CHAPTER 2

REVIEW OF RELATED STUDIES

2.0. COMMUNICATION:

Communication is a process by which messages are transmitted from a source to a receiver. It is essential for the dynamic survival of any society (Schramm, 1973). Many scholars think that human behavior could be largely explained in Communication terms (Rogers, 1969). Berlo (1960) developed a simplified model, later modified by Rogers (1969) of the Communication process called S-M-C-R-E. In this model, a source (S) sends a message (M) through certain channels (C) to the receiving individual (R) who responds or reacts to this stimulus with an effect (E) (Rogers, 1969). In the present study, the source was Doordarshan Television programmes, and the receiving individuals were the rural adult Television viewers.

Most evaluation studies related to the impact of Television have indicated the contribution of Television towards education and development. Since Communication is a culture bound process, it was felt that the studies related to rural Television in India and abroad should be reviewed as they were relevant to the present study.
2.1. STUDIES IN INDIA:

Anthropological researches related to Communication in India are limited in number. Apart from the study of Majumdar (1958), other studies conducted in India in the fifties were by Damle (1956), Dube (1958, 1967), Hein (1959), McCormack (1959), Marriott (1959); in the mid-sixties by Cumperz (1964) and Roy et al (1968) and in the early seventies by Danda and Danda (1971) and Gaikward et al (1973).

Television is a recent arrival in India and its advent is closely associated with education and development. Krishi Darshan, the pilot project of SITE was inaugurated on January 26, 1967. The main objectives of the project were:

1. to communicate agricultural innovations to cultivators in Delhi territory;

2. to measure effectiveness of Television for agricultural development; and

3. to gain insight into social and organizational problems of rural Television.
The first evaluation of Krishi Darshan was done by the NCERT, New Delhi. According to its report "Television has positively been useful in increasing knowledge regarding new farm technology. The farmers who viewed the television programmes gained more or less the same amount of knowledge irrespective of age, education and land holding. However, the caste of the farmer was found to be significant in differentiating the groups regarding gain in knowledge" (NCERT, 1968).

The Indian Agriculture Research Institute, New Delhi, conducted a series of studies on the effectiveness to Television for agricultural development. Sharma and Singh (1972) have summarised the findings of 10 such research studies related to Krishi Darshan. They observe that the studies "... have convincingly shown the effectiveness of Television in imparting technical information to the farmers. In each case, a significant increase in the base-line knowledge of the farmers was observed after exposing them to agricultural telecasts. Further, television proved to be effective in creating a favourable attitude among farmers to recommend practices and in inducing their actual adoption" (Sharma and Singh, 1972).
In a study of Bihar SITE villages, Chauhan and Sinha (1976) observed the impact of television on adoption of new agricultural technology. They also observed a lack of correlation between education and adoption of agricultural innovations. Shingi and Mody (1976) concluded from a study in Delhi villages that those who were 'high on ignorance' before watching the television programmes benefited most in absolute terms after the exposure.

In the history of human communication, India's SITE is probably the most advanced techno-social experiments ever conducted on a large rural population. The various SITE studies suggested some of the following generalised conclusions.

1. SITE programmes led to significantly higher gains among their viewers in the instructional areas.

2. SITE programmes led to consistently significant gains in awareness and knowledge - in comparison with the control groups - in the case of individuals who viewed the programmes frequently.
3. There was also considerable demand for instructional programmes and, in fact, some data suggested that the villages on the whole wanted more instructional programmes than were provided.

Prior to the SITE Programme period, during the period and immediately following it, there were a number of studies (around 50) were undertaken and these studies were broadly classified as content evaluation, the input evaluation, the process evaluation and summative evaluation, but these categories were not really logically tight and mutually exclusive.

2.2. CONTENT EVALUATION STUDIES:

Twelve studies have been undertaken in the name of content evaluation. Six of them are entitled (a) Audience profiles and six are entitled (b) Needs assessment studies. (a) These audience profiles are really in the nature of brief ethnographic studies and give information on languages, level of education, the life style, food, dress, patterns of agriculture, health and hygiene, family planning and religion, employment, etc.
(b) Needs Assessment studies are primary studies of observed needs as assessed by field personnel during extension work or development work in the rural areas.

Judging the two types of content evaluation studies, namely audience profiles and need assessment studies, it appears that the latter were probably somewhat more directly oriented to the needs of television producers than the former.

2.3. INPUT EVALUATION STUDIES:

Bella Mody (1974) undertook two quick studies for programme producers. One of these was a study relating to the programme format and the other was a study entitled programme pretesting. The findings of the first study were specific, and it assessed the interest evinced by people in test programmes, measured the degree of comprehension and studied the reactions of programme formats.

Bella Mody (1976) in her second study draws the following conclusions: (a) Educational programmes should have a very specific behavioural objectives; (b) Pretesting and Methodology has to be developed for specific cause and conditions of the experiment; and (c) Finally and most important
of all software must have at least a high priority if not the highest priority.

2.4. **PROCESS EVALUATION STUDIES**

In this category, there were four processes of evaluation studies. Two studies directly related to the morning and the evening broadcasts based upon the research report about attendance and interest evinced by the viewers. The third was a feedback study based upon the opinion of the experts on the message content, particularly with reference to the instructional programmes. The fourth study, namely the utilisation study belongs to a somewhat different category. This was one of the few consciously planned experiments about the usefulness of the particular strategy of promoting utilisation of a message communicated by the medium.

2.5. **HOLISTIC STUDIES (SUMMATIVE EVALUATION)**

The largest group of studies, however, is under Holistic Evaluation. These studies can be classified into four sub-groups depending upon either the method that they have adopted or the particular programmes that they have studied.
The first sub-group under summative evaluations is made up of holistic studies of the villages, the second sub-group consists of studies which evaluate the morning school education programmes. In these studies, the major areas of evaluation have been the impact of the programme on children and the effectiveness of the multi-media package that was derived for the training of teachers. The third sub-group of summative evaluation is related to the evening programmes which were conducted generally for the rural audience more particularly for the agricultural population. The final sub-group making up the summative evaluation studies is related to different aspects of management.

The studies which have been reported upon, for this review, are fairly comprehensive in terms of their subject coverage and are highly diversified in terms of their methodology. Some of the studies have used the in-depth anthropological method of participant observation, some have used a one-point cross-sectional survey and others have used the technique of content analysis.

Though there were some limitations, most of the studies had been well-planned and executed.
1.6. **STUDIES OUTSIDE INDIA:**

1.6.1. **PAKISTAN:**

On 12th October, 1975, the Pakistan Television Corporation launched its first ETV pilot project, aimed at making more than 24,000 adults, having equal number of men and women, functional. Literate within a period of six months, the following follow-up points are noteworthy in this connection.

a. The television lessons are essentially life-oriented rather than work-oriented.

b. Four cycles of the project have demonstrated that the tool of television is successful to the extent of 75 per cent of the target.

c. On the basis of this experience, it is claimed that the television lessons for adult functional literacy, including the component of teacher-training, provide and effective and viable instrument.

d. As to the effect of functional literacy in reducing illiteracy, it is claimed that in 14 different ways, it works as an enabling factor, increasing the people's capacity to bring about change.
2.6.2. TANZANIA:

The Mass Media:

Multi-media campaigns in Health Education and Nutrition Education have had a significant impact in Tanzania, and countries changing over to the metric system intending to communicate road rules, etc., have all made extensive use of the mass media. The mass media, especially Radio and Television, can contribute significantly to bring about most of the changes referred to above. In addition, they are invaluable when it is necessary for great numbers of people to learn something quickly. Mass media can, in a powerful way, solve the problems of inequality and have considerable impact on the knowledge and attitudes of both the under-privileged and the privileged.

2.6.3. KENYA:

Many agricultural extension projects cater mainly to the richer farmers and because these farmers always profit much more from new agricultural methods and knowledge than farmers and labourers without the same resources, an unconventional extension project took place in Kenya several years ago.
To counter this empirical reality, the project experimented with a new strategy to promote the adoption of productivity-increasing agricultural innovation, especially among the less progressive farmers.

Evaluation of the first experiment dealing with hybrid maize showed that almost all selected farmers could be recruited for the course but the majority of those recruited were progressive farmers, although the intention was precisely to reach the less progressive farmers. Thus, even when a conscious effort is made to reach the less progressive farmer with agricultural information and to exclude the more progressive farmer, it does not always work.

2.6.4. THAILAND:

A study dealt with the Mobile Trade Training School (MTTS) in Thailand, which was originally aimed at revitalizing and stimulating rural development through both light industry and agriculture. The MTTS was to provide skill training to unskilled and unemployed youths and adults who had little or no opportunity to continue their schooling. More than ten years after its inception, the goals of the MTTS were redefined because, in the course of time, the composition of the participants had changed and
fairly large numbers of participants were urban and employed rather than rural youth who needed improved skills for rural development.

This is another case in which the original goal of the project was not met and where, to a large extent, other than the intended beneficiaries profited from the training offered. What had been set out as rural skills training developed into urban upgrading and consumption education.

2.6.5. COLUMBIA:

The Action Cultural Popular (ACPO) project in Columbia is well known for its use of mass media in reaching large numbers of rural people with information and education. Evaluation research findings strongly suggest, however, that only those Columbian farmers who already had a minimal economic basis of their own were able to utilize the knowledge they had gained from the ACPO programme in order to improve their livelihood and fulfil some of their raised aspirations. (Chu, Rahim and Kincaid 1976).
Data also indicate that the ACPO programme achieved success in raising the level of literacy and knowledge among only about 5 per cent of the potential rural audience. "This small section of people has not yet shown any active sign of initiation or leadership in educating and mobilizing others". Thus concluded Schramm and Lerner (1976).

2.6.6. **UNESCO LITERACY PROGRAMME:**

The last example is the United Nations Educational Scientific and Cultural Organization (UNESCO) World Experimental Literacy Programme. In general, its results have been rather meagre, considering especially the enormous amount of resources and effort that went into it (UNESCO 1976). The experimental program was intended to be confined to young illiterate adults between the ages of 15 and 29, and its objective was "the selective, intensive approach to functional literacy".

Thus, the common observation in all of these rural education and communication projects is that the intended target group is not reached, but only a segment thereof. The people who are assumed to need this education and information are often not
reached, while others who are not the prime target population benefit from it.

2.7. **RESUME**

As such, the studies mentioned above have been useful in telling what Television can reasonably be expected to achieve and in what manner, its impact can be increased in future. It is hoped that the review of the above studies, will provide a general view of Telecast programmes and also suggest research models for the researchers. The findings of these studies might help future developmental television producers.

One important point that emerges is that any organisation that wishes to undertake developmental Television programmes should begin by planning for its production as well as contextual research well ahead of time. This lead time is essential for the social researcher as also for the producers. In a country as large and diverse as India, the urban-based producers as well as researchers are not likely to have the necessary background or familiarity with the population which they seek to serve. A certain period of breaking in and finding their feet is
necessary for both the groups. Further, until the preliminary research operations are completed, it is not possible for producers to gain benefit by them. If researchers and producers are recruited at the same time, the researcher will not be able to provide the kind of data that are likely to be useful to the producers.

Another point that emerges is the difficulty of developing programmes which are addressed to a somewhat unspecified target group consisting of generational audience. This means that a mix of programmes which could simultaneously cater to the interest of youth as well as children, men as well as women, cultivators as well as non-cultivators, has to be produced. This is difficult to do, especially if the programme is expected to be instructional and not merely entertaining. Instruction has to be specific and has to be related to the particular segments of the population.

Still another point that emerges is the great potentiality of viewers' participation in the production of the programmes themselves. If the programme production agency is close to the local, where the programmes are going to be telecast, the
possibility is that the producers would establish a much greater contact with a community and would gain benefit from the reactions and views of the potential beneficiaries.

By and large, the present telecast programme 'Education for Life' satisfies the above requirements. The methodology adopted for studying the impact of the programme on rural adults will be presented in the next Chapter.