on social Justice & Empowerment. (PFA)

Answer the Following Questions(applicable to Case I) :

- 1) Critically Analyze all Media Tools and Media Vehicles for the suitability of the Objective of the social campaign.
- 2) Suggest alternative Media Tools and Media Vehicles can be used.
- 3) Suggest effective ideas for better reach for the case.
- 4) Explain your view on Social Advertising in Rural and Urban Areas.
- 5) Incorporate Traditional medium(like Folk songs,drama etc.) for the social campaign.
- 6) Plan the whole social campaign with 'zero' or minimum budget.
- 7) List down the role of Government/ Government Agencies in this social campaign.
- 8) Critically analyze the role of English and urban Newspaper.
- 9) Explain the role of Regional or Vernacular medium Newspaper.
- 10) Describe the importance of 'LOGO'.

OR

Case II: Compare the above illustration of Rural Social Advertising with Urban Social Advertising (on AIDS Prevention / Safe Driving / Safe Drinking water / Anti Smoking Campaign) and identify the difference between the two.

■ Multi-Media Campaign on Social Justice & Empowerment

The Ministry of Welfare constituted on 1985 was renamed as the Ministry of Social Justice and Empowerment in 1998. The 'areas of concern to the Ministry are all those where a major role is played by the states.'³ The Central government is responsible for formulating the related policies and programs besides coordinating and promoting implementation of services by various states. The programs aim at covering scheduled castes and other disadvantaged people, weaker sections, people with disabilities, helpless children etc. The campaign launched by the Ministry through DAVP and other media units of the I&B in 2002-2003 aimed at informing and educating the

target audience about various schemes, especially relating to various scholarships available to students of the weaker sections, coaching assistance for examinations, assistance for purchase of appliances, announcement of child helpline etc. Six states, viz., Karnataka, Andhra Pradesh, Rajasthan, Uttar Pradesh and Madhya Pradesh were covered.

The media mix included, press, electronic media, print (pamphlets, posters etc), exhibitions, outdoor publicity, bus panels, interpersonal communication, song & drama programs, film shows, book exhibitions etc.

In order to gauge the impact of the campaign, the Indian Institute of Mass Communication was commissioned to conduct a research study immediately after the exposure of the campaign to the target audience. A purposive sample of 2000 respondents was drawn from all the six states. Some of findings throw interesting insights about various media. Despite the claim of increasing media penetration in the rural areas, more than 55 per cent knew about the social justice and empowerment schemes through friends and relatives. Twenty six per cent knew them from the concerned offices and institutions. Opinion leaders accounted for being eight per cent resource of information. Television, newspapers and outdoor media accounted for only three to four percent resources each.

Information through the song and drama was considered most effective. As many as 42 per cent vouched for it, followed by 18 per cent respondents who were exposed through the outdoor media like hoardings, wall writings and bus panels. Doordarshan was considered effective by six per cent and radio by only 0.5 per cent. More than 29 per cent respondents across six states felt the campaign was largely effective; while about 35 per cent felt it was only 'somewhat effective'.

The government most of the time is under scrutiny for its tilt towards urban and English newspapers at the cost of the regional newspapers. The readers of such newspapers may not be the real target audience for that particular social product. The argument in favour could be that in order to bring about social change, it is important to involve various sections of the society and educate them about the rights of the their less privileged countrymen and also to elicit their support in bringing about change. (The campaign: *Each One Teach One* involved a lot of people from the urban area, so much so that the agency in charge of providing kits to the volunteers could not cope up with the tremendous response).