CHAPTER I

1.0. **INTRODUCTION:**

The National Adult Education Programme is a categorical commitment of the Government of India, and its policy statement recognizes the critical role that the mass-media can play in realising the objectives of National Adult Education Programme speedily and extensively. For the first time in the history of India, there has been such a categorical commitment and support of the Government with regard to a universal Adult Education Programme. The policy statement emphasises that 'stress should be laid on learning rather than teaching on use of the spoken language in literacy programme and on harnessing the mass-media'. Further, the document on National Adult Education Programme says, "A critical role can be played, in this context, by the mass-media - film, television, radio, newspapers, publicity posters, etc. This would require an ingenious and coordinated effort in which official and non-official media shall have to converge to serve the objectives of the Programme".

1.1. **PERSPECTIVES OF THE TELECAST PROGRAMME: 'EDUCATION FOR LIFE'**

It was this realization that prompted the Department of Adult and Continuing Education, University of Madras, India to launch a literacy programme.
through Television - 'Education for Life' on 2nd October 1978 in collaboration with Doordarshan Kendra, Madras and the Directorate of Rural Development, Tamil Nadu. The telecast programme 'Education for Life' has three components, namely Awareness, Functionality and Literacy. Each component was designed on the basis of survey findings from 169 villages. (Nagarajan and Selvam, 1979). The first component, 'Awareness' aims at providing information about various perplexing issues faced in one's own family, community, etc. The second component, 'Functionality' provides various occupational knowledge to improve the economic level and also the knowledge about spending the time usefully. The third component, 'Literacy' aims at inculcating the knowledge of letters, simple words, sentences and simple arithmetic problems.

1.2. **MODE OF TELECAST:**

Specially recorded live programmes were telecast from Doordarshan Kendra, Madras on every Tuesday, from 7.00 p.m. to 7.30 p.m. and the repeat programme was telecast on the subsequent Thursday.
1.3. **CONFIGURATION:**

The State Government provided Community Television sets to 169 villages in the districts of Chingleput, South Arcot and North Arcot situated within the radius of 90 km around Madras in the year 1978 (In the year 1981, it has increased to 269). The animators were specially trained by the Department of Adult and Continuing Education, University of Madras, India and they were entrusted with the responsibility of operating the Television sets, and teaching the learners either before or after the T.V. programme. The Community Television sets are located in the central places either in a school or in the Panchayat Office so that the villagers can assemble and view the programmes without any difficulty.

1.4. **STATEMENT OF THE PROBLEM:**

In tune with the above, systematic researches are necessary to understand the variables that have helped or impeded the progress of Adult Education among the rural adults, and to suggest measures which will accelerate the extension of the telecast literacy programme for adult education in rural communities. This requires a variety of theoretical concepts,
methodological tools and techniques for qualitative and quantitative studies. Moreover, it is assumed that the factual representation of the programme and its impact on rural adult learners will be an eye-opener for furthering the programme with multi-media approach which has not been attempted as an integrated programme of the National Adult Education. Hence, the study on "Social Impact of the Telecast Programme - 'Education for Life' on rural adults in the districts of Chingleput" was undertaken by the researcher.

1.5. OBJECTIVES OF THE STUDY:

It will be worthwhile to mention here that beyond the instructional areas, the social objectives of the programme were not clearly spelt out. Therefore, it became the researcher's responsibility to define the social goal of the telecast programme 'Education for Life' on the one hand and to find out how far these goals were achieved through the study on the other. Keeping the above perspectives in mind, the following objectives of the study were delineated.

1.5.1. To identify the socio-economic background of the respondents (sex, age, marital status, caste, prior educational level, occupation, monthly income) and their frequency of Television viewing.
1.5.2. To measure the respondents' level of participation in other mass-media programmes (radio listening, cinema viewing, newspaper listening, etc.) and the frequency of their Television viewing.

1.5.3. To measure the respondents' level of awareness, knowledge, adoption and use in the field of agriculture and animal husbandry.

1.5.4. To measure the respondents' level of awareness, knowledge, adoption and use in the area of health and nutrition.

1.5.5. To measure the respondents' level of awareness, knowledge, adoption and use in the area of Family Welfare Programme.

1.5.6. To measure the respondents' level of political socialization through Television Programme.

1.5.7. To identify the overall modernity in the sampled respondents due to the television programme.

1.5.8. To identify the other possible changes in the sampled respondents due to the television programme.

1.6. **HYPOTHESIS:**

Based on these objectives, the general hypothesis of the study was formulated as follows:
1.6.1. **GENERAL HYPOTHESIS:**

Differential exposure to Television viewing of the television programme 'Education for Life' leads to differential levels of change or gain in awareness, knowledge, adoption and use of innovations and to other attitudinal and behavioural changes. The general hypothesis that guided the analysis of the data can be stated as

\[ c < e_1 < e_2 < e_3 \]

1.6.2. **RESEARCH HYPOTHESES:**

1.6.2. 1. There is a significant relationship between the sex of the respondent and the frequency of Television viewing.

1.6.2. 2. There is a significant relationship between the age of the respondent and the frequency of Television viewing.

1.6.2. 3. There is a significant relationship between the marital status of the respondent and the frequency of Television viewing.

1.6.2. 4. There is a significant relationship between the caste of the respondent and the frequency of Television viewing.
1.6.2. 5. There is a significant relationship between the educational level of the respondent and the frequency of television viewing.

1.6.2. 6. There is a significant relationship between the occupation of the respondent and the frequency of television viewing.

1.6.2. 7. There is a significant relationship between the monthly income of the respondent and the frequency of television viewing.

1.6.2. 8. There is a significant relationship between the respondents' radio listening and the frequency of television viewing.

1.6.2. 9. There is a significant relationship between the respondents' cinema viewing and the frequency of television viewing.

1.6.2. 10. There is a significant relationship between the respondents' newspaper listening and the frequency of television viewing.

1.6.2. 11. There is a significant relationship between the frequency of television viewing and the change or gain in information in the area of agriculture including animal husbandry.

1.6.2. 12. There is a significant relationship between the frequency of television viewing and the change or gain in the area of health and nutrition.
1.6.2. 13. There is a significant relationship between
the frequency of television viewing and the
change or gain in the area of family welfare.

1.6.2. 14. There is a significant relationship between
the frequency of television viewing and the
change or gain of political knowledge.

1.6.2. 15. There is a significant relationship between
the frequency of television viewing and the
change in overall modernity.

1.6.2. 16. There is a significant relationship between
the frequency of television viewing and the
other possible source of change.

1.7. OPERATIONAL DEFINITIONS

To have conceptual clarity, operational definitions of each of the concepts was presented and this followed throughout the report, unless otherwise defined.

1.7.1. Village: The term 'village' has been used in this report interchangeably with television settlement and television village or otherwise refers to experimental village.
1.7.2. **Adult**: The term 'Adult' refers to those who were above 15 years of age and who watched the telecast programme 'Education for Life'.

1.7.3. **Viewers**: The term *Frequent viewer* is operationally defined as those who view the telecast programme 8 times a month; *Occasional viewers* refer to those who view the telecast programme 6 times a month; and *rare viewers* refer to those who view the telecast programme 4 times a month.

1.7.4. **Telecast Programme**: The term 'Telecast Programme' refers to 'Education for Life' unless defined otherwise.

1.7.5. **Awareness**: The term 'Awareness' is operationally defined as the level of one's acquaintance with the new innovations.

1.7.6. **Knowledge**: The term 'Knowledge' is operationally defined as the level of one's understanding about the new innovation.

1.7.7. **Adoption**: The term 'Adoption' is operationally defined as the actual use of innovations by the respondents.
1.7.8. **Use**: The term 'Use' is operationally defined as the continued practice of modern methods at the time of field work.

1.8. **Variables for the study**:

In this study, the independent variable was the frequency of television viewing and the dependent variables were awareness, knowledge, adoption and use of the various innovations suggested in the areas of agriculture, animal husbandry, nutrition, family welfare and health, and also information pertaining to political orientation and overall modernity.

The background variables and intervening variables were sex, age, marital status, level of literacy (prior educational level), occupation, income and other mass-media exposure, such as radio listening, cinema viewing, newspaper listening.

1.9. **Scope of the study**:

Even though the television programme 'Education for Life' has three components, viz., literacy, awareness and functionality, the study was confined to assess the impact of the awareness components of the telecast programme on rural adults who viewed this in Chingleput district, Tamil Nadu.
1.10. **JUSTIFICATION OF THE STUDY:**

Existing research findings (Arnov, 1976, Goldsen 1971) confirm that Television is a *Value Neutral Medium*, but an enormously powerful one, capable of both strongly positive and menacingly negative influences. Moreover, these studies clearly indicate that television in under-developed countries has not aimed at reaching the most disadvantaged populations. Therefore, it is quite natural that along with the other aspects of adult education, the importance and use of Television in educating the rural adults is also worth taking for research. As such, the present study is a modest beginning in this direction. This effort to study the "Social Impact of the Telecast Programme - Education for Life on rural adults" is based on the assumption that the findings of the study should have great implications for the policy-makers, adult educators and also for communication specialists.

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