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SUMMERY
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India has the second largest population among Nations of the world, but, is only seventh biggest in geographical area. The country possesses a wide and varied resources and has a rich tradition of science, technology and culture. The Indian economy is primarily agrarian in character with over 60 per cent dependent on it for living. The development of the agricultural sector is therefore has just an end in itself; it has a direct and beneficial effect on overall economic development.

Indian Agriculture sector is in the process of transformation from traditional to modern type. In a developing country like India, it is often said that it is not the technology that is lacking but it is the transfer of technology to the local people that needs the attention. Mass media channels play an important role in disseminating the needed information (technology) to farmers in addition to interpersonal communication channel. Radio is one of the powerful mass media used as a source of information by the village people and the innovative use of this medium is beginning to show some impressive results.
The broadcasting stations of All India Radio are providing a variety of programmes in the areas of news, education, rural development, entertainment, commercial broadcasting service etc. The Farm and Home unit of All India Radio, Bangalore is relaying daily two farm broadcast programmes viz., "Krishiranga" and "Hints to farmers". The "Krishiranga" programme deals with several aspects of agricultural information and it is provided through dialogues, interviews, talks, symposia and Farm Radio Lessons etc.

Farm Radio Lessons programme is unique in its style and presentation of information to the audience. The Farm Radio Lessons has developed a series of courses on selected topics based on the local needs. After selecting a topic, syllabus for the course is decided after detailed discussions with subject experts, progressive farmers and development agencies working in rural areas. One course generally contains about 15 to 25 lessons and is completed in 3 to 4 months, the lessons are devised with the objectives of giving latest information on the subject to the farmers in the regional language.

Keeping the above things in view, the research study was conducted to understand the impact of
Farm Radio Lessons on farmers knowledge with reference to sericulture farming. The present investigation was carried out with the following specific objectives:

1) To understand the profiles of the registered farmers of Farm Radio Lessons on Sericulture broadcasted by AIR Bangalore.

2) To assess the impact of Farm Radio Lessons programme on knowledge level of registered farmers with respect to sericulture.

3) To study the relationship if any, between the knowledge gained by the registered farmers of the programme and selected socio - personal characteristics.

4) To assess the extent of utilization information gained through the Farm Radio Lessons by the registered farmers.

5) To identify the presentation formats preferred by the registered farmers.

6) To assess the credibility of radio as a source of information.
7) To know the opinions of registered farmers about Farm Radio Lessons on sericulture programme.

The study was conducted in Bangalore Rural, Kolar and Tumkur districts of Karnataka during October 1992. The 260 respondents were selected at randomly among those farmers who registered for Farm Radio Lessons on Sericulture broadcasted by AIR Bangalore. For the purpose of comparison, 130 farmers who did not register (not listeners) for Farm Radio Lessons on sericulture programmes were selected randomly in the same districts. The data were collected from farmers through personal interview technique with the help of a structured schedule. The data were analyzed with the help of one-way analysis of variance, rank order, frequency and simple percentages.

The Major Findings of This Research are as Follows:

1) The Farm Radio Lessons programme commanded a universal audience in terms of age. However, a great majority (82.54 percent) of them belonged to below 30 years age group.
2) The study clearly shows that most of the registered farmers (98.85 percent) for Farm Radio Lessons programme were literate.

3) A majority of the respondents who registered for Farm Radio Lessons programme belonged to small family category.

4) It is evident from the study that a great majority (96.15 percent) of the registered farmers possessed land and most of them (78.25 percent) belonged to small land holding category.

5) Two-third of the farmers who registered for Farm Radio Lessons programme belonged to low income group (69.62 percent).

6) Majority of the respondents (81.92 percent) either belonged to low or medium social participation category.

7) Little less than half of the registered farmers of Farm Radio Lessons programmes were found to have low extension contact.

8) Most of the farmers who registered for Farm Radio Lessons programme were found to have newspaper reading habit.
9) Only very few of registered respondents read agricultural magazine regularly.

10) Cent percent of the registered farmers of Farm Radio Lessons programme listened general Radio programmes.

11) A great majority of the registered farmers of Farm Radio Lessons programme listened farm broadcast regularly (94.23 percent).

12) The knowledge level of the registered farmers of Farm Radio Lessons programme with reference to sericulture practices was significantly higher than the non-registered (non-listener) farmers.

13) Registered farmers knowledge increased due to participation in Farm Radio Lessons programme. It was significantly related with age younger subjects gained more knowledge than older ones.

14) There was no significant relation between education level and knowledge gain of farmers. However the knowledge gain was slightly higher by the literates, when compared to illiterates.
15) There was no significant relation between socio-personal characteristics such as, size of family, land possessed, experience in sericulture, social participation, cosmopolitanism, extension contact, extension participation, T.V. viewing habit and gain in knowledge of registered farmers of Farm Radio Lessons programme.

16) There was a significant relation between some socio-personal characteristic such as size of land holding, annual income, newspaper reading habit, general magazine reading habit and knowledge level of registered farmers of Farm Radio Lessons programme.

17) A majority of the registered farmers preferred discussion method of presentation. While straight talk mode of presentation was the least preferred by the registered farmers.

18) Radio was ranked second among the seven different sources of credibility regarding sericultural information by the registered farmers of Farm Radio Lessons programme. Sericulture demonstrator was ranked first.
19) Majority of the farmers considered information broadcasted through Farm Radio Lessons programme as "reliable".

20) A large percentage of registered farmers opined the information broadcasted through Farm Radio Lessons programme as "practicable".

21) Majority of the registered farmers considered the information broadcast through Farm Radio Lessons programme as "complete".

22) A large percentage of registered farmers considered the style of presentation of Farm Radio Lessons programme as "understandable".

23) A large percentage of registered respondents express their satisfaction regarding existing time (6.40 p.m. to 7.10 p.m.) and duration of Farm Radio Lessons programme broadcast (30 minutes).

Implications of the study:

The following are some of the important implications of the findings of this study, so far as the Farm Radio Lessons (Farm-school-on-the-Air) programme of All India Radio.
1) The findings of this study revealed that there was a significant increase in the sericulture practice knowledge among the registered farmers of Farm Radio Lessons programme. It is clearly implied that Farm Radio Lessons programme has contributed in the sericulture practices thereby increasing the production. It is evident that a systematically arranged AIR programmes could accelerate sericulture and agricultural development. Therefore, Farm Radio Lessons programme should be continued and strengthened. Farmers must be encouraged to make use of this programme in large number.

2) The non-significant relation between various socio-personal characteristics like sex, education level, size of family, land possessed, experience in sericulture, social participation, cosmopolitanism, extension contact, extension participation, T.V. viewing habit, cinema watching habit with the knowledge increase implied that the variations in the socio-personal characteristics of farmers has nothing to do with the impact of Farm Radio Lessons programme. The farmers of varying levels of socio-personal characteristics are influenced by the Farm Radio Lessons programme in a similar way. Therefore the Farm Radio Lessons
programme could be used as the more effective programme through radio for dissemination of sericulture and agricultural information to farmers having varying socio-personal characteristics. An organized approach like Farm Radio lessons programme could benefit farmers in the latest improved sericulture and agricultural practices. Furthermore involving educated farmers will increase the effectiveness of the programme.

3) While communicating the message through Farm Radio Lessons, the discussion method should be used to a greater extent as it has been preferred by a great majority of the farmers.

4) Existing time of Farm Radio Lessons programme broadcast should not be changed, as most of the farmers felt that existing time was convenient.

5) Present duration (30 minutes) should be maintained, as most of the farmers expressed their satisfaction regarding the duration of Farm Radio Lessons programme.

6) More and more Farm Radio Lessons on different farm practices on similar lines may be planned.