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JSTF STUDY NO.10

1994

JRF / 22

Double

IMPACT OF TELEVISION ON SCHOOL-GOING FEMALES



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1993-94

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Foreword

The Institute has been running since its inception the Junior Short-term Fellowship Programme under which a few fresh Post-graduates are awarded fellowships every year for a period of six months to conduct studies on topics having special bearing on the north eastern region of India. The Fellows receive guidance and supervision from senior scholars. The basic objective of the Programme is to create a cadre of young social scientists with a proper understanding of the society, polity and economy of the region. These young scholars, after completing their studies under the Programme, are likely to play a catalytic role in the process of development of the region, which despite rich resource base in terms of natural endowments, remains backward till date. The Institute identifies the scholars and their supervisors, monitors and reviews the progress of work, besides rendering advice regarding how to go about the task in hand. Studies under the Programme are conceived as a prelude to much more comprehensive and matured research studies likely to be pursued by the fellows subsequently.

This study was conducted by Ms. Manaskanta Bora under the supervision of Dr. K.P. Bora. The scholar was one of the recipients of Rajiv Gandhi fellowship for the year 1993-94. The Institute is grateful to the Rajiv Gandhi Foundation for providing financial support to Institute's Junior Short-term Fellowship Programme, without which the Programme could not have been implemented with its present coverage.

FOREWORD AND ACKNOWLEDGMENT

I have always been moved by the plight of Indian women. They represent the helpless and hapless masses of our country. I thought I could do something to help them out of the ordeal. The women of India are extremely backward in comparison to women of other developed countries. They stay at home doing the household work hiding their faces while speaking to the other dominating menfolk. Indian women can now learn many useful things staying at home by listening and seeing a variety of programmes in the television. My present work is like opening a leaf from out of a mountain of obscurity and peeping at what the television has been doing for women, particularly the younger generation.

I take this opportunity to express my sincere and deepest gratitude to Dr. A.C. Bhagabati, the Ex-Director of ISCD, Guwahati, who very kindly recommended me to work on this project. I also thank my guide Prof. K.P. Bora of the Gauhati University for his valuable and painstaking guidance in all phases, but for whose tremendous encouragement this would have remained undone.

My heartiest thanks also go to the Head of the institutions and other teachers for their many acts of kindness.

This study has been possible due to a large number of students who volunteered to answer a comprehensive questionnaire. To all such students of G.U. Model High School and Jalukbari Girls High School, I tender a word of appreciation. Lastly, I would like to convey my gratefulness to the Librarian, G.U. for permitting me to use the K.K. Handique Library in connection with the present work.

Manaskanta Bora
31/08/1994

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TESTIMONIUM

This is to certify that Miss Manaskanta Bora, a Junior Research Fellow of ISCD, Guwahati, has undertaken and completed a research project named Impact of Television on School Going Females under my supervision, the present volume being an authentic and unpublished copy of the same.

August 1, 1994

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ABBREVIATION

MS	:	Model High School, Gauhati University
JG	:	Jalukbari Girls High School
DD	:	DoorDarshan
ni	:	no information
comb.	:	combined, usually of samples MS or JG or both
n	:	number included in subsample/sample
CTCD	:	Chamber Twentieth Century Dictionary

CHAPTER - 1

INTRODUCTION

1. TELEVISION AND COMMUNICATION :

The invention of the television is the most remarkable achievement in human civilization that has ushered in a new era of worldwide communication. It has made the world a small place : distant things are brought nearer and the most inaccessible objects are made easily perceptible sitting at one's own parlour.

(A) THE BREAK THROUGH :

The first truly successful television pickup device was the iconoscope invented by the Russian born American physicist Zworykin in 1923. The image dissector tube was invented shortly thereafter by the American radio engineer Farnsworth.¹ With the availability of these tubes and the radio transmission system, the dream of television became a reality.

(B) TELEVISION BROADCASTING :

The first public television broadcasting were made in 1927 (England) and 1930 (USA).

Television broadcasting on a regular basis began in the USA in 1939 in connection with the opening of the New York

1. Funk and Wagnall's New Encyclopedia, Vol. 23, p.15

World's Fair. In 1972 there were about 1000 television stations and 96.5 per cent US householders owned television sets (64,800,000) of which almost half were colour sets. Other countries of Europe also marched ahead in tune with the USA and had their own systems made operational.²

(C) ADVENT OF TELEVISION IN INDIA :

The television was introduced in India in September 1959 with the establishment of a centre at Delhi as a pilot project. The first programmes were meant for schools and rural areas around Delhi. Over the years, it has acquired its Indian name DoorDarshan (seeing from a distance) and expanded its reach and area of activities in the spheres of information, education and entertainment.

The DoorDarshan network had 480 transmitters by the end of 1989, which increased to 545 by the end of the Seventh Plan.

Television coverage is presently quite extensive, it is 82 p.c. of the population and 67.6 p.c. of the area.³

Delhi, Bombay, Calcutta and Madras have second channels. The facility will be extended to 16 other state capitals during the eighth plan.

2. Ibid. p.25, 26

3. Monorama Year Book, 1992, p.546

The INSAT satellite system has been made use of by DoorDarshan for direct telecast of programmes and for the national network broadcasts through terrestrial transmitters (microwave).

On August 15, 1984, a daily national programme for simultaneous telecast throughout the country was introduced. 1987 saw the introduction of daily morning telecasts of news and light features. Daily afternoon transmission, mainly for women, children and elderly people was introduced in 1990.

DoorDarshan remained the TV network with the most extensive reach but the people had the alternative to watch BBC, or CNN, or MTV, or Star or ZEE TV programmes, through disc antenna or cable facilities. STAR TV, launched in December, 1991, took the country by storm and made prime-time an all time interest.

(D) NCERT INVOLVEMENT :

The NCERT, while concentrating on the development and use of low-cost audio-visual equipment (charts, models, pictures, flash cards etc.) and medium-cost aids (film-strips, slides, audio tapes etc.), has nevertheless, been exploring the potentialities of the high-cost technology and distance learning systems (film, television, radio etc.) for mass education. The one-hour telecast of higher education programmes in DD commenced in August 15, 1984.

4. India Today, January 15, 1993, p.122

2. IMPACT OF THE TELEVISION ON VIEWERS :

The impact of various DD programmes has been studied by many scholars. Mahajan has enlisted some sixty authors without mentioning their area of study.⁵

Television exerts a tremendous influence on its viewers. It becomes a part of his daily life. He has at his disposal all necessary information and can educate himself to improve his fitness to live in a dynamic world. Besides, it is a source of enjoyment anytime he feels bored or exhausted. McBride Commission of UNESCO (1982) has enumerated the following functions of communication which the television can perform as compared to any other medium, viz. information, socialisation, motivation, debates and discussion, education, cultural promotion, entertainment and integration.⁶

The influences of television on viewers (USA, 1954-55) was found to be very interesting as two prominent television personalities (Howdy Doody and Arthur Godfrey) were identified better than the presidents of USA including former presidents who also made television appearances.⁷

The development of television networks and the growth of supporting industries have affected the modern society

5. Mahajan, K. Television and Women's Development, 1990
Classical Publishing, p.12.

6. Ibid. p.4.

7. Jersild, T., Telford, C. W. and Sawney, J.M., Child Psychology, 7th edition, 1975, p.449.

both technologically and economically and have brought about revolutions in many spheres including pedagogy and marketing.⁸

Most young children are fond of watching television. They not only like programmes meant for them but also programmes meant for children of other age groups as well.

Dreadful scenes and episodes do not dissuade them since they watch in the security of their own homes. Children who lack playmates often spend a lot of their play time in front of the television. Studies on television watching by young children show that it has some beneficial effects such as increase in knowledge and broadening of interest.⁹

Watching the television is one of the favourite amusements of most older children. They enjoy cartoon shows and other programmes of adult interest.

The adolescents become increasingly critical of the programmes and their preferences are influenced by those with whom they watch the programmes. Television watching, especially in the evening, is a favourite amusement of adults with children.

Men as a group prefer sports programmes while women prefer domestic comedies or serials or films.¹⁰

8. International Encyclopedia of Social Sciences, Vol.3,1968 Crowell Collier etc., pp. 81,82.

9. Jersild et al. op. cit. p.130, 146

10. Hurlock, E. Developmental Psychology, TMH Edn, 1981,p.279

The television came to be appreciated as a means of teaching because of wide availability of sets homes and schools, particularly after the development of artificial satellites. This is true of all age levels from preschool to adulthood, and with a great variety of subject matter.

The chief disadvantage is that the instrument is a one-way system. It can be a great thing if some one is there to offer tutorial assistance.¹¹

3. WOMEN AND TELEVISION IN INDIA :

The women of India are very backward. They are not so educated, much less than their male counterpart. The kind of life enjoyed in western and other advanced countries is a distant dream for them. They remain attached to their parental homes until marriages, often looking after younger children. They also prepare food for the household or go out to the fields to do hard work under blazing sun. For many of them, on the other hand, the life after marriage is a plunge into the darkness of an unknown world.

But things are gradually changing for the Indian women. Among the many changes, the advent of mass communication, like the television, is a sort of God's blessing in disguise. They can now see their own image and identify their own potentialities. Thus they learn many things about life and the art of modern living.

11. Bower, G.H. and Hilgard, E.R. Theories of Learning, 5th edn, 1981, p.562

(A) TELEVISION AND THE YOUNG INDIAN WOMEN :

Most young women now-a-days watch television programmes regularly. The small screen has caught their attention and flights of imagination. They have found television more reliable than the other media like newspaper and radio.

The exposures are bound to cause many changes including changes in their knowledge, beliefs and attitudes. Even the portrayal of women in television has undergone extensive transformations in recent years and stands definitely positive and forward marching. Besides, the girls have found a glamorous source of entertainment. Many interesting observations are made by Mahajan with respect to televiewing by college girls. In this study by Mahajan, major patterns of televiewing have been identified. They are divided into four categories :

- * General behavioural characteristics
- * Performance for various television programmes
- * Audience evaluation of television serials and
- * Perception about the functions and dysfunctions of
12
television.

It can be mentioned at this place that the television came rapidly to the fore as a possible means of teaching because of their availability at homes and after the development of artificial satellites. This evidence comes now

from many countries, from the studies of all age levels, from preschool to adults and from a great variety of subject matter and learning objectives.

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(B) TELEVISION AND ITS UNDESIRABLE INFLUENCES :

One undesirable influence of television is sex-role typing by grown up children. Though fortunately we notice a check in the form of 'approval' or 'disapproval' by elders in the family (parents etc.) or society (teacher etc.). Equally serious is the fact that, because most youngsters enjoy watching television, more than other forms of solitary 'play', children who lack playmates spend too much of their 'play-time' before the television. While increase in knowledge is one beneficial effect, too little exercise, nervous tension, sleeplessness, nightmares, increased aggressiveness in playful activities constitute the harmful effects. This is more so when parents or guardians exercise little or no control over the programmes children watch. Though children remain uncritical of what they see, they often get a distorted impression of even a harmless programme. This may prove harmful to the child.

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Any one watching prime-time television knows their staple element which is aggression. One survey found that 8 out of 10 of all television programmes contain physical

13. Bower and Hilgard. op.cit. p.562.

14. Chaffee, S.H. and Tims, A. R. Interpersonal Factors in Adolescent Television use. Journ. of Social Issues, 1976, 32(4), p.104, 140, 146

violence and 60 per cent of leading roles are involved in aggression. Eron found significant correlation between violent television programmes and aggressive behaviour.¹⁵

More recent approaches to the issue examined from a sociological level, have found that the introduction of television seems to bear a relationship to aggression manifested through crime. There have, however, been a sort of confusion since experimental studies by several scholars contradict the above contention (Mussen & Rutherford, 1961; Hartley, (1964) and has opened the issue for further studies.¹⁶

(C) SCHOOL GIRLS AND TELEVISION :

It can be surmised from the study on college girls (Mahajan) that the interest of school girls may as well be much deepaid for the overall picture of women's awakening in the country. The school girls are less mature, more emotional and prone to frequent changes in the formation of their attitudes. So, there may be wider variation of responses among school girls than among their college counterparts.

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15. Eron, L. D. Parent-child interaction, television violence, and aggression of children, 1982, American Psychologist, 37, pp.197-211
 16. Schramm et al. 1961.

CHAPTER - 2

RESEARCH PROPOSAL AND DATA COLLECTION

(A) TITLE OF THE PROJECT :

The title of the project taken up for the Junior Fellowship (ISCD) has been the Impact of TV on School-going Females.

The television is a means of both education and entertainment. It exerts its influence i.e., educates and entertains and therefore has an impact upon the school-going females. By education is meant storing of proper information and learning of new concepts, ideas and activities. Entertainment is used to mean devoting one's time to derive pleasure by enjoying programmes in the hours of leisure in particular. By school-going females is meant the female students of top four classes of high schools (VII, VIII, IX, X) of the urban and semiurban population.

(B) AIMS AND SCOPE OF THE PROJECT :

The project is aimed at unfolding how the television as an instrument of change affect the school-going girls both as a means of education and entertainment. This knowledge is necessary in order to programme technology software to achieve all that is wanted to build up a strong cohesive force of 900 million people. The girls are chosen because they constitute a significant part of the women population

having deep-seated weaknesses since days of yore.

The scope of the present study is somewhat limited for as much as a very small segment of the population is taken up. It retains, however, all the qualities of a worthwhile and engrossing study. It has specially earmarked the girls of the particular age range from 11 to 16 or 17 years of the top four classes of the high school, which can also be extended to constitute a part of women studies. The level is very crucial since girls attain puberty at this stage and change over to a adult ways of living.

It is at this stage that they would be deriving the greatest benefit from an instrument like the television to inculcate the right values.

(C) RESEARCH QUESTIONS AND HYPOTHESES :

A research project involving television and young girls is bound to raise a long list of questions. It is impossible to make a complete inventory nor cast a probing eye by a way of solutions. The following hypotheses have, however, been considered uppermost. No doubt their ultimate selection is discriminatory, ruled by the eye of the research worker.

- i) The girls will be found to be aware of most programmes content-wise and should, therefore, be in a position to answer related questions correctly.
- ii) An age-difference will be marked with respect to TV

programmes in the families having a television.

- iii) The girls will be found to have more interest in entertainment items than in items of general environmental knowledge of educative value.
- iv) There are expected to be preferences for regional/national programmes.
- v) Awareness of current affairs (local, regional)/(national, international) will be more marked among senior students.
- vi) Differential tastes will be noted irrespective of age in the pure entertainment programmes.
- vii) The urban girls are likely to be more TV oriented than their semiurban counterparts.
- viii) Girls in indulgent families are more TV occupied than the girls in strict families.
- ix) Differences with respect to the above will be noted among urban and semiurban viewers.

(D) THE UNIVERSE OF STUDY :

The universe of study will be female high school students at the age range of approximately 11 years to 17 years reading in classes VII through X of secondary schools.

Only female students of two well represented schools

of urban and fringe areas will be selected. The two schools proposed to be selected are :-

1. Jalukbari Girls High School (JG), Satmile
2. Gauhati University Model High School (MS)

The University School gets students mostly from the residents of the University campus and the nearby Engineering College and Government Ayurvedic College campuses.

The students of the other school (JG) come mostly from neighbouring villages, primarily Garigaon.

THE SAMPLING FRAME OF THE STUDY IS DESIGNED TO BE

School	Classes				Total
	VII	VIII	IX	X	
JG	10	10	10	10	40
MS	10	10	10	10	40
Total	20	20	20	20	80

The percentage of representation is expected to be 10.

(E) METHODOLOGY :

It will be an ex post facto research in which a close and open-end questions inventory will be utilised to secure reliable information through personal individual-to-individual interviews.

The stratified random method will be used for sampling and data collection. The collected data will then be analysed

both qualitatively and quantitative depending on the nature of questions set for the interviewees. For quantitative analysis percentages and ratio among means, standard deviations, significance tests, non-parametric tests will be utilised.

The final observations and concluding remarks will be based on all such analyses with respect to the hypotheses already set up for the purpose.

The inventory or schedule of questions constructed for the purpose of the present study (q.v. chapter 3) gives an idea of the methodology employed for data collection and subsequent interpretation. It is designed to be a descriptive study, describing and interpreting 'what is being observed at the time'. In the words of Best, 'it is concerned with conditions and relationships that exist, opinions that are held, processes that are going on, effects that are evident,¹ or trends that are developing'.

Although the study implies inferential treatment of data, it will largely be a Paul Witty type descriptive analysis of television viewing habits of school children. Witty's studies were made in the Chicago area, and indicated the amount of time devoted to viewing and the programme preferences of elementary and secondary students, their² parents and their teachers.

1. Best, J.W. Research in Education, 1977, p.116

2. Ibid. p.120

A shortcoming of the ex post facto research is an easy surrender to the post hoc fallacy which means when two factors go together, one is taken to be the cause and the other effect. Sufficient care, therefore, is required to be taken so that the fallacy does not creep in and spoil the results. It may be mentioned that this type of research is widely and appropriately used, particularly in the behavioural sciences. Properly employed and cautiously interpreted it is expected to provide a useful methodology for the development of knowledge.³ the method of descriptive research in investigating the problem as proposed is appropriate because many types of behaviour that interest the researcher cannot be pre facto arranged and observed in a realistic setting.

2. DATA COLLECTION :

ADMINISTRATION OF THE INVENTORY :

The Inventory (q.v. chapter 3) was written in Assamese in two bound books, each to be used in connection with a school. The arrangement is made to have a page of the Inventory to provide four ruled sheets for the four classes, each with columns made for 10 girls. Since the Inventory is not of the self-administered type, the researcher thoroughly prepared herself as to how to proceed along in the course of individual interviews.

3. International Encyclopedia of Social Sciences, E.D. Sills, Ed. 1968, Vol. 7, p. 359

Four picture-sets (q.v. Appendix) and a time signal card were prepared and numbered and kept ready for their easy administration. These relate to questions already set for different sections of the Inventory. The researcher tried a rough copy of the Inventory among two students and depending on the experience many questions were revised or modified to remove the weak points.

The following aspects were given special stress at the time of administration, which was conducted mostly in school premises.

- a) An isolated spot in the school building was selected for interviewing girls without any interference from others.
- b) Each respondents was given sufficient time so that she feels easy with the interviewer and the procedure.
- c) Each question of the Inventory was stated very slowly and distinctly so that the respondent understands and answers confidently.
- d) The interviewee was thanked for her cooperation and a sweet was offered in order to arouse motivation among others.
- e) The interviewed girl was asked not to discuss anything with her friends in regard to the questions.

CHAPTER - 3

QUESTIONS INVENTORY

1. PREPARATION OF A QUESTIONS-INVENTORY :

(A) QUESTION AREAS :

The questions to be set for this inquiry have been thought out from two different viewpoints :

- (i) Behavioural outcome and
- (ii) Programme area.

The behavioural area itself is a very broad field though for the sake of simplicity, only information and understanding items are given first preference. Recall and recognition type items are earmarked to elicit responses from respondents'. Some items on feelings and attitudes are also specified but their number is expected to be limited in a work of this kind.

The programme area comes from the wide range of DD telecasts covered in a weekly programme. the areas identified for the present work are :

- : News
- : Serials and films
- : Music
- : Dance
- : Games and sport
- : Culture and science

- : Focus (educational propoganda) and
- : Vocabulary

2. FEATURES OF THE QUESTIONS-INVENTORY :

The following points are given special stress in preparing items for the inventory.

- i) The questions are set in simple straight-forward Assamese so that there is no difficulty in understanding. Ambiguity, multiplicity of meaning, unnecessary repetitions have been removed as far as practicable.
- ii) The recall type questions are limited to answering in a simple word or phrase or sentence.
- iii) For framing recognition type items, pictures and simple word or number combinations are used (yes/no or multiple choice type).
- iv) Sometimes a lead question precedes the main question, which when answered affirmatively, an opening is made for the follow up.
- v) Every item of the inventory is to be presented verbally in a person to person interview.
- vi) Every item in the questionnaire is a code (a small letter preceding a number) including cards used as visuals (a capital letter preceding a number).

vii) each word in the vocabulary part is presented verbally taking care in right pronunciation.

(C) THE QUESTIONS-INVENTORY :

3. QUESTIONS-INVENTORY ON IMPACT OF TV ON SCHOOL GOING FEMALES (GIRLS).

(ENGLISH VERSION)

b. BIODATA :

b.1. Name

b.2. Date of birth

b.3. Position in class (last annual examination)

b.4. Guardian's name

b.5. Guardian's occupation

b.6. Place of residence

b.7. Number of members in the family : Male Female

b.8. How many brothers and sisters do you have ?

Brothers Sisters

b.9. What is your position among them ?

b.10. For how long do you have TV at home ?

b.11. What is the brand of your TV ?

b.12. With whom do you like enjoying TV programmes ? _____

b.13. At what hours do you enjoy TV ?

Morning Afternoon Evening

b.14. Which TV programme do you like most ?

b.15. Do you have a radio ? Yes/No

b.16. What daily newspaper do you subscribe ?

n. NEWS :

n.1. Do you listen to TV new ? Yes/No

n.2. In which language do you enjoy newscasts ?

Assamese	Hindi	English
-----	-----	-----

n.3. Can you give some names of news readers ?

Assamese	Hindi	English
-----	-----	-----

n.4. In which part of a newscast, news on games and sports are read ? First part Last part

n.5. What is read in the last part of the news ?

n.6. What do you mainly learn from national newscasts ?

About own district/about own state/about own country

n.7. Which do you think to be the best for detailed news ?

TV	Radio	News paper
----	-------	------------

n.8. On which day and at what time the "World this week" programme is televised ? Day Time

n.9. At what time the Assamese/Hindi/English news is read ?

Assamese	Hindi	English
-----	-----	-----

n.10. At what hours time-signals are flashed in the TV ?

n.11. What time is meant by the following time-signals ?

7:00:00	1:59:59	/- Separate cards
		were
8:30:30	9:44:50	\- used

n.12. Mainly about what could you know of weather with the

help of TV ? Thunder Storm Rain Snow

n.13. Which place a weather map is shown in the TV ?

n.14. What is mainly seen in the weather map ?

n.15. Which weather map indicates heavy rainfall ?

s. SERIALS AND FILMS :

s.1. Do you like enjoying serials and films telecast in TV ?

Like Don't like

s.2. Can you name some serials liked by you ?

Hindi _____

Assamese _____

s.3. Who are your favourite heroes ?

Hindi _____

Assamese _____

s.4. Name some of your favourite heroines.

Hindi _____

Assamese _____

s.5. Do you want to become a TV heroine ?

Yes No Don't know

s.6. I will show you some pictures of heroes and heroines
(actors & actress). Please try to tell me their names.

s.6. (T1) _____

s.7. (T2) _____

s.8. (T3) _____

s.9. (T4) _____

s.10. (T5) _____

s.11. (T6) _____

s.12. (T7) _____

s.13. (T8) _____

s.14. Whose acting do you like most ? (actor or actress) _____

m. MUSIC :

m.1. Do you like music ? Like Don't like

m.2. What type of songs do you like ?

Modern Classical Folk music

m.3. If you sing, what type of songs do you sing ?

m.4. If you play on an instrument, what musical instrument
do you play ? _____

m.5. Whose picture is this ? (M 3) _____

m.6. For what is he famous ? _____

m.7. Please tell me two names of TV Gazal singers.

m.8. I will show you some pictures of musicians. Please tell
me their names and specialisation.

m.8. (M1) _____

m.9. (M4) _____

m.10. (M5) _____

m.11. (M6) _____

m.12. (M8) _____

m.13. Who are these two in this picture (M7) What do they
sing or play ? _____

m.14. Whose picture is this ? (M2) _____

m.15. For what is he famous ? _____

d. DANCE :

d.1. Do you like dances ? Like Don't like

d.2. What kind of dance do you like ?

Modern _____ Kathakali _____ Bharatanatyam _____

Manipuri _____ Kathak _____ Loknritya _____

Others _____

d.3. If you dance what sort of dance do you dance ?

d.4. What kind of TV dance programmes do you enjoy ?

d.5. Which performer's dance do you enjoy most ?

d.6. Whose picture is this ? (D1)

d.7. What is special about it ? (D1)

d.8. Which dance form goes with this picture ? (D2)

d. I will show you some pictures of dances. Please tell me
which picture represents what dance.

d.9. (D3) _____

d.10. (D4) _____

d.11. (D5) _____

d.12. (D6) _____

d.13. (D7) _____

d.14. (D8) _____

g. GAMES AND SPORTS :

g.1. Do you like games and sports ?

Like Don't like

g.2. What do you play yourself ?

g.3. What telecast of games and sports do you like to enjoy?

g.4. Have you learnt any tricks by watching TV relays of games and sports ?

g.5. Of the games and sports you like most, whose performance do you like to enjoy ?

g.6. What games or sports does this picture represent ? (G3)

g.7. What does the falling stump mean in this picture ? (G3)

g.8. What games or sports does this picture represent ? (G4)

g.9. How many players do you see in the game shown in this picture ? (G4)

g.10. What does the man holding a stick want to do in this picture ? (G7)

g.11. What is his name

g.12. Is there anything special about his demonstration ?

g. Please look at these picture of games and sports.
Which is from what game or sport ?

- g.13. (G1) _____
g.14. (G2) _____
g.15. (G5) _____
g.16. (G6) _____
g.17. (G8) _____

c. CULTURE AND SCIENCE :

- c.1. Do you watch the programme "Surabhi" ? Yes No
- c.2. On which day and at what time "Surabhi" is shown ?
day _____ time _____
- c.3. Mention some interesting things shown in "Surabhi".

- c.4. Questions in "Surabhi", if answered correctly, are rewarded on a chance basis. What are first and second prizes ? _____
- c.5. How are the winners determined ? _____
- c.6. When does the higher education (UGC) Programme shown in DD ? _____
- c.7. Have you ever watched the higher education programme ?
Yes No
- c.8. Can you tell me anything you remember having shown in this programme ? _____
- c.9. Have you ever watched the programme "Turning Point" ?
Yes No
- c.10. Please tell me something you remember having watched in "Turning Point" _____
- c.11. Please tell me one or two things you remember having

watched in "Science Quiz" programmes ?

c.12. Have you watched the programme "Bharat Ek Khoj" ?

Yes

No

c.13. What is the subject matter of "Bharat Ek Khoj" ?

c.14. Have you ever watched the Republic Day programme in DD?

Yes

No

c.15. Which things of this programme did you like most ?

c.16. Which celebrity receives the salutation of the Indian Army ?

c.17. Have you ever watched the Independence Day programme in DD ? Yes No

c.18. When is the day observed ?

c.19. Which celebrity addresses people on this day ?

c.20. Have you heard the song Mile Sur Mera Tumhara in DD ?

Yes

No

c.21. What is the significance of this song ?

f. FOCUS :

f.1. Do you think it just for a girl below twenty to marry ?

Yes

No

f.2. Why do you or don't you think it to be just ?

f.3. DD shows that 'a small family is a happy family'. Why ?

- f.4. What should the boys and girls those who have not learnt reading-writing do ? _____
- f.5. A child is vaccinated in babyhood. For what reason is he or she vaccinated ? _____
- f.6. Have you told a neighbouring family about vaccination? What have you told ? _____
- f.7. Many people take drugs to derive momentary pleasure, which is wrong. Give one good reason why they should not do so. _____
- f.8. The environment is polluted by cutting trees haphazardly. Why ? _____
- f.9. Should one wash his hands before or after taking a meal ?
before after before and after
- f.10. What should one do besides giving medicine when children suffer from diarrhoea ? _____
- f.11. What kind of water should one take when he is thirsty ?
warm cool pure sweet
- f.12. What should one do, besides eating well, to keep her self healthy ? _____ f.13. What will happen if twenty or thirty people sit on a cot made for two ? _____
- f.14. For what purpose is this episode shown in DD ?

- f.15. The task that one bird cannot do, can be done by many birds. What is this task on DD screen ?

f.16. What is meant by this task ? _____

v. VOCABULARY :

v. I will tell you some Hindi words one by one. Please try to give me the meaning of each word in Assamese.

v.1. dūr (fear) _____

v.2. dēl (heart) _____

v.3. bōōrā (bad) _____

v.4. ēnām (prize) _____

v.5. Sūwāl (question) _____

v.6. Mūōōkā (chance) _____

v.7. Mūōōsūm (season) _____

v.8. māmōōlēē (ordinary) _____

v.9. Mūrēēj (sick) _____

v.10. Hūmāsā (always) _____

v.11. dōōlhā (bridegroom) _____

v.12. tētlēē (butterfly) _____

v.13. tūlās (search) _____

v.14. ēnsān (Man) _____

v.15. būdhāē (greetings) _____

v.16. sōōbūh (morning) _____

v.17. tūlāk (divorce) _____

v.18. cōōnāv (election) _____

v.19. rōōkāvūt (interruption) _____

v.20. tūklēēf (difficulty) _____

(Spelling signs in the above are vide code provided in the Chambers Twentieth Century Dictionary).

DATA ANALYSIS1. TELEVIEWING HABITS :

The DoorDarshan is a powerful organ of the national broadcasting media reaching out to millions of people in the huge expanse of the country. People, irrespective of age and education, come under its mighty influence, though young school going girls are of special interest in the present study.

In the first section, we have been able to identify major patterns of televiewing, which may be categorized as,

- (a) Preferred programme-time
- (b) Companion selection for watch-together, and
- (c) Favourite programmes.

(A) PREFERRED PROGRAMME-TIME :

Television watching, especially in the evening, is a favourite amusement of adults with children. The larger the family and lower the income, the more time is spent watching television.

According to their own revelation, the girls prefer viewing DD programmes in the evening. The preference is cent per cent irrespective of classes or schools. Next to evening programmes, about 35 per cent watch television in the afternoon. Here VII and VIII (40.0 and 45.0 per cent) girls

are a little more devoted than IX and X girls (30.0 and 25.0 per cent). Their interest in the morning programmes is much limited (only 3.7 per cent), and quite obviously so in view of the time 'to get ready' for school. Following Table no. b.13 shows all these facts in detail. It is noticeable in the table that JG girls are much ahead (57.5 per cent) than MS girls (12.5 per cent) in choosing the afternoon for programme enjoyment.

Table - b.13.

Girls' preference for programme-time. Figures in the parentheses indicate percentages of respective n (row wise).

		Programme time		
Class	School	Morning	Afternoon	Evening
VII	MS		2	10
	JG	1	6	10
	Total(n20)	1(5.0)	8(40.0)	20(100.0)
VIII	MS		1	10
	JG	1	8	10
	Total(n20)	1(5.0)	9(45.0)	20(100.0)
IX	MS	—	2	10
	JG	—	4	10
	Total(n20)	—(0.0)	6(30.0)	20(100.0)
X	MS		—	10
	JG	1	5	10
	Total(n20)	1(5.0)	5(25.0)	20(100.0)
All Classes	MS(n40)	—(0.0)	5(12.5)	40(100.0)
	JG(n40)	3(7.5)	23(57.5)	40(100.0)
	MS & JG(n80)	3(3.7)	28(35.0)	40(100.0)

B. COMPANION SELECTION FOR WATCH-TOGETHER :

It has been found that the girls like to enjoy programmes mostly in company with their elder sister (32.5 per cent); mother (20.0 per cent); elder brother (20.0 per cent) and younger sister (15.0 per cent) as may be observed in the following table (b.12). Excepting younger sisters, the company is usually an older member of the family.

Table - b.12

Respondents' favourite companion for watching DD programmes.

Classes						
Companion	VII	VIII	IX	X	comb. (n80)	% of N
Younger brother	3	-	2	2	7	8.7
Father	2	2	-	1	5	6.2
Mother	3	4	3	6	16	20.0
Younger sister	4	3	2	3	12	15.0
Elder sister	5	7	8	6	26	32.5
Elder brother	2	6	3	5	16	20.0
Younger br./sister	-	-	1	2	3	3.7
Others	4	2	2	1	9	11.2

(C) FAVOURITE PROGRAMMES

The most favourite programmes for the girls is serials (93.7 per cent) though feature film (80.0 per cent) and

film songs (73.7 per cent) run a close race for supremacy. Games and sports have some spectators (30.3 per cent), and cartoon strips (15.0 per cent) and Surabhi (11.2 per cent) are not as bad as Turning Point (2.5 per cent) or news bulletins or UGC or World This Week or Quiz programmes (each 1.2 per cent). Even dance programmes do not have a good following with a 5 per cent viewership. All these data are in Table b.14. below.

Table - b.14

Respondents' favourite programmes of DD

Programme	Classes					% of
	VII	VIII	IX	X	Comb.(n80)	
Serial	19	19	19	18	75	93.7
Feature film	19	18	14	13	64	80.0
Film song	14	17	16	12	59	73.7
Games & sports	6	7	6	5	24	30.0
Cartoon	5	2	1	4	12	15.0
Surabhi	2	-	3	4	9	11.2
Dances	2	1	1	-	4	5.0
Turning Point	1	-	-	1	2	2.5
UGC	-	-	-	1	1	1.2
World This Week	-	-	-	1	1	1.2
News	1	-	-	-	1	1.2
Quiz	1	-	-	-	1	1.2
Doll dance	1	-	-	-	1	1.2
Any other	1	-	-	1	2	2.5

2. NEWS-SENSE OF SCHOOL GIRLS :

News bulletins constitute an important programme-area telecast by DD. English and Hindi news are read thrice a day in the morning, afternoon and evening. There are two morning and evening telecasts in the regional language. There has also been a special newscast in english for people of the North East.

Young people are generally apathetic to news and news features, rather much less so than are their interests in films, music, serials, sports etc. We asked several questions to the girls in order to see how much are they aware of news and what regard do they have for the tidings of the day.

(A) THE MEDIUM OF NEWSCAST :

First comes the medium in which the news bulletins are read. We observed that about 95.0 per cent of girls prefer watching Assamese language newscasts. The percentage is also quite high (81.0) with regard to news telecast in Hindi. English newscasts, on the other hand, influence a bare 25 per cent of the viewers.

(B) VIEWERS' AWARENESS :

In the news bulletins the news of games and sports is telecast before the presentation of the weather report. Such news comes at the last part and quite rightly about 92.5 per cent girls say that they occur in the last part rather than

the first or middle. But they are rather confused as to what comes at the last - whether weather report or main points ? About 51.2 per cent girls say the main points come at the last rather than weather report for the same spot, the percentage being 49.2.

Do the girls follow news bulletins meaning fully ? This time we put a simple recognition-type question : the respondent is required to select any one of the four alternatives, the details of which are given in Table n.6 below. Quite expectedly "about one's own country" secured 56.2 and 'about the world' secured 31.2 per cent of the responses.

Are they keen about world news ? We asked, what was the time and the day for the programme 'World This Week' telecast in the DD. With regard to the day, only about 22.5 per cent answered rightly. But they did better with regard to the time. The full figures are shown in Table n.8.

Table - n.6

Respondents' reaction to the question, 'About what does one know chiefly from news bulletins telecast from Delhi ?

About	Class					% of N
	VII	VIII	IX	X	Comb. (n80)	
One's own district	2	-	1	1	4	5.0
One's own state	2	2	1	1	6	7.5
One's own country	11	9	14	11	45	56.2
The world	5	9	4	7	25	31.2

Table - n.8

Respondents' knowledge of telecast day and time of 'World This Week'.

Class						
Day :	VII	VIII	IX	X	Comb.(n80)	% of N
Right answer	4	5	4	5	18	22.5
Wrong answer	9	9	13	9	40	50.0
ni	7	6	3	6	22	27.5
Time :						
Right answer	9	7	12	10	38	47.5
Wrong answer	5	6	4	4	19	23.7
ni	6	7	4	6	23	28.7

(C) VIEWERS' TIME-SENSE :

Then the question comes, do the viewers know at what time news are flashed in Hindi, English and Assamese languages ? We see in Table n.9. that most girls correctly specify the news-time in Assamese. The percentages are 72.5 for morning and 92.5 for evening newscasts. In Hindi also, the morning time drew not many (27.5 per cent); but afternoon (73.7 per cent) and evening times are much better reported. The same is true with regard to English newscasts though the percentages are much less. The figures conform to what we found about their interests in programmes presented in different hours of the day.

(D) CAN THEY READ TIME-SIGNALS CORRECTLY :

In this part of the study we presented a card bearing digital time-signals as may be seen in Table n.11. The percentage of correct response is very high (98.7) for the time-signal 7:00:00. Other percentages for different time-signals are shown in Table n.11. below.

Table - n.11

Respondents' capacity for reading time-signals.

Class						
Time signals	VII	VIII	IX	X	Comb.(n80)	% of N
7 : 00 : 00						
Right answer	20	19	20	20	79	98.7
Wrong answer	-	1	-	-	1	1.2
1 : 53 : 59						
Right answer	13	14	15	14	56	70.0
Wrong answer	7	6	5	6	24	30.0
8 : 30 : 30						
Right answer	11	11	14	12	48	60.0
Wrong answer	9	9	6	8	32	40.0
9 : 44 : 50						
Right answer	15	17	15	13	60	75.0
Wrong answer	5	3	5	7	20	25.0

(E) WEATHER MAP :

The satellite bred weather picture of India is a very important item in weather forecasts and school students

should be naturally interested in such an aid to weather forecasting. We simply asked, 'Of which place a weather map is shown in DD ?' 92.5 per cent girls replied this question as India.

We again asked, 'What can be learnt mainly of weather with the help of TV ?' The respondents' were given a multiple-choice item to choose the right answer and their answers are tabulated as given below.

Table - n.12

Respondents' reaction to the question, 'What can be learnt mainly of weather with the help of TV ?'

Weather type	Class				Comb. (n80)	% of N
	VII	VIII	IX	X		
Thunder	-	3	2	2	7	8.7
Storm	4	8	8	7	27	33.7
Rain	20	17	18	18	73	91.2
Snow	-	-	-	-	0	0.0

3. INTEREST IN SERIALS AND FILM :

DD telecasts a large variety of serials for different age-groups of people : mythological, historical, social, detective, comic and humorous, nature study, innovative, science related etc. mostly in the national hookup telecast from Delhi. Serials are the most favourite programmes of school going children. The most popular Hindi serial among the school girls is Sansar (63.7 per cent) and other notable interests are Samundar (40.0 per cent) Reporter (30.0 per

cent), Alif Leila (15.0 per cent), Junoon (15.0 per cent) among the rest.

The most favourite Assamese serials is Manuh (47.5 per cent) followed by Kakno Bulim Koka (37.5 per cent), Papu Nipu Sambad (30.0 per cent), Tejal Ghora (26.2 per cent), Ritu Ahe Ritu Jai (25 per cent) etc. It is interesting to note that the Hindi serials Sansar pulled 63.7 per cent against the popular Assamese serial Manuh (47.5 per cent). The details are presented in Table s.2. below.

Table - s.2.

Respondents' choice of some Hindi and Assamese Serials.

Serials	Class					Comb.(n80)	% of N
	VII	VIII	IX	X			
Hindi							
Sansar	15	11	13	12	51	63.7	
Samundar	7	9	7	9	32	40.0	
Reporter	5	7	7	5	24	30.0	
Alif Leila	3	2	2	5	12	15.0	
Junoon	1	5	3	3	12	15.0	
Chandrakanta	1	-	1	4	6	7.5	
Assamese							
Manuh	13	9	8	8	38	47.5	
Kakno Bulim Koka	11	6	7	6	30	37.5	
Papu Nipu Sambad	4	5	6	9	24	30.0	
Tejal Ghora	5	7	4	5	21	26.2	
Ritu Ahe Ritu Jai	1	4	8	7	20	25.0	
Brikodar Baruar Bia	2	2	-	3	7	8.7	

(A) FAVOURITE ACTORS AND ACTRESSES :

In order to ascertain the respondents' preference for actors and actresses, we asked, 'who are your favourite actors and actresses?' Their reactions are partly tabulated and presented in Table s.3. and 4 (Hindi) and Table 4 and 3 (Assamese). It is interesting to note that the veteran actor of Amitabh Bachan's reputation is nowhere near the younger generation (Khans, for example).

Table - s.3 & 4

Respondents' preference for Hindi actors and actresses.

Class						
Name of Actor	VII	VIII	IX	X	Comb.(n80)	% of N
Amir Khan	9	7	6	6	28	35.0
Salman Khan	7	8	7	4	26	32.5
Sahrukh Khan	4	8	7	6	25	31.2
Mithun Chakraborty	7	5	2	5	19	23.7
Govinda	2	5	3	2	12	15.0
Sanjay Dutta	3	1	5	1	10	12.5
Ajay Debagan	4	1	1	4	10	12.5
Amitabh Bacchan	-	2	2	5	9	11.2
Name of Actress						
Juhi Chawla	11	11	11	7	40	50.0
Sri Devi	7	12	5	7	31	38.7
Madhuri Dixit	5	6	8	7	26	32.5
Divya Bharati	7	3	4	4	18	22.5
Karishma Kapoor	3	2	2	3	10	12.5

Among Hindi actresses, Juhi Chawla drew the highest (50.0 per cent) to be followed by Sri Devi (38.7 per cent), Madhuri Dixit (32.5 per cent), Dibya Bharati (22.5 per cent) and Karishma Kapoor (12.2 per cent). It is interesting that an old hand like Sri Devi is among the younger performers of the small screen. Guwahati DoorDarshan telecasts Assamese films and serials in its programmes which draw the interest of the local people, both young and old. The same question (who is the best ?) was, therefore, asked with regard to Assamese actors and actresses. Most girls prefer Pranjal Saikia (47.5 per cent) as their best actor and Mridula Barua (71.2 per cent) as their best actress. A complete picture is presented in Table s.4 & 3.

Table s. 4 & 3
Respondents' preference for Assamese actors and actresses

Name of Actor	Class					% cf N
	VII	VIII	IX	X	Comb.(n80)	
Pranjal Saikia	7	10	11	10	38	47.5
Biju Phukan	10	11	6	6	33	41.2
Nipon Goswami	10	8	5	9	32	40.0
Brajen Bora	6	8	11	6	31	38.7
Name of Actress						
Mridula Baruah	13	18	9	17	57	71.2
Purabi Sarma	9	10	12	13	44	55.0
Vidya Rao	8	7	7	4	26	32.5
Kashmiri Saikia	5	4	6	3	18	22.5

(B) AN IDENTIFICATION PARADE :

A short identification test was conducted with a selection of eight pictures of actors and actresses of the Hindi screen, the original picture being submitted as Ex.s.1. in the bound volume. The pictures were shown one by one and the respondents were asked to give his/her name.

Table s.6-13 is prepared after all the information were received from respondents which shows that actor Om Puri (83.7 per cent) is identified by the highest. The lowest percentage is calculated to be 11.2 per cent which is the identification value of actress Kavita Choudhary. Other values for other actors and actresses are shown in the same place.

(C) FAVOURITE AMONG THE IDENTIFIED ONES :

Of the eight pictures represented for identification, we wanted to know who among them was the best. Anupam Kher among the male (36.2 per cent) and Neena Gupta among the female (21.2 per cent) were the choice and values for others are shown in the following table.

Table - s.6-13

Respondents' identify picture of star performers						
Name with	Class					
Pictures No.	VII	VIII	IX	X	Comb.(n80)	% of N
<u>Ompuri(T1)</u>						
Right	15	17	17	18	67	83.7
Wrong/ni	5	3	3	2	13	16.2
<u>Anita Kanwar(T2)</u>						
Right	1	-	-	1	2	2.5
Wrong/ni	19	20	20	19	78	97.5
<u>Anupam Kher(T3)</u>						
Right	14	16	16	16	62	77.5
Wrong/ni	6	4	4	4	18	22.5
<u>Malavika Tiwary(T4)</u>						
Right	6	5	5	7	23	28.7
Wrong/ni	14	15	15	13	57	71.2
<u>Kavita Choudhary(T5)</u>						
Right	1	1	6	1	9	11.2
Wrong/ni	19	19	14	19	71	88.7
<u>Alok Nath(T6)</u>						
Right	8	10	15	14	47	58.7
Wrong/ni	12	10	5	6	33	41.2
<u>Kabir Bedi(T7)</u>						
Right	5	8	11	10	34	42.5
Wrong/ni	15	12	9	10	46	57.5
<u>Neena Gupta(T8)</u>						
Right	9	11	16	14	50	62.5
Wrong/ni	11	9	4	6	30	37.5

(D) DOES SHE LIKE TO BECOME A TV ACTRESS ?

When asked whether she would like to become a TV heroine (actress), the girls were divided with 51.2 per cent saying yes and 48.7 per cent saying no. But incidentally the girls of the two schools (MS & JG) showed a difference as may be seen in the following contingency table. The chi-square at 1 df is found to be very significant (less than .01).

Table - s.14

Of the pictures identified in the series T1 - T8 the respondents' select the best actor/actress.

Performer	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Om Puri(T1)	3	2	2	2	9	11.2
Anita Kanwar(T2)	-	-	-	-	0	0.0
Anupam Kher(T3)	10	7	7	5	29	36.2
Malavika Tiwari(T4)	4	3	1	3	11	13.7
Kavita Choudhary(T5)	-	1	-	-	1	1.2
Alok Nath(T6)	-	3	3	2	8	10.0
Kabir Bedi(T7)	-	2	1	2	5	6.2
Neena Gupta(T8)	3	2	6	6	17	21.2

Contingency Table

	MS	JG	Total
Yes	12	29	41
No	28	11	39
Total	40	40	80

4. INTEREST IN MUSIC :

DoorDarshan telecasts a variety of musical programmes in the national network, like the classical, modern, pop songs, folk songs etc. We observed in the study that most girls prefer modern songs (88.7 per cent). Folk songs are liked by 23.7 per cent and classical by 20.0 per cent only, as may be found in the following table.

Table - m.2

Respondents' liking for different kind of music.

Kind of Music	Class				Comb.(n80)	% of N
	VII	VIII	IX	X		
Modern	18	16	18	19	71	88.7
Classical	3	3	4	6	16	20.0
Folk songs	5	7	4	3	19	23.7

A question was asked to the girls with regard to their activity in singing. Most girls reported that they liked singing modern songs although they were not out of tune with classical music (22.5 per cent). 7.5 per cent enjoyed singing folk songs.

Table - m.3

Respondents' reaction to, "If you sing, what kind of songs do you sing ?"

Kind of Music	Class				Comb.(n80)	% of N
	VII	VIII	IX	X		
Modern	19	17	16	18	70	87.5
Classical	5	4	2	7	18	22.5
Folk songs	1	2	3	-	6	7.5

Young people are naturally fond of playing musical instruments. It is a hobby with many, particularly playing popular film-song tunes on simple instruments like harmonium, or casio, or guitar. DD occasionally telecasts in the

national hookup programmes of classical instrumental music and famous musicians are seen playing on sitar, sarod, tabla, veena, flute etc. The regional centre at Guwahati often encourages youths to play on instruments, light musical programmes. Most girls are interested and like playing harmonium (57.5 per cent), guitar (20.0 per cent), tabla (10.0 per cent) as may be found in Table m.4. Tanpura (6.2 per cent), dotara (5.0 per cent), dhol (3.7 per cent) are also mentioned.

Table - m.4

Respondents' inform about what musical instruments they like playing on.

Instruments	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Guitar	5	5	4	2	16	20.0
Violin	4	1	1	-	6	7.5
Tabla	2	1	1	4	8	10.0
Harmonium	9	12	12	13	46	57.5
Casio	2	4	-	2	8	10.0

(A) IDENTIFYING MUSICIANS AND THEIR SPECIALITY :

A simple recognition type of test was applied to the girls with a set of small cards bearing pictures of famous musicians (q.v. Exhibits). The cards were shown one by one like card no. M3 showing reputed sitarist Pt Ravi Shankar. It is very surprising that only 6.2 per cent of girls could

identify the world famous musician though they are far greater in number (60.0 per cent) to say correctly his speciality (vide Table m.5 & 6 below)

Table - m.5 & 6

Respondents' identify pictorially Ravi Shankar and give their speciality

	Class					
Ravi Shankar(M3)	VII	VIII	IX	X	Comb.(n80)	% of N
Identified	-	2	1	2	5	6.2
Wrong/ni	20	18	19	18	75	93.7
Speciality given as						
Sitar	11	11	12	14	48	60.0
Tabla	4	3	3	2	12	15.0
Vocal music	2	3	4	1	10	12.5
Guitar	1	1	1	1	4	5.0
Other/ni	2	2	-	2	6	7.5

Included in the series was a picture of tablists Zakir Hussain and All Rakha. In this, Zakir Hussain was identified singly by 57.5 per cent of the girls. 25 per cent said the pair was Zakir Hussain and his father; another 7.5 per cent said Zakir Hussain and his Guru. 96.2 per cent of the respondents' correctly disclosed their speciality to be tabla playing.

Table - m.13

Respondents' identify Zakir Hussain and Alla Rakha and their speciality.

Names & speciality	Class				Comb.(n80)	% of N
	VII	VIII	IX	X		
Zakir Hussain	12	12	10	12	46	57.5
Zakir & Father	6	2	8	4	20	25.0
Zakir & guru	1	3	-	2	6	7.5
Wrong/ni	1	3	2	2	8	10.0
Tabla(speciality)	20	19	18	20	77	96.2
Wrong/ni	-	1	2	-	3	3.7

Table m.1,4-8. shows some six other musicians of repute with respective identification values in percentages. It is found that the girls are very poor in identifying by name though they are much better in identifying specialities. Names have yet to become fixed to musicians' facial appearances.

Listening interest in gazals appears to be a growing features among young music lovers. the respondents' named Pankaj Udhas (48.7 per cent), Bhupinder Sing (7.5 per cent), Anuradha (6.2 per cent), Ash Bhosle (6.2 per cent) among their favourites.

Table m.1,4-8.
Respondents' identify pictures of musicians
and their speciality

Name and Speciality	Class					Comb.(n80)	% of N
	VII	VIII	IX	X			
<u>Bhimsen Joshi(M1)</u>							
Identified	-	-	1	2	3		3.7
Wrong/ni	20	20	19	80	77		96.2
<u>Vocal music</u>	15	9	15	9	48		60.0
Wrong/ni	5	11	5	11	32		40.0
<u>Bismillah Khan(M4)</u>							
Identified	1	-	-	-	1		1.2
Wrong/ni	19	20	20	20	79		98.7
<u>Shehnai</u>	-	2	2	1	5		6.2
Wrong/ni	20	18	18	19	75		93.7
<u>Balamuralikrishna(M5)</u>							
Identified	-	-	-	1	1		1.2
Wrong/ni	20	20	20	19	79		98.7
<u>Vocal music</u>	14	13	16	10	53		66.2
Wrong/ni	6	7	4	10	27		33.7
<u>Gangubai Hangal(M6)</u>							
Identified	-	-	-	-	-		0.0
Wrong/ni	20	20	20	20	80		100.0
<u>Vocal music</u>	13	11	13	10	47		58.7
Wrong/ni	7	9	7	10	33		41.2
<u>Hari Prasad Chaurasia(M7)</u>							
Identified	-	-	-	-	-		0.0
Wrong/ni	20	20	20	20	80		100.0
<u>Flute</u>	10	8	10	10	38		47.5
Wrong/ni	10	12	10	10	42		52.5
<u>Ramnarayan(M8)</u>							
Identified	-	-	-	-	-		0.0
Wrong/ni	20	20	20	20	80		100.0
<u>Sarengi</u>	-	-	-	-	-		0.0
Wrong/ni	20	20	20	20	80		100.0

5. INTEREST IN DANCES :

(A) INTEREST IN DANCE-FORMS :

The DoorDarshan telecasts several popular dance-musical programmes like Chitrahahar, Rangooli, Chitramala based on film-music. Besides it has regular national programmes of classical dances. In these programmes the viewer gets a chance to enjoy performances by frontline dancers.

The girls in our study like Bharatanatyam (72.5 per cent), modern dances (62.5 per cent) and Lokanritya (60.0 per cent). the following table shows preferences for other dance-forms.

Table d.4.

DoorDarshan dance programmes enjoyed by respondents'.

Dance-forms	Class				Comb. (n80)	% of N
	VII	VIII	IX	X		
Adhunik	12	12	13	13	50	62.5
Bharatanatyam	18	16	13	11	58	72.5
Manipuri	12	10	11	10	43	53.7
Kathak	12	11	13	7	42	52.5
Lokanritya	9	12	14	13	48	60.0
Kathakali	1	-	-	-	1	1.2
Other	1	1	8	1	11	13.7

(B) DANCING A DANCE :

A question was asked as to what kind of dance did the girls like to dance. The response to this question is the highest for Adhunik dance (61.2 per cent). Lokanritya (58.7 per cent) and other forms are shown in the following table.

Table d.3.

'If you dance, what sort of dance would you dance ?'
The respondents' answer.

Dance-forms	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Adhunik	15	14	6	17	49	61.2
Bharatanatyam	8	5	8	5	26	32.5
Manipuri	-	-	-	3	3	3.7
Kathak	5	4	3	5	17	21.2
Lokanritya	7	13	15	12	47	58.7
Other	2	5	5	3	15	18.7

(C) DANCERS OF CHOICE :

It was not so easy for the girls to name a famous dancer even though his or her face appeared familiar on the small screen. They said that they had seen so many of them but recalling their names was a difficult task. We find, that most girls (51.2 per cent) prefer to enjoy dance performances by Hemamalini, although she is basically a film star. Among other favourite dancers, Assamese dancers Indira P.P. Bora (6.2 per cent) and Puspa Bhuyan (6.2 per cent) have

some following. The details are shown in Table d.5. on the following page.

Table d.5.

Respondents' dancer of choice.

Dancer	Class				Comb. (n80)	% of N
	VII	VIII	IX	X		
Hemamalini	10	11	9	11	41	51.2
Vaijayantimala	-	2	6	5	13	16.2
Javed Khan	-	-	3	-	3	3.7
Indira P.P. Bora	2	1	2	-	5	6.2
Puspa Bhuyan	1	1	3	-	5	6.2
ni	8	6	2	6	22	27.5

(D) DANCE-FORM IDENTIFICATION :

A set of cards were prepared (q.v. Exhibits) to see how accurately dance-forms could be identified by respondents. The first card showed Nataraj which was identified by 27.5 per cent of the girls. Other cards showed other dance-forms.

Table d.6.

Respondents' identify a picture of Nataraja.

Dance-form	Class				Comb. (n80)	% of N
	VII	VIII	IX	X		
Nataraja(D1)						
Identified	6	7	6	3	22	27.5
Wrong/ni	14	13	14	17	58	72.5

A full close-up of responses is presented in Table d.8 - 14 below. It shows a 75.0 per cent identification of Manipuri, 68.7 per cent of Bharatanatyam and 30.0 per cent of Kathak dance-forms.

Table d.8-14

Respondents' identify dance-forms shown pictorially

Dance-forms	Class				Comb.(n80)	% of N
	VII	VIII	IX	X		
Kathakali(D2)						
Right	-	-	-	1	1	1.2
Wrong/ni	20	20	20	19	79	98.7
Ballet (D3)						
Right	-	-	1	2	3	3.7
Wrong/ni	20	20	19	18	77	96.2
Bharatanatyam(D4)						
Right	16	13	13	13	55	68.7
Wrong/ni	4	7	7	7	25	31.2
Manipuri (D5)						
Right	16	14	14	16	60	75.0
Wrong/ni	4	6	6	4	20	25.0
Odissi(D6)						
Right	1	1	-	1	3	3.7
Wrong/ni	19	19	20	19	77	96.2
Kathak (D7)						
Right	8	4	3	9	24	30.0
Wrong/ni	12	16	17	11	56	70.0
Nikobari Nritya(D8)						
Right(folk dance)	-	-	-	-	-	00.0
Wrong/ni	20	20	20	20	80	100.0

6. INTEREST IN GAMES AND SPORTS :

The DoorDarshan telecasts a variety of games and sports programmes connected with national and world

championships. It has also a regular world of Sports programme on Sunday at 4 p.m. Besides, games and sports, news are flashed daily in the news bulletins. Through the grace of DoorDarshan people can have an exciting time, enjoying world of games and competitions.

(A) GAMES AND SPORTS GIRLS LIKE TO WATCH :

In order to ascertain their interests we asked the girls, 'what games/sports do they like enjoying in the television?'. Respondents' reaction to this question points to the majority choice i.e., cricket (83.7 per cent). Other games of choice are tennis (53.7 per cent), football (40.0 per cent), racing (26.2 per cent) and kabbadi (23.7 per cent). The details are shown in table g.3. below.

Table g.3.

'What games/sports do you like enjoying in the television?' To which the respondents' react.

Games & Sports	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Cricket	17	16	19	15	67	83.7
Kabbadi	4	6	3	6	19	23.7
Tennis (1 & t)	11	9	14	9	43	53.7
Football	3	11	8	10	32	40.0
Badminton	5	2	4	4	15	18.7
Run race	4	7	5	5	21	26.2
Swimming	3	4	2	5	14	17.5
Other	12	4	3	3	22	27.5

(B) PLAYERS AND SPORTSMEN OF CHOICE :

With regard to girls' choice of players and sportsmen, we asked, 'of the games or sports you like most, which particular player's performance do you like enjoying?'. From Table g.5. we learn that most girls like cricket best, and among the cricketers Azharuddin pulls the highest (57.5 per cent). Next comes Kapildev with a percentage of 53.7. In tennis, the highest percentage (47.5) is drawn by Monica Seles. Steffi Graf is signalled by 25.0 per cent girls. Other choice may be seen in the following table.

Table g.5.

Respondents' choice of players in the games or sports she likes best.

Sports-personality	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Kapil Dev(Cricket)	14	10	8	11	43	53.7
Gavaskar (do)	2	1	1	3	7	8.7
Azharuddin (do)	10	12	14	10	46	57.5
Tendulkar (do)	5	7	9	2	23	28.7
Monica (tennis)	9	9	10	10	38	47.5
Steffi (do)	4	4	7	5	20	25.0
P.T. Usha (race)	3	5	2	6	16	20.0
Mithu (swimming)	1	1	-	2	4	5.0

(C) KNOWLEDGE AND UNDERSTANDING OF GAMES AND SPORTS :

(I) CRICKET :

A picture card of cricket (G3 vide Exhibits) was presented to the girls to examine their comprehension of the playing situation. We find that each girls answered correctly identifying the game of cricket. Almost the same m\number could answer correctly the question : "What does the fallen stump indicate in the picture ? " 96.2 per cent said, 'getting out'

(II) TABLE TENNIS :

Another picture (G4) of table tennis was shown to the girls, the picture being identified correctly by 95.0 per cent. We raised a question with regard to the same picture and asked how many players she could see in the picture. this time also the answer was correctly given by 96.2 per cent of the respondents.

(III) POLE VAULT :

Card G7 (vide Exhibits) is a picture of the great pole-vaulter Bubka holding a pole in his hand. We asked the first question with regard to this picture : "What does the man with the pole in hand want to do as shown in the picture ?" and the correct answer was given by only 47.5 per cent of the respondents. We next asked the question if the girl could give the name of the personality correctly. But none could give the name although they had seen his performance in the

television. We further asked : "What is special about his performances ?" Only 2 girls gave the right answer as may be seen from the following table.

Table g.10-12

Respondents' react to three questions (as in table)
asked in connection with picture G7.

	Class					
Particular	VII	VIII	IX	X	Comb.(n80)	% of N
<u>What does he want to do ?</u>						
To jump by pressing	11	9	6	12	38	47.5
Wrong/ni	9	11	14	8	42	52.5
<u>What is his name ?</u>						
Bubka	-	-	-	-	0	0.0
Wrong/ni	20	20	20	20	80	100.0
<u>What is special about his performance ?</u>						
Record jumper of	-	1	-	1	2	2.5
Pole vault						
Wrong/ni	20	19	20	19	78	97.5

(IV) SOME OTHER GAMES AND SPORTS :

We presented one by one five other pictures of games and sports for the purpose of identification. Table g.13-17 is prepared after all the information were received from respondents'.

We find hockey (93.7 per cent), kabbadi (90.0 per cent), and basket ball (65.0 per cent) with high identification percentage. but mountaineering (5.0 per cent) and lawn tennis (22.5 per cent) on the lower side. The percentage of identification for lawn tennis should have been higher considering the time allotted to major competitions,

but perhaps the picture (G6) chosen for the purpose is not appropriate for evoking a right response. the details may be found in the following table.

Table g.13-17

Respondents' identify pictures of games and sporting events						
Games/Sports	Class				Comb. (n80)	% of N
	VII	VIII	IX	X		
<u>Mountaineering(G1)</u>						
Right	2	1	1	-	4	5.0
Wrong/ni	18	19	19	20	76	95.0
<u>Hockey (G2)</u>						
Right	17	19	19	20	75	93.7
Wrong/ni	3	1	1	-	5	6.2
<u>Kabbadi(G5)</u>						
Right	20	16	18	18	72	90.0
Wrong/ni	-	4	2	2	8	10.0
<u>Lawn Tennis(G6)</u>						
Right	6	4	6	2	18	22.5
Wrong/ni	14	16	14	18	62	77.5
<u>Basket Ball(G8)</u>						
Right	16	11	11	14	52	65.0
Wrong/ni	4	9	9	6	28	35.0

7. INTEREST IN CULTURE AND SCIENCE :

The DoorDarshan was frequently throws spotlight on cultural and scientific programmes. Programmes like Surabhi, Turning Point, Science Quiz, Bharat Ek Khoj, Gandhi, Republic Day and Independence Day celebrations fall in this category. People take great interest in these programmes and their knowledge in regard to India and her people, the never ending story of nature, and man's control over the environment is very much widened.

(A) INTEREST IN 'SURABHI' :

The programme 'Surabhi' appears to be a very interesting and is much appreciated by all sections of people. Through this programme, one can be face to face with many unseen places of interest, many artistic creations brought to fore by generations of industrious people, many known and unknown personalities of art and culture, and many facets of Indian life that remain concealed in the dark periods of history.

We find that almost all girls excepting a few (3.7 per cent) take interest in viewing this programme. We wanted to ascertain, since they were so much interested, the telecasting day and time of the programme. 70.0 per cent respondents' gave the right answer to be Tuesday at 9.30 p.m.. Though the percentage is slightly less (56.2) for those saying right on Wednesday at 3 p.m.

Table c.2
Respondents' reaction to the question, 'What is the day and time of the programme Surabhi telecast in DD ?'.

Class						
Games/Sports	VII	VIII	IX	X	Comb.(n80)	% of N
<u>Tues day (9.30 p.m.)</u>						
Right	13	15	16	12	56	70.0
Wrong/ni	7	5	4	8	24	30.0
<u>Wednesday (3.00 pm.)</u>						
Right	10	13	8	14	45	56.2
Wrong/ni	10	7	12	6	35	43.7

We raised a question as to what particulars could they remember of Surabhi episodes. They recalled,

Mehendi decoration

Dosa making

Boy riding a horse

Hooka making

Betel cultivation

Bangle making

Food in a Singapore hotel

Cloth printing

Bullock race

Sweet making etc.

About 42.5 per cent girls could not say anything and the maximum (16.2 per cent) said 'food in a Singapore hotel'.

(B) HIGHER EDUCATION :

The DoorDarshan telecasts a variety of programmes in the higher education slots. Many interesting things are taught in this, though excepting some episode on nature study, higher education may be found to be too difficult by the average high school girl. Respondents' reaction to the question, 'what is the telecasting time for higher education in DoorDarshan ?' is expectedly not encouraging. The percentage for the 'no information' column is 66.2 per cent. But some answered rightly the 1 p.m. timing as may be seen in the following table.

Table c.6

Respondents' reaction to the question : "What is the time
for higher education telecasts in DD ?"

Class						
Time	VII	VIII	IX	X	Comb.(n80)	% of N

6:00 a.m.	1	1	1	2	5	6.2
1:00 p.m.	6	3	7	6	22	27.5
Wrong/ni	13	16	12	12	53	66.2

Then to the question : "Have you seen the programme ?", only 22.5 per cent say that they have seen the programme of higher education. the low percentage may be due to the timings at 6:00 a.m. and 1:00 p.m. which are odd for most of the school going girls, besides their disinterestedness in the programme. The respondents' recall some of the particulars to be :-

- Eye disease
- Life of animals
- Life of plants
- Life of insects
- Heart surgery
- Satellites
- Chemicals
- Computers etc.

These show that though the programme is meant for college and University students, school girls also find interest and provide themselves with some sort of educative information.

(C) TURNING POINT AND SCIENCE QUIZ :

The DoorDarshan has a popular weekly magazine of science called the Turning Point in which, we find, about 63.7 per cent girls take interest. They recall some particulars to be :-

Computer model (remote sensing & control)

Catching of big fish

Making of gas cylinder

Making of gas (Hydrogen, Oxygen)

Heart operation

Animal life

Production of Medicine etc.

Though the girls like to watch this programme, the medium which is English, appears to be a barrier for many.

Respondents' reaction to the question, 'Can you give some example of what you have watched in the programme of Science Quiz?' is not very encouraging. A large number of the girls (63.7 per cent) could not give any reply to this question as if they were not interested. The medium is again a difficulty in their attempt to enjoy the programme. They also mix up contents of different programmes.

(D) BHARAT EK KHOJ :

The DoorDarshan telecasts an historical serial, Bharat Ek Khoj based upon the book, "The Discovery of India" by Pandit Jawaharlal Nehru. Through this serial many historical

events, particularly of the time of India's independence struggle were shown. A question was set in the Inventory, 'Have you seen the programme Bharat Ek Khoj?' to which 80 per cent of the respondents' reply was in the affirmative. We wanted to go a little deeper by raising the question, 'What is the subject matter of this serial?'. Most girls wrongly replied securing a percentage of 73.7. Only a few girls answered it having been based on the book by Panditji. Incidentally the percentage of those who could not answer is 18.7 per cent as may be found in the following table.

Table c.13

Respondents reaction to the question : "What is the subject matter of this serial?"

Subject matter	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Book by Nehru	1	1	3	1	6	7.5
Wrong answer	15	16	14	14	59	73.7
No information	4	3	3	5	15	18.7

(E) REPUBLIC DAY & INDEPENDENCE DAY CELEBRATIONS :

Every year the DoorDarshan telecast programmes of the Republic Day and Independence Day celebrations. Both are national festivals in which all people participate in one way or another. Seeing the parade and flag-hoisting at Delhi is also a kind of participation. The interviewee was asked, 'Have you ever watched the Republic Day programme in DoorDarshan?'. Most girls (98.7 per cent) witnessed this

programme telecast on 26th January. We further asked, 'Which thing of this programme did you like most?'. Their replies are tabulated below and the Prime Minister's address to the nation was viewed almost by half and flag-hoisting was viewed by almost one-third ! A third question was put as to which celebrity received the salutation of the Indian army. Replies to this question included both the President (32.5 per cent) and the Prime Minister (60.0 per cent).

Table c.15

Respondents' main interest in the Republic Day programme						

	Class					
Like most	VII	VIII	IX	X	Comb.(n80)	% of N
-----	-----	-----	-----	-----	-----	-----
P.M.'s address	12	8	11	11	42	52.5
-----	-----	-----	-----	-----	-----	-----
Flag hoisting	6	8	6	10	30	37.5
-----	-----	-----	-----	-----	-----	-----
March past	9	9	11	7	36	45.0
-----	-----	-----	-----	-----	-----	-----
Songs & dances	9	9	5	6	29	36.2
-----	-----	-----	-----	-----	-----	-----
Other	3	6	9	9	27	33.7
-----	-----	-----	-----	-----	-----	-----
ni	1	-	-	1	2	2.5
-----	-----	-----	-----	-----	-----	-----

Just like the Republic Day, the DoorDarshan also telecasts the Independence Day programme from Delhi. On this day the Prime Minister unfurls the national flag and addresses the nation. Our record shows that cent per cent of the respondents' witness the function telecast from Delhi.

With regard to a question asked to name by office the person hoisting the national flag and addressing people on

this day, the majority of the girls (70.0 per cent) replied it as the Prime Minister, though about 30.0 per cent mistakenly identified him as the President. It is noticed that some girls wrongly identified the Prime Minister for the President and vice versa with regard to the two occasions observed on 26th of January and 15th August every year.

Table c.16

Respondents' identify the celebrity receiving the salutation of the armed forces on the Republic Day.

Class						
Celebrity	VII	VIII	IX	X	Comb.(n80)	% of N
Prime Minister	15	9	10	14	48	60.0
President	5	9	8	4	26	32.5
Chief Minister	-	1	-	-	1	1.2
Other/ni	-	1	2	2	5	6.2

Table c.19

Respondents' recall the celebrity addressing the nation on the Independence Day.

Class						
Celebrity	VII	VIII	IX	X	Comb.(n80)	% of N
Prime Minister	13	13	14	16	56	70.0
President	7	7	6	4	24	30.0

(F) MILE SOOR MERA TOOMHARA :

The DoorDarshan flashes sometimes a song of unity for the nation. The song is "mile soor mera tumhara". A question

was asked as to ascertain if they heard the song. All girls were positive in their replies. Our next question was, "What is the purpose of this song?" 68.7 per cent girls specify 'living harmoniously' and 22.5 per cent specified, "living unitedly in India". Both the answers may be taken to represent the right feelings aimed by the insertion. The details are given below.

Table c.12

Respondents' specify the purpose of the song,
'mile soor mera toomhara'.

Purpose	Class					% of N
	VII	VIII	IX	X	Comb. (n80)	
Living harmoniously	15	16	9	15	55	68.7
Living unitedly in India	5	-	10	3	18	22.5
Wrong/ni	-	4	1	2	7	8.7

8. FOCUSING WELFARE INTEREST :

The DoorDarshan is used to stuffing its popular programmes with occasional persuasion clippings. These are meant to induce people to receive right information, to inculcate good habits, to do something which is urgently needed for one's well-being or for the good of the society. Population explosion, literacy, health, diseases, pollution, unity etc. are some of the areas to which these inducements are aimed at behavioural change. The message of a particular clipping is mostly received and understood as may be found in

the following analysis.

(A) SHOULD A GIRLS MARRY BEFORE SHE IS 20 ?

The first question in this section is, 'Do you think it right for a girl below 20 years to marry ?' Respondents' reaction to this question has been that almost all girls (95.0 per cent) do not think it right for a girl to marry before she is 20. So we can say that the girls' mentality has become attuned to the DD message though they offer various reasons like being physically immature, unfit to bear a child, unfit to earn money etc.

(B) CHILD LITERACY :

In India a large number of children remain uneducated, so much so that they cannot read or write. The government of India has, therefore, laid much stress through the medium of TV on their learning to read and write : 'Chalo Parho Kuch Kar Dikhaye'. The girls in the sample were asked the question what should the children, those who had not yet begun reading and writing, do ?

In table no.f.4 it is seen that the respondents' by a large percentage (81.2) advocate getting oneself educated in the sense that he becomes a literate citizen. About 9.9 per cent want children to become educated even by earning a living or by joining a special institution.

Table f.4

Respondents' reaction to the question, 'What should the children those who have not yet begun reading-writing, do ?

Should do what	Class					% of N
	VII	VIII	IX	X	Comb.(n80)	
Reading-writing	15	19	16	15	65	81.2
Reading-writing by earning	1	-	1	1	3	3.7
Study at special institution	2	-	1	2	5	6.2
Earn a living	1	1	1	1	4	5.0
Play games	1	-	-	-	1	1.2
Do farming	-	-	1	1	2	2.5

(C) PROTECTION FROM DISEASE :

The danger of child mortality due to infection is a number one health hazard in our country. The government and other voluntary agencies offer services in the form of providing vaccination or inculation. But many people do not adopt these protective measures mainly due to lack of information. The DoorDarshan has been inserting clippings in its programmes to the effect that people know the dangers ahead if timely vaccination or inoculation is not given to the child or the mother. A question was set for the respondents' whether they know for what purpose vaccination/inoculation was given. We observed in Table f.5. that most girls thought that vaccination was given for disease like tetanus, polio, pox, diptheria, cholera, T.B.,

typhoid etc., though there was some confusion in this respect. The percentage is also quite high (90.0) for those who also include such diseases as malaria, jaundice, pneumonia, fever, cough and a lot of other diseases.

Table f.5
Respondents' answer for what protection infants
are vaccinated or inoculated.

Disease	Class					% of N
	VII	VIII	IX	X	Comb. (n80)	
Tetanus	5	5	9	7	26	32.5
Polio	11	7	8	12	38	47.5
Whooping cough	1	1	1	1	4	5.0
Pox	9	7	7	7	30	37.5
Cholera	11	16	8	12	47	58.7
TB	2	11	13	5	31	38.7
Diphtheria	1	-	2	-	3	3.7
Typhoid	2	6	-	5	13	17.2
Malaria, Jaundice, Pneumonia, Fever, Cough, Kala-zar, Eye-disease etc.	10 15	14	18	15	72	90.0

(D) DRUG ADDICTION :

India is a very big country where many people live with heaps of problems on their back. It is seen that many people of the younger generation get used to taking harmful stimulants (drugs) and this invites diseases and untold sufferings not only to themselves but also to others. Once some one has started taking drugs, his will to avoid it

weakens and thus falls a victim to drug addiction. The DoorDarshan shows many clippings about drug addiction resulting in dire consequences. The respondents' were put a question to see if they understood the gravity of the problem. table f.7. shows that the majority of the girls replied it showing their dread for drug addiction. 50.0 per cent said that people could die as a consequence. Even cancer, AIDS or other dreadful disease might follow (26.2 per cent). It brought disharmony to homes; many were destined to suffer mental problems; health deteriorates; country gets ruined etc.

Table f.7

Respondents' reason as to why one should not take drugs for transient pleasure.

Consequences	Class					% of N
	VII	VIII	IX	X	Comb. (n80)	
Death ensues	12	11	13	4	40	50.0
Deadly disease succeed	3	2	10	6	21	26.2
Health ruined	16	9	4	8	37	46.2
Disharmony at home	5	4	6	7	22	27.5
More drug addiction	2	7	4	7	20	25.0
Sever Mental trouble (insanity)	5	8	8	6	27	33.7
Country gets ruined	1	-	-	1	2	2.5
Picked up by police, Imprisonment	1	-	1	-	2	2.5

The DoorDarshan clippings, therefore, appear to have successfully conveyed the message of dreadfulness to the girls chosen for the sample.

(E) ENVIRONMENTAL POLLUTION :

Environmental protection is a popular slogan nowadays since the extent of pollution is very alarming. Cutting of trees indiscriminately is one grave aspect of environmental pollution. The DoorDarshan exhibits cuttings showing the futility of such habits. The girls were, therefore, asked the question, 'Why cutting of trees pollute the environment ?' Table f.8. shows the respondents' reaction and they ascribe the main reason to be loss of oxygen (63.7 per cent). Other reasons given are loss of food (51.2 per cent), lowers rainfall (35.0 per cent), increases dust (10.0 per cent), loss of beauty (12.5 per cent) etc. All these show the respondents' awareness of the problem.

Table f.8
Respondents' justify as to why cutting of trees pollute the environment.

Reason	Class					% of N
	VII	VIII	IX	X	Comb. (n80)	
Increases dust	1	3	1	3	8	10.0
Loss of Oxygen	12	11	13	15	51	63.7
Loss of food	10	11	9	11	41	51.2
Loss of beauty	3	1	5	1	10	12.5
Loss of shade	6	7	8	5	26	32.5
Creates desert	3	4	-	2	9	11.2
Lowers rainfall	5	7	5	11	28	35.0
Other	2	3	7	-	12	15.0

(F) CLEANLINESS : DRINKING OF WATER :

To the question, 'What kind of water is to be taken when some one feels thirsty?' 48.7 per cent girls quite expectedly replied as 'pure', but 42.5 per cent chose 'cold' and failed to distinguish between pure and cold. Other responses are shown in the following table.

Table f.11

Respondents' reaction to the question, 'What kind of water is to be taken when some one feels thirsty?'

Class						
Kind of water	VII	VIII	IX	X	Comb.(n80)	% of N
Hot	1	1	1	2	5	6.2
Cold	7	13	6	8	34	42.5
Pure	11	5	13	10	39	48.7
Sweet	1	1	-	-	2	2.5

(G) POPULATION CONTROL (FAMILY PLANNING) :

DD flashes that a bedstead breaks when twenty or thirty people sit on it. This clipping is frequently inserted in the telecasts so that a large number of people receive the message i.e., the urgent need of having a family limited to its capacity. The respondents' were, therefore, asked 'Why does a bedstead break when twenty or thirty people sit on it?' They were also asked to explain the purpose of this insertion.

According to Table f.13 & 14 most girls (98.7 per cent) rightly said that the bedstead would break as a consequence. They submit various meaning as may be seen in the following table.

Table f.14

Respondents' reaction to the question 'Explain the meaning of this clipping (f.13) in DD ?'

Meanings	Class				Comb.(n80)	% of N
	VII	VIII	IX	X		
Increases of population	8	7	4	9	28	35.0
Family planning	11	7	12	7	37	46.2
Increasing difficulty	-	1	1	2	4	5.0
People's weight	-	1	3	2	6	7.5
Don't know	1	4	-	-	5	6.2

9. HINDI VOCABULARY :

Most programmes of the national network of DD are telecast through the medium of Hindi. News, serials, documentaries, films are mostly in Hindi, and therefore, the viewers are expected to become conversant with Hindi vocabulary. With a view to ascertaining respondents' familiarity with common Hindi words, a list of 20 such words are taken for a short recall type test. They were just asked to give the meaning when a word was exposed by the interviewer.

The results are embodied in Table v.1-20. Interestingly none of these words occur as cent per cent difficult. There is gradual increase in the difficulty level of the words as may be seen in the table.

Table v.1-20

Respondents' knowledge (per cent right) of
Hindi words used in DD programmes

Code No.	Word	Class	N	Right ans.	% of Right ans.
V.1	Dûr	VII	20	16	80.0
		VIII	20	17	85.0
		IX	20	20	100.0
		X	20	16	80.0
		Sum	80	69	86.2
V.2	Dēl	VII	20	13	65.0
		VIII	20	9	45.0
		IX	20	15	75.0
		X	20	16	80.0
		Sum	80	53	66.2
V.3	Bōōrā	VII	20	10	50.0
		VIII	20	14	70.0
		IX	20	17	85.0
		X	20	15	75.0
		Sum	80	56	70.0
V.4	Ēnām	VII	20	16	80.0
		VIII	20	17	85.0
		IX	20	18	90.0
		X	20	13	65.0
		Sum	80	64	80.0
V.5	Sūwāl	VII	20	16	80.0
		VIII	20	17	85.0
		IX	20	17	85.0
		X	20	16	80.0
		Sum	80	66	82.5

Contd.....

Table v.1-20

V.6	Mũõõkã	VII	20	12	60.0
		VIII	20	12	60.0
		IX	20	12	60.0
		X	20	10	50.0
		Sum	80	46	57.5
V.7	Mũõõsũm	VII	20	17	85.0
		VIII	20	17	85.0
		IX	20	10	50.0
		X	20	17	85.0
		Sum	80	61	76.2
V.8	Mãmõõlẽẽ	VII	20	3	15.0
		VIII	20	7	35.0
		IX	20	4	20.0
		X	20	5	25.0
		Sum	80	19	23.7
V.9	Mũrẽẽj	VII	20	16	80.0
		VIII	20	15	75.0
		IX	20	17	85.0
		X	20	16	80.0
		Sum	80	64	80.0
V.10	Hũmãsã	VII	20	16	80.0
		VIII	20	18	75.0
		IX	20	18	85.0
		X	20	16	80.0
		Sum	80	68	85.0
V.11	Dõõlhã	VII	20	12	80.0
		VIII	20	13	75.0
		IX	20	16	85.0
		X	20	15	80.0
		Sum	80	56	70.0
V.12	Tẽtlẽẽ	VII	20	4	20.0
		VIII	20	3	15.0
		IX	20	7	35.0
		X	20	6	30.0

Contd.....

Table v.1-20

	Sum		80	20	25.0
V.13	Túlās	VII	20	18	90.0
		VIII	20	17	85.0
		IX	20	13	65.0
		X	20	3	15.0
	Sum		80	51	63.7
V.14	Ēnsān	VII	20	17	85.0
		VIII	20	18	90.0
		IX	20	18	90.0
		X	20	17	85.0
	Sum		80	70	87.5
V.15	Būdhāi	VII	20	7	35.0
		VIII	20	6	30.0
		IX	20	6	30.0
		X	20	2	10.0
	Sum		80	21	
V.16	Sōobūh	VII	20	19	95.0
		VIII	20	18	90.0
		IX	20	20	100.0
		X	20	16	80.0
	Sum		80	73	91.2
V.17	Tūlāk	VII	20	17	85.0
		VIII	20	16	80.0
		IX	20	16	80.0
		X	20	15	75.0
	Sum		80	64	80.0
V.18	Cōōnāv	VII	20	2	10.0
		VIII	20	2	10.0
		IX	20	2	10.0
		X	20	3	15.0
	Sum		80	9	11.2

Contd.....

Table v.1-20

V.19	Rōōkāvūt	VII	20	11	55.0
		VIII	20	7	35.0
		IX	20	9	45.0
		X	20	8	40.0
Sum			80	35	43.7
V.20	Tūklēef	VII	20	17	85.0
		VIII	20	14	70.0
		IX	20	16	80.0
		X	20	16	80.0
Sum			80	63	78.7

Pronunciation hints : fāte, fār, mē, hūr, (her), minē, mōte, fōr, mūte, mōon, fōōt, (ref. CTCD).

If a line is drawn at 50 per cent difficulty level, most words (15) come under the easier category. words like soobuh, dur, suwal, ensan, humasa, are above the 80 per cent level. The most difficult word is found to be coonav (11.2 per cent right). Perhaps the respondents' are more used to the word 'election' which is also used in Hindi telecasts. Table v.21, shown below, enlists words occurring in different slabs of difficulty.

It could be said with confidence that the DoorDarshan has made Hindi easier to viewers since they have already a workable vocabulary to enjoy programme telecast in Hindi.

Table v.21

Difficulty level of Hindi words found by examining all 80 girls in the sample. the difficult words occur with a low percentage.

Difficulty level (%)	Hindi words	f
91 - 100	sōobūh	1
81 - 90	dōor, ēnsān, sūwāl, hūmūsā	4
71 - 80	mûrēej, tûlāk, tûklēef, ēnām, mûōōsūm	5
61 - 70	dēl, dōolhā, tûlās, bōōrā	4
51 - 60	mûōōkā	1
41 - 50	rōōkāvūt	1
31 - 40	---	0
21 - 30	māmōōlēē, tētlēē, būdhāē	3
10 - 20	cōōnāv	1
	Total	20

fātē, fār, mē, hūr (her), minē mōte, fōr, mūtē, mōōn, fōōt

CHAPTER - 5

OBSERVATION AND CONCLUSION

(A) ASSUMPTIONS AND FINDINGS :

The first hypothesis set up for the purpose of the present study (q.v. Chap. 2) assumed the girls to be aware of the televised programmes, and our analysis of and observations on most areas eloquently sustain the assumption, though some measure of ignorance is bound to be in any unselected assortment of population.

We have found the girls to be more interested in entertainment programmes as anticipated and their educational awareness, from televiewing point of view, is not up to the mark.

We have also noted differential tastes for different entertainment programmes. Serials and films, different types of music, dance-forms, various games and sports are some examples showing individual difference in taste. Modern music, modern dance, cricket, tennis etc., for example, draw the largest audience.

The girls are also found to watch regional programmes (news bulletins, serials, films etc.).

But it has not been possible to show age or class differences or any difference between the urban and semi-

urban population. Though we selected two schools and subdivided the sample into four top classes with such intention, our preliminary data largely failed to show convincingly difference between girls coming from different school classes and different localities.

(B) TELEVISION AN INSTRUMENT OF EDUCATION OR ENTERTAINMENT ?

The television is accepted by most girls as an instrument of entertainment as may be found in our analysis of respondents' : favourite programmes. Serials (73.75 per cent), feature films (80.00 per cent), film songs (73.75 per cent), games and sports (30.00 per cent) speak decidedly of this choice where the onlooker is at liberty to select his own programme. Had not programmes like Surabhi, turning Point, Science Quiz, documentary etc. occurred between favourite ones, the frequency of televiewing of these would have been much smaller. The girls like to enjoy most the modern programmes like modern songs, disco, pop etc.

The television, therefore, is no substitute for serious studies where much drilling is needed to retain experiences in LTM (long term memory). Nor does it lead children to think with a long time purpose like preparing to write an essay.

(C) SERIAL OR FILM ENTERTAINMENT, HOW DOES IT AFFECT ?

Girls derive a lot of pleasure by enjoying a serial or feature film. The serials and films in Hindi are also popular with them. There is always some audience at the time of

showing a serial or film. These have improved Hindi vocabulary (q.v.) and also their choice of dresses, manner of speech, style of personal showing, eating delicacies etc. Since television is also owned nowadays by the lower middle class families, the guardians feel awkwardly when unusual demands are made on their purse.

The serials, films and songs have occupied the girls to sacrifice much valuable time of their studies. The Sunday forenoon programmes have become a routine occupation. Many argue that they also get lots of necessary information, but this cannot be accepted as a substitute for 'studying with a purpose'.

Though the girls like romance and aggression in the films, it has not been possible to ascertain how much romantic and aggressive they become in their real life.

Reaction to television dramas and serials has also attracted many scholars (Tylor, Neumann etc. quoted by Mahajan, 1990, p.216) and according to the most considered opinion, it is an obstacle in the education of children. In other words, it distracts the child from his or her studies.

(D) WHICH IS FAMILIAR --- NAME OR FACE ?

According to what girls find in pictures, the face is found to be more familiar than the name. Only 6.2 per cent identify the name of the famous sitarist Ravi Shankar though

60.0 per cent know for what the face is famous. The same is the case for the reputed vocalist Balamuralikrishna with only 1.2 per cent identifying him but 66.2 per cent rightly saying his speciality. Another case is that of Hariprasad Chaurasia. Though none could give his name, 47.5 per cent said that he played on the flute. Then between older and younger faces, the younger Zakir Hussain was more familiar than the older Alla Rakha, quite naturally considering their age.

(E) GAMES AND SPORTS GIRLS ENJOY :

83.7 per cent girls say that they like to enjoy the game of cricket in the television. This is very peculiar since the girls hardly play the game in the field. Comparatively they prefer much less, a game which is played at many homes. It is badminton for which the preference score is only 18.7 per cent. The same can be said of Kabbadi (23.7 per cent). They also name all cricket players whose game they like to watch (Azharuddin etc.). Monica Seles (tennis), Steffi Graf (tennis), P.T. Usha (race) are some exceptions. Perhaps exposure time in the television has something to do with this. They have learnt to understand the game by watching it in company with other family members, 96.2 per cent said 'getting out' by explaining what the falling stump meant. They were unable to name 'Bubka' who is as famous if not more than Azharuddin or Monica Seles.

(F) WHAT DO THEY FIND IN SURABHI ?

From their reaction, we find that Surabhi is also a popular programme, but perhaps not as popular as the serials or films. Surabhi provides a mixture of education and entertainment. There is much to learn from episodes such as 'dosa making', 'mehendi decoration', 'hooka making', 'bangle making' etc., curiosity leading them all the time. They appear to be little less interested in science or purely educational programmes. Language (English), as we observed earlier, is a factor in this for their knowledge is not accompanied by understanding.

It is a sorry picture that only 7.5 per cent could point out the subject matter of the serial, Bharat Ek Khoj, though some 80.0 per cent say that they have seen the serial.

They also unexpectedly confuse between how are the two occasions, Republic Day and Independence Day celebrated at Delhi; particularly most of them fail to specify the role of the President.

It speaks nicely of the DoorDarshan for their success in conveying a very important message through their song, 'mile soor mera toomhara'.

The programme Surabhi also helps the people to get a chance for travelling any good place of tourist interest in India. The programme of higher education is also not so

popular among the girls perhaps because they are unable to see the programme as the time is during their school hours. There are always some flashes between TV programmes for highlighting unity of the people.

(G) DOORDARSHAN AND NATIONAL SERVICE :

The DoorDarshan has done commendable service in conveying important messages to the masses of India. Early marriage, eradication of diseases, dangers of drug addiction, environmental pollution, health and hygiene, population explosion are some areas in which clippings are provided to convey very important messages to people of all rank and file. In so far as the girls in the sample are concerned, they have mostly understood the messages, which may be taken as a successful venture of DoorDarshan. There are also some clippings for the care of the girl child and also that every person should be able to read and write.

(H) DOORDARSHAN AND HINDI :

The DoorDarshan is expanding the field of the medium of official communication (Rajbhasa) to all category of people regularly watching its programmes. We find that the girls' vocabulary is very much enriched and many words have found a place in their personal vocabulary. This will certainly augment the objectives of national integration through a common medium of communication, social give and take. The DoorDarshan has done, we can foresee, a great service by strengthening the relationship among people through popularising Hindi through the medium of television.

CONCLUSION

We are now in a position to conclude that the study has fulfilled the aims in a large measure and we have been able to find a lasting impression of television programmes on the girls. The television has proven to be a very powerful medium of social changes. Only thing required is that it has to be directed in the right angle and along the right path with adequate material to influence all sorts of people who are in need of right knowledge and entertainment.

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