CHAPTER 5

SUMMARY, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS:

Summary of the Study:

The purpose of this study was to investigate the Social Impact of the Telecast Programme - 'Education for Life' on rural adults in the Chingleput district, Tamil Nadu State. The study was undertaken with the following main objectives:

Objectives:

1. To identify the socio-economic background of the respondents and their frequency of television viewing;

2. To measure the respondents' level of participation in media such as radio listening, cinema viewing, listening to newspaper reading and the frequency of television viewing;

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

4. To measure the respondents' level of awareness, knowledge, adoption and use in the field of health and nutrition;

5. To measure the respondents' level of awareness, knowledge, adoption and use in the field of family welfare.
.6. To measure the respondents' level of awareness, knowledge, adoption and use in the area of political knowledge.

.7. To identify the overall modernity in the sampled respondents' due to the telecast programme; and

.8. To identify other possible sources of change in the sampled respondents.

Based on the said objectives, sixteen hypotheses embracing eight major areas were tested. They were:

.1. There is a significant relationship between the socio-economic characteristics (sex, age, marital status, caste, level of education, occupation and income) and the frequency of television viewing;

.2. There is a significant relationship between the respondents' exposure to mass media (radio listening, cinema viewing and listening to newspaper reading) and the frequency of television viewing;

.3. There is a significant relationship between the frequency of television viewing and the change or gain in the areas of agriculture, etc.;

.4. There is a significant relationship between the frequency of television viewing and the change in the areas of health and nutrition;

.5. There is a significant relationship between the frequency of television viewing and the change in the areas of family welfare;
2.6 There is a significant relationship between the frequency of television viewing and the change in the area of political knowledge;

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

2.8 There is a significant relationship between the frequency of television viewing and the other possible sources of changes.

The literature reviewed concerns the television programme for educational purpose with special emphasis on adults at regional, national and international levels. The investigator has found that no research has been attempted to identify the frequency of television viewing and the change in knowledge, awareness and adoption in the areas of agriculture, health, family welfare, politics and the overall modernity in the State of Tamil Nadu, India.

The study was designed as a field experiment having pre and post observations in experimental and control groups and using interview schedule as research instrument. The analysis focussed on the pre and post difference gain scores separately for males and females. Conclusions drawn from the results of the analysis of the data are presented in the following sections:
CONCLUSIONS

The results obtained from the analyses of the data warrant the following conclusions:

1. There exists a significant relationship between the socio-economic characteristics of the sampled respondents and their television viewing. And hence it is concluded that the association between these characteristics positively influences the frequency of television programmes.

2. There exists a relationship between exposure to mass media (radio listening, cinema viewing and listening to newspaper reading) by the sampled population and their frequency of television viewing and hence it is concluded that the prior exposure to these mass media influenced the respondents' frequency of television viewing.

3. Higher the exposure to television programmes leads to change in the awareness, knowledge and adoption of agriculture and animal husbandry information, lead one to point out that the frequency of television viewing played a positive role in the respondents' perception. The frequency of television viewing leads one to conclude that change or gain in knowledge in the areas of health and nutrition, warrants the exposure to these programmes often make a significant contribution to the respondents' perception in the areas mentioned.
5. The exposure to family welfare programmes through television also resulted in the change in knowledge level among the sampled population and hence it is concluded that association between the frequency of television viewing positively influenced the respondents' level of perception.

6. There exists a relationship between the respondents' level of perception in the area of political knowledge and their frequency of television viewing. This also warrants a conclusion that the number of exposures often played a positive role.

7. The frequency of television viewing leads us to change the overall modernity of the sampled population which warrants a conclusion that again the exposure to television viewing played a vital role among the respondents.

8. There exists a significant relationship between the frequency of television viewing and the other possible sources of change, which also warrants a conclusion that the exposure to television played a significant contribution to the individuals' life.

To conclude this section, it could be categorically stated that television viewing played a positive role in the respondents' level of awareness, knowledge and adoption.

DISCUSSIONS

The study has shown among other things that higher
frequency of television viewing leads to change or
gain in knowledge, awareness and adoption in the areas
of agriculture and animal husbandry, health and nutri-
tion, family welfare, political orientation and other
possible sources of change. From this it is concluded
that among the available media, television has the
most powerful impact on audience. It enables adult
educators to teach or communicate more effectively with
the masses and also help the rural adults to actively
participate in major events and bring about a change.
The messages related to agricultural production tech-
nologies, information about health and nutrition and
family welfare schemes could be processed more effec-
tively in rural areas through television.

The present telecast programme 'Education for
Life' telecast twice in a week with 30 minutes dura-
tion, covers literacy, awareness and functionality
aspects each with the time span of 10 minutes. The
study findings indicate that there were changes in the
knowledge, awareness, and application levels even
though the segment of the programme is small, and
based on this the investigator wishes to suggest to
the producers of the programme and the adult educators
the following:
1. **NEED FOR MORE TV TIME: BASED ON ANDRAGOGIC PRINCIPLES:**

They should devote more time and energy to increase the frequency of the programme per week based on andragogic principles. The principles of teaching and conditions for learning as documented in some of the adult learning literatures are worth quoting here.

1. The learners feel a need to learn
2. The learning environment is characterised by physical comfort, mutual trust, respect, helpfulness, freedom of expression and acceptance of difference.
3. The learners perceive the goals of a learning experience as their goals.
4. The learners accept a share of responsibility for planning and operating a learning experience and therefore have a feeling of commitment towards it.
5. The learners participate actively in the learning process.
6. The learning process is related to and make use of the experience of the learners.
7. The learners have a sense of progress toward their goal.

Based on the above guidelines, programmes need to be telecast in specific areas which might provide the learner intrinsically to understand and gain more information, which he could apply in the field for development.
The regular learners miss the telecast educational programmes due to some unavoidable circumstances like migration for work to other villages, illness, etc. So arrangements should be extensively made by the producers to repeat the programmes often and prior announcements should also be made to enable the learners who have missed the programme to see the same.

2 Provision of Community Television sets:

The community television sets have not been provided in all villages in the districts mentioned earlier. Arrangements should be made to install community television sets in all the villages in the districts. In India, there are over 5,60,000 villages and if television is to be used as an effective medium of adult education in the country, particularly in the rural areas, the 5,60,000 television sets will be required and a very large number of community sets should be provided at government cost.

This is the point where communication, especially television medium becomes important to overall development. Communication has a major role to play in transforming the illiterate adults worthy of carrying out vital developmental tasks. Hence, both the need for modern communication and its importance are far greater in the developing countries than in the developed world.
In the present stage of technology, a number of alternative television systems are available. A television system may be (a) wholly microwave based (b) wholly satellite based (c) wholly coaxial cable based (d) a hybrid of satellite and microwave (e) a hybrid of satellite and cable and (f) a satellite air-craft hybrid. In India the present television system is wholly microwave based. If the "APPLE" and satellite experiments "INSAT" succeeds, then in future India may have television systems either wholly based on satellite or a hybrid of satellite and microwave.

A country has to choose a technology, depending on its relative costs and benefits. In India, with its low level of income, it is desirable to choose a technology which has low transmission costs. In fact, in a vast country like India with wide divergence in topography, more than one technology can be thought of to suit different regional conditions. The types of television systems, the country would ultimately depend to some extent on the outcome of "APPLE" and "INSAT" experiments. If it succeeds, the television network can spread radly over the rural areas; otherwise with the present system alone, it would take a very long time to cover the rural population.
Although APPLE is India's first three axis stabilised experimental communication satellite (Ariane passenger Pay Load experiment) and is currently being tested to begin its wide ranging technical experiments which has been manoeured and parked at its geosynchronous orbit. Indian scientists wish to make use of it for conducting technical and socio-educational experiments. The success of the APPLE is crucial to India as the satellite is a forerunner of multipurpose communications satellites such as the Indian National Satellite scheduled to go up early next year. The APPLE experience could also help Indian scientists' technologists and social scientists to gear up the changes and also revolutionise the country's overall communication system particularly the developmental communication.

3 Need for television animator:

The appointment of an animator at every community television set is very essential for articulation purposes, particularly in discussing the topics of the day, either before or after the telecast programme. Though provisions have been made and training is also given to the animators, they are not properly utilised for many bureaucratic reasons. In future, the television producers at least for the education programme
such as 'Education for Life' should appoint proper personnel to coordinate the work at the field level.

The researcher's findings undoubtedly indicates the crucial role the powerful media such as television can play in the third world countries in "impacting knowledge" through modern media. The traditional media such as class-room teaching covers a limited formal educational scenario. Thus the traditional media caters only to a limited number. Mass media like television can educate the masses simultaneously in a massive manner. For a country like India, it is clear that with high percentage of illiteracy only mass media like television should be of immense use.

4 *Multi-media approach and the choice of media:*

Teaching/learning needs can be fulfilled by any single medium or a combination of different media within each group. Ideally, the choice of medium for the area of adult education should be determined by appropriate trade-off analysis of their present and prospective comparative costs and benefits including social costs and benefits. No doubt the cost of different media can vary in educating the adults. But these cost differences notwithstanding each communication medium has also definite comparative advantages which render
its choice almost unique to the circumstances. The advantages of different communication media vary mainly in terms of the length of messages or information which they communicate the speed with which they communicate and the target groups. Of course, the relative importance of different media may then differ from what it is now. The choice of media will depend mainly on the objectives of communication and the needs and demands of the society. Since each medium of communication serves for different objectives and different classes of people, "may be expected to follow its own inherent logic of growth in literacy and illiteracy proportions."

Recommendations

Based on the study, the following recommendation are made for future:

Since telecast viewing in village will continue to be mainly in the form of community viewing for quite sometime, top priority should be made in central and state government budgets to ensure the installation and maintenance of community television sets in each and every village.

Numerous television community viewers' forums should be organised at the village level based on sex, age and occupational groups.
3. There should be proper coordination both horizontally and vertically among media, extension agencies, field publicity units and other rural development agencies.

4. In order to make programmes more useful, on the spot guidance and effective follow-up activities should be taken up.

5. Programmes should be locally and functionally relevant based on the needs, aspirations and problems of the rural audience.

6. Frequency of the same programme or a different programme based on the same theme should be carefully worked out after assessing audience reactions. A quick feedback is necessary to find out their viewing preferences, how often the themes should be repeated and whether the same programme should be shown again.

7. Television should cater to different aspects of rural life. Programmes on agriculture, health, nutrition, family welfare, social customs, etc. should be telecast as part of a total package of rural development rather than in isolation for programme scheduling purposes.

8. Individual programmes have less information load; and a detailed information on a particular subject should be presented through a series of programmes, rather than in single one.

9. The role of television animators should be clearly defined and in future, convenors should be selected keeping the following factors, such as opinion leaders literate and they should have friendly relations with all segments of the community concerned.
The role of the Department of Adult and Continuing Education at the Universities is very crucial. Adequate expertise in the areas of research, training, consultancy, evaluation and extension is locked up at the continuing education centres of Universities. It is positively recommended that the Doordarshan Kendra and the local government departments should harness the resources of the university department particularly the Department of Adult and Continuing Education at the centres of continuing education extensively.

Pointers to further Research:

Apart from the above recommendation, the following research areas should be explored on a priority basis by the future researchers;

1. Taking into consideration the information processing behaviour of audience, research should be done to determine audience preferences about desirable frequency of transmission of various programmes.

2. Research should focus on to study the impact of literacy/numeracy teaching through television and how far it is effective.

3. Research should also focus on the study of the impact of craft teaching (vocational aspect) through television.

4. Research for studying the cost-benefit analysis of the programme extensively.
8.5. Intensive research is required for studying the suitability of specific formats for rural audience and to assess the comparative outcomes.

3.6. More research should be undertaken for solving the methodological issues in social communication research.

3.7. Participatory research methodologies and their efficacy need to be assessed.

3.8. Research to establish rural/urban audience profiles is needed.

3.9. Multimedia approach and utilisation of different hardware technologies in social communication need to be analysed.

3.10. Research on developing appropriate learning materials based on psycho-linguistic aspects of the learners to be undertaken.
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