CHAPTER I

INTRODUCTION

Education is a life-long continuous process. It brings changes in human life through the development of physical, mental, moral, intellectual, spiritual, social, political, economic, cultural and so-on. Education is considered to be the most powerful instrument of development.

Education can help in developing the balanced matured personality of a child. It guides the individual to utilize their leisure time properly by doing some educational activities and helps in creating health awareness, environmental awareness, political awareness, social awareness, scientific awareness, developing the attitude of values etc.

It is the chief agency of socialization. It helps to change and control social beliefs and social life. It helps to protect our culture for future generation. It teaches the moral and social value like: co-operation, tolerance, sympathy, fellow-fillings, love, affection, respect towards elders, helping the poor and needy persons, loyalty, truthfulness etc. and to give equal opportunities in all aspects of caste, creed, sex, colour, religion and so-on.

It helps to develop national language, increasing productivity, achieving social and national integration, accelerating the process of modernization, cultivating social, moral and spiritual values, socializing the individual etc. for the nation.

On the basis of its meaning and the various related aspects, education may be divided into three types, - Formal, Informal and Non-formal education.
Formal education is systematically organized and institutionalized, well-planned and well-managed form of education, within certain time duration, according to particular syllabus, examination system, rules and regulations and administration.

Informal education is a life-long process which provides knowledge, experience, ability, skills, order, ideology, morality, customs and rituals etc. from the environment, home, social functions, radio, television, newspapers, magazines, library, exhibitions, museums, laboratory, planetarium, playground etc.

Non-formal education is a purposeful and systematically organized form of learning which are generally occurs outside the formal educational institutions. It is flexible, learner-centered, contextualized and uses a participatory approach.

1.1 Non-formal education (NFE): The term "Non formal Education" appeared in 1968 when Philip Coombs included a chapter entitled Non-Formal Education in his seminal book “The World Educational Crisis: a systems approach”. NFE activities started and continued through the 1970s and early 1980s and ended in 1986 to be revived again in the 90s. Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s.¹

It covers every aspects of education, which is neither confined to a classroom situation nor subject to organized strategies, curricula etc. It is free from rigidity with regards the curriculum, the learning materials, methodology, the venue, duration or the length an individual takes to complete a particular instructional session. It is a way of helping societies to be more democratic and to respect human rights. It develops personal, social and professional skills through experimenting in a relatively safe environment.
Non-formal education may be described as a socializing process of education. It accommodates all sorts of people in society irrespective of poor and rich, young and old, educated and uneducated, etc. It covers a wide areas such as:- agricultural extension, farmers training, vocational training, health nutrition and co-operative education organized for youth, women and other adults in the community with planned educational objectives and goals, etc. It provides practical education to all section of the society. The main aim of non-formal education is human resource development.

In India non-formal education are most important for the people. It helps to make education free and universalize for children comprising 6 to 14 years and enhance the rate of literacy among the adults. It helps to provide equal educational opportunity to all and to enhance environmental awareness, to awake democratic citizenship and to increase social awareness. It provides vocational training and extension service for vocational development and promotes awareness for literacy programmes for national and individual development.

Non formal education helps to solve the problem of wastage and stagnation and to fulfill people’s personal, communal and social needs. It also helps to remove adult illiteracy from the society and provide knowledge about child’s health and cleanliness to the mothers with their own health’s who not have the knowledge about child care. It helps to reduce regional and personal difference and provide education to the socially and economically deprived classes of the society.

Non-formal education covers from pre-primary to University level of education. It includes professional and vocational programmes like community development, farming agriculture extension, technical training etc. It provide education to them, who are deprived of primary education, who could not complete their education in the time,
who have the aspiration for acquiring education for further and practical knowledge, the labors, farmers, entrepreneurs, businessman, unemployed persons etc. This programme helps to develop their working skill with knowledge from the all strata of society. This programme includes health education, citizenship’s training, environmental education, nutrition education, vocational training, the right uses of leisure times etc. It provides education through the all medium of communication. It give importance on three important objectives like,- imparting knowledge, developing different skills and promoting values.

Education is a life-long continuous process. It develops personal, social and professional skills through experimenting in a relatively safe environment. Development comes through economic development, better political qualities of life, rich natural resources, lower rate of mortality, adequate human resources, less literacy and increased agricultural productivity etc. The most important elements of development in modern times are communication.

Media is the most powerful tool of communication. It is called non-formal agencies due to its wide coverage of educational items in a systematic way. The impact and motivation is very quick through mass media. It is an essential tool for educating the masses and communicating new knowledge and information to the educand. Mass media have exposed people to technical subjects which are of their day to day use like,- use of automatic machines, electronic appliances, pesticides, fertilizers etc. It plays a crucial role in forming and reflecting public opinion, connecting the world to individuals and reproducing the self-image of society. Mass media play a significant role in the socialization of the young. Mass media have contributed to the mobilization of human resources for national development. The impact and motivation is very quick
through mass media. The important areas for providing mass media programmes are,-
Environmental Awareness, Population Education, Agriculture Education, Nutrition
Education, Health and Hygiene Education, Political Awareness, Rights and
Responsibilities of a Citizen, National Integration etc.

The motto of media is to inform, to entertain and simultaneously to educate or
to impart knowledge to the society. It helps to transfer the modern agricultural
technology to literate and illiterate farmers alike even in interior areas, within short
time. Mass media also provide platforms through which small businesses can exchange
ideas, experiences and opinions, and discuss their views on services, equipment and
materials enabling a better awareness of services among small businesses. Mass Media
provide a large amount of information about products, companies, customer care
strategies, promotions, and more. Mass-media are providing political knowledge and
issue awareness to the people which motivate people to participate in political process.
Talk shows, panel discussions, opinion analysis, interviews and post-incident debates
on the television and radio programmes are helped in creating political awareness
among the audiences and to shape their mind about the future route of political
activities in the country.

1.2 Radio:

Radio is one of the important agencies of non-formal and chief instrument of
mass media. Originally radio was the instrument of entertainment, but in present
society it is being widely utilized for education. It is serving as an effective medium to
inform and educate people and to provide healthy entertainment. It spreads information
to the large populations with saving time, energy, money and man-power in an
effective way.
Radio can reflect on the spot current events. It helps a lot in the development of language music and learning of historical facts through dramatization. In developing countries, radio is the one kind of communication techniques of non-formal education. Various programmes of radio, such as children programmes, women programmes, rural programmes, university broadcast, music programmes, group discussions, dramatic performances etc. reach varied sections of society. It has provided non-formal but effective education to the masses.

1.2.1 History of All India Radio:

Radio is the transmission of signals, by modulation of electromagnetic waves with frequencies.² Originally, radio or radiotelegraphy was called ‘wireless telegraphy’, which was shortened to ‘wireless.’³

Nikola Tesla was demonstrated the feasibility of wireless communications in 1893 for the first time. Guglielmo Marconi, an Italian inventor, was the first to develop workable radio communication.⁴ Development from a laboratory demonstration to commercial utility of radio invention spanned several decades and required the efforts of following practitioners.⁵

- In 1887, David E. Hughes transmitted Morse code (method of transmitting text information as a series of on-off tones, lights, or clicks) by Radio at and below the Super low frequency range.
- In 1888, Heinrich Hertz produced and measured the Ultra High Frequency range.
- In 1891, Nikola Tesla began wireless research. He developed the reliably produce radio frequencies, publicly demonstrated the principles of radio and transmitted long distance signals.
• Between 1893 and 1894, Roberto Landell de Moura, a Brazilian priest and scientist, conducted experiments.

• In 1894 in Kolkata (Calcutta), Sir Jagdish Chandra Bose (J.C. Bose) invented the mercury coherer, together with the telephone receiver.

• In 1894 Alexander Stepanovich Popov built his first radio receiver.

• In 14th August, 1894 Professor Oliver Lodge and Alexander Muirhead were gave first public demonstration of wireless telegraphy in the lecture theatre of the Oxford University Museum of National History.

• In 1894, Guglielmo Marconi read about Hertz’s and Tesla’s work on wireless telegraphy, and began his own experiments. In 1897 he established the world’s first radio station on the Isle of Wight, England. Marconi opened the world’s first ‘wireless’ factory in Hall Street, Chelmsford, England in 1898, and employing around 50 people.

• In December of 1901, Guglielmo Marconi used J.C. Bose’s inventions to receive the radio signal in his first transatlantic radio communication over a distance of 2000 miles from Poldhu, UK, to St. Johns, Newfoundland. Marconi was celebrated world wide for this achievement and he received the Nobel Prize. Regular entertainment broadcasts commenced in 1922 from the Marconi Research Centre at Writtle, near Chelmsford, England.

• In early 1900s Reginald Fessenden and Lee de Forest invented Amplitude Modulated (AM) radio allowing an audio signal to be sent over the air.

• In 1935 Edwin H. Armstrong invented Frequency Modulated (FM) radio, which is interference from electrical equipment and atmospheres.
• In 1960, Sony introduced its first transistorized radio, small enough to fit in
a vest pocket and able to be powered by a small battery.\(^6\)

• In 1994, the U.S. Army and DARPA launched an aggressive, successful
project to construct a software radio.\(^6\)

• In the late 1990’s, Digital transmission began to be applied to broadcasting.\(^6\)

Community radio is another type of radio broadcasting beyond All India Radio
(AIR) and Commercial FM Radio services. It is a type of radio service that caters to the
interests of a certain areas, broadcasting material that is popular to a local audience but
is overlooked by more powerful broadcast groups. It provides opportunities to the
people to upgrade their skills and enhance their creative talents besides preserving and
promoting the traditional wisdom, knowledge and skills. It helps to mobilize the
community for utilizing the locally available resources and talents to empower them
with valuable life skills towards a better standard of living. It represents and focuses on
issues related to health, education, environment, agriculture and societal development,
etc. the local communities of farmers, fisher folk, medical/legal experts, students,
workers contribute regularly to this radio.\(^7\).

1.2.2 Radio Programme in India:

All India Radio (Akashvani) is the radio broadcaster of India and a division of
Prasar Bharati (Broadcasting Corporation of India). It is an autonomous corporation of
the Ministry of Information and Broadcasting, Government of India. In India radio
began in 1915.\(^8\)Broadcasting began with the formation of a private radio service in
Madras in 1924. In the same year the British colonial government granted a license to a
private company (Indian Broadcasting Company), to open Radio station in Bombay
and Calcutta. The government of India tasks them over in 1930 and started operating
them under the name of Indian Broadcasting Service. In 1936, the name of service was changed to All India Radio (AIR), since 1957 it was known as Akashvani and it was made a separate department. AIR is now the biggest media organization of the Ministry of Information and Broadcasting and the programmes are received by over two core radio receiver sets in India.

In India, the community radio began in the mid 1990’s. Anna FM is India’s first campus ‘community radio’ launched on 1st February 2004. It was run by Education and Multimedia Research Centre (EMRC) and all programmes are produced by the students of Media Sciences at Anna University.

1.2.3 Radio Programme in Assam:

The Shillong Guwahati Station of All India Radio started its broadcast from 1st of July 1948, because at that time Shillong was the administrative capital of undivided Assam. In 1953 the Headquarter of Shillong-Guwahati Station was shifted from Shillong to Guwahati. The month of May in 1957 the station shifted to its permanent campus at Chandmari. The Guwahati station of AIR is presently a full-fledged Regional Station with 3 channels of broadcast.

The essential programmes of All India Radio, Guwahati are,- News Programme like,- (Assamese, English and Hindi), Anchalik Batori, Niyog Batori, News Paper Headlines, Weather Report, Commercial Spot, Musical Programme like,- (Bndona, Mukutamala, Borgeet, Adhunik geet, Vrindagan, Geetimalika, Chitrageet, Kalpataru, Rangchora, Pubalir Sur, Naam, Ghazal, Shastriya Sangeet, Lokageet, Ojapali, etc.), Sur Samaloy, Agricultural Programme like,- (Krishi Katha, Khetir Diha, Krishi Jagat, etc.), Udyog Jagat, Children Programme like,- (Akanir Mel, Science Serial, Chemaniar Chora, Jyan Bigyan, etc.) newly introduced “Mann ki Baat”, Educational Programme
like,- (Krishna Kanta Handique Rajyik Mukta Vishwavidyalayar phone-in Anusthan, Bidyarthir Anusthan, etc.), Health Related Programme like,- Pariyal Kalyan Anusthan/Sisu Aru Matri Mangal Sitan, Sponsored Programme : Asha Client: NHM, etc.), Women Related Programme like,- (Aideur Bulani, Goyan Mahilar Anusthan, etc.). For Tea Garden People- Chah Gachar Maje Maje, Newly Introduced Environment Related Programme,- Swachha Asom Swachha Bharat, Natak, Kathika, etc. Gauhati All India Radio broadcast western music, Nepali Programme and Karbi Programme also.

Dibrugarh has a full-fledged All India Radio centre, was commissioned way back on 15 February 1969 by the then Union Information and Broadcasting Minister Nandini Satpathi. For the first time the station began a temporary studio at Lepetkota, near Dibrugarh. In 1974, the station finally and full-fledge programme broadcasting was started in the present campus Malakhubosa in Dibrugarh and the high power transmission tower located at Lepetkata near the present Brahmaputra Cracker and Polymer Limited site. Dibrugarh AIR station broadcast for the farmers Khetir Diha, ‘phone-in programme, which offers expert solution on various agricultural problems faced by the farmers. Akashvani Dibrugarh broadcasts some popular programmes like, Swastha Charcha (health related Discussions), Hindi Sikkhar Pathdan (Hindi Learning Class), University Broadcast, Bidyarthi Onusthan (Educational Programme for students relayed from AIR Guwahati), Karpumpuli (Programme for Missing listenners), other some ethnici language programmes (Singpho, Missing, Deori, Mizumishimi, Khampti, Wanchoo, Idu, Tangsa, Nocte, etc.), Kromsoh (series of Novel reading), some musical programmes like,- geetanjali, surar panchoi(composite Assamese Film song), Antaraa (composite Hindi Film song),Samuhia Geet, Brindagan, Bhajan, Borgeet, etc.
Kuhipath, Bigyan Jeuti, Seuji Chora, Science Serial, (Children programme), Lakhimi (rural women’s related programme), Sahitya Kanon (literacy programme), Radio Serial, Parikrama, Jeevanar Digh Bani, Commercial Spot, Daak Pakhili, etc.

Community Radio in Assam: “The first community radio station of Assam ‘Jnan Taranga’, 90.4 FM was established on November, 20, 2010, in the Krishna Kanta Handique State Open University, Guwahati Housefed Complex. After that the second community radio station of Assam was launched on March, 01, 2011, i.e. Radio Luit, 90.8 FM in the Gauhati University, Guwahati which is till date situated in the Institute of Distance and Open Learning (IDOL), Gauhati University, Guwahati. The third community radio of the state was formally launched in July, 2015 at the Maijan Borsaikia Gaon under Hiloidhari post office in Dibrugarh with the name Brahmaputra Community Radio Station, 90.4 FM”12. These stations are doing programs on various aspects of development such as health, agriculture, sanitation, culture, science, law, education, folk music, women, children, gender issues, environment, financial literacy, employment, sports, community voice, rural issues etc.

“Jnan Taranga mainly consists of community-based programs on health, sports, career, science, woman, children, agriculture, horticulture, climate change, environment etc. Jnan Taranga broadcasts for 24 hours regularly. The broadcast schedule consists of Live 8 hours which start from 9 AM in the morning till 1 PM. Educational broadcast is for one hour i.e. from 1 PM to 2 PM. Next Live transmission starts from 2 PM to 6 PM which includes the most popular program ‘Monor Khabor’- a Live Phone-In program on different social issues of the community people. The listeners make calls to the station and give their suggestion and valuable feedback on the programs of the station in this program. Some important programs of Jnan Taranga are—Parampara (folk culture of
Assam), Topal Topal (Voice of the marginalized people), Chinaki Batere Apunar Jatra (Tourism spots and monuments), Monor Khobor, Yuva Taranga (Youth Oriented Program), Sishu Tirtha (children’s programme), Hengul Baran (senior citizens programme), Janajiwan (Program on tribes and ethnic groups), Lecheri Butoli, Sakhi Sanjeevani (Women’s health programme) etc.

Radio Luit is broadcast for 12 hours of everyday from 8 am to 8 pm out of which a total of 7 hours are live broadcasts and 5 hours are the repeat broadcasts of the previous days’ broadcast. Radio Luit is broadcasting programs on various themes such as health, agriculture, law, education, entertainment, culture, folk culture, science, women, children, food, sports, western music, advertisements etc. It has several programme formats such as talk, drama, feature, audio magazine, interview, panel discussion, live phone in, field programme, Vox populi etc. The programs are broadcast in diverse languages such as Assamese, Bengali, Hindi, Nepali, Bodo, English etc. Students, Teachers, Employees of the University, their family members, community members from the fringe areas have been actively participating in Radio Luit. The important programs of Radio Luit are,- Aaradhana (Program on Devotional songs), Bigyan Prasanga (Science based Talk), Byaktitwa (Interview with community members), Bidhan Samidhan (legal issues programme), Sangsthapan (Employment news), Krishi Katha, Gawe Bhuye (Field program for rural audiences), Luit Sambad (News from inside the university and surrounding areas), Shringer (beauty tips and fashion programme), Amar Katha (vox populi), Amar Ghar, Programs on folk music, old Hindi songs, Assamese songs etc. Aalap (one to one interview programme), Shariram Adhyam (Health related programme), Jutire Akhaj, Malini (Programme on community women), Sonali Geetor aare aare, Boroniya (Field based interactive
programme in schools, colleges, university departments etc), Xetu (Book Review),
Sobi Kotha (Film Review), Bikhyon (Panel discussion programme), Prajanma (Live
phone in interactive programme with youth), Quizzeria ( programme on Quiz),
Westusic (Programme on western music), Geetali ( music programme), Drama,
Deoboriya Sangsthapan, Kakali ( program on children on themes of rhymes, poems,
drama etc), Bandhabi (programs on Women’s’ Health and Nutrition), Mukoli Chora
( Live phone in program), Patrika (Audio Magazine), Krira Parikroma( Program on
sports), ‘Deuka’ ( program for the differently-abled people) etc.

Brahmaputra Community Radio Station is the first civil society led community
Radio Station of North-East Region of India. It broadcast program in five different
language and dialects in Assamese, Chadri (Tea Community dialect), Bhojpuri, Mishing
(Dialect of Mishing tribes) and Bodo (Language of Bodo community) covering the most
marginalized communities of tea garden, island population of River Brahmaputra and
general village community as well as slum population of the District. Brahmaputra
broadcasting 10 hours of programs from Monday-Sunday covering most of the
community issues in health, education, disaster management, financial literacy,
domestic violence, gender issues, environment, local culture & tradition etc. Some
important programs of BCRS —Dinlipi (Information based program), Aideo Akhol,
Mor Jiwonor Katha (Life stories of marginalized people), Krikhakar Katha (Fram
broadcast), Jiwika, Rongpuli (Women’s’ Program in Assamese), Konmainar Mela
(Children’s program) etc.

All the three community radio stations of Assam are being run by nonprofit
organizations, two are campus based in educational institutions. i.e. Radio Luit,
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Gauhati University and the Jnan Taranga, KKH State Open University, Guwahat and the one in Dibrugarh being run by NGO”.

1.2.4 Academic Value of Radio Programmes:

Radio is a scientific device and an effective auditory instrument for communication. It plays an important role in education. It creates attitudes, interests and appreciation of human life. Radio helps in creating awareness about the traditional or formal system of education for expansion and improving the standards of education. It helps in create the sense of unity and integrity for national integration and international understanding through the cultural programmes, talks etc.

Radio helps in carefully utilized leisure time through music (song), drama and other cultural programmes and provides information about various popular hobbies and leisure time activities.

Radio provides vocational information about production and consumption practices in industry and agriculture, employment news etc for self employment. The radio agricultural programme serves the practical needs of the agriculturists. This programme helps to motivate the farmers in farming sectors. The fishery related radio programme helps to know the farmers about some scientific methods to increase the quality and quantity production and some government grants for them. It also helps in economically benefited to the farmers.

The political related radio programmes has most essential role in society. This programme helps the general people to be aware about their rights and duties as a citizen of the state. It also provides knowledge to the people about the political process and motivates to participate with it.
The women related radio programme i.e. Lakhimi, Aideur Bulani etc. create awareness about their rights and duties, self respects, self reliance, economic independence, etc and to establish gender equity and equal rights at all spheres of social life. It helps in women empowerment through some entrepreneurship programmes, literacy programmes etc.

The child related radio programmes i.e Maina mel, Kuhipath, Seuji Sora, Bigyan Jeoti, Jyan Bignan, Science Serial etc. helps in the development of creativity, morality, sociability etc. It helps to develop their inherent ability and introduce with new things and inventions of the world.

The health related radio programmes i.e Swastha Charcha, ASHA(National Health Mission) etc. helps to the general people to know about the different disease, precaution and promoting health. It also creates awareness among the women about the various health issues and their solution; improve the health status and the government facilities, rules and lows for them. These programmes also create environmental awareness among the general people. Radio creates consciousness among the general people about the environment related pollution problems, its causes and solution, tree plantation for environmental conservation, etc.

Radio can create motivation among the listeners and enhances the level of knowledge. It can develop the speech and hearing abilities, social behavior and logical thinking. It can be stimulated and development of the listener’s imagination and interest and help’s in shaping their attitude. It promotes concentration and critical listening and improves fluency and confidence in speech and discussion. It provides corrections, alteration or updating material, where print materials cannot reach. It is an effective means of presenting music, drama and discussions for study and appreciation. It is
being utilized to produce more localized and need based programmes through a large number of radio stations spread over each region and state of the country.

1.3 Television:

Television is one of the significant agencies of non-formal education. It is the most powerful audio-visual medium of imparting education to a large number of people at a time.

The television is an integral part of the culture. It provides entertainment, news, education, culture, wealth, sports etc. It has revolutionized our life in many ways and helps in the process of modernization. It provides dramatic presentation of words, pictures and sound effects and creates a higher level of intimate communication with the large number of individual within a short period of time.

1.3.1 History of Television:

Television is a widely used telecommunication medium for sending (broadcasting) and receiving moving images, either monochromatic (black and white) or colour, usually accompanied by sound. The literal meaning of the word television from mixed Latin and Greek roots is ‘far sight’.\textsuperscript{14}

In 1884, Paul Gottlieb Nipkow patented the first electromechanical television system in a scanning disk with a series of holes spiraling toward the centre, for the process of converting a visual image in to a stream of electrical pulses.\textsuperscript{15}

In 1925, Scottish inventor John Logie Baird demonstrated the transmission of moving silhouette images in London, and of moving monochromatic images in 1926. Baird’s scanning disk produced an image of 30 lines resolution, barely enough to discern a human face, from a double spiral of lenses.\textsuperscript{16} In 1927, Baird transmitted a signal over 438 miles of telephone line between London and Glasgow. In 1928 his
company broadcast the first transatlantic television signal between London and New York. In 1929 Baird and Bernard Natan of Pathe was established first television company in France, Television-Baird-Natan. In 1931, he made the first outdoor remote broadcast. In 1932, he demonstrated ultra-short wave television.

In 1927, Russian inventor Leon Theremin developed a mirror drum based television system which used interlacing to achieve an image resolution of 100 lines.

In 1927, Herbert E. Ives of Bell Labs transmitted moving images from a 50 aperture disk producing 16 frames per minute over a cable from Washington, DC to New York City, and via radio from Whippany, New Jersey. He used 24 by 30 inches viewing screens.

In 1928, Philo Farnsworth invented the world’s first working television system with electronic scanning of both the pickup and display devices.

1.3.2 Television in India:

State university of IOWA in USA was first reported the use of television as an instructional medium in 1932 on an experimental basis in a world fair. Television first came to India in the form of the National Television Network in India named Doordarshan, on 15th September 1959 in Delhi. In 1972 a second television station was established in Mumbai. In 1975, there were five more television stations launched in India at Srinagar, Amritsar, Kolkata, Channai and Lakhnow. On April 1, 1976 television was delinked from All India Radio and given the name Doordarshan and made a full-fledged Directorate of the Ministry of Information and Broadcasting. The cable TV (through cable networks) industry exploded in the early 1990’s, when the broadcast industry was liberalized in India, about 71 million have access to cable TV. Over 300 TV satellite television channels are broadcast in India. This includes channels
from the state-owned Doordarshan, News Corporation owned STAR TV, Sony owned
Sony Entertainment Television, Sun Network and Zee TV, Direct-to-Home (DTH)
service in provided by Airtel Digital TV, BIG TV, DD Direct Plus, Dish TV, Tata Sky
etc. these services are provided by locally built satellites from ISRO, such as INSAT
4CR, INSAT 4A, INSAT-2E, INSAT-3C and INSAT-3E as well as private satellites
such as the Dutch-based SES, Global-owned NSS-6, Thaicom-2 and Telstar 10. 23

1.3.3 Television in Assam:

Guwahati Doordarshan was started on 19th November, 1982 in Panbazar. In 7th
February, 1992 it was shifted to its permanent campus at R.G.Boruah road. In 30th
April, 1993 Silshor Doordarshan Kendra was established and in 31st May, 1993 the
Dibrugarh Doordarshan Kendra was established. There are also some another private
Assamese television chennels in Assam which are very popular for the general people.
These chennels are News Live, Dy 365, Rang, Pratidin Time, Prag News, News 18,
Rengoni, Jonak, North East Live, Assam Talks, Ramdhenu, etc.

Guwahati Doordarshan were introduced the telecast of regional serials on 23rd
August, 1990 and Assamese (regional language) News network was launched on 15th
March, 1991. As a public service broadcaster Doordarshan always leads in production
of programmes on mainly information, education and entertainment. In 2012-13 DDK,
Guwahati telecast 44% information, 33% education and only 23% entertainment
programmes. Guwahati Doordarshan Kendra has mounted various programmes like,
‘Krishi Darshan’(Agriculture related programme), ‘Rong Birong’ (dances of various
ethnic communities of Assam), ‘Prantore Prantore’ (a field based programme
highlighting life and people of different places of Assam), ‘Akholor Juti’ (programme
on different ethnic style of cooking), Ardha Akash (Women Programme), Ramdhenu
(Children programme), Yuva Darpan (youth programme), Pragati (developmental programme), Gaon Bikash Pathat (rural development programme), Vigyan Prasar (Science programme), Suravi (Literacy programme), Current affairs, Krirangan (Sports programme), Sikitcha Nidan, Doctors on line (Health programme), Natya Kanon (Drama), Tathya Chitra (Documentary film), Geetmala, ashiyana, Chiphung, Rahghara, Sambhawana, etc.

The popular TV channel DY 365 was launched in 30th October 2008. The current programmes of DY 365 are,- Pravati Arati, News on different times, Live talk shows (Prasangakrome, Mot Vinnomot, 8 Bisesh, Aaluchya, Ei Xomoy), Supati etc.

Another news channel News live was launched on 21st January 2008. It covers the all news programmes and interviews with Assamese and North East celebrities including top businessmen, politicians, movie stars etc. The popular programmes of News live are Abelir Gaan, Cine live, E live, Guwahati live, Deoboriya Adda, Ronangan, Talk Time, Yatra, Yuva, Xur Xandan, School live, Tarokare 30 minutes, Sampurna Live etc. Rang and Ramdhenu is the sister channel of News live.

The Assamese entertainment channel Rang was launched in 1st October, 2009. This channel broadcast different Drama and Comedy, Music Shows, Film Shows etc. Ramdhenu was launched in 1st October 2011. The popular programmes of Ramdhenu are Beat Box, Ramdhenu 4G, Ramdhenu Hits, Luit Poriya Xur, Bohagi Mancho, Just Released, Puspanjali, etc.

Pratidin Time is the one most popular 24 hours Assamese news channel of Television. This channel was launched in 25th December 2010. This channel includes various infotainment, sports, entertainment, lifestyle, fashion, education programmes etc. Prag News is another TV news channel of Assam and the rest of north eastern region which was launched on 4th March 2001. The popular broadcasting programme of
Prag news are Biswar Ajob Khabor, The Burning Topic, Guwahati Guwahati, Vision Prag, Saturday Night, Magic Moments, Prime Time etc. Rengoni is the sister entertainment channel of Prag News. It was launched on 3rd June 2013. This channel provides various entertainment programmes like, music, serial, short film etc.

1.3.4 Academic Value of Television Programmes:

Television programme provides information, education and entertainment and helps in the process of modernization. It gives healthy entertainment for effective use of leisure time and provides better scope for international exchange of education and culture. Television helps us to know the other cultures, other people, languages and ideas. It serves to fulfill our needs in terms of entertainment and knowledge.

TV provides information and motivates the farmers on different farming sectors, through live talk shows, phone-in programmes and on location broadcasts. The political TV programmes make aware to the viewers about the current political process, their rights and duties and motivate the people to participate in political process. The advertisements of television provide information and knowledge about the new products and their uses.

All the health related TV programmes create awareness about diseases, their causes and preventions, information about available treatment, awareness about immunization, information about government facilities for the treatment of different diseases, awareness about health related government schemes are the subject matter of health related programmes.

The women related TV programmes provide knowledge on socio- economic development of women, health & family welfare, Food and nutrition, scientific home management, women entrepreneurship, education including adult education, women empowerment, gender issues etc.
The child development programme of television provide information on protection of rights of children, care and support to disabled children and child labour, children under difficult circumstances, equal status of girls, universal access to basic education to children and more attention to girls education, providing safe and supportive environment to children, etc. It can develop the literacy skills and numerical skills, political and social awareness, intellectual and creative quality and socialization of the children.

The television programmes also create environmental awareness among the general people about the environment related pollution problems, its causes and solution, waste land development through afforestation and tree planting and encouraging them in environmental conservation activities.

Television provides better scope for international exchange of education and culture. It is an improved means of self education or auto education and provides need based education in the elite as well as to the illiterate. Television as a medium of audio-visual aid offer great prospects to remove illiteracy in a country.

It provides dramatic presentation of words, picture and sound effects and creates an intimate communication with the large number of people in the shortest possible time and creates awareness among the people regarding other culture and people through news, current events and historical programmes. It can be effecting used for mass education on area of national importance, responsible citizenship and similar other issues. It motivates to learn and helps in providing discovery learning and cognitive development of the children. It is used effectively in the teaching of certain subjects such as science, technology, geography, agriculture and oceanography etc.
Finally, television introduces us to knowledge and serves to fulfill our needs in terms of entertainment and knowledge. It will still remain as a great medium of information for the effects of the people’s lives in the future generations.

1.4 Impact of Television and Radio in Golaghat district:

TV and Radio has a great impact on Golaghat district. The world space satellite television has started transmission in Golaghat. It receives almost all the television channels available in the rest of the country. Apart from the state owned terrestrial network, doordarshan, cable television’s serves a section of the homes of the district. Satellite television is common at large number of households. Dibrugarh, Jorhat and Guwahati All India radio station has coverage in the district smoothly.

TV and Radio broadcasting programmes help in rural development by providing information about new agricultural techniques, creating environmental awareness and skill development among the rural people. These programmes can motivate the farmers to use modern agricultural technology, best farming practices, soil and water management, precaution on disease, weather and market information etc. regarding government schemes and beneficiaries. The women related programmes help them to acquire life skills to earn their livelihood, learn about the laws against domestic violence, increase of the participation and access of women to self-expression and decision making, create awareness among the women to establish gender equality and equal rights at all spheres. These programmes helped the people in create political awareness, business development of social life, to inculcate for women a sense of self-respect, economic independence and equality in status with men etc. The health related TV and Radio broadcasting programme helps us to know about different type of diseases, advance treatment, precaution and gives knowledge about foods, exercise and others for good health. It also helps to create awareness among people, the causes for
air and water pollution based diseases, environmental pollution problem and encouraging them in environmental conservation activities and create awareness about, appropriate use of leisure time, development in sports, etc.

Golaghat is a rural based district. About 90.84% people lives in rural area of Golaghat district of the total population. The economy of Golaghat district is agriculture-based. Tea and rice are the main agricultural crops in the district. In Golaghat district the sex ratio of male and female are 1000:964 and the female literacy rate is about 77%. Therefore these types of programme may be helpful for the development of the general people of Golaghat district. All these historical facts impel to take and understanding about the impact of TV and Radio on the present people living in Golaghat district.

1.5A Brief Description of Golaghat District:

Golaghat district is an administrative district in the state of Assam in India. It was one of the largest subdivisions of Assam which was later, elevated to the position of a full-fledged district of Assam on 15 August 1987. The district headquarters are located at Golaghat. It has three sub-divisions – Golaghat, Dhansiri and Bokakhat.

The district of Golaghat is located at the north-east of Assam. The borders of the district are Brahmaputra River in the North, Karbi Anglong district and Nagaland in the South, Jorhat district and Nagaland in the East, Nagaon district and KarbiAnglong in the West. The district of Golaghat consist of an area of 3,502.00 sq. Km. The number of sub-division –3, revineu-5, police station-8, development blocks-8, towns-6, to villages-1086 and gaonpanchayat – 102 in the district are there.

Dhansiri is the principal river, which originates from Laisang peak of Nagaland. Doyang, Nambor, Doigrung and Kalioni are the four rivulets of the Dhansiri. The river Kakodonga marks the border between Golaghat and Jorhat districts. There are four
Assam Legislative Assembly constituencies in this district: Bokakhat, Sarupathar, Golaghat, and Khumtai. All four are in the KaliaborLokSabha constituency.

**Demographic characteristics:**

As per 2011 census, had a population of 1,066,888 of which male are 543,161, female are 523,727. Sex ratio (female per 1000 male) is 964; literate person in the district is 721,764 (77.43%) of which 396,475 (83.56%) belong to male and 325,289 (71.09%) belongs to female. There are 134793 (13%) of the total population is under 6 years of age of which 68662 are male and 66131 are female children. In Golaghat district 62,298 (5.8%) of the total population are under schedule caste in where 31,807 are male and 30,491 are female and 111,765 (10.5%) of the total population are under schedule tribe in where 56,420 are male and 55,345 are female. The population scenarios of Golaghat district are shown on the table of 1.2 (i) below.

Table 1.2(i): Data representing the Population scenario of Golaghat district (As per 2011 census):

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Population</td>
<td>543,161</td>
<td>523,727</td>
<td>1,066,888</td>
</tr>
<tr>
<td>2.</td>
<td>Sex Ratio</td>
<td>1000</td>
<td>964</td>
<td>----</td>
</tr>
<tr>
<td>3.</td>
<td>Literacy</td>
<td>396,475</td>
<td>325,289</td>
<td>721,764</td>
</tr>
<tr>
<td>4.</td>
<td>SC</td>
<td>31,807</td>
<td>30,491</td>
<td>62,298</td>
</tr>
<tr>
<td>5.</td>
<td>ST</td>
<td>56,420</td>
<td>55,345</td>
<td>111,765</td>
</tr>
<tr>
<td>6.</td>
<td>Child Population (0-6 years)</td>
<td>68,662</td>
<td>66,131</td>
<td>134,793</td>
</tr>
</tbody>
</table>

Table 1.2(i)
Out of the total population (for 2011 census), 9.16% (97,736) lives in urban regions of the district and sex ratio in urban region are 953. Similarly child sex ratio is 930. Child population (0-6) in urban region is 9,673 of which males and females are 5,011 and 4,662. This (child population) figure is 10.01% of total urban population.

As per 2011 census, 90.84% population of Golaghat districts lives in rural areas of villages. The total Golaghat district population living in rural areas is 960892. In rural areas of Golaghat district, sex ratio is 965 females per 1000 males. The child sex ratio data of Golaghat district is 966 girls per 1000 boys. Child population in the age 0-6 is 125,120 in rural areas of which males were 63,651 and females were 61,469. The child population comprises 12.91% of total rural population of Golaghat district. The population scenario on rural and urban basis of Golaghat district is shown on the table of 1.2(ii) below.

Table 1.2(ii): Data representing the Population scenario on rural and urban basis of Golaghat district (As per 2011 census):

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>category</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Total Population (Total 1,066,888)</td>
<td>969,152</td>
<td>97,736</td>
</tr>
<tr>
<td>2.</td>
<td>Population %ge</td>
<td>90.84%</td>
<td>9.16%</td>
</tr>
<tr>
<td>3.</td>
<td>Male population (Total 543,161)</td>
<td>493,125</td>
<td>50,036</td>
</tr>
<tr>
<td>4.</td>
<td>Female population (Total 523,727)</td>
<td>476,027</td>
<td>47,700</td>
</tr>
<tr>
<td>5.</td>
<td>Sex ratio (1000:964)</td>
<td>965</td>
<td>953</td>
</tr>
<tr>
<td>6.</td>
<td>Child population (0-6 age)</td>
<td>125,120</td>
<td>9,673</td>
</tr>
<tr>
<td>7.</td>
<td>Child sex ratio (0-6 age)</td>
<td>966</td>
<td>930</td>
</tr>
</tbody>
</table>
The main communities of the districts are the Ahoms, Kalita, Assamese Brahmins, Tea-tribes, Mising, Sutiya and Kachari. There is also a small population of Turung and Aiton people living in the district. Migrant communities like Marwari and Bengali live in the townships. Recently there has been settlement of suspected Bangladeshi immigrants in the bordering areas of Nagaland.

This place of Assam is famous for its prime attractions of Kaziranga National Park, which is famous for its preserving one-horned Rhino, Numbor reserve forest, Numaligarh oil Refinery etc. other some enchanting and attractions are like- Garampani, Neghereting Shiva Mandir, Deopani Than, Deopahar Ruins, Uncle Robin’s (Robin Benerjee) children Museum etc. some of the principal cultivated crops include tea, sugarcane, rice, pineapples, oranges, mustardetc. in Golaghat.

The people of Golaghat speak Assamese language. Apart from the Assamese language the other commonly spoken languages are Bengali and Hindi. Popular festivals in Golaghat are Bahagbihu festival, Maghbihu festival, Srimanta Sankardev Janmotsava, Durga puja, RasPurnima. Other major festivals celebrate in Golaghat include Basantautsav, Dewali, Christmas and Id.

**Culture:**

Golaghat district have many literary intellects that have made outstanding contributions to Assamese literature. The most prominent writer Hem Chandra Barua, was the author of first Assamese dictionary Hemkosh. Raghunath Mahanta, Satradhikar of Doyang Alengi Satra of Golaghat, who composed three masterpieces, namely Shatrunjoy Kavya, Adbhoot Ramayan and Katha Ramayan. One significant poet of the Ahom age was Durgeswar Dwiji, who composed the book titled Sangkhosur Badh. Hem Chandra Goswami was the first sonnet writer of Assamese language. The credit of
first Assamese poetess and Assamese short story writer amongst women was Yamuneshwari Khatoniar of Golaghat. Her collection of verses called Arun was the first book written by a woman poet.

Raibahadur Ghanashyam Barua of Golaghat was the first Central Minister of Assam. He along with his three partners, was translated William Shakespeare's “The Comedy of Errors” into the Assamese language. Kamal Chandra Sarma of Golaghat was the secretary of 'Asomiya Bhasa Unnoti Sadhini Sabha'. Syed Abdul Malik, the invincible writer of Assamese literature, belongs to the village of Nahoroni in Golaghat, was the president of Assam Sahitya Sabha. He received many exalted prizes, including Sahitya Akademy, Sankar Dev Award, Xahityacharyya, etc. Dr.Nagan Saikia, educationist, eminent literature, short story writer, former professor and ex. M.P of Rajya Sabha, was the president of Asom Sahitya Sabha. He received many awards, including Sahitya Akademi Awards (1997), Assam Valley Literary Award (2007), etc.

Other great writers of Assamese literature include Surendranath Saikia, Hari Parsad Barua, Kirtinath Hazarika, Dr. Debo Prasad Barooah, Nilamoni Phukan, Samir Tanti, Lakhikanta Mahanta, Purna Chandra Goswami, Dr. Upen Kakoty, Lolit Barua, Golap Khound and Premadhar Dutta in Golaghat. The Golaghat Sahitya Sabha is one of the oldest congresses of Assam Sahitya Sabha, started in 1918.

**Education:**

Golaghat is an educationally advanced district of Assam. The direct and indirect results of western education proved partially good enough in Golaghat district. In Post independence period a large number of schools have been established and contributed towards the growth of modern education in Golaghat. There are 1094 nos. of Lower Primary school, 464 Upper Primary school, 199 High school, 40 Higher Secondary
school and 8 Junior college of the district. Government Bezborua H.S. School (1886 AD), Mission Girl’s High School (1925 AD), Dandadhar Girl’s High School (1940 AD) are important schools established before independence in Golaghat. Under the leadership of late Dhyanda Sarma Golaghat town Hindi High School was established in the year 1935 AD to educate the children of Hindi speaking people living here.

Deb Raj Roi College (1949), Hema Prava Borbora Girl’s college (1969), Golaghat Commerce College (Arts stream newly provincialised) 1972, Furkating College (1981), Bokakhat JDSG College, Sarupathar College (Commerce stream newly provincialised), Dergaon Kamal Dowarah College, Khumtai Jaya Gogoi College and Kamargaon College are major higher education institutions existed in the district in post independent period. All colleges provide Distance education (under DU) and Krishna Kanta Handique Open Education (under KKHSOU) along with the general mood. There are one Law College, one Polytechnique institution (girl’s polytechnique) and one teacher training college (B Ed College) also. Another 5 colleges (Borpathar college, Bokakhat CNB Science college, Marangi Mahavidyalaya, Melamora College and Kamarbandha College) are newly provincialised by the government in the district recently.

The total literacy rate of Golaghat district is 77.43%, of which males and females are 83.56% and 71.09% literates respectively. In urban areas the rate is 91.74 % and in rural areas 75.94 % as per census data 2011. Gender wise, male and female literacy in rural areas are 82.44% and 69.22% and in urban areas are 94.25% and 89.11% respectively. The literacy scenario of Golaghat district is shown on the table 1.2(iii) below.
Table 1.2(iii): Data representing the Literacy scenario of Golaghat district (As per 2011 census):

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>category</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literates</td>
<td>640,978</td>
<td>80,786</td>
<td>721,764</td>
</tr>
<tr>
<td>2.</td>
<td>Average literacy</td>
<td>75.94%</td>
<td>91.74%</td>
<td>77.43%</td>
</tr>
<tr>
<td>3.</td>
<td>Male literacy</td>
<td>82.44%</td>
<td>94.25%</td>
<td>83.56%</td>
</tr>
<tr>
<td>4.</td>
<td>Female literacy</td>
<td>69.22%</td>
<td>89.11%</td>
<td>71.09%</td>
</tr>
</tbody>
</table>

**Economy:**

The economy of Golaghat district is agriculture-based. Tea and rice are the main agricultural crops grown in the district; with tea being is the largest agricultural industry. There are 63 large tea gardens producing about 20,000 tonnes of tea per year. Moreover, the emergence of small tea growers has proclaimed a new improvement in the district. Small-scale tea growers have gotten considerable fame here because of large incomes compared to other high-land crops. It has caught the desire of unemployed people to take owning tea-gardens as their profession. The rearing and reeling of muga and endi, the making of Japi (headgear) and earthen potential and the extraction of agaru oil are the cottage industries prevalent in Golaghat district. Quality muga silk and agaru oil in Golaghat district are well known in the state. Long-neck earthen potential made in Dhekial, especially for storing molasses, is unique in the world. 'Japi' of Naharani, Dergaon finds a market in the entire Brahmaputra valley.
Numaligarh Refinery Limited (NRL) is the only major heavy industry in the district. Numaligarh Refinery is engineered to process 3.0 million tonnes per year of indigenous crude oil, adopting innovated technologies. NRL has achieved global standards by obtaining certification of its Quality, Environment and Occupational Health & Safety Management Systems. It has already adopted Hydrocracker technology to enhance the production of middle distillates.

Mass-media has a great impact on Golaghat district. It has got quite a variable number of newspaper subscribers. Apart from the Assamese daily news papers, The Telegraph, The Assam Tribune, The Hindustan Times, The Times of India, The Hindu, There are Hindi and Bengali publications also. The world space satellite television has started transmission in Golaghat. It receives almost all the television channels available in the rest of the country. Apart from the state owned terrestrial network, doorodarshan, cable television’s serves a section of the homes of the district. Satellite television is common at large number of households. Dibrugarh, Jorhat and Guwahati All India radio station has coverage in the district smoothly. Internet cafes are available in the main market area, connected through broadband, provided by BSNL, Reliance, Vodaphone, Aircel, Tata indicom, Airtel and Infocom.

All these historical facts impel to take and understanding about the social background, the impact of mass-media on the present people living in Golaghat district.
1.6 Statement of the Problem:

Education is a life-long continuous process, which comprising the whole life of individual striving for perfection, character and personality and desirable social experiences. It includes all experiences of man’s life which help him to control his environment and fulfill his possibilities.

Non-formal education is universal and life-long process. It covers all the three important objectives like imparting knowledge, developing different skills and promoting values. It covers not-only literacy but also other areas like,- agriculture, health, nutrition, family care, co-operation, social awareness, cultures, sanitation, animal husbandry, child development etc. Non-formal education is programmed for the children who do not get opportunity to get formal education in any institution for some social, economic, educational or other reasons or have to leave the institution even after admission. It helps people from all classes from the backwards and illiterate people to highly educate ones.

Radio is one of the important agencies of non-formal education and chief instrument of mass media. Radio broadcasts have provided non-formal but effective education to the masses. Various programmes of radio, such as,- children programmes, women programmes, rural programmes, university broadcast, music programmes, group discussions, dramatic performances etc. reach varied sections of society. In our day to day life we learn a lot from the radio programmes. The programmes of radio are available from early morning to the midnight. Radio broadcasting provides some educational programmes for different age group and for different classes in different areas of subject. It helps a lot in the development of language music and learning of historical facts through dramatization.
Television is one of the significant agencies of non-formal education. It can present information to a large number of learners at a time. The education system of television comes to the relief of those persons who are unable to acquire education through the traditional system. Television gives the present reality to make one more romantic and trustworthy of knowledge and experience. It gives healthy entertainment for effective use of leisure. It presents the global culture to make one dynamic and modern in thought and outlook. It throws a new challenge to modern man for his education and development to enter into a new century of his progressive changes. It provides better scope for international exchange of education and culture. Television is more effective means of modernizing outlook and attitude of the people. It is an improved means of self-education or auto education and provides need based education to the elite as well as to the illiterate.

The research problem undertaken is entitled as “Role of Television and Radio in Promoting Education through Non-Formal Way” (A Case Study of Golaghat District). This study aims to analyze, how Radio and Television plays an important role in promoting education among the general people.

More than half of the world’s population and more than 70 percent of the world’s poor are to be found in rural areas where hunger, illiteracy and low school achievement are common. Golaghat is located in the remote area of the state as well as of the country. More than 80 percent population of the district is lived in rural areas with poor condition. The birth and death ratio of rural areas are more than urban areas of the district. Therefore, it should be needed to create awareness, knowledge, attitude and behaviour change through relationship between communication channels. The use of technology, especially Radio and Television are considered to be the most effective
communication in our world today particularly agriculture, education, health & hygiene, medical and latest news on different ways.

The researcher have selected this topic for the study, because, she is interested to study the role (contribution) of mass media (especially electronic media – TV and Radio) in the development of the people. She hope that, after finishing her study, she might have to give some new edition in Radio and Television programme on latest technology, which will be help for advanced life of the people.

1.7 Need and Significance of the Study

In the 21st century, communication and information technology possess significant importance in every sector of human life including education. Education or learning is the only tool through which human mind can come in contact with innovative process of living. Various new trends in education pave the ways for life-long education for all. Technological innovations make this process more effective and more interesting.

Mass media is the indispensable tools for educating the masses and communicating new knowledge and information to the educand. It is a non-formal mode of education. Radio and TV are being the most commonly used mass media in education. They impart helpful and qualitative service as media for communicating information to the masses in social, political, business and educational sphere. There are some essential educational programmes for pupils in the Radio and TV which are not usually imparted by other media. TV and Radio is considered to be the most effective communication in our world today, such as- agriculture, education, health & hygiene, medical and latest news on different ways.
On agricultural ground TV and Radio transfer modern agricultural technology to literate and illiterate farmers from urban to rural interior areas within short time, i.e. how they will benefit on irrigation, seeds, manure and financially from the government.

Through TV and Radio telecast programme people are getting more awareness information for their health disciplined & cleanliness around their home and society. Through TV programme people can understand about routine work to maintain their health. And they can visualize some programme that how to cleaned surrounding their home as well as society for hygienic.

Radio and TV is doing role on medical ground also for society. When rural area peoples are affected by a particular disease then Radio and TV news help them to get free medicines, free health camp and nursing etc. Radio and TV government news always gives precaution about Aids and other disease to the society.

Moreover, Radio and TV performs different telecast on different way to the people. TV and Radio provide available information anywhere at a time. It also serves to fulfill our needs in terms of entertainment and knowledge and contribute positively to the education of society and people’s awareness of others. It gives information about weather report to prepare for the day, cartoons and sports provide for relaxation and fun for the children, school programmes, documentaries and the news to teach about the world, advertisements to inform us about products and new ideas. On the other hand, this communication media doing much role on women empowerment also as if self dependent on their daily activities and family planning etc.

TV and Radio can be used as an effective aid in the fight against social evils like,- corruption, smoking, drug-addiction, untouchability, dowry, practice of sati, etc. by
arousing public opinion against such evils. It can be used to teach people different arts & crafts and to educate workers to improve their efficiency.

The major function of communication media basically TV & Radio is connectivity and to create awareness, knowledge, attitude and behaviour change through relationship between communication channels, targeted audience and society. It helps people to find new norms and achieve a balance during a period of rapid change. Thus mass communication gives in our daily life some non-formal education through Radio and TV which we never get in formal education.

TV & Radio are the most effective media in creating awareness and interest and interpersonal sources playing the role in convincing the rural people for acceptance and adoption of various innovations. TV and Radio can provide fresh information and knowledge to the rural communities. They can help in literacy campaign by motivating the general public, by encouraging the individual learner, and by providing the actual literacy instructions.

Golaghat district is an administrative district in the state of Assam in India. The economy of Golaghat district is agriculture-based. Tea and rice are the main agricultural crops grown in the district. According to the 2011 census Golaghat district has a population of 1,066,888. Out of the total population for 2011 census, 9.16 % lives in urban regions and 90.84 % lives in rural areas of villages. Literacy rate in rural areas are 75.94 % and urban areas are 91.74% as per census data 2011. Mass-media has a great impact on the Golaghat district. It has got quite a variable number of Newspaper subscribers. The world space satellite television has started transmission in Golaghat. It receives almost all the television channels available in the rest of the country. Dibrugarh, Jorhat and Guwahati All India radio station has coverage in the district.
smoothly. Therefore, this study is most important in Golaghat district to provide education and create awareness among the general people on their day-to-day life.

1.8 Objectives of the Study:

The specific objectives of the study are as follows:

(1) To study the social background of the Television viewers and Radio listeners.

(2) To study the type of educational programme organized through Radio and Television.

(3) To study the extent of educational benefit derived by the Radio listeners and Television viewers.

(4) To assess the impact of exposure to Television and Radio on socio-economic and health practices of the people in rural and urban setting.

(5) To make a comparative study about the educational benefit of Television viewers and Radio listeners.

1.9 Delimitation of the Study:

(1) The study covers 300 respondents only of Golaghat District among the 1.5 billion populations.

(2) The study is confined to the mass media for non-formal education.

(3) The study is delimited to the radio and television only as the agency of non-formal education.

(4) The study is confined only to those respondents, who are utilizing the benefit of non-formal education.

1.10 Organization of the Works (Design):

With the objectives in view, the present study has been divided into six chapters, which have been organized in the following manners.
Chapter I: The first chapter includes a brief introduction to the broad areas under consideration. A historical background of the area, significance of the study, objectives and delimitation of the study has been presented in this chapter.

Chapter II: The second chapter includes review of important literature related to the study.

Chapter III: The third chapter is concerned with the methodology of the study. The description of the techniques and tools for data collection and different statistical techniques for analysis of data has been discussed in this chapter.

Chapter IV: In the forth chapter analysis and interpretation of collected data has been done.

Chapter V: In the fifth chapter includes findings and discussion.

Chapter VI: The sixth chapter includes summary, conclusion and suggestion and scope for further study.
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