CHAPTER III

REVIEW OF LITERATURE
DEVELOPMENT OF MASS COMMUNICATION

The development of communication era took place in the beginning of twentieth century. Communication is one of the important needs of people. But upto 1950 there was very little reference and studies in the sociological and psychological literature. Only a few scholars had foreseen the need and importance of the mass communication and mass media. Communication is the art of transmitting informations, ideas and attitudes from one person to another. Men today learn almost everything they know through some medium of mass communication. The class room, the pulpit and the person to person contacts have lessened the importance as means of effecting either social stability or social change.

Edwin Emery and others (1973) observed that wars, riots, changes of government policies, Economic change and other activities of great importance stem from the impact of news transmitted by the mass media. During 1950-1965 many experiments were carried out. Daniel Lerner and Wilber Schramm writings created enormous interest on mass communication, among the sociologists and psychologists throughout the world.
ROLE OF MASS COMMUNICATION

D. Lerner (1972) brings out the relevance of communication and human values. The job of communication is to teach people new skills as well as new values. The mass media can teach new values quite easily. From Saxena's (1990) viewpoint that the powerful agency of communication not only affects the minds of the people but is also capable of developing desirable attitudes and thought of the people for switching on the social change and transformation.

The spread of agricultural innovations among farmers in the United States, Roger (1962) applied his ideas and proposed a general model for the change process involved. He concluded that the main function of mass communication was to create the awareness of a possible innovation among the audience, while the development of favourable attitudes and finally the adoption of the new practice depended crucially upon the response of influential in the group. This then became the paradigm upon which the use of communication in support of development in fields such as family planning and agriculture tended to be modeled in the Third World.

The UNESCO study on mass media development programme 'Wilbur Schramm points out the effective need of communication for development. His 'Mass Media and National
Development (1964) soon achieved the status of a blueprint for development communication. For social change great magnitude of mass communication is required. To achieve it people must be informed, persuaded, educated. Information must flow, not only to them but also from them, so that their needs can be known and they may participate in the acts and decisions of nation building, and information must also flow vertically so that decisions may be made, work organised and skills learned at all levels of society. The mass media, in developing countries hope to provide information at the rates of their time-tables for development demand. The Media programmes have much to do with economic development.

Media exposure emerged in the survey analysis as a significant factor influencing the adoption of better agricultural and health practices and in promoting more positive attitudes towards women and greater awareness of social problems affecting respondents. The media proved a particularly important source of political and other news from the outside world. The findings of the study by Paul Hartmann and others (1989) shows, in general, where there is evidence that mass communication is a factor in change, it is normally subsidiary to other factors word-of-mouth communication is usually a more important source of
FUNCTIONS OF MASS COMMUNICATION

As renewed by Paddy Scannell, (1988) in "Radio Times", The Temporal Arrangements of Broadcasting the modern world', the fundamental function of broadcasting system is to mediate modernity by normalising the public sphere and socialising the private. Analysis of the social and cultural forces of Television has to come to terms with this regulatory and normative impact of the medium. V.M. Mishra's (1990) study has proved that the mass media do have the potential for aiding the modernization process.

The mass media reflect both the social structure and the social values of a society, and also operate as agents of social change. In the language of social research, they are both independent and dependent variables, in other words, the 'causes' and 'effects' of social change. Katz, (1957) is therefore justified in calling the media communication flow opinion leaders, gate keepers, influential and taste makers. He noted that these may not necessarily be products of political office holders, teachers, preachers, etc., but simply people who consciously or unconsciously critically influence the attitudes or opinions of others as agents of change.
Because both the technology of communication and the social order are in constant processes of modification, there is every reason to suspect that the influences of mass media on society will not be the same from one point in time to another. Melvin L. Flever and Sandra Ball Rokeach (1988) therefore feel that it is difficult to describe regularities or to develop explanations about the effects of mass communication that will be valid for all citizens at all time. Mallory Wober and Barrie Gunter (1988) say the main effect of television is one of enculturation; that is, it cultivates stability and acceptance of the status quo. Television, does not minimise change in isolation, but does so in concert with other major cultural institutions.

Rangaswamy Karthigesu (1988) in his study on, "Television as a tool for Nation-Building in the Third World: A post-colonial Pattern, using Malaysia as a case study", offers a cautionary tale about broadcasting’s role in developing countries. Karthigesu seeks to show government control of broadcasting undermines any possibility of television providing social unification, when it merely acts as an organ to justify government policies.

MODERN MASS MEDIA FOR WHOM

India has entered with dramatic speed in the era of modern
communication in recent years. J.C. Joshi (1991) Points out that public discussions is not yet adequately focused on the social implications and consequences of introducing modern communication. Khurana, (1987) while commenting on the status of television in the nations' service, has aptly highlighted the role of television in Indian situation. In his report, 'At the time of introduction of television in 1959, a nation wide debate ensured whether a poor country like India, struggling to meet the food requirements of its teeming millions could afford this costly audio-visual medium which is primarily meant for advertising luxury goods and is utilized for entertainment of the elite in other parts of the world. So the government had to make a national commitment that television as a medium of communication will be utilized for providing support to developmental activities and as an instrument of social change to improve the quality of life in the country.

For all the above remarks Wilbur Schramm (1964) tried to distinguish the benefits from the mass communication and mass media in the developing countries is not an option but a must. The consumption aspect of informational expenditures in developing countries is a small part of the total. Investment on information, in a developing country, is investment in the
most essential social and economic changes which make up national development.

TELEVISION VIEWERSHIP

Owen S. Rich (1980) makes an important distinction between the need of qualitative research rather than quantitative research in mass communication. Most of the media research services provide quantitative research, data - primarily identifying how many people of various ages and sex are listening to radio or watching television at given times of day. This quantitative information is useful in buying and selling air time, but it does not usually provide enough insight into the reasons people watch or listen, nor does it aid in predicting future audience reactions.

An attempt was made by Prof. Eltal (1990) to analyse the change in leisure styles during the last forty years, especially after the introduction of television. Watching television as an experience has assumed new meanings - over the decades, with regard to special social groups, across societies. Television is truly a medium for the masses. More than 97 percent of the homes in America contain at least one television set. Gary A. Steiner, (1968) who conducted one of the most exhaustive studies about the public attitudes and use of television, found that Americans watch television to get information.
In Britain, three main features are identified by Patrick Barwise (1988) in Television viewing pattern. First, viewers spent 60 percent of their viewing time watching entertainment programmes (games, sports, serials, play and songs), secondly some 30 percent on informative programmes (features, news etc.,) thirdly with the other 10 percent going on educational programmes. Television has a far greater social than economic impact on the public, for better or worse, it keeps people occupied for many hours at a very low cost. When Anthony Pipe (1978) asked to name their six favourite programme the middle class people named relatively more information and educational programmes than other programmes.

GENERAL EFFECT OF TELEVISION WATCHING

The conceivable outcomes of watching television are numerous, but the majority of them fall into three broad categories. Michal J.A. Home (1977) analysis as first, there may be effects upon a viewer's behaviour. New habits or skills may be gained, or the frequency of activities in a child's existing repertoire may alter. Secondly, a person's knowledge and interests may be affected as a result of what he has seen on television. Thirdly, the viewer's attitudes may be influenced. Jaspal Singh (1990) found that surveys of
the available literature shows that earlier empirical studies by social scientists report no direct and immediate effect. It appears that the available techniques of empirical social science research would have to be suitably adjusted, and new techniques would have to be devised, for studying the long term and indirect impact of television.

While studying the effectiveness of mass media in stimulating people's interests in various activities, Hummelwein (1962) reported that mass media, particularly television stimulated a passive interest in some activity in it rather than direct the interest related to it. Crile (1953) cited similar findings, particularly with respect to the importance of the existence of prior interest and related skills, as the determinants of behavioral effects of media demonstration. Melody (1988) sees the need for citizen's groups to ensure that their interests are not ignored, and believes that an active audience should seek to revive interest in the purpose and scope of public service broadcasting, with a closer accountability of broadcasters and policy makers.

ROLE OF MASS MEDIA IN ADOPTION OF INNOVATION

In Ambedker. J.B, (1991) Point of view the communication and adoption of innovation through mass media as well as
inter personal communication has generally followed the two step flow pattern from the higher castes and classes to the lower castes and classes.

The invention and adoption of new ideas was even evaluated by Everett M. Rogers (1960) in 'social change in Rural Society'. The rapid technological development of U.S. farming is largely a result of the diffusion and acceptance of new ideas by research scientists is of little use unless this technology is communicated to farm people.

Communication can play an even greater role in the countryside under a strategy of selective growth. Harry T. Oshima (1972) found that most peasants are too poor to risk the failure of a crop using new seeds or to risk the purchase of new fertilizers or implements whose productivity is undemonstrated. They must be fairly certain of the results before they are willing to take risks. Under these circumstances Television and Radio supplemented with talks by extension agents and model farmers and by exhibition of produce, fairs, and the like.

C.R. Prasad Rao and K.Ranga Rao (1976) have studied the village communication channels in three villages of Andhra Pradesh. Their study examines the determinants of the
communication channel usage in a sample of 709 farmers. One of the important findings in that is the knowledge imparted through broadcasting was significantly retained by the respondents even one month after the broadcast.

TELEVISION AND RURAL ECONOMY

In the communication approach to rural development, the mass media play the dominant role in delivering informational messages to the rural population. The messages flow from a centralized, non-political organization managed by professional communicators. The main barriers to rural development are: Illiteracy, ignorance, traditional attitudes of conformity, passivity, dependence and fatalism; and lack of spiritual, civic and community values among the rural peasants and workers. The main task of rural development is to remove these socio-psychological and cultural barriers. It can only be done by a 'massive fundamental integral education' of the illiterate and ignorant rural adults. This fundamental integral education strives at imparting basic information and knowledge on literacy, health, economy and work spirituality. The information and knowledge have to be relevant to the real life situation of the rural people. While studying the effectiveness of Mass Media in stimulating people interests
Syed A. Rahim (1978) reported that mass media stimulate direct interest related to it.

The mass media and education approach emphasizes individual learning and education. The protagonists of this approach expect that the media programmes will be effective in removing ignorance and negative attitudes and values from a large section of the rural population. As individual learning and education take place, rural people will become concerned about their problems and will acquire the necessary knowledge and skills to solve those problems. They will be motivated to initiate social actions for the family and community development. The motivation will come from within. It will not be necessary to use communication from outside to mobilize social and political action in support of development.

"Television and Knowledge gap Hypothesis" - A study by Prakash M. Shingi and others (1982) was to find out whether a new medium like television is likely to increase or decrease the knowledge-gap between poor and rich farmers of our villages. The SITE programmes which emphasized imparting cognitive skills on health, primary education, family planning, agriculture, and nutrition covered a geographical area of 300,000 square kilometers and was estimated to have
been viewed by 100,000 unsophisticated audience, from villages every day. The results of the study, on the whole, indicated that television did narrow the knowledge-gap between the weaker and the resourceful farmers. In specific terms, the study pointed out that while television narrowed the knowledge-gap associated with some individual factors, it tended to increase it in association with some other variables. It is concluded that exposure to the community television, by and large, was much more useful to an agriculturally backward village as it was instrumental in narrowing the knowledge-gap associated with socio-economic status of the farmers. Television was certainly more useful in narrowing the gap in the backward village arising out of socio-economic status and differential levels of mass media exposure than in the progressive village. Therefore, television played a very important role in reducing the degrees of inequality in agriculturally backward villages. Its role in reducing the inequalities was limited in the agriculturally progressive village.

In this free communication market India is seeking to solve her fundamental development problems: achieving a high rate of economic growth, establishing a sense of legitimacy towards her constitutional form of government, and creating a
sense of nationality. The failure of peasants to improve agricultural productivity may not be the result of faulty communication, says Myron Weiner (1972) but the lack of resources or the lack of incentives.

The impact of communication on rural development in Costa Rica and India by Prodipto Roy, Frederick and Rogers (1969) is a comparative study of two different cultures. It analyses the way in which different channels of communication can bring about better knowledge and adoption of desirable innovation in rural areas. The findings reveal that changes in the knowledge and adoption of innovations were related to participation in both the radio and reading forums. The association between knowledge and adoption was much stronger than that between knowledge evaluation and adoption evaluation.

Joseph E. and others (1969) conducted a study on Communication in India. In 1964, a benchmark survey was made of selected villages in India to establish the level of knowledge, trial and adoption of certain agricultural, health and family planning practices. The Radio-farm forum treatment villages showed significantly more of progress than the literacy and control villages. There was some tendency for the literacy treatment villages to score higher than the
control villages, these were the result of the study conducted by Prodipto Roy & other's in the year 1969.

TELEVISION AND EDUCATION

According to Chris Humphried's (1986) opinion, television and other mass media can all contribute to the improvement in the process of human learning. There are lots of tools in the learning system—the job of educational mass media is to create more effective use of them, to help develop learning systems, styles and strategies for effective learning, to help teachers become better managers of learning.

No nation has ever achieved a high degree of national development without mass education. Odeyemi (1983) says that literacy is an obstacle to progress and personal fulfillment of any people. Similarly, Okoh N, (1983) writes that the importance of literacy for economic development cannot be over stressed. No where in the world is there an illiterate peasantry that is progressive, and conversely nowhere is there a literate peasantry that is not. Okoh N, (1986) has tried to distinguish between the countries with level of literacy. The industrialised nation having high economic growth rates and relatively stable political systems have a literacy rate of about 80-90 percent, while the developing
nations having unstable economic, social and political system have an average only about 20-40 percent literacy rate. In the developing countries the vast majority of the people live in rural areas and are largely pre-occupied with the need for basic skills, vocational skills, health, economic needs, social and civic education. The power of the mass media could make this group of citizens more functional and productive in their work. The mass media can be effectively mobilized to achieve literacy in the nation. It is doubtful that without mass media's help achievement in literacy is not possible.

Both the Independent Broadcasting Authority and BBC undertake to broadcast Adult Education programmes on Television. The IBA broadcasts some 200 hours of these programmes each year. Programmes produced by Independent Television Companies throughout Britain and approved by the Adult Education Committee and the IBA. P. Dannheisser and I. Haldane assessment (1983) of these programmes of Adult Education field which have awakend dormant interests or helped to create new interests amongst viewers.

Problems that have been identified with each of the media of mass communication, ranging from the question of cost to that of personal contact and level of reach, it is certain that mass media have offset many of the disadvantages
of the traditional face to face approach in the adult education delivery system. Okoh N. (1986) brief that some of the advantages in adult education programmes of TV as, eliminate the problem of distance, enables the services of only a few experts to be available to virtually the whole nation, the notion of the unlimited audience which might be reached, minimise the inability of many experts, government officials or other categories of personnel to reach the target population in a catchment area.

Television is a more effective medium for creating public awareness, especially in mass education and adult education, than radio and the other media, because of its combination of 'sight and sound'. The teacher or expert, or any other purveyor of information and values, can be seen and heard, and his demonstration and examples can be assimilated more quickly and more easily on television. A good example of the powerful impact of television in raising public consciousness about the need of literacy. Television plays important place in educating the masses on the activities of all political parties in the general election. It is undeniable fact that television is an invaluable and potent medium for creating public awareness and for promoting mass education.
TELEVISION IN HEALTH CARE

There is evidence that television may be an important source of information about health and medical matters. In India documentary and magazine programmes concerned with health and medicine have proliferated in television in recent years. These programmes are often scheduled during prime-time and achieve large audience each week. Their aim is to convey information about health and health related matters clearly and appealingly. As well as these informational telecast about health and medical development, illness and health care are among the most common themes in the television health programmes. In India television plays and soap operas involved in health-related events. Problems depicted most often includes infectious diseases, pregnancies, accidents, mother and child care.

The depiction of smoking, drinking alcohol and the use of other drugs in TV has given rise to concern, says Mallory Wober & Barrie Gunter (1988) because of the potential-social learning which might occur among the young viewers. Studies showed that health-related behaviour changes could be effected successfully through the mass media, particularly when the advice given on television health campaigns is combined with organised self-help and other social support.
Eiser and others (1978) referred two British surveys and assessed the impact of two broadcasting ventures specifically aimed at helping unwilling smokers to give up smoking. The first study was concerned with the possible short-term effects of the Good health show. Similar percentages of viewers and non-viewers of the programme (13 percent) said they were trying to stop smoking completely, whilst slightly more viewers (40 percent) than non-viewers (35 percent) said they were trying to cut down. The second study investigated the possibility of longer-term effects of the Good Health show and the Stop Smoking Campaign on Nation wide. They claimed success rate of those who had been trying to give up or cut down on smoking during the past year among viewers of those programmes than among non-viewers, but not significantly so. The observed effects of these programmes were generally mild, the results suggest that television may have a useful role to play in helping or persuading people to give up smoking.

Evidence has been quoted to suggest that some people are taken in, even by programmes whose characters and settings are clearly fictional. Gross, L and Jeffries Fox (1978) noted that during his appearance in the popular series, Marcusk Wely M.D., actor Robert Youg received over a
quarter of a million letters from viewers mostly asking for medical advice.

**TELEVISION AND WOMEN'S DEVELOPMENT**

Kamlesh Mahajans (1990) study has revealed three basic behavioural characteristics regarding television viewing by the young Indian women; they are frequently watching television programmes, on an average, devote one to three hours daily on television viewing and they view television for the purpose of recreation rather than education or information to a great extent. The findings of the study suggest that Television viewing increases knowledge about other countries promotes and feelings of universal brotherhood. Television helps inter-cast marriages and motivates people to oppose social evils.

Kamlesh Mahajan (1990) proved in her study that, almost all the respondents have agreed that television helps in women's development. A little more, than half percentage of them have found television to be helpful in women's development. Nearly two-third of respondents have opined that television makes women aware about their health, nutrition and maternity problems. Almost two-third has agreed that television educates women about the laws protecting their rights. Nearly two-third of the women
respondents have found television as helpful in solving the problems of women's unemployment.

TELEVISION A SOURCE OF INFORMATION

Greenberg (1970) found that television had far greater salient as a medium of communication for low income families. The consistent survey findings showed that people place more trust in television as a source of reliable news, many reflect a similar orientation. Empirical results appear to confirm Noelle Neumann's (1976) hypothesis that television directly affects attitudes. Before owning a television set, only 36 percent of a sample of German viewers expressed an interest in politics, a year after acquiring a set this proportion rose to 44 percent. No equivalent change was found among a control group not owning a television set. Another finding was that first time television owners found politics more meaningful and interesting a year after buying a set.

THE NEED OF PRESENT STUDY

In the above chapter, we have seen that different researchers discussed on the impact of TV on various aspects, such as children, agriculture, education and health. Those researchers conducted studies on the impact only on certain aspects. None of them covered all the aspects of Rural
Development and Television. In the present study it is decided to cover all the components of rural development and selected all the programmes on TV which are concentrating on rural development. Moreover Gupta S.K.,(1969-79) emphasises the need of studies in the field of developmental communication in his article 'Survey of Research in Sociology and Social Anthropology - 1969-79.'

The objective of the TV rural programme is to motivate the rural viewers to adopt the latest technology in agriculture and allied activities. Similarly the aim of the health programmes is to create awareness on family planning, public hygiene, awareness on preventive and curative methods for small ailments. The Non-formal Education Programmes motivate not only the illiterates to become literate, but also provide vocational training to improve their livelihood. The purpose of women's development programmes are to provide information on self employment, awareness about social problems and solutions to solve them.

To fill up the void created by other researchers the present study tries to find out the reach of these programmes to the rural audience and the impact that these programmes have made on them.