

**TELEVISION AS A MEDIUM
OF INFORMATION FOR SOCIAL CHANGE:
A STUDY OF RURAL MEGHALAYA**

By

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**SUBMITTED
IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF
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- ii. **Culture:** Culture has been defined as a way of life of a group of people, who accept the alien behaviours, beliefs, values, and symbols generally without thinking about them, and they are passed along by communication and imitation from one generation to the next and from one community to the other which change the society for the better.
- iii. **Education:** Education has been defined as a medium of information for the development of knowledge, skill, values, positive attitudes and character. Thus, from the above definition, we might assume that the rationale of education is to enrich children, youth and elders for the transformation of individuals and society.
- iv. **Economic:** Economic has been defined as the study of the persons living in society who promotes welfare of the nation in the ordinary fiscal life.
- v. **Television** The word Television has been defined in many ways. The roots of the word 'television' are Greek and Latin. "Tele" is Greek for 'far' while 'vision' is from Latin "Visio" which means 'Vision' or 'sight' meaning vision at a distance. Thus television has been defined as a multi sensory electronic media which supersedes all other media because of its proximity, motion pictures, music and voice. It welcomes every one who wants to access it, whether they are young or old, educated or uneducated, urban or rural dwellers.

Objectives

Television is the most significant electronic medium of progress for the transformation of a society. It is considered as the medium of the mass, because with its sound and visuals, it captures the mind and heart of its audience and has become a part of a new culture and cultural values of those who watch it. But a study of its kind in Meghalaya has not been undertaken hence the present researcher wanted to carry out the study in the state for the economic, social, educational, technological, cultural development of the villages in the state, to improve the living standard of the people and to make them self-reliant, since most of the people of villages come under the low income strata. One cannot ignore the fact that they too form the fibre of our country. The people of the state and also the citizens of our country have the right to develop themselves and have a responsibility to play an important role in building our mother land. Hence the following objectives have been framed to find out if television acts as an agent of change in society.

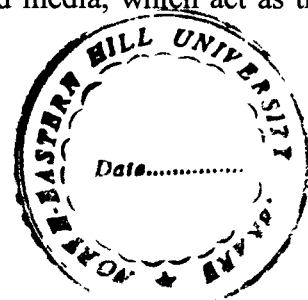
Background

The influence of mass media as a medium of information to society has become so vital that any activity cannot move towards innovation and development without the touch of media. There is a continuous flow of media culture in the modern society. It is next to impossible to go through a single moment of our lives without encountering a book, a magazine, television, advertising media, music, billboards, movies - and they all send messages to every nook and corner of the world. Media influences people and brings about change. Change is the law of nature; society keeps on changing either for good or bad. Change may be rapid or slow. Although various factors contribute to bring change in society, the quickest, most attractive and fascinating of them all, is mass media.

It is an established and proved fact that television has been one of most influencing factors to bring various changes in a society. Due to its various advantages over the other media of communication and information, its popularity is much higher than others in rural as well as in urban areas. Most of the leisure time all over the world today, is being spent on viewing television programmes which have wide varieties and different purposes in addition to recreation. A few factors among the many that influence change in society had been taken for the purpose of the present study; they are Social development, Culture, Education and Economic. These factors were analysed to find out the influence of television on them because change in these factors bring change in society.

For the purpose of the present study the following factors have been defined as follows:

- i. **Social development:** Social development has been defined as the positive social change that takes place in social life of a society through changes in beliefs, values, norms, media, ideas, works of art, religious practices fashions, rituals, economic, political development that are passed on to a society by communication from one culture with other cultures. It is a process of bringing advancement in the society through the factors like education, economic, technology and media, which act as the agents of change in the society.



1. To identify the relationship, if any, between television as a medium of information and social development.
2. To identify the relationship, if any, between television as a medium of information and cultural changes.
3. To identify the relationship, if any, between television as a medium of information and education.
4. To identify the relationship, if any, between television as a medium of information and economic conditions.

Hypotheses

With the above objectives the present study attempts to examine if there is a relationship between a few factors of social change and television.

The following are the assumptions with reference to the objectives:

Hypothesis # H₁ Television has no relationship with social development of a society.

Hypothesis #H₂ Television has no relationship with the cultural changes in a society.

Hypothesis #H₃ Television has no relationship with the educational development of a society.

Hypothesis #H₄ Television has no relationship with economic factors of a society.

The Research Site

The state of Meghalaya comprises of seven districts, consisting of three Hills, i.e., Khasi, Jaintia and Garo. According to census of India, 2001, Khasi Hills are divided into three districts, East Khasi Hills have 8 towns and 899 villages, Ri-bhoi district with 1 town and 570 villages, West Khasi Hills with 2 towns and 914 villages, Jaintia Hills comprise district with 1 town and 465 villages and Garo Hills are divided into three districts, East Garo Hills with 2 towns and 856 villages, West Garo Hills with 1 town and 1481 villages and South Garo Hills have 1 town and 595 villages. Three districts were selected to represent the three major communities of Meghalaya – The Khasis, The Jaintias and The Garos.

Sample

From each district, two villages, one with television and the other without television had been identified for the purpose of primary data collection. Random samples of 50 families from each village were selected for the final data collection. One person from every household was chosen by the family, to respond to the questionnaire. The following table presents the details of the Sample. The following villages were selected keeping in mind the nearness of the villages with and without television, since; they have similar topography, climatic condition, culture and the influence by the other factors of the society, so as to enable the investigator to study the factors that causes for changes in the two groups villages.

Villages with and without television

Districts	Villages with TV	Villages without TV	Distance
East Khasi Hills	Krang (50 families)	Kshaid (50 families)	45 Km and 47km from Shillong
Jaintia Hills	Tluh (50 families.)	Mukain and Neighbouring Villages (50 families)	150 and 130 Km respectively.
West Garo hills	Ganapara (50 families)	Ajugri and Neighbouring Villages. (50 families)	80 and 85 Km from Tura.

The Assessment Method

Primary data was collected using the questionnaire method. Questionnaire booklets in English were translated into Khasi and Garo and were used for assessing the influence of television as a medium of information.

Questionnaire Booklet

Questionnaire, which forms an important aspect of the research, was prepared after conducting a pilot study and this was supplemented by studies of different literature on television and different types of questionnaires prepared by various research scholars. A self prepared questionnaire was structured by using five point Likert scale, consisting of six sections.

The various variables of social change that were measured are as follows:

1. *Personal information*
2. *Television and Social Development*
3. *Television and Culture*
4. *Television and Education*
5. *Television and Economic Conditions*

Collection of Data

The investigator made copies of the questionnaire and the next step for the investigator was to distribute them among the respondents. After the prior information and preparation to visit these villages, the investigator with the guide and translator proceeded to the different villages under study and spent sufficient amount of time to explain and answer their queries.

Data Analysis

The raw data was analysed by using the suitable statistical tools such as; Percentage, Mean, Median, Correlation Analysis, Cross Tabulation and Canonical Correlation Analysis.

Findings

1. There is positive and negative correlation of television with factors of social development. This is evident from the responses of the respondents from the villages with television and villages without television. Striking differences of awareness between the two types of samples are also apparent. The glaring influence of television on social development is more obvious in the villages without television than in villages with television.
2. The respondents from the villages without television are not completely deprived of viewing television and being frequent viewers they are quite aware of the impact of television. Since there is no television, either in their houses or villages they go out to watch their favourite programmes either in video parlour or renting gadgets. Because of this reason their expense on watching television or video shows is higher than those with television in their villages.

3. The correlation coefficients of composite variables signifying cultural changes with television are highly correlated but amazingly, the influence of television on cultural changes seems to be more significant in the villages where television facilities are not available than those who have access to television in their villages.
4. Educational programmes on television in particular and other television programmes enrich students' learning, they are able to understand better because they see and hear what is taking place in different programmes. They are also aware that teachers can make their lessons interesting by using televised programmes to create interest in students, to learn fast and understand better since television can cut through geographical barriers and bring inaccessible events in a concrete way.
5. The respondents from the villages without television indicated the influence of television over educational development more significantly than those respondents from the villages with television. Though there are slight variations in the values of canonical correlations analysis, both the sample types are scoring high and based on these scores it is safe to assume that educational development are significantly correlated with television
6. It is interesting to know from both the groups that those with television and without television spend money on watching television programmes and videos. It is fitting to high light here that 22 of the respondents from the villages where television is not available spend more than Rs. 500 per month to watch films, television programmes and video shows.
7. The respondents with television show that watching television has reduced on saving for medical expenses; the reason could be that they are informed about preventive methods and also learned to take care of themselves. They also learnt to spend less on religious celebrations and cooking. They may follow the television programmes where the celebrities spend on fast food and on eating in restaurants. On the other hand the respondents from the villages without television indicate that television had highly increased the spending habits so as to be able to watch television programmes or video shows of their choice. However, the findings show that there are both positive and negative relationship on both the villages with television and villages without television.

8. The study reveals that the respondents are exposed to regional, national and international news and they make a choice of listening to different programmes like agricultural, discussions quiz films, serials and others. But those with television choose to listen to different types of music, news and other programmes compared with those without television. The respondents with television are open to watch and listen to programmes in Hindi, English, and other languages.
9. The respondents indicated that television is a significant medium of information, education and entertainment, which brings changes in the society.
10. Contrary to the four hypotheses television is found to be significantly related to social development, cultural changes, educational development and economic factors of a society.

Suggestions

The following are a few suggestions made for future research based on the experiences gained while conducting the study.

1. Studies should be conducted on the skills of the residence of the villages so that those skills could be utilised in the production of programmes according to the relevance of their background, this will create interest in them to extend their contribution in the preservation of culture and at the same time it will create job opportunities to them.
2. Comparative study of the use of television in the urban and rural areas to be undertaken so that they will be encouraged to find the differences between their life and the life of people in towns and cities.
3. Majority of the respondents are of the opinion that education brings development in the society; a study of the impact of distant education on rural life could be undertaken, so as to make necessary arrangements for the distant education to reach the unreachable.
4. The respondents are of the belief that television enriches their knowledge of health care and child care. A study could be undertaken to know the degree of awareness of health created by television, so that the evil practices of smoking, over eating of betel leaves and drinks could be highlighted by television programmes.

5. Many of the villages in the remote areas of Meghalaya do not have electricity, which is one of the causes of not able to have television in the villages, so a study could be undertaken to find out how to harness the solar energy for the development of villages.
6. A study on the impact convergence of media may be undertaken to instil in the people of the rural areas, the need for the preservation of culture and to make use of multimedia for development.
8. Majority of the people of the rural areas are educated up to primary level so the education and information could be intertwined with entertainment so that the facts of life may reach them. A study on the compression of media could be of a great help in the process of development.
9. For further research, samples should be collected on the basis of owning or not owning television. Few households owning television in the villages being used to generalise the village as having shows on marked differences with the villages without television.
10. From the data collected and the personal experiences of the researcher, the presence of television in a few household appears to have inculcated so much of jealousy in the minds of the respondents who did not own television sets but came from the villages where television facilities are available. The jealousy factor of the respondents from the villages with television seems to have negated the perception of television. On the other hand, the absence of television owners in the villages seems to have made the respondents from these villages very fascinated with television. This fascination to television factor of respondents from the villages without television seems to have influenced them to validate the perception of television more positively. It is suggested that a parameter to measure other psychological factors like jealousy and fascination may be incorporated in future researches on the perception of the same population types.

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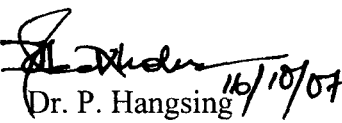
October, 2007


I, Mary A.F., hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other university/Institute.

This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Library and Information Science


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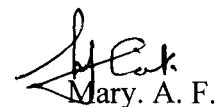
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CHAPTER I

INTRODUCTION

The influence of mass media as a medium of information to society has become so vital that any activity cannot move towards innovation and development without the touch of media. Thomas Jefferson, President of the United States of America, wrote to his friend, Edward Carrington stating, “Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter.” Even today his words echo the importance of media in the development of society.

There is a continuous flow of media culture in the modern society. It is next to impossible to go through a single moment of our lives without encountering a book, a magazine, television, advertising media, music, billboards, movies - and they all send messages to every nook and corner of the world. Media influences people and brings about change. Change is the law of nature; society keeps on changing either for good or bad. Change may be rapid or slow. Although various factors contribute to bring change in society, the quickest, most attractive and fascinating of them all is mass media; it is a powerful agent and good helper. The media moves at a fast pace and society needs to keep up with it, in order to benefit from it. The media is used in all walks of life. Pope John Paul II (2004) stated that “The extraordinary growth of the communications media and its increased availability has brought exceptional opportunities for enriching the lives not only of individuals, but also of families.” The

presence of media can be seen everywhere, which has become the arbiter of modern society injecting values and attitudes in a subtle way against those of bygone days either for good or bad.

It acts as an agent of information and awareness about goods and services, which are offered by science and technology in a never-ending stream. It updates society with the latest news of development in various fields. It inspires people with up-to-date information and programmes. One can judge the type of society by the media it possesses. Media portrays the society's goal; by doing so it reflects the society.

Media is the fastest growing industry. The number of people involved in media industry measures a nation's development. The growth in technology plays a more important role in shaping the media, than in any other. The birth of new technology brings new life to mass media, due to which it keeps changing with technology. The changes in media affect the pattern of life, like dress fashions that change in tune with advertisement which media offers to society. Media keeps society updated with the latest development in various fields. The purpose of the media is information, education, and entertainment. It achieves these through functions of correlation, surveillance and marketing.

Various communication channels of the media serve the society in different ways. They supplement one another, yet the impact of television supersedes all of these. According to Kuppusamy (2000) studies conducted by Research Institutes show that 75% of the influence is from television. Television viewers adopt innovation compared to the 25% of the radio listeners. According to Mulay (1968) another

significant study conducted by Dey in 1968 to determine the comparative effects of radio and television. He found television was a better medium than the radio. He also came to realise that the adoption of innovation was among 75% of the television spectators as compared to 25% in the radio listeners.

1.1 Television

Television is a telecommunication system for broadcasting and receiving moving pictures and sound over a distance. The term has come to refer to all the aspects of television programming and transmission as well

In the mass mediated world of today, we are linked into one huge electronic nervous system providing us information, education and entertainment. Television occupies a place of pride in this system. It is one of the greatest inventions of all time. With the coming of this medium, we are witnessing a milestone in the history of humanity. It has spearheaded the communication revolution, both by its cutting edge technology and content. Television being a dynamic, powerful and colourful visual medium has valid reason to be very popular among other electronic media. It has the potential power to inform, inspire, unite, educate and entertain people. Saksena (1997) states that “The significance of television as a medium of mass communication has universally been realised and recognised.” Television is the most popular medium because it has the power to reach millions of people across the globe, with speed, accuracy and immediacy. Saksena (1997) informs, “The moving images fascinate people, demand attention and eventually influence their thought and behaviour.” Television is interlaced with the very fabric of our lives as it has the responsibility of

interpretation and dissemination of information, which has certainly increased the awareness of the world around. Most people receive information through television, since it is the major provider of news and information.

Television like any other media has the function of information, education, entertainment, socialisation, correlation, interpretation, and marketing. The only difference is that it is a visual medium, where learning takes place through seeing and hearing helping retention of information and recalling. People choose this medium because of the relevant pictures and scenes that accompany television programmes. Srampickal, et al. (1997) opine, "Watching television has become a central leisure time activity all over the world and remains a major source of leisure time gratification." It helps people with information which is an essential resource for change and development. It is considered the basic powerful raw material in the decision-making process. Information is transferred with the purpose to influence. Television has the responsibility of interpretation and transmission of information, which has certainly increased the awareness of the world around. Most of the people are informed by television because it is the major provider of news and an easily accessible medium to every person. Even the uneducated can be educated in informal ways through various programmes. Society can be made aware of the world through the visual media and be interested in the news, because of its proximity.

Although things had been reported in great detail in newspapers and magazines for decades, reading about them was one thing, seeing them was another. The citizens of America had read about the effects of the Vietnam War which had left people dead, and wounded. Yet when they started seeing the very same thing on television the

majority of the country began turning against the war. Television has the power to create the emotional presence of the society because it is able to connect events of distant places with every one in its audience. The Tube creates its own attitudes, values and beliefs which affect family and society. Television reaches not only the metropolitan but also the rural dwellers that can easily have access to it. It transmits information of social heritage and social needs while keeping the public abreast with the current happenings.

People prefer television to any other media, when they were asked, if there is one medium that they would prefer to keep if all others disappeared. An overwhelming number of people selected television because its message is easily understandable, there is a variety of programmes through which people can be educated and informed. People become enlightened about the transformation that takes place in the global village. Television is a better electronic medium than the radio. It affects the viewers with values and attitudes in a subtle way. At the beginning of television research, many people just said that it could not be much different from those of radio. However, early in television's history, a particular televised debate between the two candidates for the United States of America President in 1960, Richard M. Nixon (Republican) and John F. Kennedy (Democrat) proved that it was not true. Before the debates, most polls showed that Kennedy was trailing behind Nixon in popularity, but after the debate Kennedy forged ahead of Nixon. In the end, it was Kennedy who was elected, because most of the television viewers saw him much more relaxed than a nervous Nixon. In the meantime, radio listeners had the reverse impression. To them Nixon was more articulate and more in command of the issues.

This event is one of the many that shows that the two forms of electronic mass media in fact differ a lot.

The significance of television is that it is viewed in a domestic situation which builds up relationships in the family and helps it to stay together. Becker (1987) says “Television was often used as a safety valve for tension in families.” It facilitates social interaction by providing information to be a point of discussion. Television acts as an agent of social change. It transmits information of social heritage and at the same keeps the public side by side with the current happenings and social needs. The awareness created by television breaks down social barriers. People of all nations, creeds and cultures are united together and learn to appreciate their culture as well as those of others. It allows people to assert themselves on the global stage and have their voices heard. David and Richards (1996) were of the opinion that, “The new communication opportunities offered by television bring together the long established religious culture and political movements associated with them.”

Television like any other media has its strengths and weaknesses. It has a lot of positive potential and technological capacity to reach the goals of development and progress if carefully planned, selected, produced and used constructively.

1.1.1 Definition

The word Television has been defined in many ways. The roots of the word ‘television’ are Greek and Latin. “Tele” is Greek for ‘far’ while ‘vision’ is from Latin “Visio” which means ‘Vision’ or ‘sight’ meaning vision at a distance.

Webster comprehensive dictionary defines television as: (a) “The exact and continuous transmission of usual images, still or in motion but without permanent recording, for instantaneous viewing at a distance”, (b) “Effected by a combined optical and electrical system for converting light waves into corresponding electrical impulses which are converted into their visual form in a receiving set.”

Oxford Encyclopaedic dictionary defines television as: “Simultaneous visual reproduction of scenes, objects, performances, etc., at a distance by means of a camera, which converts the image into electrical impulses which are transmitted by radio to a receiver which converts them by means of a CATHODE-ray tube into a corresponding image on a screen.”

Oxford American Desk Dictionary defines television as: “System for reproducing on screen visual images transmitted (usu. with sound) by radio waves.”

Wikipedia describes it as follows: “Television is a telecommunication system for broadcasting and receiving moving pictures and sound over a distance. The term has come to mean all aspects of television programming and transmission as well. The word television is a hybrid word, coming from both Greek and Latin. “Tele”- is Greek for “far”, while “vision” is from the Latin “vision” meaning “vision” or “sight”. It is often abbreviated as TV.

According to Rediffmail, television is a telecommunication system for broadcasting and receiving moving pictures and sound over a distance. The term has come to refer to all the aspects of television programming and transmission as well. The word is made up of a mixture of Latin and Greek roots, meaning “far seeing.”

The definitions of Television from the Yahoo.com dictionary are as follows:

1. The transmission of visual images of moving and stationary objects, generally with accompanying sound, as electromagnetic waves and the reconversion of received waves into visual images.
2. (a) An electronic apparatus that receives electromagnetic waves and displays the reconverted images on a screen.

(b) The integrated audible and visible content of the electromagnetic waves received and converted by such an apparatus.
3. The industry of producing and broadcasting television programs.

Mediacollege.com defines television as: Literally, vision at a distance, the transmission, reception and reproduction of moving pictures and audio. It refers to both the processes in general as well as the receiving apparatus.

According to *bcapa.com*, the electronic transmission and presentation of pictures and sounds.

Sciencelobby.com defines it as the system that converts both audio and visual information into corresponding electrical signals which are then transmitted through wires or by radio waves to a receiver which reproduces the original information.

Kovacs Ernie defines television as broadcasting visual images of stationary or moving objects; “she is a star of screen and video”; “Television is a medium because it is neither rare nor well done”

Wordnet describes that Television receiver: is an electronic device that receives television signals and displays them on a screen “the British calls a TV set a telly” “A

telecommunication system that transmits images of objects (stationary or moving) between distant points.”

From the above definitions we may conclude that television is an electronic telecommunication system which receives from a long distance, moving, as well as still pictures usually with sound and displays them on screen as on the ground, to all its viewers, without any discrimination.

1.2 Role of Television

Television is the powerhouse of the telecommunication system. According to David and Richards (1996) “Communication scholars always emphasised the great potential of television in informing educating and entertaining people.” It serves individuals and society at large through its various functions. This emotionally soaked medium gets connected easily to our personalities and actions. Television is one of the sources of communication, but it is far superior to any other media because it is a moving, visible and sound medium which gives its viewers an illusion of completeness and power over humanity. By its dominant role, it touches the lives of people in various forms; while it is being used by its viewers it serves the needs of people in the society.

Different age groups, young or old, are fascinated by television programmes which keep them glued to the set. If they are questioned about their choice of behaviour and the desire to spend hours and hours at the set, the answer would be that they do so because they have to be informed about what is happening in the world and it is a basic necessity of life to be entertained and to be relaxed, to be re-energised after the day’s work.

Television performs a number of functions. Some of them are attributed to the role of television as an agent of development and change in society. A few of them are illustrated here below to show how individuals and society are affected by the critical role that television plays in the contemporary society. The primary functions of television are information, instruction and entertainment.

1.2.1 Information

Television is a powerful medium for disseminating information to every nook and corner of the world. By its ubiquitous presence it touches with accuracy and speed not only the urban dwellers but also the rural segments of society. It showcases the happenings of the world through live telecast in real time, the things that take place in real life and in distant lands. However, we are only able to watch the events on the screen. It keeps informing about society, government, weather, innovations and a huge number of things which people will not be aware of should they be not in touch with television. Becker (1987) says “Television news keeps providing information about issues and candidates that can help us decide how to vote” In the process of transmitting information, television acts as a window to enable us to see what is happening in and around the world. It is like an interpreter who establishes the cause and effects of an incident. It correlates the information regarding what happened, why it happened and how it affects the individual, family and society. Aufderheide (2002) defines that “Television networks are only some of the communication networks operating in an interconnected world, but they are highly visible, widely shared platforms.” It acts as a platform as it is a carrier of information. Public opinion is

created through communication, which is important because without it a government cannot function. Eventually it acts as a transmitter of social change.

1.2.2 Instruction

Instructing the viewers is another important function of television. It not only informs viewers through its contents but also instructs and educates society at large, to make right decisions. Television is an effective and attractive medium for formal and non-formal education. It serves as a school of life, which widens the knowledge and also improves the quality of education. Saksena (1997) opines “Television has a much greater educational influence than all the formal establishments devoted to education.” Because of its visual presence, it enlightens the public about how to behave in various situations by watching how the people on television behave in similar situations. By observing television programmes, we build a store of knowledge. Television creates awareness and induces a desire and increases the need for purchasing things that are healthy and useful to individuals and families.

The tube helps us professionally. The farmers, for an example, make use of market reports, weather reports and information like new variety of seeds and fertilisers that are available in order to increase productivity. Teachers improve their quality of teaching by making use of what they watch on television.

Television shapes our knowledge of the world around us. David and Richard (1996) say “Television is a great educator.” It keeps educating us about events and things that occur in the world. In the process it creates an awareness of us. It exposes us so that we are to be able to keep up the conversation with friends. In this way, it

facilitates social interaction to build our relationship with others. At the same time, it filters information because it has the responsibility of safeguarding the unity in diversity and communal harmony; hence television programmers need to be careful about the nature of information transmitted.

Television instructs and educates the public to a great deal. Through its contents it instructs the public to take the right decisions, accept attitudes necessary for change, remoulds society through various forms of education. According to Saksena (1997) "It is considered, even today, as an effective tool to lead the masses to better thinking and higher living." The aesthetic requirements of society too are taken care of by providing programmes of classical music, traditional music, art and dances which preserve and enrich culture and tradition.

1.2.3 Entertainment

Another important function of television is to entertain both young and old. Even the uneducated can be educated in informal ways through entertainment. Gillespie (1995) affirms that "Television plays an often striking role in everyday conversation among young people for whom television is a major leisure activity and shared cultural experience." Television entertainingly inspires, educates and helps to have fun that refreshes, re-creates and releases mental stress or strain. Because of these services rendered by Television, it has become an indispensable object in the sitting rooms of families. It is an accepted fact, that a vast majority of people watch television programmes to be relaxed, to have some diversion from the humdrum way of life.

Television provides us with opportunities to laugh and cry in order to release our emotional tensions and gives us opportunities for creative thinking. The entertainment programmes help to educate oneself through the enjoyment provided to the viewers. Jacob et al (2002) state “The entertainment offered by the media is also ‘edutainment’, for in the process of being entertained, one acquires information and knowledge as well.” The ordinary facts of life like hygiene, preservation of water, population control, preservation and transmission of culture and tradition are communicated through entertainment programmes like music, dance, and debates. Televising celebrations of various national, regional and global festivals bring everyone closer to each other.

The effects of television on the society in particular and on individuals in general are beyond limits but it depends on how we make use of them and what we do with this powerful and important medium for societal and self development. One of the first scholars to put forward the societal functions of communication was political scientists Harold Lasswell. He identified three types of functions that should exist in any society; they are Information, Education and Entertainment.

Television is a better electronic medium than radio. Television affects the viewers with its values and attitudes in a subtle way; at the beginning of television research, many people just said that it could not be much different from the effects of radio. The significant of television is that it is viewed in a domestic situation which builds up relationships in the family and helps to hold together. Becker (1987) comments “Television was often used as a safety valve for tension in families.” It facilitates social interaction by providing information to be talked about.

It acts as an agent of social change. It transmits information of social heritage; at the same it keeps the public abreast with the current happenings and social needs of the people. The awareness created by television breaks down the social barriers. People of all nations, creeds and cultures are united together and learn to appreciate their own culture and others' as well. It allows people to assert themselves on the global stage and have their voices heard. Saksena (1997) says "Those living in remote corners of the country have been pulled out of their so-called- age old 'pockets of isolation' and merged into the national mainstream." Television like any other media has its strengths and weaknesses. It has a lot of positive potential and a technological capability of reaching the goals of development and progress if the use of television is carefully planned, selected, produced and used constructively.

1.2.4 Television as a medium of information

The influence of television as a medium of information to society has become part and parcel of a culture. It has its own cultural values and disseminates its values and attitudes in a very colourful and attractive way out to one and all, and every where bringing various types of information in large variety of forms through out the day and to all without any differences. Television immediately attracts the attention of people and changes their pattern and their life style. People spend much more time in watching television than they would spend time on their personal needs. Though people watch it for various reasons, to relax, to avoid conflicts to be informed and entertained. Television takes hold of this opportunity to inform people about what is happening in the world, to educate them for better future and to entertain them to get

rid of their pent up emotions. Whatever role it may play it keeps informing people. People change their opinions, relationships, life style because of television. Because of it people are able to get more information faster than in the past. The secret of the fast moving information is the support of new technologies that change the whole face of the earth, society and individuals. The growth in technology has revolutionised the system of information from traditional and print media to electronic media. Television changes fast in order to keep pace with the changing technology. The innovation and sophistication of gadgets invented by science and technology are the means for the introduction of multi-dimension media techniques that create awareness, provide information and moves one to action for the purpose of growth and development as a whole. These new technologies have inaugurated a new age communication explosion.

The fast changing attractive and powerful television has changed the distant world into a global village bringing in a vast variety of change in education, information and relaxation in the form of entertainment. The emphases and repetitions which television offers to society help to develop lasting images of the world. People tend to believe the images that are displayed on television more than the real images, because it captures the minds of the viewers by its motion pictures and sound. Television keeps the society updated with the latest developments in various fields like science, technology, politics, culture, education, economy etc. In this way it fulfils its function as a source of information and education. Television offers a large set of relevant facts which are dispersed through space and time with speed, accuracy and immediacy, crossing the geographical, language and age barriers.



According to Gonsalvas (1999), “The mass media have shrunk the huge undiscovered world of Christopher Columbus to the ‘Global Village’ of Marshal MacLuhan” through television, everyone is aware of all the happenings in the world, just as an individual of a village, is aware of all that take place in his village. People of the world are brought under the shade of one umbrella. Because of television we are informed of local, regional, national and global events; this creates awareness, feeling of oneness and moves one to action; it changes the thinking pattern, values, attitudes and standards of living. Television also creates a chain relationship among the people of different continents, cultures, traditions and religions. Television is dynamic, has powerful visuals and as an electronic medium is the most democratic of all mass media and shows no favouritism, the rich and the poor, the literates and illiterates the young and the old, the urban and rural dwellers all have equal opportunities to access to it, once it is on the air. Seksena (1997) states that “The significance of television as a medium of mass communication has universally been realised and recognised.” Television has the responsibility of interpretation and dissemination of information, which has certainly increased the awareness in peoples’ minds by doing so, it brings in social change knowingly but more often than not, unknowingly, sometime for good and often than not, for evil influence. Even the people in the remote villages are informed by Television. It is a colourful and most desired medium because of its moving visuals and sound which makes one interested in what is seen and heard. In doing so it conveys its values, its message in a subtle way. Kirk (2000) remarks “Television can alter knowledge, attitudes, opinions and behaviour in a village. Its influence can be immediate or delayed, long lasting or short lived.”

1.2.5 Television and its Impact on Society

Television plays a vital role in shaping, reshaping and enriching the society by its qualitative and quantitative good programmes, by trans-national and global programmes. It is a chief and easy source of information, entertainment and education. It has become the quiet but insidious modulator of our news and views, values and social aspirations.

It is a cultural indicator-its images modify social realities of life. It brings in cultural change within the country in the society by offering various programmes like classical and traditional music, dance and art forms of ones country and that of the world. It is a powerful entertainer, which brings relaxation, information and education through serials, songs debates quizzes and so on. Documentaries like National Geographic and Discovery channels develop in young children adults, critical thinking about society and the world. This brings in behavioural changes in the family and society at large, change in fashion of dress, food habits, education, the style of life where television act as an instrument to a better way of life. One cannot question but appreciate the good and quality television programmes that offer innumerable benefits to the viewers which in turn bring in changes in the society. According to Kupppuswamy (2000) “When we speak of social change we simply assert that there is some change in social behaviour, social structure and social and cultural values.... the other two important means are the family upbringing and the mass media.”

Culturally television is a new source of life experience. It can be utilised to create a new society, where there is peace joy and prosperity. We need to have stories of our own, which are told in the language that is understandable to the present

generation. The people are very much at home with the electronic medium and hence it will be easy to make it a source of sharing ones culture, tradition through folk lore, dramas, skits dances and songs of the region. In this way the tradition of society will be maintained and also enriched by their interaction with the various cultures of the region, county and world at large.

Television is an important medium today. It is one of the essential gadgets of a family. With its electronic power, it compresses time and space and reaches individual directly with its sound and pictures. “The TV set enabled a multitude of individual households to receive sound and pictures all at the same time” (David et al., 1996).

Kirk (2000) says “Of the various media, it is the television, which has registered the most sudden and spectacular growth in India.” Television plays an important role in the changing society, and has become a necessity. Electronic media has the speed and immediacy for providing lot of information quickly, therefore it brings the whole world to one’s sitting room and natural barriers like geographic, political, economic, social and linguistic-all fall out of the way very easily, television makes people yearn for better life style and a more open society. Kirk (2000) comments “Television is in fact a much more powerful medium for cultural influence than any other previous mass medium.” The increased number of hours of television broadcasting and its diversity of programmes, its multi- sensory platform, where learning takes place through seeing and hearing, have all made television a dominant medium for ushering in social change.

The important quality of this attractive medium is that it has the access quality; people can make use of it at any time of the day and any where of the globe. This

magic box at the cutting edge of the process brings international programmes of choice to people of different culture, colour, religion and language. This unification of the mass consequently brings change in their thinking pattern and their way of life. Television can alter knowledge, attitudes, opinions and behaviour in a village. People spend a major portion of their time in watching multi colour Programme, for information, education and entertainment. Becker (1987) high lights through his studies that “Television of course is the major medium today, both the amount of time devoted to it by the average individuals and in the public’s perception of it as a source of information and entertainment.”

Every Government of the developing countries aspires for progress by raising the standard of living of its citizens; this can be achieved only through development programmes. Seksena (1997) high lights the impact of television on the rural population “Television in recent years has influenced our people in two ways in particular. First, those living in remote corners of the country have been pulled out of their so- called age- old ‘pockets of isolation’ and merged into the national mainstream. Secondly, television has contributed to an unprecedented explosion of information in our times.” Television is used to bring in changes in the society by telecasting various programmes of national and international importance to enlighten, encourage and to support them in various ways of improving their life by using modernised methods and improved social organisation.

India is a developing country and 75% of its population is clustered in far flung villages which are the breeding places of poverty, illiteracy and over population. It is necessary to improve their life if we want India to be a developed nation. Indian

villages can be developed through education, information and their participation in various programmes which could form an integral part of development strategy, To achieve this goal, television was introduced with the aim of reaching out to its people both in urban and rural areas to enlighten, inform and educate which consequently will make our society a modernised community of people.” Seksena (1997) described that "Television signals can be received and reacted to by every one of the viewing community. This helps in building the right social climate for preparing people to come out of their stagnant moorings and to accept change as part of life.”

Television is the fastest means of communication; it has invaded the other parameters of social change such as education, culture economics and politics. David and Richards (1996) affirm that “A technological revolution is sweeping the world; no aspect of life is left untouched.” Television moves along with the technological advancement and makes the world smaller, there is new world order and a new information by providing opportunities to a wide variety of extra terrestrial channels like CNN, BBC, ESPN, Star Television, Sky channel, national, regional, local and video, home theatre in different languages where people can choose the programmes according to their interest. Along with the international news and information their culture, values, languages, life style are transmitted to the developing nations. The poor and the rich of these nations prefer these to their own. In this way, there is a tremendous amount of changes which have taken place even in the rural India on the whole and Meghalaya in particular. In turn the Indian television programmes are transmitted in Africa and Asian countries, thus there is trans-national and exchange of global culture through out the world.

Television is a great educator, David and Richards (1996) “communication scholars always emphasised the great potential of television in ‘informing, education and entertaining’ people.” Jawaharlal Nehru, the great architect of Modern India dreamt of harmonising the technological development of the global village idea with the basic requirements of the local villages; his aim was that the advanced technology should serve the needs of the masses, particularly in the line of education and development. Television is able to fulfil the dream of this great man of our country by the functions it performs for the people. David and Richards (1996) state that “TV can be used unproblematically as a ‘good’ cause.” With this aim in the minds of our leaders The Satellite Instructional Television Experiment was launched on 15th August 1982, and Edusat was launched with the view of providing quality education to the population of our country-India and reaching out to people who have no opportunity for formal education. Needless to say, the launching of satellites has brought India onto the world map of television. But television was introduced in our country on 15th September 1959, with the aim of using it to educate, inform and entertain the rural people who are in remote areas of our land, without the basic amenities of life.

Television is an active instrument in promoting a connection between education, employment, local economy and local socio-culture to local and national needs and priorities. Gillespie Marie (1995) described that “TV reinforces social and cultural boundaries and creates shared cultural spaces in which ideas values knowledge and institutions under-go change.” Mahatma Gandhi, the father of our nation wanted the culture of the all nations to visit our land freely but we should not be carried away by any one of them. David and Richards (1996) opined that “TV as an

increasingly dominant form of leisure pursuit. TV is a source of news and information for its audience and as an important control upon the cultural life of those societies in which it is available.” today the trans-national cultural synchronisation is advancing rapidly in the world with the full encouragement of the rich, industrial nations and the elite of the poor countries collaborate with them. The trans-national flows of information and entertainment are the major concern of the developing countries towards the cultural impact of the west. Interconnected network of television is a dominant medium which camouflages the poor by its varieties of television channels and the number of channels available which are loaded with various media genre. Cultures, language, and life style offer new opportunities to the people in the developing countries, and along with its programmes especially the popular programmes bring in the western values. The television audience values these standards as superior to their own and thus follows them as their role models. Television has also been credited with an important role in relation to the building of a national tradition in a situation of cultural diversity. Gillespie (1995) affirms that “TV plays an often striking role in everyday conversation among young people for whom TV is a major leisure activity and shared cultural experience.” the immense opportunities that are offered by television establish new religious belief and political movements attached to them. Political leaders make use of the television channels to spread their manifesto and their contribution for the mobilisation of the people. The airing of multinational programmes and the availabilities of channels of viewers’ preference bring in the values, attitudes, individualism and importance of commodities like fast food and choice of cosmetics. These transform our culture because the

Programme qualities are equated with those originating in the west which is often perceived as better-quality by television audience of the developing countries.

Media industry is growing fast along with the changes in the media technology. Television has become an important industry through which there is a tremendous amount of growth in the economy of the country. Apart from boosting the economy it is also a source of earning livelihood for many. Television sets are placed in sports, clothes shops and hotels because it works on the mind of consumers and the shop keepers are able to sell better- Krotz and Tyler (1999) state that television is used for various reasons “Shoe stores sometimes had television serving two purposes: to create a mood of youth or male appeal and to fill the customers’ time while waiting for a salesclerk to help them.” Television is a friend of young and old, the educated and illiterate, the urban dwellers and the rural people, the developed and underdeveloped people. It makes no partiality between nations, people, geographical settings, religion, caste and colour. It is open to all those who want to use it for their own benefit and development; the medium has its own values, interests and goal to convey to its viewers. The role of television in the ever- changing rural scenario is that it affects the aspirations, values, attitudes and relationships and tradition of the villages.

The developed countries like Japan and America have crossed the industrial society into the information society not inevitably by the development of the new science but by making use of the knowledge that is available. Haque (1991) affirms that “The revolution in communication technology is not necessarily the outcome of the development of new science because it emerged out of an explosion in application of knowledge that the world has possessed over a period of time.” India is gifted with

a very large number of scientists and engineers and the country is training a significant number of them who would take the country to the advancement of information society. If the policy makers take the responsibility to strike the balance between the societal needs and the television sets in the country then one can be sure that India too will reach its goals to become an information society.

1.3 Social Change

M.E Jones said social change as “Social change is a term used to describe variation in or modifications of, any aspect of social processes, social pattern, social interaction or social organisation.”

Thousands of years ago a Greek philosopher had aptly said, there is nothing permanent except change. When we look around us we notice a lot of transformation in nature. To begin with the sun rises in the east and keeps evolving around the earth, bringing changes in the temperature, vegetation and seasons which bring in variety in the fashion of dress, food habits and daily routine. What is today will be different tomorrow. In the same way human society keeps on transforming. Social change is a great reality. It implies modifications both in the social structure and functions of the various social units, which make up the society. The structural changes are brought to the society by political, religious evolutions and revolutions. The functional changes are the alterations which occur in man’s behaviour, ways of living, dress, food habits and education, values, attitudes, culture and tradition. Rao (2001) quotes that McIver and Page state that “Social change refers to ‘a process’ responsive to many types of changes; to change in the man made conditions of life, to change in the attitude and

beliefs of men and to changes that go beyond the human control to the biological and the physical nature of things.” Quoted by Rao (2001) based on the above quotations one can say that the society has undergone change when there is adaptation in the way its people dress, behave and think, the interaction between people and nature brings in change in society. Through associating with his fellow beings he learns to live together. An important spin-off of this approach is that there is a shift from treating others as competitors to collaborators. This can be very much noticed in the village settings. However, at times his mingling with others may lead to conflicts rather than co-operation, “Besides the orderly persistence of interrelated pattern of action, there are also ample sources of disorder in social system, of tension and conflicts,” - Moore. Quoted by Kuppuswamy (2000), thus social change may be positive or negative. Positive changes are the abolition of Sati and empowerment of women, child marriage, where as aping the western culture may ruin one’s own age long culture and traditions, which brings adverse effects in the society. This is definitely negative.

Changes are necessary for growth. All living organisms have the potentiality to grow, which brings in alteration in the response to the internal and external stimuli. The book of Geneses in the Holy Scripture says that God gave a command to mankind to be fruitful and multiply. This means that man not only has the capability and the responsibility to increase and multiply biologically but also in his intellect, gifts, and talents and to bring in innovations and modifications in oneself and others who make up the society. David, Kingsley points out, this change as “By social change is only such alterations as occur in social organisation, which is structure and functions of society” Rao (2001). However there are areas called core areas, where little or no

change takes place, for example religion,-the pattern of worship may bring in modifications, but religion remains the same. It is clear that even if there are differences, it will not be total, something persists, and something does not change. It is possible to say that transformation has taken place in a given social system. Normally in the peripheral areas the changes are pretty fast, such as variety in food habits, mode of dress and in cultural, political and economic fields.

Man as one of the agents of social change contributes to the social alteration by inviting innovation in society. The man of today is different from the man of yesterday. The experiences of the past had made him a different person. As he endeavours to translate his dreams into reality, he gains more experiences and brings transformation. Of all that we witness nothing is modified as fast as society. Because there are many new dreams these change into actions. Each period of time and place has its own norms of behaviour, judgment and its set of values which pass through modification due to various factors that bring in modifications. On the basis of the anthropological and sociological data available we find that the traditional societies are more reluctant to improve but the modern societies are ready for it, thus change takes place either fast or slow, depending on the nature of a society. Mujumdar describes this as “Social change may be defined as a new fashion or mode, either modifying or replacing the old, in the life of a people-or in the operation of society.” Quoted by Sachdeva & Bhushan (1980) many factors are responsible for the changes in the society one among them, is mass media, which not only provides dreams and experiences, but also speeds up the process of change.

Media is perceived as bringing in much more pronounced change in the society, for example, change in the value system. It is the action and the drama that is more important than the truth. Media is effective because of its technology; its ubiquitousness, its repetitiveness and emphasis. Media reorganises the set of human relationships, and thus constitutes a new social structure, which affects the whole community, its institutions and even its philosophical outlook, for it brings in new variations in the social process, patterns interactions and organisations.

1.3.1 Definitions of Social Change

Social change is a new mode of life that takes place in a society either modifying or replacing the old in the life of people. It includes modifications in social techniques, relationships, behaviour pattern, folklore, and institutions. Many people had defined social change according to their understanding of it. The following are some of its definitions, quoted by Sachdeva & Bhusah (1980).

1. Jones: "Social change is a term used to describe variations in or modifications of, any aspect of social processes, social patterns, social interaction or social organisation.
2. Mazumdar: "Social change may be defined as a new fashion or mode, either modifying or replacing the old, in the life of a people- or in the operation of a society."
3. Gillin and Gillin: "Social changes are variations from the accepted modes of life; whether due to alteration in geographical conditions, in cultural

equipment, composition of the population, or ideologies and whether brought about by diffusion or inventions within the group.

4. McIver and Page: "... Our direct concern as sociologists is with social relationships. It is the change in these relationships which alone we shall regard as social change."
5. Jenson: "Social change may be defined as modification in ways of doing and thinking of people."
6. Koenig: "Social change refers to the modifications which occur in the life patterns of a people."
7. Lunsberg and others: "Social change refers to any modification in established patterns of inter human relationships and standards of conduct."
8. Anderson and Parker: "Social change involves alteration in the structure or functioning of societal forms or processes themselves."
9. Ginsberg: "By social change, I understand a change in social structure e.g., the size of a society, the composition or balance of its parts or the type of its organisation."

On the basis of the above definitions one may say that Social change is any modification or alteration that takes place in the structural or functional aspect of the society. Thus it will mean *variations* in any aspect of social processes, social patterns, social interactions or social organisation.

1.3.2 Nature and Characteristics of Social Change

The main characteristics of the nature of social change are:

- (a) **Social change is a universal phenomenon**: All societies undergo change. No society is static, whether primitive or modern society, the only difference is the rate at which a society allows itself to change.
- (b) **Social change is community change**: Only that change can be called social change whose influence can be felt in a community. Social change is social and not just individual.
- (c) **Speed of Social change is not uniform**: One could say that the speed of social change was slow and its range before the development of science and technology but today, in this modern age, Social change is faster. However it is easily noticed in urban areas than in rural areas.
- (d) **Social change occurs as an essential law**: Change is the law of nature. According to Green, "The enthusiastic response of change has become almost a way of life." Sachdeva, & Bhusan (1980) Man wants change in the line of clothing, food, shelter, and entertainment whether in a planned or natural way. He welcomes change. Life becomes boring when things are static Man needs change for his happiness, innovation and for creative thinking.
- (e) **Definite prediction of social change is not possible**: One cannot predict in which direction the social change is going to take place. A change may be positive, that is, a change may lead to growth and development or may lead to regression, fundamentalism and violence, which is of course a negative change. One can never be definite about the direction of change.
- (f) **Social change shows chain – reaction sequence**: A society's pattern is a dynamic system, which is inter-related. A change in the economy of a society

will definitely affect the standard of living, food habits values and education. There will be cultural and political change. Change in one aspect of life will definitely affect all other aspects of life. The reason is that the social phenomena are mutually inter-dependent. Change in one part affects the other parts, and create synergetic change on the whole.

(g) **Social changes are chiefly those of modification or replacement:** Social change may be broadly categorised as modification or replacement. It may be modification of physical goods, or social replacement. For example, there is a variation in food habits that is, from food gathering to cultivation of food using science and technology, and on to fast food. The cultural habit of wearing sari is changing into Salwar Kameez. Fashion in states where the sari is the prime cultural mode of dress. Similarly the joint family system has changed into nuclear family system.

1.4 Variables of Social Change

There are various variables that are interlinked in social change because these factors alter peoples' thinking, place, times, customs, cultures, institutions, philosophies, value systems, belief patterns etc. While social change is an accepted fact yet one cannot be sure on which direction the change will take place because many factors attribute to the transformation in the society.

An ancient Greek philosopher Heraclites had aptly said "It is impossible for a man to step into the same river twice." It is impossible because the man and the river have changed in between the interval of time. If this is true of the society too, one

might wonder what makes these changes in any society. The following literature shows that there are various variables that constitute that modification in the society.

There are many variables that influence changes and they are:

Sl. No.	Variable	Sl. No.	Variable
1.4.1	Physical	1.4.5	Education
1.4.2	Cultural	1.4.6	Economic
1.4.3	Technological	1.4.7	Planning
1.4.4	Legislative	1.4.8	Media

1.4.1 Physical Factor

The surface of the earth, the high rugged mountains, the low valleys, rivers, lakes, oceans the fertile plains and the dry deserts, the natural erosion calamities, erosion such as earth quakes, floods and drought have a tremendous impact on the society.

Sachdeva and Bhusan (1980) say that “Every culture develops in some sort of physical setting.” The occupation of the place, living style, food habits, clothing and houses, culture, traditions and social structure are affected by the geographical settings. The green grass land of Switzerland lends itself to sheep rearing as the main occupation of people while in a country like India, which is rich in different types of soil, climate and natural resources, the people have other types of occupation. Human kind is of one species but they differ in structure and function of the society from place to place. The disastrous earth quake that shook Gujarat, the devastating flood of Orissa the Tsunami in southern states the global warming are a few examples that have definitely brought in not only geographical change but also changes in economy, lifestyle, standard of living, social structure, and social process.

1.4.2 Cultural Factors of Social Change

Cultural factors are an important concept in social science has contributed yet another source of social change. The study of society becomes incomplete without the emphasis on the important role of culture of that society. Edward B. Tyler had defined culture as “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” Jena & Mohapatra (1994) Culture differs from one society to another. Every society has a culture of its own. These cultures are not only diverse but also unequal. Growth in material things like inventions, technology and Science and non material aspects like family, religion, government and education change the culture of the world. Along with diversity and disparities that are found in societies throughout the world, we find certain cultural similarities. For example people may worship different gods yet all have a religion to practice. People may undertake different occupations according to their interests and aptitude but they all earn a living. Societies have certain rituals and customs to follow. They undergo changes according to its learning, social interaction, sharing and transmission. So one can say that culture does not exist in isolation, neither is it an individual phenomenon, it is the product of the society. According to Sachdeva and Bhusan (1980) “Change in material aspect brings change in non material aspects” It originates and develops through social interaction. It is shared by the members of society. Through this sharing, culture becomes an agent of social change.

1.4.3 Technological Factors

Technology is a systematic knowledge, which is put into practice, that is, to use tools and to run machines to serve human purposes. Technology has revolutionised man's way of thinking and his belief systems. One's food habits, the clothes he wears, his living style have changed. Certain traditional skills have declined and a number of new skills have developed. Numbers of artisans have lost their livelihood and their dreams; consequently we have lost certain experiences. Gandhiji gave importance to cottage industries as source of self help and his dream vision of India has also gone with the coming of new inventions and manufacturing process. According to Karl Marx, even the formation of social relations and mental conceptions and attitudes are dependent upon technology. Karl Marx and Veblen have regarded technology as the social explanation of social change. Technology, modernisation, development in means of transportation, communication, information, are the causes of change for the early man who used stones as his weapons to the modern man who has replaced them with machine guns and smart bombs. It is the result of technology that made the nations cross the life of farming society into an information society.

1.4.4 Social Legislation

Laws are necessary and they are the means of control over society, to have harmonious living. The vast changes are brought by laws especially in the type of government a nation has. Governments in turn legislate laws, which bring in social change by their direct and indirect influence, for example, the Hindu marriage act 1955 enforcing monogamy. The removal of untouchability, as an important element in

Gandhiji's endeavour to bring in change in Indian society, is enshrined in Article 14 & 15 of our constitution which not only declares equality before law but also abolished untouchability and made this practice punishable according to the law. Today, Dalits and tribals are entitled to equal opportunity in education and government jobs which in turn offers them opportunities for higher goals in life which will change the life of these people in society in the years to come.

Law could be a powerful weapon for social change only if it is supported by a big majority of the people. The revolutionary social legislation that brought in the abolition of sati, child marriage, female infanticide, dowry system and promotion of widow's remarriage are a few examples, which have brought in change in Indian society.

1.4.5 Education as a medium of Social Change

Mohandas Karamchand Gandhi defined education as all round development of the best in child and man- body, mind and spirit. The principal goal of education is to bring out the best in man who will be then capable of doing new things. Men will become creative and inventive. Education plays an important role in the process of development. It is a potential instrument of powerful medium of bringing change in the society. Interaction with others in the society helps to acquire interpersonal skills which affect changes slowly but steadily. "The role of education as an agent or an instrument of social change and development is widely recognised today" Rao (2001). Naturally the government decides the policy for education, to bring about necessary changes in the society. Its aim is the development of society. According to Dr. A.P

Abul Kalam the President of India, education facilitates faster pace of national development and contributes toward societal transformation which affects the community. This calls for education of children, youth and the whole population of the nation if we aim at achieving India as a developed nation by 2020 India as a developed nation.

The age of technology compels the youth of our country to take professional courses to meet the challenges of life, hence there is a great pressure and longer hours of learning in educational institutions and there is an urgent need to introduce professional courses in the schools and colleges. Education enables the other factors of social change to blossom and to bear fruit. For example the large population in rural India is reluctant to change because they are not ready to shed their old age customs and traditions with which they feel comfortable. They want to hold on to it whether it is good or bad. Ignorance is the reason for this opposition; it is education, which enlightens the population for various possibilities and changes. The earliest concept of educational opportunity only to the high castes has been changed by providing equal opportunity to all as a means of helping an able minority to have equal rights as that of the others.

Education is power. It can facilitate and consolidate social transformation as seen in many developing countries. It often helped in attainment of their independence. We need to create educational youth to fight against the cultural lag. Education to democracy can perform creative functions by modifying the behaviour of the young and developing suitable habits in them to enable them to be able citizens in future. To transform man is to modify society. In the traditional democracy there is a lot of scope

for freedom of thought and expression. The values of democracy include looking towards and behaving responsibly and with initiative, even when faced with criticism and depreciation. Democracy encourages evolution which initiates social changes slowly, and steadily.

Education promotes innovations and discoveries in all spheres of life; for example, education has changed attitudes and out look of life. Instruction has contributed to the empowerment of women and children. Learning is an important means of attaining social and economic development of society. Training has created political awareness, which has ultimately brought forth social change. It is regarded as the potential instrument of social transformation and an important means of national development. Knowing the importance of education, the British, during their rule in India, failed to give due importance to education Sharma and Sharma (2000). “Because of the fear that the Indians will rise against the British.”

1.4.6 Economic Factor

The economic interpretation of social change is closely associated with Karl Marx, who asserted that man has to work in order to eat. Work dignifies people and becomes vital for an improved way of life. The change in trade from barter system to monetary transactions has brought in transformation throughout the fabric of any society. The growth in the economy of a country brings in the change in the functions of the society; the changes occur in peoples’ behaviour, ways of living, dress, and food habits due to ones material wealth. The slow growth in the wealth of the rural and tribal society is the cause of slowness in the social innovations. During the 20th

century, societies underwent a change from being predominantly an agricultural society to Information society, because of the growth in the financial system the developed countries enjoy all that the world can offer to them. Economy has brought in enormous change in the peasant society to industrial urban society. The growth in the wealth of a family has changed its attitudes, values and standards of living. Due to growth in financial system the vast majority of the population has changed its life style from a simple living to modern way of life. David and Richards (1996) “There has been tremendous amount of development in the line of education and information and a relaxed way of life is due to the growth in economy and media technology” a technological revolution is sweeping the world; no aspect of life is left untouched. The structural change in the society is due to industrialisation, science and technology. It is the economic growth in USA makes the Americans to enjoy a comfortable life compared with the people in the under developed countries. Education and wealth go hand in hand; they depend on each other to improve the way of life. They build up various factors that bring social change in society.

1.4.7 Planning as a Factor of Social Change

Social change is a vast complex occurrence, which involves many areas. Several attempts are made at present to bring about accelerated social change by planned effort. The idea of planning society is really ancient. We know this fact through the examples of Harappa and Mohanjodaro, which existed 5000 years ago. We also learn of the planned society from a book titled ‘The Republic’ by Plato. Planning is made continuously by the governments in various sectors of the society in order to bring in

outstanding changes in the society. This is can be noticed very much in the developing countries which aim to compete with the First World countries.

Many countries like U.S.S.R., Germany, America and Japan revolutionised the society on the basis of a planned effort. Social transformation was envisaged by Gandhiji in India in his speech, Ashrams and training camps, promulgated by our constitution, and brought about through Five year Plans as well as community projects. The central objectives of Five year Plan are to raise the standard of living of the people and to provide opportunities for development in underdeveloped areas of the Indian society. The planners have been quite radical in their aim to change the social structure through economic development. According to Kuppuswamy (2000) “The aim of planning in India has not been only to bring about accelerated economic development but to bring about basic changes in the social structure and social attitude” the outcome of the economic development is the social change. It is not an easy task to bring about social change in any society because people are accustomed to routine, tradition and heritage and hence it calls for deliberate thinking and evaluation, to bring in changes in people without hurting their sentiments. It is here that television plays a very dynamic role although in a subtle way, in bringing education and information to the doorstep of the people for changed attitudes and values. The planners can make fantastic plans but unless it reaches the society it remains static; hence the planners have planned the extensive and intensive use of mass media for development to create awareness among the people, of the need to plan every aspect of nation’s life.

1.4.8 Mass Media as a Factor of Social Change

Mass media as an agent of individual and societal change has undergone rapid transformation from traditional, print and electronic media. Mass media is the most effective and the quickest means of dissemination of facts, opinions, entertainments, and other information; the last three decades have witnessed extraordinary growth in the spread of electronic media. This has been made possible mainly due the compression technologies and satellite broadcasting. Mass media is of three types, namely:

(a) Traditional Media, (b) Print Media, and (c) Electronic media

(a) **Traditional Media:** Though television as an electronic media is very fascinating because of its colour, picture voice and music, yet the Traditional medium like street play, drama, theater, puppets, folklore, dance and music are very much welcomed by the rural dwellers because it is based on tradition, cultural and artistic expressions of many communities in village environment. It has not only continue to exist, but has an important role in creating social awareness, education and development according to the needs of a particular village. Traditional medium is still acts as a powerful and influential medium in villages because it is based on the language, culture and understanding of the people in the particular area. It is most appreciated by people because the programmes are according to the level of their understanding. Traditional medium which is also the mass media helps communities improve their quality of life or to solve the problems of the place. Traditional media is effective and interesting because of the language costume and setting is fitting for the public, even though the electronic media

dominates the world, by its presentation, proximity and bond by reducing the sense of isolation through satellite communication system.

(b) **Print Media:** Newspapers, magazines, books, enjoy a magic charm of influence on the people. The roll of the press is to shape the ever-changing shades of the social structure that would reveal the operation of number of factors. Significantly society is a pivot in which revolves the varied processes of political, philosophy, economic concern and cultural implication. The study of the press in relation to society would reveal the other factors that shape the society. The print media is very powerful; it has influenced the right thinking among the elite as well as moulded the public opinion. The press creates awareness among the society, and created a platform for right attitude and values. The print media became the forerunner of the electric media, which helps to fulfil the needs of the new mass education, adult education and distant education.

The print media has been referred to as 'people's university, and defined as the fourth estate because of the function it performs - A public reformer, an educator and the custodian of public interest. It is considered to be most widely and effectively used social communication system, due to large-scale production and distribution characteristics. Print media has been the cause of change in social, political, education, scientific, technological and anti social act of human beings.

(c) **Electronic Media:** Electronic Media with great speed and crossing the geographical boundaries to a great extent helps in the realisation and assimilation of knowledge, offering developing countries unique opportunities to improve their social system, education, economic and political scenario of countries who aspire

progress and development, at the same time it provides ample opportunity to the developed countries to market their goods and services, thus widening the range of opportunities for business. Compared with all the electronic media, television occupies a prime place in the mass media world because graphically it brings happenings right into living rooms, complete with colour, sound, time sequences, and even to some degree, the related feelings. Reading about an event one thing; actually seeing hearing the sound and the cry of the people caught in the bomb blast is quite another. Compared to newspapers, television may not give detailed account of an event yet good pictures can still be worth 1,000 words. Pictures can convey many things beyond facts and figures get the audience involved in the various activities it portrays daily.

Television provides relaxation. Together with entertainment programmes based on cultural and social values, environment and development it enlightens the public of the prevailing social issues of the region, nation and the world. It acts as the source of infotainment and edutainment. We can become captivated with the beauty of and grace of the arts, or caught up in the emotion and excitement of cricket. We can even allow ourselves to be momentarily lost in a beautiful make believe world by a variety of serial programmes that are telecasted on various channels. Thus, our spirits can be uplifted; and sometimes even depressions can be conquered.

Television initiates new ideas and information. Before this mass media, an important threat to health, a new medicine, or improved ways of doing things could take months or even years to become commonly known. Today, that time is characteristically cut down to a day — or even a few hours. Information and

instruction Included in this category are new products and services that will make our life easier or safer, new recipes, prevention diseases and information of good health and important individual safety procedures like physical, psychological, education, recreation, social interaction, facts based on job satisfaction and even instructions on home improvement and repair are sure to bring in change in the life of the individual, family and society at large. Television places us in the center of the market place of ideas. We can compare these ideas, evaluate them, and then decide for ourselves whether to accept or reject them.

The importance of television lies in the fact that it is able to cover vast areas. Television and video are the latest innovations brought to us from technologically developed western cultures which carry with them their attitudes, culture and values and it is no wonder that the population gets exposed to these cultures. Even the simple uneducated housewives understand politics and economy and ruling parties their rights and duties towards the country, because of television. The significance of television is that it builds up relationships in the family, neighbourhood and society. The small screen also mirrors a particular society with its particular form to the world. It not only mirrors the culture of its society but also creates a new culture by its presence in the society. The society gradually adapts to the media culture from its age-old customs, values, traditions etc. Television does not merely bring change in society but also becomes a catalyst, the touch stone and a measure of the progress and growth of the society. By doing so it brings in its own ideas and ideals aimed at meeting the demands of the society and in the process it has grown by leaps and bounds.

“Television of course is the major medium today both in amount of time devoted to it by the average individual and the public. Perception of it, as a source of information and entertainment.” says Kirk (2000). Television surpassed newspapers and Radio. The magic box plays an important role in the changing society, and has become a necessity. Television makes people yearn for a better life style and a more open society. According to David and Richards (1996) stated that “The famous satellite Institutional television Experiment (SITE) is the initial mechanism for the stimulation and support of rural development.” The increased number of hours of television broadcasting and its diversity of programmes, its multi- sensory platform, where learning takes place through seeing and hearing, have all made television a dominant medium for ushering in social change.

Television like any other medium has the function of information, education, entertainment, socialisation, correlation, interpretation, marketing etc. “Right from the beginning, television in our context has been more for ‘education’ and ‘information’ than for entertainment” remarks Saksena (1997).

Television brings in its culture to society and the society changes according to the culture of the media. It brings in new concepts like consumerism through commercial programmes. “The introduction of a new language that carries with it new ideas, concepts and values have an undeniable impact on village culture” says Kirk (2000). It acts as a catalyst of change, by offering the necessary information through its twenty four hour programmes and multi channels, which in turn changes the society, gradually but surely. To society it has become so vital that any activity of a

society cannot move forward towards innovation and development without the touch of television.

Television has its strengths and weakness. It has a lot of positive and technological capacity in reaching out the goals and aspirations of a society for its growth and development. If the use of television is carefully planned, selected, produced and constructive use of it will bring in outstanding change within the shortest period of time, since television has the power to transform the world.

It is no doubt that Technology has brought in extraordinary changes in the electronic media, that cater to the taste and need of the society, yet none can ignore the fact that each medium be it traditional or print or electronic, all have an important role to play to shape the society. We need to facilitate partnerships between traditional print and electronic media and use television as a device for reaching out audience in the urban and rural areas to inform educate and bring awareness through entertainment. The idea of networking of the media is to create awareness among people, concerning environment, economic, political and social development, social and cultural issues like child marriage, Aids, Women's status in the society, to make a difference in people's life, to provide job opportunity, to bring out the hidden talents to be creative to empower, to preserve ones own culture by marketing our televised program and to inform every one at large. Some traditional media like puppeteering are being used in villages to give socially useful messages according to the grasping level and the existing environment. The culture and tradition of a society can be preserved, not only through formal education but also through informal education by making use of television, which is most desired by children, youth and adults of the society. It is

necessary to converge the media for we are living in the era of Information. Haque (1991) states that “People in the United states were engaged in the production and distribution of information more than any other work... in 1980’s 48% percent of the work force were engaged in information-based activities” We cannot avoid but come in touch with various media whether we like it or not. The convergence of media had compressed time and space. Gillespie (1995) is of the opinion, that “Compressing time and space television reinforces social and cultural boundaries and creates shared cultural spaces in which ideas values knowledge and institution under go change.”

Every segment of a society is affected by the latest technologies of satellite communication, an example Edusat which bring information education, relaxation, correlation, continuity, mobility, personal identity and social integration. Media is present everywhere, its presence can be heard, seen, and felt everywhere. So much so it has even changed the sleeping patterns of the people due to the twenty four hour Programme on the television sets. Every activity of human beings undergoes change through the influence of Mass Media and in particular television through satellite and cable.

The media revolution that took place in the world during the nineteenth and twentieth centuries has given rise to transformation in political, economic and social structures. Media informs what happens around us in the locality, in the town, country and the whole world. This means the media keeps watch on people and events and informs us through its presentations and analysis, For example. the world knows of every terrorist attack from 9/11 onwards and has come to certain conclusions through media’s expositions.

What Mass Media does primarily for the society is to bring them together, with common interests, tradition, values, institutions, etc. It also creates common assumptions about our identity, goals and methods of achieving them. In the process Mass Media becomes the mirror, the window, the platform, and the gateway of the society. Becker (1987) is of the view that, “Your choices are so strongly influenced by other people and the situation you find yourself” Today the electronic media in general, television in particular has become the touchstone that measures a society’s progress, growth and transformation. The fast changing media technology affects the life of the people – the young and the old. The technology of the media changes rapidly and quickly. Will the society be able to be in tune with the changes of Mass Media?

1.5 Conclusion:

From the above discussion it is very clear that the society does not remain static but it undergoes change every second of the day. There are various factors that are operated to bring in change in the society, but the most powerful factor in the mass media in general and television in particular. We need to make effective use of this medium for the progress and development and transformation of individuals and society.

1.6 Meghalaya at a Fleeting Look

The North Eastern Region of India is the land of eight Sisters – Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The state of Meghalaya is geographically known as the “Meghalaya Plateau” or the “Shillong

Plateau". It is one of the eight states of North Eastern Regions of India. Meghalaya is tucked away in the soaring hills of the Eastern Himalayas. It is resting in the clouds of a brave idealistic dream, with its own identity, traditions and customs, arts music and social practice. This dream child of the hill people was realised only on 2nd April, 1970 and less than two years later emerged as a full state on 21 January, 1972., is a bright scion in the fabric of Indian polity. Prior to this it was interwoven with the state of Assam.

This young state stands as a proud witness as much as to the incredible wealth and universality of its political system. Teaming with a flora perhaps the richest in the sub continent and it is blessed with nature's beauty, mineral and forest resources, with its cheerful hospitable, sturdy, gifted and extremely independent people. It is a land, pregnant with a lot of human and natural potentialities waiting unfolding.

1.7 Location

Meghalaya meaning 'the abode of cloud' reflects the celebrity of its climate and also known as the 'Scotland of the East' for its scenic magnificence, the state has an area of 22489 sq. km., and is located between 20° and 26° 5' North latitudes and 85° 49' and 89° 52' East Longitudes. The altitude varies in hills from 300 meters to 2000 meters above mean sea level (MSL) it has predominantly hilly terrain with foothills as plain and flood-prone areas. It is bounded by the Brahmaputra valley of Assam in the North and Northwest and Cachar area of Assam in East; the Surma valley (Bangladesh) borders are in the south and partly in the South West. It has about 496 Kms. of international border with Bangladesh. The capital of Meghalaya, Shillong was

also undivided Assam's capital from 1874 till January 1974. Shillong is located at an altitude of 1496 meters MSL Shreeranjana (2001).

Soon after the declaration of a state of the Indian Union on Jan 21, 1972, the Integrated Khasi and Jaintia Hills were divided, the Jowai sub-division was upgraded to form Jaintia Hills district with Jowai as the district headquarter. Along with the Khasi and Garo Hills, this district formed the state of Meghalaya. In October 1976 the state government issued a notification to divide the Khasi and Garo Hills into two districts each, for the convenience of the developmental work. Thus Physiographically, the State is divided into three hills section, (a) Western Meghalaya or Garo Hills (b) Central Meghalaya or Khasi Hills and (c) Eastern Meghalaya or Jaintia Hills. The total area of the State covers about 22,429 Sq. km. The State is divided into seven Districts namely: (i) East Khasi Hills, (ii) Ri-Bhoi, (iii) West Khasi Hills, (iv) Jaintia Hills, (v) East Garo Hills, (vi) West Garo Hills, and (vii) South Garo Hills. District-wise information of population is shown in table 1.

Table 1: General Information, 2001

Sl. No.	Name of District	Population		
		Total Population	Male Population	Female Population
1	East Khasi Hills	660923	333553	327370
2	Ri – Bhoi	192790	99319	93471
3	West Khasi Hills	296049	150419	145630
4	Jaintia Hills	299108	149891	149217
5	East Garo Hills	250582	127474	123108
6	West Garo Hills	518390	263424	254966
7	South Garo Hills	100980	52007	48973
	State (Overall)	2318822	1176087	1142735

Source: Census of India, 2001.

1.8 Social set up

“Meghalaya is the dwelling place two main tribal formations: Hynniewtreps and the Achiks. The Khasi, Jaintia, Bhoi, War tribes belonging to the Proto Austroloid Monkhmer race are collectively known as the Hynniewtrep people who primarily inhabit the districts of East Meghalaya, The Garo Hills is predominantly inhabited by the Garos, belonging to the Bodo family of the Tibeto-Burman race who are said to have migrated from Tibet. The Garos prefer to call themselves as Achiks People from other parts of the country have been born and brought up here and others have come either on official duty or to earn their living. People from neighbouring countries have migrated either officially or unofficially for their livelihood.

The state of Meghalaya is sparsely populated due to its rugged terrains and inhospitable environment. According to the census report of 2001, Meghalaya has a total population of 2318822 constituting 0.22 percent population of India and 5.91 per cent of North East. It has a density of 103 persons per sq km and ranks 24th in India in terms of population density. According to the Census of 1991, nearly 65 per cent of the population practice Christianity. Meghalaya is rich in natural resources. However, the growth of industries in the State is still in the rudimentary stage” (Meghalaya.nic.in).

The sex ratio of Meghalaya is 975 significantly higher than the nation’s average of 927. A matrilineal social order prevails in the state, in which women enjoy a better status. They receive respect and have equal rights with men compared with other women of patrilineal and patriarchal societies of the country.

A unique feature of the state administrative set up in the three autonomous District councils (ADCs) of the Khasi Hills, the Garo Hills and the Jaintia Hills. There

are local bodies which have been set up under the provision of the 6th schedule of the Indian constitution, and firstly have their own legislative power to look after the welfare and interest of the tribals and secondly, they preserve their cultural and legal traditions. According to the constitutional provisions, the ADCs are authorised to (a) make laws in certain subjects including primary education, (b) raise revenues, (c) the eighth case they) impose collect trading within their respective jurisdiction.

Agriculture is one of the basic means of subsistence in this tribal state. About 65.89 percent of the total working population is cultivators and agricultural labourers. The gross state domestic product or the per capita income at current prices has been calculated at Rs. 14,726 for the year 2000-2001. Meghalaya ranks 24th in the human resource development index and 28th in the poverty index in India. The literacy rate of Meghalaya is 63.61 per cent, which is lower than the national literacy rate of 65.20 per cent.

Meghalaya is quite rich in natural resources coal, uranium power generation. It is also known for the tourism potential. Its climate is not only ideal for the development of tourist and health resorts but also for the growth of a large number of horticultural crops like fruits, spices and mushroom. Apart from such potential for agro based industries the state also possesses rich deposits of limestone, coal and granite. Most of these natural resources are extracted and sent outside the state only in raw form. Meghalaya is rich in natural resources. However, the growth of industries in the State is still in the rudimentary stage.

It is no doubt that Agriculture is the main stay of the people of Meghalaya and playing a predominant role in the state's economy. Apart from cultivation, forestry,

fishing mining manufacturing building construction, transport and communication trade hotels and restaurants, public administrative work are carried on in small scale.

“The principal languages of the people are Khasi and Garo and the official language is English.” Over the years the above literature came to light in the list of the modern Indian development for Meghalaya is 65 in 1992-93, the reference point being 100 which is the national average (Shreeranjana, 2001).

Total literacy rate of Meghalaya rose to 63.31% (2001) from 49.10 % in 1991. With the difference in the growth of literacy from 1991 to 2001 are 14.21% However, the literacy rate of Meghalaya is 63.61%, which is lower than the national literacy rate of 65.20% From both the census of 1991 and 2001 it is clear that the male members are better educated than the females. The literacy rate of the state differs from district to district, “It is found that literacy rate of each of the district of East Khasi Hills, Ri-Bhoi and West Khasi hills is above the state literacy rates whereas in all the remaining four districts of Meghalaya, the literacy rate is below the state level. The district having the highest literacy rate in the state is East Khasi Hills with 76.98% and the lowest rate is in the West Garo hills with 51.03%.”

The tribals of the place have their mosaic of culture, religion and tradition but the traditional society has gone through enormous change due to the continual growth of education, effects of Mass media and in particular television and their contacts with the various social-cultural, traders and religious influences within and outside the state. The cultural expansion transformed their traditions, faith, dress, food habits, housing, life style, recreation, music, art and craft and values which were considered as part and parcel of their life.

In spite of the fact that the state is blessed with natural and human resources, the state faces the problem of backwardness because of it being a hilly region and isolated from the main stream of the country, it faces innumerable constraints due to lack of transport and communication, industry, investments, infrastructure and effective involvement of the people of the place in development of the state. If plans and programmes for social, political, economic and environmental are incorporated and carried on effectively in the state, it can cater to the well-being and happiness its people.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature is a background study to begin with any research work. It is very helpful in getting hold of the wider knowledge of the topic concerned and also to understand the attitude of the various researchers and how they interpret the impact of television on the concerned society on which the studies were conducted. The study also enriches the present study undertaken by this researcher. A systematic review of the past investigations helped the researcher to understand the contribution and the threats that television poses to the global village and the measures that were suggested to make use of television for development of individuals and of the society at large and also to overcome those intimidations by our prudent use of television in our day to day life.

In this chapter, an attempt has been made to present a review of the related literature and studies on the impact of television in India and abroad. The studies are grouped under the following categories keeping the objectives of the present investigation under consideration.

2.1 Television and Cultural Change

The developed countries like United States of America, United Kingdom are the provider of television programmes. They not only market their programmes to other countries of the world, but also use their programmes to preserve their culture and develop their country so as to become economically powerful countries. Katz, et al. (1997) studied the impact of television on the social values and social and cultural

practices in Israel. The study showed that 94% of the families owned television in 1990 and 1/3 of their leisure time was spent on watching television, but it did not stop them from going out of their homes, on the contrary they had actively participated in art, music which brought them closer to their families and the world at large. Television was used to increase non formal education as it was mostly used by illiterate people and people of low education as well. It brought in changes in sleeping, eating, reading and listening habits of its viewers. The study also showed that television brought in changes in their social and cultural values and fulfilled the diverse kinds of concerns of those with low education.

Meech and Kilborn (1992) discussed that Scottish culture is composite and changing and open to influences but the government wants to keep its identity and see that the role of culture is to maintain its identity. Hence, it uses the media in fostering the local culture by broadcasting and telecasting local news and local programmes of local interest. In order to achieve this goal, it involves the community volunteers in the preparation of local interest television programmes. Secondly, the technical convergence of television and film has influenced the cultural development programmes. A sense of patriotism is created among the Scottish. Even the programmes that are produced for UK and international markets are based on Scottish culture and traditions. The country not only imports foreign television programmes but it also exports Scottish television programmes to other nations, which helps to maintain its identity in spite of changes brought in by the electronic media. Syvertsen (1992) highlights that until 1980's Norway had the most regulated television, which had a single television channel with no advertisements in spite of change in European

broadcasting. Together or separately the new communication technologies, political liberalisation and economic restructuring had a deep impact on the European television scene. The author discovered that the obligation of Norway's broadcasting was to produce programmes of high societal values which are of news, culture, political and current affairs, education and informational programmes to be available to all, for it was concerned about erosion of its language and national culture. The interested programmes encouraged and increased the viewership in spite of the stiff **Educational Television Programmes Bring to Class** competition faced by the public television with the other channels which are commercialised, and entertainment oriented. The public television broadcasting was still a medium for the public to access for information and to develop its own culture. Vedel and Dutton (1990) while giving a historical sketch of cable development of France identified and discussed in detail the four types of factors that have shaped the development of cables and communication in France and these four factors are:

- (i) The politics of new media
- (ii) Legal institutional factors
- (iii) Market factors
- (iv) Symbolic factors

These factors are to preserve the French language and culture. Bulch (2001) highlights the role of public service broadcasting particularly television in preserving the national identity, as the country was facing impressive problems of belongingness, identification, nationalism and community, owing to the growth of international media and post modernisation. The main aim of television programme was to spread Flemish

high culture and on the one hand to act as a counterforce against the French culture, which was dominant still 1950's and on the other hand to identify and unify the community. Although television had the three fold responsibility of education, information and entertainment, its main priority was to make the Flemish society an enlightened society. In order to achieve this goal; even the entertainment programmes were didactic in nature. The programmes were planned in such a way that they satisfied the needs and interests of its toddlers, youngsters, elderly and women. The programmes always tried to place Flemish artists next to international ones. Good information service was considered a prerequisite for development so international news on politics, economic and entertainment were projected according to the Flemish perspective. Thus the study found out that Flemish television was a powerful weapon for preserving their national identity by maintaining their language, customs and traditions. Hanke (1990) have highlighted about the life of people in German Democratic Republic and the role of media especially of television, radio, the newspapers and magazines. Television occupies a prime place from 7-10 pm after their day's work. People spend their leisure time in front of the television. Nearly 70-80% of their free time is spent at home. Hence, the programmes are geared to entertainment programmes but the people are interested in social, political and cultural matters. Watching television, reading and listening to music are most general and wide spread. Television programmes are westernised, Americanised and commercialised which have consequences on political thinking and cultural behaviours. The youth are attracted to western style educators. There is a risk of comparing their nation with other western nation. The majority of the young people are able to keep abreast with

international developments primarily top commercial success in Western Europe and U.S.A. in GDR. The television and radio are state owned media programmes in particular television. To cater to their needs and to compete with the international and political style of life, it has increased a number of channels and a greater diversity. More traditional entertainment programmes are televised through the media of entertainment and advertising. Political ideologies, social and cultural value systems are transformed. Television is absolutely dominant in everyday cultural life. It is an omnipresent and freely available utility; it is an effective form of cultural communication. Political programmes are focused on artistic and cultural activities, which are seen as the perceived need of the masses. In this way, the media in general and television in particular are able to maintain their unchallenged supremacy in the everyday cultural life of the nation.

Mitra (1990) states that the primary aim of television in India is to develop its people through different forms of programmes like educational, instructional and entertainment. The television had established its popular culture which brought in behavioural and attitudinal changes in the viewing audience. The emphasis on developing television was to bring in social interventions. It holds a dominant place in the cultural map of India. This is due to the following reasons:

- (i) By acting as an agent of social change, education and information;
- (ii) The medium could be accessed from all parts of the nation, hence it has reached the remotest part of the country;

- (iii) It is accessible in the domesticity of home and therefore is now much more accessible and consequently closer to the subjectivity of the audience by its attractive electronic visuals; and
- (iv) Television establishes relationship with other cultural practices and forms which enriches its own programmes.

These cultures are not only diverse but also unequal. Growth in material things like inventions, technology and Science and non material aspects like family, religion, government and education change the culture of the world and television acts as a medium of cultural change in a society. The main objectives of the introduction of television in our country are for education, information and entertainment. India is a land of villages where the vast majority of its people live in remote villages where there is little chance of development. Recently television has influenced the society in two ways in particular.

It has brought the people who live in isolation to the main stream of our country and of the global village, and it has contributed to an outstanding explosion of information in our times bringing changes in one's life, family and society. Thus television plays a very important role in the cultural scenario of India.

It is evident from the above literature that culture has been defined as a way of life of a group of people, who accept the alien behaviours, beliefs, values, and symbols generally without thinking about them, and they are passed along by communication and imitation from one generation to the next which brings cultural change in the society.

2.2 Television and Economic Change

Atkin (1991) studied to find out about the impact of television as a socialising force. This study traced the development of trends and economic influences in serial programming devoted to single working women since 1966. The result showed that the networks have made considerable progress in the quantity and status of roles presented, but minority females continue to be under-represented. Individual network contributions also vary, suggesting that role characterisation is more a function of program for economic development than social encouragement. Comrie (1999) conducted a study in New Zealand on the impact of deregulation on sources of television news. He found that deregulation has increased commercialism and competition. Thus, the aim of deregulation to produce news which concerns ordinary people was waning. The author recommends that there is a need to satisfy depth and at the same time develop elements of newer news models to encourage and increase the diversity of news to improve the economic condition of the society, by creating awareness and providing employments to the youth of the country. Berry (1990) conducted a study of the perceived bias on British Television. His findings were that newscasts were the products of their culture, which is shaped by social, economic and political ideological and institutional factors. The various channels are anti or pro government, which reflect their attitudes through their programmes. Even the camera angles are used to influence people. Even though the viewers make their own conclusions according to their attitude, interest and emotional settings based on previous knowledge yet the author suggests that television does not simply serve the interest of the government but its aim is for national interest, based on the countries

values. In order to achieve this, newscasts should be factual, presented appropriately and effectively without distortion and must be complete. Above all the formulation of news and other programmes should be clear and it should not arouse the emotions of viewers by exaggerated, upsetting and distracting pictures. Rollet (2001) narrates that the European Union prepared the policy to bring in changes in information age by deregulating the media policy for the following reasons - To unify the market, to challenge the supremacy of United States and Japan in the global market, and to channelise the European economy. Direct and indirect consumers spending on audio visual and multi media goods and services contributed 7% of the gross national product; the government aims at building up institutional, structural, technological, cultural and economy of the member states of the union, to create co-operation between the governments and the European corporation, to increase access to communication for private individuals and corporations, to make an account of the convergence between the telecommunication, information technology and audio visual sectors. This would create a number of jobs in the audio visual industry. It also endeavours to create quality programming which provides universal access through satellite television, to preserve the cultural and social values of the nationals, which is inconceivable in the US, where commercial interest dominates everything. The policy of European Union throws challenges in the construction of the single global market, since there will be stiff competition among its member states.

Education is an important factor for the development of an individual and of a society. Vast majority of the people of the developing countries are either illiterate or with less education. In order to make the country a developed country the government

makes use of the electronic media in general and television in particular to impart knowledge information to its citizen so that they will be equipped with necessary information for development, which in turn will boost the economy of the nation. Balaji (1998) stated that 50% of the world's population, who lives in rural areas of Asia, are poor and illiterate. They are distanced not just by transportation but due to lack of access to information. This gap can be bridged by communicating information through terrestrial television and DTH (Direct to home) which have great influence in shaping cultural values and education of the mass. The development of new emerging communication infrastructure will enable the rural areas to develop fast by reaching inaccessible areas. New opportunities for rural population like education, to market their produce, to access multimedia and edutainment are possible. Global news can be translated to the local needs; for example information relevant to agriculture like weather; pesticides, water management and price of commodities at local market will develop the economic growth of rural people. Hukill (1998) analysed the cause and effects of structural change of television in Singapore. He found that the growth in technology was due to the pressure from the international broadcasts which penetrate Singapore with varieties of programmes. This increased the viewers' demands for greater choice of programmes. The growth in the economy of the country, had forced the government to bring in structural change in broadcasting television programmes, which helped in bringing about national development and in extending educational service to the school going children. The government had succeeded in carving out an identity of its own by producing their local programmes through entertainment. It was able to compete with the international broadcasting. This has increased its competition

in the international market which became a source of revenue to the state. Thus, due to the structural change in television the countries' telecommunication is growing rapidly and the quality of the programmes was improving by leaps and bounds. Badarudin (1998) discussed about the development of Malaysia, which was born in 1963. Due to lack of national budget allocation for the development and production of the quality television programmes were not satisfactory. Although its functions were enormous, such as to promote national development, national unity, community harmony, religious tolerance, understanding, transfer of information and education. The advent of deregulation policy in 1984 opened up the avenues for globalisation bridging the link between national and international global market. This convergence of international community brought in economic development in the country making it possible for the growth of telecommunication system in general and in particular television broadcasting in Malaysia. Chang and Wang (1996) analysed the changes that were brought about in China, after the reform and the decentralisation of the social and economy of the country. The change in political climate had affected the development of television before the reform i.e., in 1970 only 10.5 % of the programmes were imported from the communist countries. After the reform, there was a gradual increase from 1980 onwards. The country's economy was increased as soon as the imported television programmes became a part of the total trade, which brought in transformation in manufacturing agricultural goods and services.

The classical economists like Adam Smith, J.S. Mill, Dr. Alfred Marshell Robbins and others had given a systematic definition of Economics but for the use of the present study, Economics has been defined as the study of the persons living in society who promotes welfare of the nation in the ordinary fiscal life.

2.3 Television and Educational Change

Tuovinen (2000) had studied the impact of Multimedia in distance education. He came to the conclusion that multimedia is very much in use for distance education for interaction between the instructors, students and content. This framework is very useful for establishing clearer relationships among the existing interaction literature for classifying interaction in distance education instructional design. Oliver & Grant (1995) described the use of television in distance education and open learning courses for country side and rural areas of Australia. Television surpasses the class room teaching and learning process where there is high level of interaction and low level of independence due to organised and rigid frame work for the learning program. Educational television provides equal level of interactivity and independence; further more, the visual and auditory components of television help in comprehension and understanding. In spite of the advancement of technologies, television remains a powerful teaching and learning tool because television is able to meet all the four elements of learning process such as discursive, adoptive, interaction and reflection, no other single medium could accomplish this. The research had proved that the interaction by women and farmers influenced, stimulated and motivated the instructors.

Khushu (1993) have stated that the satellite communication has made its entry leaps and bounds in the Asian Pacific region as that of other parts of the world. It has interlinked domestic, national and regional and international into one unit, 'The Global Village' thus making broadcasting an important activity for information education and entertainment, that cannot be ignored in life. The opportunities that are provided by the satellite communications are as follows:

- (i) It has an efficient means for transport of programme to cable television system;
- (ii) The penetration of television to the rural and island communities at a cheaper rate is made possible;
- (iii) It reaches its services direct to home;
- (iv) The television audience is offered programmes of their choice;
- (v) It renders plural services according to the requirements, such as education information and entertainment;
- (vi) It enables the national broadcasters to extend their reach to international audience and to exchange their programmes with others;
- (vii) News can be gathered in real time from remote locations; and
- (viii) It facilitates the television station to backhaul live feed to the studios regardless of distance.

Promila and Kaushik (1998) undertook a study to find out the impact of solar television on rural communities in Haryana. The study revealed that solar television is very much appreciated when there is no electricity. Teachers and students used the solar television more than the panchayat members as there were no other means for the teachers and students to get information. Though it is costly it is very much

beneficial. So the government should adopt the method of solar television in the remote villages where there is no power supply. Fernandes (2000) stated that there is shifting relationship among local, national and global realms of culture, politics and economic. Television and print media contribute to the changes that occur within the society and the world economy. This interaction with the international countries helps India to progress economically, educationally and scientifically.

For the purpose of the present study Education is defined as a medium of information for the development of knowledge, skill, values, positive attitudes and character. Thus, from the above definition, we might assume that the rationale of education is to *enrich children, youth and elders for the transformation of individuals and of the society.*

2.4 Television and Social Development

Karthigesu (1990) opines his view on the importance of government policy on television in the developing countries like Malaysia. Though television entered this country only in 1963, yet it had covered 93 % of the rural and urban population bringing changes in the nation through its televised programmes. Pirzada (1990) studied the impact of television on the population in Pakistan. It was proved that there was a significant transformation in the lives of its population through this medium. Though television was born only in 1964 in this country yet it brought in tremendous growth and development in all aspects of life. It had reached 84% of the people, and 34% of its region. Its main aim was to provide knowledge and information through intelligent entertainment. These objectives were achieved through programmes on

culture, literature and national integration with the aim of developing rural mass and to create a sense of belonging among the youth. Pirzada further states that the politicians also make use television to influence the citizens. The analysis showed that television is a powerful medium to bring in interconnectivity among the nations and to exchange their news and views. Goonasekera (1993) highlights through his studies on Asian countries the importance of television in national development. He stressed on the need for framing communication policies within social, cultural and political milieu of the Asian region, in order to meet specific situation, its aspiration and style of development. He gives the following reasons why policies should be made:

- (i) For building modern nations;
- (ii) For providing education;
- (iii) To bring in information on current issues, history and development;
- (iv) To disseminate cultural values;
- (v) To interpret social issues;
- (vi) To have control over external forces with their self interest;
- (vii) To import television programmes from developed countries, which are highly qualified in technology, industries and system of education but whose values are individualistic and liberal in contrast to the values of the Asians, who aim at building national unity, democracy, social equity preservation of traditional cultures and mores;
- (viii) To regulate the control of the government over the media; and
- (ix) To enable the indigenous manufacturers to keep up with the production process so as to compete in the world market.

The author of the study also reported that Indonesian satellite television system had been providing information and education to 80% of its population. It was able to reach out its service to the most remote area linking the scattered villages with the centre by most efficient and the quickest ways. The gaps between the affluent and less affluent, educated and uneducated or less educated were narrowed down through television telecasts. Finally according to him rural development was a success because of television. Schofield and Driscoll (1991) studied the impact of television network affiliation, in Miami. The findings show that there had been significant changes in primetime viewership of network affiliated stations than independent stations and also the prime time audience was larger for prime time local news. The viewers stayed on the same channel if the lead in network programmes were of good quality. However, the viewing pattern depended on the structural variables that is the timing duration, place and society in which the viewers live, freedom or constrains, programmes and personal changes. The study found out that the viewers loyalty was more to the prime time network entertainment programmes than the network newscasts. Thus watching various programmes and news changed and developed the society of Miami. Bhatia (1993) compared the development of television between developed and developing countries and found that the growth of television is slower in the developing countries than in the developed countries. Yet it has revolutionised the south Asian regions. Television has been the source of information, education entertainment and development programmes. At the same time, television poses a threat to the developing countries; the author suggests the following five ways to overcome the negative impact of television:

- (i) Television should be controlled by government policy;
- (ii) By forming a citizen committee to check the programmes;
- (iii) The cable and satellite industries should protect and safeguard the national interest;
- (iv) Promote trans-national co-operative approach within Asia; and
- (v) Finally organise conferences and seminars for the policy makers to highlight their responsibilities to the society, and of the need for uniform code of rules, regulations and ethics keeping in line with national development by covering all aspects of air waves.

Mrozowski (1990) conducted a research study to find out the place of television in Poland and interpreted that television was an important state apparatus, which was controlled by the ruling party and used to popularise its ideology and for political programmes. The value and development of television in Poland and other countries cannot be denied as it acts as a medium of information and as a cultural apparatus, yet it was the then government which made use of this powerful medium for influencing society for social development.

Choudhary (2001) states that the availability of high- speed broadband has ushered in a new era of convergence where traditional television receivers are being transformed into interactive, internet-ready television devices, enabling viewers to interact fast with programmes and events while they continue to watch television. Yadava (2000) highlighted in his study that India is on the threshold of a new communication revolution. It has made it possible for the television and cable to reach the remote areas of our country to raise the living standards of its people. His study

stresses the need for communication policy to clearly define the communication objectives and to achieve them in a most cost effective manner. Kumar (2001) undertook a study in Uttaranchal to find out about the impact of communication of development messages among the rural poor. The study revealed that communication is part and parcel of human life and helps in the process of development. It is an indispensable tool for all human development. The people have to accept that media is their voice in a democratic country. Arunachalam (2002) conducted a study in Pondicherry in the southern part of India. The study describes that the widespread availability and convergence of information and communication technologies, have led to the unprecedented capacity for dissemination of knowledge and information in the rural areas. Information communication technology can become an integral component of development for revolutionising education, agriculture, research, government, medicine and entertainment; provided that the programmes are people centred television can become a powerful weapon to fight against illiteracy, unemployment hunger corruption, and social inequalities and more rapidly in the modern information age. Kumari (2002) highlights the impact of television in the lives of people, which brings in drastic changes in the life style of the people, particularly among the urban dwellers. Television has become the way of life and people regulate their lives according to programmes that they want to watch. Television helps in the transformation of our own cultures but what is necessary is that we need to hold on to age-old customs and traditions which is the source of identity of our nation. Mitra (1993) stated that television is a powerful medium because of sound, language and visual images, which can be used to spread the national image of unity and diversity.

India is more diverse than Europe yet the beauty of it is that there prevails unity among different castes, religions, customs, traditions and culture. Television can become the binding force that helps to create and sustain the varied culture within India and out side it. Chauhan (1999) conducted a research study to find out about the impact of television on college students in Rohtak city, Haryana. The study proved that the television owners make use of the print media more than the non-television owners; which enrich the viewers to be informed. Chew and Palmer (2002) described that television offers effective means to multiply health education efforts and address health issues. The “health and environment” a Washington DC based non-profit organisation launched a media training programme for Indian media and health professionals. The program suggested that modern television techniques can be used for effective communication in spreading information on preventive methods for healthy living.

Television plays an effective role in the present society. It informs instructs and entertains and perform an important role toward using social change. It is an agent of social change and works as a reflector of dominant values and as a reinforcer for strengthening of these values. Television has the potentials for transforming the society and to lead public opinion. It is able to shape the belief and attitudes of individuals and society at large. Berkowitz (1990) examines the network communication, and acknowledges that news broadcasts have a gate keeping function. This function is modified by the group decision as well as the nature of the news organisation and the credibility of the news sources. This in turn dictates local news content. It is generally an accepted fact that the content must be relevant, significant

and timely and proximate to local people if it is to have any influence on the television audience. People are better informed and educated by television because of its dual medium. Engstrom and Ferri (1998) conducted a study on the impact of women anchors in the media industry in Nevada Las Vegas; the study proved that there was no significant difference between the men anchors and the increased women anchors in the industry. There was no positive change regarding the women's issues and their portrayal of women in film and television. This is because of the facts that the women anchors represent the film industry. Secondly they were expected to behave and uphold the values of the society and live up to the societal expectation that is personal appearance of women on television. They were also challenged to cope with their family responsibilities and career advancement. But the women anchors take their barriers as the challenges to prepare themselves for career advancement. Grant (2000) analysed the disparities that existed between the African American and White Americans in the television news content. Just as in television of developed nations, the minorities, lower classes, the poor do not have enough of representation in news of developing nations. This poor representation is mainly due to decisions made by the television news decision makers who often belong to the elite group who make the choice of their own community. Borsius and Peter (2000) conducted a study to examine the role of peoples' perception of others. The study showed that the people perceive others as inferior because they see that the media impact on others is greater if the media effect is regarded as negative or undesirable. It is because people tend to believe in themselves better than others so if similar norm is used regarding the television viewing negatively. They will find themselves that the television viewing

naturally influence their behaviour if they are uneducated, but the better educated viewers wanted television to provide better information and the best entertainment possible. The result proved that television watching is purposeful even with the entertainment programmes. Larson and Bailey (1998) conducted a study on ABC's channels selection of persons of the week for television news. The study showed that the whites were selected more than the Blacks and male were more than the female according to their name and fame, whom the audience was familiar with and who endorsed the values of the media. On the contrary even the individuals were found to be outstanding if they were not according to the media values they were not selected. This shows that we need to be in touch with the media, in the information age.

Son et al. (1987) conducted a study to find out the impact of two techniques for reinforcing the message in television news stories, i.e. (a) The impact of audio-visuals and (b) The summary of oral recaps

The findings of the study showed that visual and verbal redundancy helped to recall the television news and the summary of the oral recapitulation especially illustrating the consequences of the story helped in understanding the story and events, which acts as a substitute for the television news, when the visuals for the news items are not available. Steela (1995) studied the use of experts in airing the television news. He had analysed in his study that the journalists use experts to predict human events in an appealing manner. Secondly they rely on experts to interpret and analyse events when they are unable to do so. Thirdly in order to have great effects on the content and quality of television news they employ them. Fourthly to enhance the objectivity of news reporting, which undermines the ideals and objectivity and severely limits the

news? Simon (1997) studied that communication informs and enlightens people. As the saying goes “Out of sight out of mind” it was true of the people of the United States. When they were not informed about the earth quake, they did not care until this was on broadcast. The relief agencies reported that there was a surge in donations, for it created emotional arousal, created empathy. There was no increase in the government’s assistance or international aid. However the government’s assistance increased when the people were affected by the information of the earth quake. Dahlgren (1988) states that television news broadcast or cable relays remains a prime source of information about the outside world. Even the dramatic development of technology does not alter this fact, because of its intensity of speed. The viewers find that the television news play central role in the production and maintenance of meaning and the audience create meaning from the television news within the context of their daily life. Li Shu-Chu (2001) conducted a study in Taiwan to find out the superiority of television in Taiwan; the findings showed that its news has gained superiority over the newspapers. To remain superior to other news agents, the television news should persuade its audience to be consumers of its news. This can be achieved only if the medium provides gratification to the audience. McLeod (1995) researched to find out the impact of television news in creating public opinion. The findings of the research revealed that the television news can highlight the protesters as deviance or by the journalists’ perception. It can make the public support the protesters or not. The journalists use public opinion to comment by using the bystanders. Television news depends on the journalist perception. Thus, the news coverage may diminish the contributions and effectiveness of protest groups and at the

same time it may pose a threat to the society. Brosius et al. (1996) studied the effect of text- picture relation on the communication of information by television by television news. The results show that standard pictures, which suggest authenticity and actuality but do not correspond to the information in the text, do not facilitate retention of news content whereas the pictures that correspond to the news help to retain the news. Tuggle and Huffman (2001) studied the impact of live television on society, they found out that though the live coverage brings in the immediacy and present news that are worthy and consciousness among the audience yet it was found out that framing of news is important in audience perception, because the very act of going live can distort the importance of event, giving the story greater importance than the facts. Chauhan (1991) conducted a research study to find out about the impact of television on college students of Rohtak city in Haryana and found that there is no significant difference between the television owners and non-television owners in the use of radio. But there is a significant difference between the news papers and magazine. The television owners make use of the print media more than the non television owners. Lind (1995) studied to assess the responsibility of the viewers to improve the quality of television news in America show that in America television plays a dominant role as their most important source of news. They also acknowledged that they are not satisfied by the way the television news is aired yet they remain inactive and uncritical about it, feeling that they are powerless and their action would have little effect in the line of quality improvement on its news. At the same time they realise that it is their responsibility to bring in quality change in television news, the need to play key role to bring in change in television news.

Television and development are inseparable from each other. Communication is part and parcel of human lives and helps in the process of development. Takashima (1993) discussed about the blessings of satellite communication for news gathering and exchange. Though there is a lot of diversity within Asia–Pacific, efforts can be made to overcome this barrier so that programmes will be according to the needs of the region and exporting of programmes from media developed countries can be reduced. Satellite communication will also improve the environment and health by awareness programmes. Parapak (1990) describes that satellite technology is progressing very rapidly in creating networks that are available for development activities in many countries. Television makes it possible to witness live transmission of almost any event around the world which makes it possible to national, regional and local developments. In Particular television enhances the quality of education. Shariffadeen (1997) reviews the impact of information and communication from the development planning and implementation perspective, especially its potential to transform the economic, social and political landscape of the high-growth countries in the Asian region. At the same time it requires good leadership for good planning in order to derive effective opportunities for the growth of information and communication industry. Parapak (1993) describes the contribution of satellite communication to national development. The satellite technology is progressing rapidly. It is providing networks for development activities in economic field. It has improved the efficiency of education, commerce, administrative, social and cultural activities. The development in various sectors has reached not only in urban areas but also in rural and isolated areas more attractively because of satellite communication.

Due to communication system, travel had been reduced which means it conserves energy for other activities. Hudson (1993) extols the importance of information for the development of education, social, cultural and economic sphere. With the advancement of technology, the growth processes are linked. Information that is crucial for development activities like agriculture, industry, shipping, health and social service, no matter how isolated people are they are united together in the progressing world. Communication is vital for the advancement of rural agriculture and to enhance the quality of life in expansion of regions. Oliveira (1993) reviews the current participatory communication strategies used to collect and exchange information. One of the new approaches is to emphasise communication, in planning participatory development by involving and empowering rural people in their own development processes. Agbam (2000) conducted a study on the impact of development communication in rural development programme in Africa. The author stresses the importance of development communication for the creation of communication situation that will aid development. It also creates opportunities for interaction that will enable the various programmes to reach farmers and other end users of production technology.

Covington (2002) explores the ways and means for nation building. The study proves that nation building is possible when individuals interact with one another by sharing ideas, desires which not only helps in general, but also individuals are enriched by communicating with one another. Based on this theory, communication equipment like television and radio can be used positively for individual and national development. Juddawalla (1993) analysed the contribution of information both as a

commodity and a resource for economic growth and the accumulation of capital. He examined the nature of contribution of the television as an agent of information for economic growth. Information is vital both to the market and to the production sectors. Television as a medium of information contributes to the overall development of national income. Slater and Kelly (2002) state that exposure to an in-school campaign proved to be effective in bringing about attitudinal and behaviour changes. People need to be aware of the impact of media in the individual and group development

Television programmes are no longer confined to a particular village, town, city or country. The growth in technology now unites the remotest of the villagers to the global village and unites them to the main stream of a nation. It has crossed the barriers of time and space by bringing the news and views of the world to their door step. Smaill (2002) conducted a study on the Australia's Special Broadcasting Service and found out that it observes the authority of the nation and reflects the interest of a dominant culture and audience. At the same time, it broadcasts the multicultural programmes as the people are mostly immigrants having their own culture in this way, it educates in the art of living with different multiculturalism. It is based on the construction of community through a celebration and preservation of differences. It focuses not only on equal access and inclusion but also on education. Public service broadcasters educate the citizenry in the matters of the day that pertain to national political events. It provides information and entertainment program service for recent immigrants from non-English speaking backgrounds. Thus, it caters to the multitude of linguistic and cultural audiences. Gunter (1995) reports an observational study of families watching television in their own homes. The results show that family

members differed in respect of watching television. It also revealed the implications for understanding the nature of television viewing in the natural settings. The choice of programme depended on the age gap between the viewers. Kim (2001) discussed the impact of interactive television in comparison with the traditional television. The study showed that there was little variation from that of ordinary television. Ideas are very important in order to develop changes with the help of technology. Society will change with its complicated settings and relationship among economic, political and cultural factors since they are intertwined, to create a new society. Interactive television helps in this to connect one with the computer, video player to interact with them. Bourdon (2000) states that though television is deeply influenced by its proximity and compresses time yet it is not fully live because it undergoes editing and the time the incident has taken place and the time of watching differs, yet it is very effective because of its visual, sound and live programmes. People are influenced by its presence. Through its influence, it brings in change in the minds of people and society. Lombard, et al. (2000) conducted a study to find out the possibility of creating an illusion of presence in the television audience. The study showed that the male members felt its presence more than the women. The women were emotionally moved and felt excited and involved. The findings proved that a large screen creates more excitement and involvement of the programme than the small screen does. Wurff van der and Cuilenburg, (2001) conducted a research on Dutch television to find out the impact of competition on television programmes and audience. The study proved that if the competition is moderate, the price of the programmes will be low so many audiences will profit by it and there will be supply of diversity of programmes. On the

contrary the destructive competition will not maximise the social welfare. Barbero (2002) studied about the impact of globalisation in the traditional society. Globalisation made the whole world into a village but it has created problems to the communities to maintain their identities. Local communities are inserted into the global community. This has created conflict between self and others. In order to maintain their own culture and social life that threatens the togetherness because there is a temptation to turn others and consider them as their enemy. There is division between the traditional community and modern culture. Cultural diversity is tearing apart our society's rights and values. Kim and Sawhney (2002) studied the meaning of interactive television. Though this research is recent yet it speaks of technological changes that made it possible to have interactivity among the consumers. It empowers the consumers. There is power shift from the producers to the audience. The convergence of electronic media and technology has helped to achieve the power shift. Negrin and Goodfriend (1988) reviewed the impact of new media in the lives of public in Great Britain. They found out that people use less of cable connection because it is focused on entertainment programmes, which do not form an essential part of their lives. Secondly, there are other media which can be used for the purpose such as VCR taletext. Carroll and Tuggle (1997) conducted a research to find out the difference between the television news between stations that are related to larger market and smaller market. It was found out that the larger the markets the imported news are fewer than the stations that have smaller market. Secondly, the larger the market, stations were devoted to a higher portion of their news that are sensational and of human interest. Whereas when the market was small, the station imported a greater

portion of news than the locally originated news. Thirdly, the larger market stations devoted a smaller portion of the news to local news and gave more attention to the world and national news whereas the stations of smaller market emphasised on importing a greater proportion of their news items. Fourthly, there are differences in proximity, size of population of the area. Chan-Olmsted (2000) conducted a study to describe about the television stations' application of web-sites, which contribute to the effectiveness of their organisation and consumer's perspectives. The study also found out that the television as an interactive medium has its web-sites in order to serve their audience by providing information, communication transaction, entertainment and sociability. The fast growing technology will help to improve the quality and speed. Deve, et al. (1996) explored the influence of television set and its screen. It was found out that the screen, changes the attention and memory of evaluation of people. The results of the study show that people view the content according to the role of the television set. If the set is for news they look for news relevant to the role. Apart from this role the television has psychological effect. The physical role changes the behaviour of audience; for example if they sit close to the television set audience feel that they are close to the programmes, people and events. Television must become two ways medium where the audience can participate. They could make use of television for marketing, banking and many other things. Jussawalla (1996) stated that there are multiples of western interactive channels that are competing in entering the Asian countries although their government is keen on preserving their national cultures. Their multiple channels can divide the global population instead of uniting them, because people of same interest will join together to view their favourites

programmes. The fact is that the new interactive technology can be used for educational programmes that give hope to the millions of illiterates and less educated masses in Asia. The benefits of distance education via satellite television are being accepted and utilised by many developing countries as the universities take their place in educational system. The television revolution is not likely to fail but it will be up to the viewers to make it succeed and benefit all classes of society. This will require a happy blend of entertainment education and information. Wilfelt (2000) studied and examined the teachers' needs for using multimedia because society changes from an industrial culture to a post modern culture which is called information culture. Students find it motivating when they have to work at the computer and the use of technology may take valuable time. So interacting with the machine is not a means in itself. Hence, teachers must be able to use interactive communication television and multimedia to read, write and do arithmetic because they need to interact with the students who come from the changing society. Leeder (2000) studied the impact of multimedia against lecture. The study shows that interactive media creates, self learning, informs, entertains and engages audiences. The study showed that there is a limitation of human working memory but lectures also has its merits of experience. Both approaches have merits and we need to strike a balance between them. One way to do this could be after the multimedia presentation lectures could be presented in importable document format. Ekstrom (2002) conducted a study on the epistemologies of television. He highlights the type of knowledge that the television journalism produces and offers to its audience. Secondly, the production of programmes by the media and the acceptance of knowledge by the public. According to the author

television journalism depicts reality in a fast movement with accuracy and it presents the events live. The viewers become eye witnesses of all events. The viewers have no chance of evaluating the events because of its speed and which cannot be reviewed. At the same time, it creates confidence that television news is a source of knowledge. Detenber (1996) conducted two experiments based on a Bio, Informational Theory of Emotion. The result of that experiment was that pictures change the emotional responses and emotional experience changes our behaviour. The size of the screen affects the viewers' attention and viewers evaluate people positively than who watched on small screen. It creates a stronger stimulus and therefore, elicits stronger response because images are vivid and motion constitutes a fundamental attribute of the physical world. Motion plays an important role in aesthetic analysis and theories of film and television form. It creates attention as well as improves memory power and the audience gain knowledge from moving pictures and also it affects our emotional responses. Slattery and Tiedge (1992) conducted a study to find out about the credibility of labelling the stories. The result was that there was no significant difference between the labelled and unlabelled stories, because the visual dimension of television news appears to play an important role in the perception of television news. Powers (2001) studied the market structures and number of competitors. It was surveyed that though television is the number one medium for news yet the viewers find that the network news are on the decline because there are many avenues open for the news programme which helps the viewers to make their choice. Shrikhande, (2001) conducted a study to find out about the effects of competition on the performance of Media Corporation. The two news channels CNNI and BBC world in

Asia was studied. It was found out, as the media competition increased there was a need to add new programmes and invest money on the programmes. Secondly, the audience preferred the regional and local programmes to the international news; hence it was necessary to regionalise the television programmes. Cornell (2002) discussed about the research he had conducted to see if we can retain the best tradition and also implement 21st century initiative. The impact of technology has increased crossing the boundaries because there is progress in all aspects of life. So it has become necessary that we need to provide life long learning for the young and old. The author highlighted that though we differ in so many aspects yet we share many things in common. The military makes use of media to enrich and quicken the learning. The government of Canada had employed television to bring in the world. The author found out that there is a great conflict between the traditional and information age.

Li Shu-Chu and Chiang (2001) conducted a study on three television network in Taiwan to find out about the impact of market competition. Their finding showed that when the market competition was on the increase there was less programme diversity, which was due to the fact that the audience had many choices and the profit decreased. Hence, there was less opportunity for innovation. Excessive market competition is not a healthy rivalry. Sutz (2002) speaks of globalisation. It is often connected with economic growth, which is possible only through the acquirement of market knowledge which is transmitted through telecommunication. Thus, telecommunication is the fastest supplier of knowledge, without it people will be alienated from the others. One of the key elements that enable us to benefit from change is that it helps us to create relationship with new knowledge. Younger (1997)

highlights the fact that the co-operation between the wireless and the print media is on the increase since the broadcasting and publishing technology converge. The BBC uses the native actors and local suppliers to showcase pictures of Asia so that it will cater to the needs of the Asian Society. The author concludes by saying that co-operation and partnership and good quality are important for the effectiveness of media.

Based on the review of literature, Social development has been defined as the positive social change that takes place in social life of a society through changes in beliefs, values, norms, media, ideas, works of art, religious practices fashions, rituals, economic, political development that are passed on to a society by communication from one culture with other cultures. It is a process of bringing advancement in the society through the factors like education, economic, technology and media, which act as the agents of change in the society.

2.5 Conclusion

In this chapter an attempt has been made to present a brief review of the research studies that have been done on the impact of television on various factors of social change. It may be concluded that literature so far generated prove that television is a powerful medium of transformation and development of the society and it unites even the remotest villages to the global village with speed and accuracy.

CHAPTER III

METHODOLOGY

Methodology is the word by which, we put to use different methods to collect, the data, to analyse, interpret and to find out the result for the research. The word “method” derives from a Greek word (m) thodos which means to pursue particular objective, “logy” is the study of a research. Hence, it is a particular set of procedure that is employed by a discipline. It refers to the rationale and the philosophical assumptions that underlie a particular study.

Methodology includes the following concepts as they relate to a particular discipline or field of enquiry, they are:

1. A collection of theories, concepts or ideas,
2. Comparative study of different approaches, and
3. Critique of the individual methods.

Success of any research depends on the method and procedure followed in conducting the investigation. A sound methodology is vital for good research, without which the findings of the investigation may not be useful for the purpose of generalisation of facts. Questionnaire Method, Percentage, Mean, Median, Correlation Analysis, Cross Tabulation, Canonical Correlation Analysis were used for the present study in order to arrive at the result.

This chapter gives a detailed description of the methodology and procedure used in carrying out the present study, keeping in view its objectives and hypothesis. The main section under which this chapter is organised is rationale of the study, objectives and hypothesis, the research site, sample, tools used and collection of data.

3.1 Rationale of the Study

Television is the most significant electronic medium of progress for the transformation of the society. It is considered as the medium of the mass, because with its sound and visuals, it captures the mind and heart of its audience and has become a part of a new culture and cultural values of those who watch it. "Television has distrusted traditional expectations and is rapidly altering what society accepts as public behaviour." says Krotz and Eastman (1999). It is a forceful medium of information, education and entertainment, promotion of health. It is a powerful force in the society with its potential to transform individuals and society in order to match them with the developed countries. Television plays an effective role in our life to promote its own ideas, culture and values that are very valuable for the transformation of society. "Mass media could bring salvation to the less developed countries.... by transferring information, creating new skills and developing new 'mobile personalities' among the people" states Haque (1991). Television prepares people to assert themselves in the global village and allows their voices to be heard and their traditions to be seen through the programmes it transmits from the remotest areas of villages to the developed countries in the world.

Television is such a powerful medium; the developed countries like America and Japan and developing countries like India, Malaysia Pakistan make use of this electronic medium for transferring and preserving their culture, tradition, improving the quality of education, political, social, cultural, global marketing and inter connectivity of far- flung areas of a country and of the world at large, for growth and development of societies and their variables that bring in change in the society.

“Experts and especially teachers and teacher trainers, mention a lot of activities where Information communication and technology (ICT) can be useful in the classroom and how it can improve the quality of learning” says Claeys (1997).

The state of Meghalaya was born on the 21st January 1972. It is one of the seven sisters’ states of North East India. It consists of seven districts. Television as a mass medium came to Meghalaya only in 1993. It has now two transmitting television stations, one in Shillong and the other in Tura, which cater to the local target audience of the state.

The pilot study conducted by the researcher on the impact of television and the study of the review of literature prove that Television is a powerful medium of information; therefore, it acts as an agent of social change in various parts of the world.

The impact of television in the global village is very vibrant but a study of its force in Meghalaya has not been undertaken hence the present researcher wanted to carry out the study in the state for the economic, social, educational, technological, cultural development of the villages in the state, to improve the living standard of the people and to make them self-reliant, since most of the people of villages come under the low income strata. One cannot ignore the fact that they too form the fiber of our country. The people of the state and also the citizens of our country have the right to develop themselves and have a responsibility to play an important role in building our mother land.

3.2 Objectives of the study

The objectives of the present investigation are indicated as follows:

1. To identify the relationship, if any, between television as a medium of information and social development.
2. To identify the relationship, if any, between television as a medium of information and cultural changes.
3. To identify the relationship, if any, between television as a medium of information and education.
4. To identify the relationship, if any, between television as a medium of information economic conditions.

3.3 Hypotheses to be tested

The following are the assumptions with reference to the objectives:

Hypothesis # H₁ Television has no relationship with social development of a society.

Hypothesis #H₂ Television has no relationship with the cultural changes in a society.

Hypothesis #H₃ Television has no relationship with the educational development of a society.

Hypothesis #H₄ Television has no relationship with economic factors of a society.

3.4 The Research Site

The state of Meghalaya comprises seven districts, consisting of three Hills Khasi, Jaintia and Garo. According to census of India, 2001, Khasi Hills are divided into three districts, East Khasi Hills have 8 towns and 899 villages, Ri-bhoi district with 1 town and 570 villages, West khasi Hills with 2 towns and 914 villages Jaintia Hills comprise 1 district with 1 town and 465 villages and Garo Hills are divided into three districts, East Garo Hills, with 2 towns and 856 villages, West Garo Hills with 1 town and 1481 villages and South Garo Hills, have 1 town and 595 villages. Three districts were selected to represent the three major communities of Meghalaya – The Khasis, The Jaintias, and The Garos.

3.5 Sample

From each district, two villages, one with television and the other without television had been identified for the purpose of primary data collection. Random samples of 50 families from each village were selected for the final data collection. One person from every household was chosen by the family, to respond to the questionnaire. The following table presents the details of the Sample. The following villages were selected keeping in mind the nearness of the villages with and without television, since; they have similar topography, climatic condition, culture and the influence by the other factors of the society, so as to enable the investigator to study the factors that are causes for changes in the two villages.

Table 3.1: Villages with and without television

Districts	Villages with TV	Villages without TV	Distance
East Khasi Hills	Krang (50 families)	Kshaid (50 families)	45 Km and 47km from Shillong
Jaintia Hills	Tluh (50 families.)	Mukain (50 families)	150 and 130 Km respectively.
West Garo hills	Ganapara (50 families)	Ajugri and Neighbouring Villages. (50 families)	80 and 85 Km from Tura.

3.6 The assessment Method

Primary data was collected using the questionnaire method and informal interviews. Questionnaire booklets in English were translated into Khasi and Garo and were used for assessing the influence of television as a medium of information on economic, education, technology and culture.

3.6.1 Questionnaire Booklet

Questionnaire, which forms an important aspect of the research, was prepared after conducting a pilot study and this was supplemented by studies of different literature on television and different types of questionnaires prepared by various research scholars. A self prepared questionnaire was structured by using five point Likert scale, consisting of two sets like (a) 1-almost to no extent; 2-to a small extent; 3-to some extent; 4-to a great extent; 5-to a very great extent and (b) 0-Never; 1-Seldom; 2-Sometimes; 3-Often; 4-Very Often.

The various variables of social change that are measured are as follows:

1. *Personal information*
2. *Television and Social Development*
3. *Television and Culture*
4. *Television and Education*
5. *Television and Economic Conditions*

The measurement consists of 60 questions and was subdivided into two hundred and sixty five items based on their economic conditions, changes that were made due to technology, the modifications of their culture and education due to television. The drafted questionnaire was submitted to the then head of Mass Media department of St. Anthony's college, Shillong to determine the validity of the content and the types of question that were included in the questionnaire and he was requested to give his comments and suggestions for improvement of the draft questionnaire. The Head of the department gave valuable suggestions and it was further revised with reference to the suggestions given by the supervisor before it was administered. After the approval by the supervisor the questionnaire was translated into Khasi and Garo languages.

3.6.2 Collection of Data

The investigator made copies of the questionnaire and the next step for the investigator was to distribute them among the respondents. After the prior information and preparation to visit these villages, the investigator with the guide and translator first proceeded to Ganapara and Ajugri villages in West Garo Hills District. The investigator met the head men of the villages and explained to them the purpose of

their visit to the villages and then requested him to ask the respondents to feel free to respond to each question since their responses would be treated as confidential. The head men were then requested to go through the questionnaire and to ask questions for clarification so that they would be able to explain to the respondents. They also requested them to distribute the questionnaires along with the written request, to the families and to collect and submit the same within fifteen days. The investigator had the chance of visiting a few families, since they had to stay in the nearby village to collect the questionnaires. It was heartening to note that all the respondents answered the questionnaires. The investigator and the translator were happy to receive 100 questionnaires duly completed.

The next visit was to Tluh and Mulait villages in Jaintia hills. The investigator and the translator visited the fifty families in Tluh and met the family members and briefed them about the purpose of the visit and supplied the questionnaires to be answered and requested them to return the questionnaires within the specified time. The investigator personally went to each family to collect the questionnaires and to thank them for their co-operation. In the process the investigator was able to interview them in an informal way. After visiting fifty families in Tluh, the investigator and the translator went to Mukain which has no television. The road to the village was beyond their imagination, it was a muddy, slushy road with lots of small and big pot holes. The road was so bad that they were very afraid and thought that they may not be able to return safely. They met the head man of the village and explained to him the purpose of their visit and clarified his doubts regarding the questions and requested him to distribute the questionnaires to the families and to submit the same within 10

days. Since the houses are scattered, due to severe cold and rain, the headman took a few days extra to submit the same. Here too, the response of the people was cent percent.

The last visit of the investigator and the translator was to Krang and Kshaid in East Khasi hills. In Krang the family members were informed of their visit by the secretary of the village. On the day of their visit they were all gathered in an open place and they met all of them and shared with them the purpose of their visit and requested them in writing and in person to fill in the questionnaires and submit the same to the secretary of the village, who had taken the responsibility of collecting and submitting the same to the investigator. It was very enlightening to note that the people interacted frankly and sensibly with the investigator and requested the investigator to supply a television set to the community hall so that they could have free access to watch the television programmes. The investigator observed that most of them were economically poor and it was hard for them to own a television set but they made use of the neighbour's television set to watch the entertainment, news and serial programmes. They were friendly with each other hence there was no problem of sharing, but they could not have sufficient time to view the television programmes according to their leisure time.

The investigator and the translator were very happy to know that the people were very friendly and responded cent percent. The entire 300 questionnaires were appropriately filled and submitted to the investigator through the headmen and secretary of the villages. The whole process of data collection ended with in 4 months. The investigator then tabulated the data for the analyses.

3.6.3 Analyses and Interpretation

Data collected through the questionnaires from 300 families of six villages belonging to three districts Khasi, Jaintia and Garo Hills, were tabulated and analysed using the statistical methods such as Mean, Median and Percentage, Correlation and t- test. Graphs will be inserted where ever it is necessary. After analysing and interpreting the data, findings and conclusion of the study were drawn. The formulae for the above statistics are given in the appendix.

3.7 Conclusion

The present chapter is a description of the methodology and procedure followed in conducting the present study. The findings obtained through analysis of the data and their interpretations have been presented in the following chapter IV.

CHAPTER IV

BACKGROUND OF THE STUDY

This chapter deals with the analyses and interpretation of the raw data collected regarding the personal information. The data is analysed and interpreted by using statistical methods such as mean, median percentage, correlation along with t-test for the correlation co-efficient, cross tabulation and canonical correlation analysis.

4.1 Religion practised in surveyed villages

The respondents from with television and without television belong to the three major communities of the state that is Khasi, Panar and Garo, yet they belong to different religion. They were asked to which religion they belong, and the responses are given below.

Table 4.1: Religion

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Catholic	118	78.67	112	74.67	230	76.67
Non Catholic	28	18.67	32	21.33	60	20.00
Niam Trei	2	1.33	6	4.00	8	2.67
Others	2	1.33	-	-	2	0.67
Total	150	100.00	150	100.00	300	100.00

It is evident from the above table that 230 of the respondents are Catholics 60 of them are Christians 8 of them are Niam Trei and 2 of them belong to other than the religions mentioned above. This is because of the reason, that people of the place live in the villages are Christians; the present researcher chose the village with television and without television which are close to each other in order to find out the impact of television. But the people who have migrated to the state live in the towns and cities of Meghalaya.

4.2 Age of the representative of the family

Table 4.2 shows the different ranges of age groups of the respondents who filled the questionnaire.

Table 4.2: Age

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
10 to 20	33	22.00	18	12.00	51	17.00
21 to 30	32	21.33	46	30.67	78	26.00
31 to 40	33	22.00	50	33.33	83	27.67
41 to 50	31	20.67	22	14.67	53	17.67
51 to 60	13	8.67	10	6.67	23	7.67
61 and above	8	5.33	4	2.67	12	4.00
Total	150	100.00	150	100.00	300	100.00

From the above table it is clear that the respondents' age ranges from 10 to 61 above. The young and the old have taken interest to respond to the questionnaires. 51 of the total respondents come between the age of 10 to 20, 78 of them are in between the age of 21 to 30, 83 of respondents are between 31 to 40 years if age, 53 of them are in between the age group of 41 to 50, 23 of them are between 51 to 60 and 12 of them are between 61 above. The highest number of respondents' age comes in between 31 to 40; the lowest number of respondents is 12 who come under the age group of 61 above. Hence we can say that the majority of the respondents are in the middle age group who are with maturity and experience.

4.3 Gender of the respondent

The following table 4.3 shows the gender of the respondents.

Table 4.3: Gender

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	86	57.33	67	44.67	153	51.00
Male	64	42.67	83	55.33	147	49.00
Total	150	100.00	150	100.00	300	100.00

It is found from the table 4.3 that the both the genders are well represented from the two groups of villages, that is Villages with television Villages without television. In the first group 86 females and 64 male members of the villages filled in the questionnaires with the information that were required of them. The second category was represented by 67 female and 83 male members of the villages; they also filled in the questionnaire with the required information. Apart from this questionnaire there were informal interviews with the respondents in order to know their impression about television. The respondents were happy to answer the questions orally, than to write them down, since many of them found it difficult to express it on paper. They were of the opinion that television is a good media, at the same time all the programmes are not that enlightening, according to them children and the youngsters are addicted to it. According to them it is the parents who need to guide them and they have to discipline themselves to use the time well. When it was asked if they prefer radio or television, with the big smile on their faces they answered 'television.' When asked if they would like to have colour or Black and White television, they prefer colour television they said. Since they are very poor they cannot have them, at least they are happy to have a radio, which is not that costly and it does not require electricity.

4.4 Community

Meghalaya state has three major communities. The respondents expressed to which community they belong. Their responses are shown in table 4.4.

Table 4.4: Community

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Khasi	54	36.00	50	33.33	104	34.67
Garo	51	34.00	50	33.33	101	33.67
Jaintia	45	30.00	50	33.33	95	31.67
Total	150	100.00	150	100.00	300	100.00

The table shows that out of 300 respondents 34.67% of the respondents are Khasis, 33.67% of them are Garos and 31.67% of them Jaintias. From the above table it is noticeable that three major groups of the state are represented in the present study, as planned by the present researcher. Although the Khasi community outnumber the Jaintia and Garo communities the researcher selected fifty families from each village to fill in the questionnaires, Deliberate choice was made to include all the three communities in order to get the same percentage of views about television. Since the researcher stayed in the near by place in order to collect the questionnaire, the respondents were obliged to keep to the specified time. Of course the present researcher had to make more than one trip to collect the questionnaire since all the respondents did not submit the same on the same day. In spite of the difficulties she had to undergo, the present researcher is happy to note that she received the entire 300 questionnaires fully filled with required information.

4.5 Qualification

Table 4.5 shows the qualifications of the respondents from the sample villages.

Table 4.5: Educational Qualification of the respondent

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Primary	86	57.33	130	86.67	216	72.00
Secondary/Higher Secondary	54	36.00	17	11.33	71	23.67
Graduate	9	6.00	1	0.67	10	3.33
Professionals	1	0.67	1	0.67	1	0.33
others	-	-	1	0.67	2	0.67
Total	150	100.00	150	100.00	300	100.00

The above table shows that out of 300 respondents 72% of them had studied up to primary level, 23.67% of them had completed secondary and higher secondary level of education, 3.33% of them are graduates and only 0.33% is professionals. It is obvious to note from the table that the majority of the respondents have studied only up to primary level. This could be because of the reason that many of the villages have only primary schools, if the opportunity was provided to them; they might have gone for higher education. It is also noticeable that the education of the people in the villages with television is higher than that of those who are from the villages without it. It is possible that television might have created awareness to continue their education, instead of looking for an early marriage which is very much prevalent in the villages. The evil practice could be eradicated if they have the opportunities to be educated.

4.6 Head of the family

Table 4.6 indicates who the head of the families in the villages is.

Table 4.6: Head of the Family

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Mother	36	24.00	52	34.67	88	29.33
Father	113	75.33	95	63.33	209	69.67
Others	1	0.67	3	2.00	3	1.00
Total	150	100.00	150	100.00	300	100.00

The table reveals that out of 300 respondents 29.33% of them say that mother is the head of their families, 69.67% of the say that father is the head of the family and only 1% of them say that others are the head of the family. It is clear from the above table that the three communities follow the matrilineal system, yet the father is the head of the family. Both the villages with television and with out it recognise the responsibility of the father in their families. Only one person had said that the others are the head of the family than the father or mother.

4.7 Ownership of land by the Family

The analyses of the responses given by the respondents regarding the ownership of their houses are shown in table 4.7.

Table 4.7: Ownership of Land

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	143	95.33	122	81.33	265	88.33
No	7	4.67	28	18.67	35	11.67
Total	150	100.00	150	100.00	300	100.00

It is clear from the above table that out of 300 respondents, 88.33% of the families have their own houses; only 11.67% of them do not own a house. This table indicates that although, the majority of them earn very little income yet they have their own houses, which free them from the burden of paying the monthly rent of their

houses. It is also clear from the table that 95.33% of those who have television in the villages also own their houses whereas 81.33% of the respondents without television own their houses, which indicates those with television in the villages are slightly better off than those without television.

4.8 Types of house

The following table gives the analyses of the types of houses they have in the villages.

Table 4.8: Type of Houses

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Thatched House	44	29.33	73	48.67	117	39.00
Tin House	85	56.67	70	46.67	155	51.67
Concrete House	12	8.00	6	4.00	18	6.00
Semi Concrete House	9	6.00	1	0.67	10	3.33
Total	150	100.00	150	100.00	300	100.00

It is noticeable from the above table that out of 300 respondents 39% of the respondents have tin houses and 51.67% of them have thatched houses 6% of them have concrete houses and only 3.33% of them have semi concrete house. This speaks of the economic conditions of the villages. It also poses a challenge to us if we want to develop the state or region or the country, we need to develop the life of the rural dwellers, because India is a land of villages, her strengths or weakness lies in the village.

4.9 Members of the family

The following table shows if the families in the villages are big or small. The responses of the respondents are shown in table 4.9.

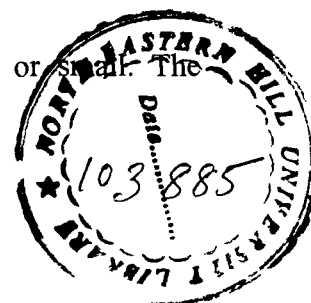


Table 4.9: Members of the Family

Members of a Family	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Up to 5	63	42.00	79	52.67	142	47.33
5 to 10	77	51.33	60	40.00	137	45.67
Above 10	10	6.67	11	7.33	21	7.00
Total	150	100.00	150	100.00	300	100.00

The table reveals that out of 300 respondents, 47.33% of them have small families, consisting of up to 5 members. 45.67% of them have 5 to 10 members in the family which is a big family. Only 7% of them have above 10 members in the family. It is clear from the table that families in the villages have big families. This can be one of the reasons for poverty in the villages. It is also noticeable that those who television in the villages have a big families than those who do not television in their villages. Television could be used to give them population education. The NGOs, educational institutions and the government officials could create awareness in this regard and help the people to have small families in order to enjoy good health and a comfortable life.

4.10 Primary occupation of the Family

The following table 4.10 shows the different types of occupation of the respondents.

Table 4.10: Primary Occupation the family

	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Cultivation	114	75.33	142	94.67	256	85.33
Business	15	10.33	7	4.67	22	7.33
Service	10	6.67	-	-	10	3.33
Professional	2	1.33	-	-	2	0.67

The table reveals that out of 300 respondents 85.33% of them are agriculturists, 7.33% of them are business people, 3.33% of them have government service, 0.67% of them are professionals and 3.33% of them do not have work. The table shows that although a majority of them have work, yet they are economically not sound, it could be because of the quality of seeds, implements and other materials they use for cultivation may not be good, in order to yield better crops. The others may be having small business, government jobs and professional work.

CHAPTER V

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of raw data collected during field survey between 2004 and 2005 through structured questionnaires as well as informal interviews. The data was collected from fifty families, from each of six sample villages, i.e., three villages with television and three villages without television were analysed separately.

The raw data of the different items was analysed by using the statistical method such as Mean, Median and Percentage, Correlation along with t-test for the correlation co-efficient and canonical correlation. Wherever necessary, Likert scale was used to interpret the obtained scores, in order to find out if there is any significant relationship based on the test of correlation co-efficient, i.e., t-test for the correlation co-efficient or significant differences between the villages with television and villages with out television.

The analysis and the interpretation of the data collected from the villages with television and without television are given under various sub-headings represented by tables with Percentage, Mean and Median and sum, correlation, cross tabulation and canonical correlation. Wherever it is necessary the interpretations are represented by graphs.

In order to draw some informative interpretation from the questions, which have more then one segment of questions, e.g., question number 5 has various sub

units such as 5.1, 5.2, 5.3 5.4, etc. the sum of all the sub units of the questions were added together to get meaningful results. The totals were then converted into percentages as the factor loading has not given any substantial result.

5.1 Monthly Income of the Family

Table 5.1 indicates the analysis of the data regarding the monthly income of the families of 6 villages under study. They are 3 villages with television and 3 villages without television.

Table 5.1: Family Income of respondents in Surveyed Villages

Income	Villages with TV		Villages without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Up to Rs. 1000	101	67.33	72	48.00	173	57.67
Rs. 1001 - Rs. 2000	26	17.33	53	35.33	79	26.33
Rs. 2001 - Rs. 5000	11	7.33	23	15.33	34	11.33
Rs. 5001 & Above	12	8.00	2	1.33	14	4.67
Total	150	100.00	150	100.00	300	100.00

Table 5.1 shows that there are 67.33% of respondents in the villages where television is available and 48% respondents in the villages where television is not available accounting a total of 57.67% respondents from all the six villages under study, whose family monthly income is up to Rs.1000. There are altogether 26.33% respondents out of which 17.33% respondents in the villages where television is available and 35.33% respondents in the villages where television is not available, their family earning lies in between Rs. 1001 to 2000 monthly. 7.33% of respondents with television in the villages, 15.33% respondents without television in the villages out of the total of 11.33% respondents from all the six villages earn between Rs. 2001 to 5000 monthly. Whereas the total of 4.67% respondents has informed that their

family income is more than Rs. 5000 per month. 8% of the respondents with television in the villages and 1.33% of them with no television in the villages have indicated that the family monthly income is more than Rs. 5000. Further, the table indicates the economic conditions of all the six villages. Hence we can say that the highest family income group of both the villages (i.e., villages with television and the villages without television) is 4.67% whereas the families with the lowest income consist of 57.67%. It is clear from the median value of family monthly income which comes out to be up to Rs. 1000 indicating that on an average the family's monthly income is very little. It can be said that as per Government of India, most of the families fall under the category of BPL (below poverty line). Finally the table 4.1 indicates that the economic condition of the villages is very poor.

5.2 Ownership of Land

The respondents under study were asked whether they own land for cultivation and the responses are given below:

Table 5.2: Ownership of Land

Ownership of Land	Villages With TV		Villages Without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	73	48.67	69	46.00	142	47.33
No	77	51.33	81	54.00	158	52.67
Total	150	100.00	150	100.00	300	100.00

The table shows that 47.33% of respondents who own land are from all the sampled villages. 48.67% of the respondents with television have responded that they own land while 46.00% of the respondents belong to the villages where no television facility is available informed that they own land. On the other hand the table shows

that 52.67% of the respondents from all the villages had reported that they do not own the land. It also indicates that 51.33% of the respondents belonging to villages with television and 54%, respondents belonging to those villages where television is not available informed that they do not own the land of their own. The above table indicates that landless families are more than the families with land. Table 5.1 corresponds with table 5.2 indicating that because of their low income, people are not able to have land of their own. Secondly it also shows that the villages have a mixed group of people with and without land of their own, on the whole the respondent families earn a meagre income per month.

5.3 Types of Crops

The respondents were asked to indicate the different types of crops they grow in their field. The following responses were received:

Table 5.3: Types of Crops Grown

Types of Crops	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Cash Crop	8	10.67	3	4.35	11	7.75
Food Crops	5	9.33	25	36.23	30	21.13
Fruits and Vegetables	60	80.00	41	59.42	101	71.13
Total	73	100.00	69	100.00	142	100.00

It is obvious from the above table 5.3 that 73 families from the villages with television and 69 families from the villages without television own land out of that 80% of the respondents are from the villages with television and 59.42% of them are from the villages which does not have any television grow fruits and vegetables, yet it is observable from table 5.1 that their income is very low, this could be because of the

reason that what they produce may not fetch a good market value, or they may not be able to market their products because of the transportation problems. Secondly since the majority of people are agriculturalists they may grow their own crops and may not require to buy them from others or they themselves may not be able to sell their products in their own villages. It is evident from the same table that 59.33% from the villages with television and 36.23% from the villages without television grow food crops like maize and paddy which can be preserved for some time. The table also indicates that only 10.67% from the villages with television and 4.35% from the villages without television grow cash crops, they may not be in a position of selling them; they might use them for their own use. This could be one of the reasons why their economy of the villages under study is so weak.

5.4 Place of Work

The respondents without the ownership of land were asked about the different places where they go to work. Their responses are shown in the following table:

Table 5.4: Place of Work

No Land-Place of Work	Villages having TV		Villages without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Work on Lease Land	41	53.25	60	74.07	101	63.92
Other People's Land	12	15.58	14	17.28	26	16.46
Other Types of Work	17	22.08	7	8.65	24	15.19
Help at Home	5	6.49	-	-	5	3.16
Do not Work	2	2.60	-	-	2	1.27
Total	77	100.00	81	100	158	100.00

It is evident from table 5.4 that 77% of the respondents from the villages with television and 81% of them from the villages without television do not own land.

Consequently they have to find different places of work, since they do not own land. Nearly 63.92% of the respondents from all the sample villages' work in lease land while 16.46% of them of all the villages work on other people's land. About 15% of the total does other types of work. Only 3.16% of the total respondents help at home. Out of the total 1.27% of them do not work at all. This could be due to sickness or old age, or they may have other responsibilities in their families. It is very encouraging to note that 98% of them have some sort of work even though they do not own land, and only 2% of them do not work, which goes to show that they manage to get some kind of work or the other in the villages. In relation to table 5.2, it may be safely concluded that the people without land work in other places.

5.5 Types of Tools Used for Cultivation

The respondents with and without television under study were asked about the different types of tools they use for cultivation, their responses are analysed based on statistical theory, and they are presented as follows:

Table 5.5: Types of Tool Used for Cultivation

Type of tools used	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Bullocks/Cows	2.08	1	1.92	1	2	1
Plough	3.1	3	3.03	2	3.07	3
Mechanical Implements	1.63	1	1.01	1	1.32	1
Others	1.29	1	1.19	1	1.24	1

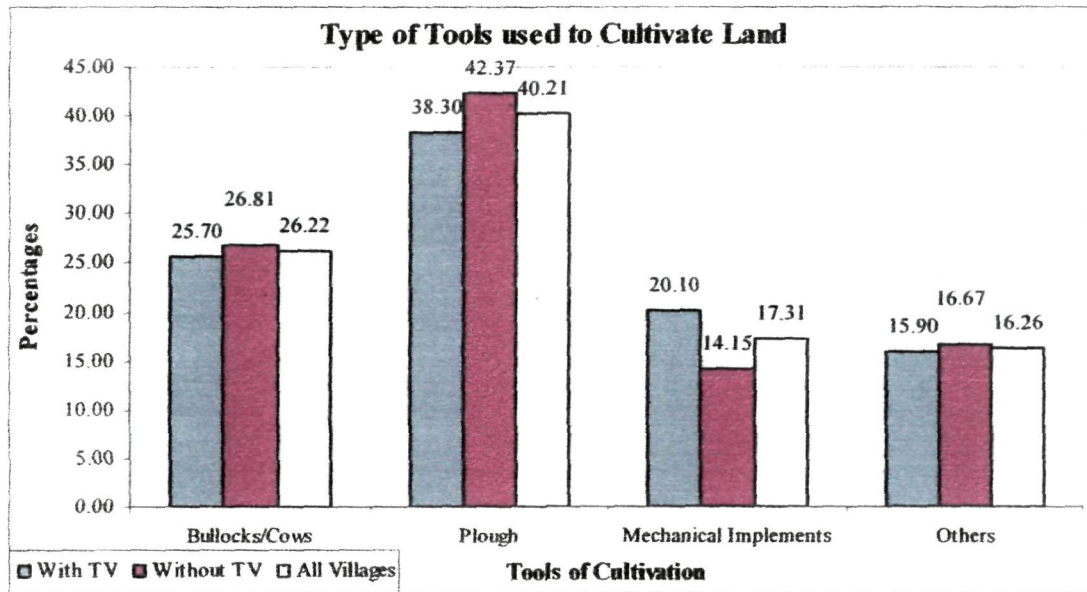
The Mean value of the bullocks or cows used by the respondents of all the villages is 2 whereas the mean values of the villages with television are 2.08 and of those without television is 1.92. Whereas the Median values all the villages, with television and without television is 1, i.e., almost to no extent they use bullocks and

cows. The Mean value of ploughs used by the respondents of all the villages under study is 3.07 whereas that of the villages with television is 3.1 and their median value is 3 which shows that to some extent both the groups of people use ploughs but the mean value of those without television is 3.30 and the median 2 that is to a small extent they use ploughs. The Mean value of mechanical implements used by the respondents of all the villages under study is 1.32, whereas that of the villages with television is 1.63 and of those villages without television is 1.01 and the median value of the respondents from all the villages, villages with television and the villages without television is 1 that is almost to no extent they use mechanical implements.

The Mean value of other tools used by the six villages is 1.24%, the villages with television are 1.29% and the villages without television are 1.19%.

The Median value of the respondents from the six villages, villages with television and without it is 1. The table shows that almost to no extent they use the mechanical implements. The table indicates the mean values 1.24, 1.29 and 1.19 of all the villages, villages with and without television respectively and their median value is 1 which indicates that almost to no extent they use other tools for cultivation.

Graph 5.1: Types of Tool Used for Cultivation



The graph 5.1 shows that the 26.22% respondents from the six villages use bullocks or cows. 25.70% of the people with television use bullocks or cows and 26.81% of the respondents from villages without television also use bullocks or cows. 40.21% of those from the six villages, 38.30% of the respondents from the villages with television and 42.37% of the respondents without television use the plough. 17.31% of the respondents from the six villages use mechanical implements 20.10% of the people with television use mechanical implements and only 14.15% of the respondents from villages without television also mechanical implements. 16.26% of the respondents from the six villages, 16.67% of the people with television and 14.15% of the respondents from villages without television use other tools.

It could be noted from the table and the graph that families with television are inclined to use better methods like, Mechanical implements, tillers, pump-sets, sprayers and tractors than those without television; this could be because of the impact

of television in their occupation.

Those with television use more of ploughs and less of other tools. They also use to some extent bullocks or cows and very little of mechanical tools. The reason could be that their land may be very small to use the implements like tractors but they may be using sprayers or good seeds as the table 5.1 shows that their income is meagre, so they may not be able to afford to use mechanical implements.

5.6 Types of Work

The responses of the respondents regarding the different types of work undertaken by them are listed in table 5.6.

Table 5.6: Types of Work

Types of Work	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Cutting wood	467	20.20	3.11	3	357	18.40	2.38	2	824	19.39	2.75	2
Collecting honey	171	7.41	1.14	1	176	9.06	1.17	1	347	8.16	1.16	1
Weaving	214	9.27	1.43	1	177	9.11	1.18	1	391	9.20	1.3	1
Cooking	526	22.79	3.51	5	497	25.60	3.31	4	1023	24.07	3.41	5
Teaching	264	11.44	1.76	1	170	8.75	1.13	1	434	10.21	1.45	1
Business	227	9.84	1.51	1	191	9.84	1.51	1	418	9.84	1.39	1
Govt related works	210	9.10	1.4	1	165	8.50	1.1	1	375	8.82	1.25	1
Others	229	9.92	1.53	1	209	10.80	1.39	1	438	10.31	1.46	1

It is observable from the table that the respondents from all the villages do different types of work apart from the cultivation. The mean scores of cutting wood by all the respondents is 2.75, those from the village with television is 3.11 and the respondents from without television is 2.38 that is to some extent they do cutting of wood. The median scores of cutting wood by all the villages are 2, those with television are 3 and those without television are 2. It is clear, to some extent and to a

small extent they cut wood. The percentage of the respondents from all the villages is 19.39%, 20.20% are from the villages with television and 18.40 % of them are from the villages without television who are engaged in cutting wood.

It is seen from the table that the mean scores of collecting honey by all the respondents is 1.16, those from the village with television is 1.16 and those from without television is 1.17. The median scores of all the villages, those with television and those without television is 1. It is clear that almost to no extent they collect honey. 8.16% of the respondents from all the villages, 7.41% are from the villages with television and 9.06% of them are from the villages without television collect honey.

The table reveals that mean score of weaving by all the respondents is 1.3, and those with television is 1.43 and those without television is 1.18 and the median score of all the three groups of the respondents is 1, which means to almost to no extent they work on weaving. The percentage of those from all the village is 9.20%, those from the villages with television is 9.27% and those without television is 9.11% it is clear from the table that a very low sample population work on weaving.

It is observed from the mean, median and percentage table 4.6 that most of the respondents from all the villages, the respondents with villages and without villages is engaged in cooking. The mean values are 3.41, 3.51 and 3.31 respectively and the median values are 5, 5 and 4. This shows that the respondents of all the villages and the respondents with television spend their time to a very great extent in cooking but those without television are engaged to a great extent in cooking. The percentage of all the respondents is 24.07%. Those with television are 22.79% and the respondents without television are 25.60%. Almost one $\frac{1}{4}$ of the population is engaged in cooking.

The table reveals that mean score of teaching by all the respondents is 1.45 and those with television is 1.76 and those without television is 1.13 and the median score of all the three groups of the respondents is 1, which means, to almost to no extent they work as teachers. The percentage of those from all the village is 10.21% those from the villages with television is 11.44% and those without television is 8.75% it is clear from the table that a very low sample population work as teachers.

It is seen from the table that the mean scores of business people by all the respondents is 1.39 those from the village with television is 1.51 and those from without television is 1.51. The median scores of by all the villages, those with television and those without television is 1. It is clear that to almost to no extent they do business. 9.84% of the respondents from all the villages, 9.84% are from the villages with television and 9.84% of them are from the villages without televisions are engaged in business. It is seen from the table that the mean scores of those who do government related work by all the respondents is 1.25 those from the villages with television is 1.4 and those from without television is 1.1. The median scores of by all the villages, those with television and those without television is 1. It is clear that almost to no extent they do government related work 8.82% of the respondents from all the villages, 9.10% are from the villages with television and 8.50% of them are from the villages without television are engaged government related work, It reveals, a very low percentage of people are engaged in government related work. The table reveals that the mean values 1.46, 1.53 and 1.39 are the scores of all the villages, villages with television and without it and their median value is 1 which indicates that almost to no extent the respondents do not engage themselves in any other work apart

from what is mentioned above. It is observable from the table that the respondents from all the villages do different types of work apart from cultivation. The mean scores of cutting wood by all the respondents is 2.75, those from the village with television is 3.11 and the respondents from without television is 2.38 that is to some extent they do cutting of wood. The median scores of cutting wood by all the villages is 2, those with television is 3 and those without television is 2 it is clear that to some extent and to a small extent they cut wood. The percentage of the respondents from all the villages is 19.39%, 20.20% are from the villages with television and 18.40 % of them are from the villages without television is engaged in cutting wood.

It is seen from the table that the mean scores of collecting honey by all the respondents is 1.16, those from the village with television is 1.16 and those from without television is 1.17. The median scores of all the villages, those with television and those without television is 1. It is clear that almost to no extent they collect honey. 8.16% of the respondents from all the villages, 7.41% are from the villages with television and 9.06% of them are from the villages without television collect honey.

The table reveals that the mean score of weaving by all the respondents is 1.3, and those with television are 1.43 and those without television are 1.18 and the median score of all the three groups of the respondents is 1, which means almost to no extent they work on weaving. The percentage of those from all the village is 9.20%, those from the villages with television is 9.27% and those without television is 9.11% it is clear from the table that a very low sample population work on weaving.

It is observable from the mean, median and percentage table (4.6) that most of the respondents from all the villages, the respondents with villages and without

villages are engaged in cooking. The mean values are 3.41, 3.51 and 3.31 respectively and the median values are 5, 5 and 4. The percentage of all the respondents is 24.07%. Those with television are 22.79% and the percentage of those without television is 25.60%. Almost $\frac{1}{4}$ of the sample population is engaged in cooking.

The table reveals that mean score of teaching by all the respondents is 1.45 and those with television is 1.76 and those without television is 1.13 and the median score of all the three groups of the respondents is 1, which means, almost to no extent, they work as teachers. The percentage of those from all the village is 10.21% those from the villages with television is 11.44% and those without television is 8.75% it is clear from the table that a very low sample population work as teachers.

It is seen from the table that the mean scores of business people by all the respondents is 1.39 those from the village with television is 1.51 and those from without television is 1.51. The median scores of by all the villages, those with television and those without television is 1. Out of the 300 respondents, 9.84% of the respondents from all the villages, 9.84% are from the villages with television and 9.84% of them are from the villages without televisions are engaged in business. It is clear that to almost to no extent they do business.

It is seen from the table that the mean scores of those who do government related work by all the respondents is 1.25 those from the villages with television is 1.4 and those from without television is 1.1. The median scores of by all the villages, those with television and those without television is 1. It is clear that almost to no extent they do government related work 8.82% of the respondents from all the villages, 9.10% are from the villages with television and 8.50% of them are from the

villages without televisions are engaged in government related work, It reveals a very low percentage of people are engaged in government related work.

The table reveals that the mean values 1.46, 1.53 and 1.39 are the scores of all the villages, villages with television and without it and their median value is 1 which indicates that almost to no extent the respondents do not engage themselves in any other work apart from what is mentioned above.

It is evident from the table that people are engaged in different types of work. This table corresponds with table 5.4 where it shows that the majority of the people work in different places to earn their living. The respondents with television in the villages work to a very great extent in cooking. To some extent they work in cutting wood, and almost to no extent they are engaged in collecting honey, weaving, teaching, government jobs, business, and other types of work.

It is clear from the above table that people from without television in the villages too spend their time in cooking but to a great extent they spend time to cook and to a small extent in cutting wood, almost to no extent in collecting honey, weaving, teaching, government jobs, business, and other types of work.

The table indicates, that the majority of the respondents from the villages where television is available and those from the villages without it, almost to no extent they are engaged in television are involved in the same type of work, that is cooking and cutting wood. The reason could be that, cooking is an important work to feed oneself and the members of the family. Secondly people are working at felling trees because of the abundance wood and its traditional use for household needs and also it is a source of income by selling them. The third reason could be that they may not be

well qualified for professional jobs like teaching, government services and other types of job. At the same time the scores of the frequency, percentage and the Mean show that respondents from the villages with television seem to be involved in different types of work better than those from the villages without television, this could be because of the impact of television on them. It is also noticeable from the above table that they are still engaged in traditional type of work. This could be because of the reason that they still cling to traditional ways of life or they are not qualified for different types of professional jobs, almost to no extent they are engaged in the professional jobs.

5.7 Duration of Work

The respondents were asked in the questionnaire about their daily hours of work. Their responses are in the given table.

Table 5.7: Duration of Work

Hours of work	Villages having TV		Villages not having TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
> 8 hours	67	44.67	83	55.33	150	50.00
8 hours	49	32.67	12	8.00	61	20.33
< 8 hours	34	22.67	55	36.67	89	29.67
Total	150	100.00	150	100.00	300	100.00

It is clear from the above table that 50% of the respondents from all the six villages whereas 44.67% with television and 55.33% without television work more than 8 hours a day. 61% of all the respondents, 49% of the respondents from villages with television and 12% of those from without television work for 8 hours a day. 89% from all the villages 34% from the villages with television and 36.67% of the respondents from without television work less than 8 hours a day.

It is evident from the table 5.7 that 83% of the respondents with television and 63% of them from the villages without television either work for eight hours or less than eight hours a day, hence, they will have extra time for other activities like watching television, visiting friends and getting themselves to be involved in their hobbies, where as 67% of them with television and 83% of them without television work more than 8 hours a day.

5.8 Time Spent after Daily Work

The respondents were requested to fill in the questionnaires to show how they spend their time apart from their daily work. The table 5.8 and the graph 5.2 show how their time is spent after their daily work and they are analysed based on statistical theory, the findings are as follows:

Table 5.8: Time Spent After Daily Work

Times spent after the daily work	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Watch TV	2.55	2	1.09	1	1.82	1
Play	1.95	1	2.61	2	2.28	1
Visit Friends	2.84	3	3.17	3	3	3
Read Books	2.22	2	1.29	1	1.75	1
Attend School/ College	1.91	1	1.11	1	1.51	1
Others	1.52	1	1.85	1	1.68	1

The mean value 1.82 and the median value 1 of the respondents from all the villages show that almost to no extent they spend time in watching television. The mean value 2.55 and also the median value 2 show that to some extent that the respondents with television spend their time in watching television. But the mean value 1.09 and the median value 1 of the respondents without television show that almost to no extent they spend their time in watching television.

The table also reveals that the mean value 2.28 and the median value 1 of the respondents of all the villages and the mean value 1.95 and the median value 1 of the respondents from the villages with television spend their time almost to no extent in play. Whereas the mean value 2.61 and the median value 2 of those from the villages without television indicate that they spend their time to a small extent in play.

The table reveals that the mean values of the respondents of all the villages, those from the villages and without villages are 3, 2.84 and 3.17 respectively and the median value 3 of the respondents of all the villages, with television and without it show that they spend their time to some extent on visiting friends.

It is seen from the table that the mean values of the respondents of all the villages and of those from the villages without television are 1.75 and 1.29 respectively and their median value 1 shows that almost to no extent they spend their time on reading books, but the mean value of those with television is 2.22 and their median value is 2 which indicates that they spend to a small extent of their time in reading books.

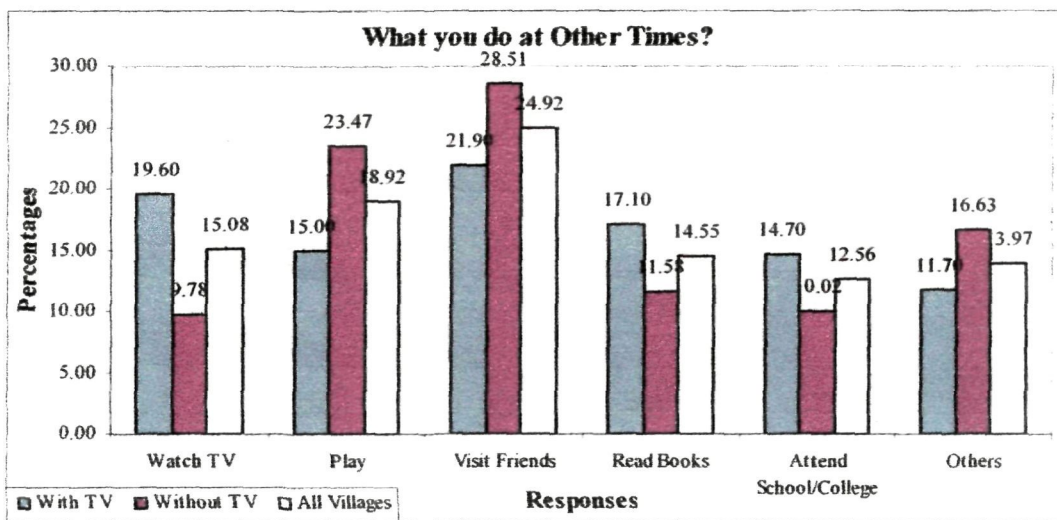
The table reveals that the mean values of the respondents of all the villages, those from the villages with television and without it are 1.51, 1.91 and 1.11 respectively and their median value is 1. This shows that almost to no extent they spend their time in attending schools or colleges.

It is observed from the table that the mean values of the respondents of all the villages, those from the villages with television and without it are 1.68, 1.52 and 1.85 respectively and their median value is 1. This shows that almost to no extent they spend their time in doing other things.

When it was asked how the respondents spend their time after their daily work, it is obvious to note that people with television engage themselves more in watching television, reading books and attending schools and colleges and visiting friends than playing games which are practised by those with television.

Graph 5.2: Time Spent after Daily Work

Graph 5.2 shows the percentage of various activities undertaken by the respondents during the leisure time:



From the above graph, it is observed that 15.08% of the respondents from all villages, 19.60% of the respondents from the villages with television and 9.78% of the respondents from the villages without television spend their time in watching television programmes. 18.92% of the respondents of all the villages, 15% of respondents from the villages with television and 23.47% of the respondents from the villages without television spend their time in play. 24.92% of the respondents of all the villages, 21.90% of respondents from the villages with television and 28.51% of

the respondents from the villages without television spend their time in visiting friends. Comparatively low presentation may be due to the reason that in villages where television is available they devote their time in watching television rather than social visits. 14.55% of the respondents of all the villages, 17.10% of the respondents from the villages with television and 11.58 of the respondents from the villages without television spend their time in reading books. The low level of percentage may be due to low level of literacy or due to non availability of news papers or due to poverty. 12.56% of the respondents of all the villages, 14.70% of the respondents from the villages with television and 10.02% of the respondents without television in their villages spend their time in attending schools or colleges. 13.97% of the respondents of all the villages, 11.70% of respondents from the villages with television and 16.63% of respondents from the villages without television spend their time in doing other things. Comparatively higher percentage of respondents in villages where television is not available is spending their time in doing something or the other, instead of watching television.

To a small extent in watching television, and reading books and attending schools or from the graph 5.2, it is noticeable that the respondents with television spend their leisure time colleges, whereas, those without television spend their leisure time to some extent in visiting friends. And those without television spend a small extent of their leisure time in play and they spend almost to no extent in watching television.

5.9 Management of Expenditure

A question was asked to the respondents about the management of the expenditure of their families. There were number of responses given by them. They are as follows:

Table 5.9: Management of Expenditure

Management of Expenditure	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Mother	456	23.6	3.04	3	487	29.6	3.25	5	943	4	3.14	4
Father	428	22.1	2.85	2	436	26.5	2.91	4	864	3	2.88	3
Sister	256	13.2	1.71	1	164	9.97	1.09	1	420	1	1.4	1
Brother	201	10.4	1.34	1	185	11.2	1.23	1	386	1	1.29	1
Mother & Father	412	21.3	2.75	1	216	13.1	1.44	1	628	1	2.09	1
Others	180	9.31	1.2	1	157	9.54	1.05	1	337	1	1.12	1

The mean value 3.14 and the median value 4 show that to a great extent the expenses are managed by the mother, the mean 3.04 and median 3 values of those with television show that to some extent the expenses are managed by the mother, the mean 3.25 and median 5 values of those without television show that to a very great extent the expenses are managed by the mother.

The table shows that the mean value 2.88 and the median value 3 show that to some extent the expenses are managed by the father, the mean 2.85 and median 2 values of those with television show that to a small extent the expenses are managed by the father, the mean 2.91 and the median 4 of those without television show that to a great extent the expenses are managed by the father.

It is seen from the table that the mean values of all the respondents and those with television and without it are 1.4, 1.71 and 1.09 respectively and the median value is 1 show that almost to no extent the sister manages the expense of the house.

It is observed from the table that the mean values of all the respondents and those with television and without it are 1.29, 1.34, 1.23 respectively and the median

value is 1 show that almost to no extent the brother manages the expense of the house. The table indicates that the mean values of all the respondents and those without television are 2.09 and 1.44 respectively and the median value 1 show that almost to no extent both the father and mother manage the expense of the house but the villages with television whose mean value is 2.75 and the median value is 2 show that to a small extent both the parents manage the house hold expenses.

It is evident from the table that in families without television, the traditional form of management of the expenses is followed, that is either the mother or the father meet the expenses of the house. Where as in the families with television, to some extent the expenses are shared by the parents and children of the family, therefore we can say that there is a significant relationship between watching television and changes in the socio-psychological levels in a society. The table shows that where there is the impact television, there is shared responsibility; people are moving out form the traditional type of family system where the father used to be solely responsible for the whole affairs of the family.

5.10 Purpose of Monetary Saving

The table indicates the purpose of monetary savings by the respondents of all the villages under study. Their responses were analysed based on statistical theory and represented as follows:

Table 5.10: Purpose of Monetary Saving

Purpose of monetary saving	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Children's Education	3.63	5	3.38	5	3.51	5
Children's future	2.57	2	3.04	3	2.81	2
To buy a house, land, furniture	2.2	1	1.33	1	1.76	1
Travel	2.03	1	1.52	1	1.78	1
Medical	3.01	3	3.21	3.5	3.11	3
Do not save	1.43	1	1.18	1	1.31	1

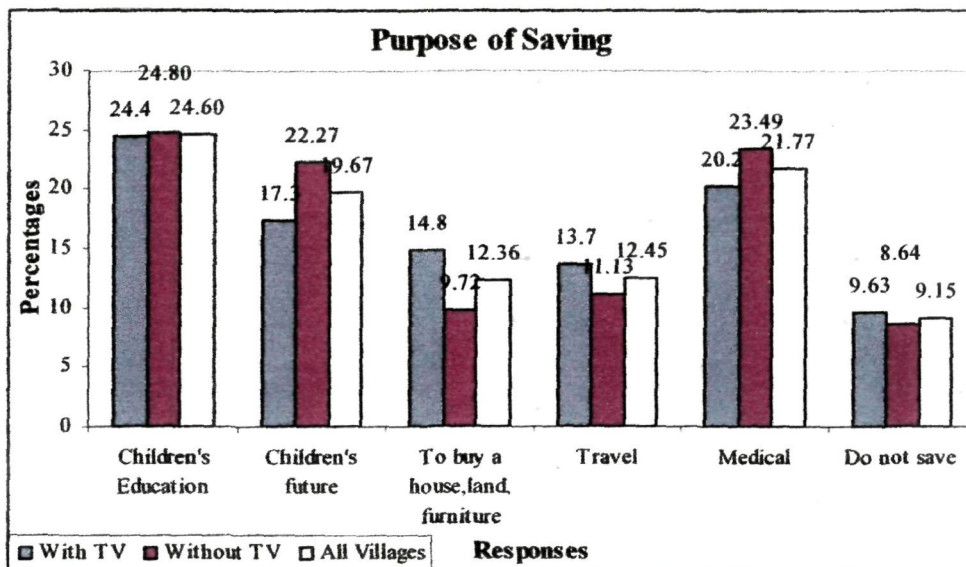
As regards to the children's education, the table indicates that the mean values of all the respondents is 3.51 and those with television is 3.63, and 3.38 is the mean value of those without television. The median value of all the three groups is 5 which show that to a very great extent they save money for the children's education.

When we analyse the table 5.10 for children's future, the table reveals that the mean values of all the respondents is 2.81 and those with television is 2.57 and Their median value is 2 which shows that to a small extent they save money for the children's future. Where as the mean value of those without television is 3.04 and its median value is 3 which means that they save to some extent for their children's future. The money saved for the purpose of buying a house, land, furniture etc have also been presented in table 4.10. It is observed from the table that the mean values of all the respondents and those with television and without it are 1.76,2.2 and 1.33 respectively and the median value is 1 which shows that almost to no extent they save money to buy a house, a land or furniture. The table reveals that the mean values of all the respondents for the money is save for travel purposes is 1.78 and those with television is 2.03 and 1.52 is the mean value of those without television. Their median value is 1 which shows that almost to no extent they save money for travel. It is clear from the table that money is saved for any medical treatment shows that the mean value of all the

villages is 3.11 and the median value is 3.01 and their median value is 3 that is to some extent they save money for medical expense. Whereas the mean value of those without television is 3.5 and its mean value is 3.5 that is to a great extent they save money for the medical expense. It is observed from the table that on an average all the respondents the mean values of all the respondents and those with television and without it are 1.31, 1.43 and 1.18 respectively and the median value is 1 show that almost to no extent they do not save money.

Graph 5.3: Purpose of Monetary Saving

The graph 5.3 shows that 24.58 % of the respondents of all the villages, 24.4% of the respondents for the village with television 24.80% of them from the villages without television save money for their children’s education.



19.67% of the respondents of all the villages, 17.3% of respondents with television and 22.27% of those without television save for their children’s future.

12.36% of the respondents of all the villages, 14.8% of respondents with television and 10.72% of those without television save to buy a house or land or furniture. 12.45% of the respondents of all the villages, 13.7% of respondents with television and 11.13% of those without television save to travel. 21.78% of the respondents of all the villages, 20.2% of respondents with television and 23.49% of those without television save for medical expenses. Hence after education medical is on the 2nd priority for the respondents for which they save the money. 9.16% of the respondents of all the villages, 9.63% of respondents with television and 8.64% of those without television do not save.

From the table 5.10 and the graph 5.3, it is clear that both the families, those who are from the villages with television and without television agree to a very great extent that they have to save money for the education of the children. In other words, it can be said that nearly $\frac{1}{4}$ of the respondents save money for the purpose of children's education that is people have realised that education is one of the most important factor in any person's life. Without education the person in particular and society in general cannot progress. Village with television save money to a small extent and without television to some extent save money for their children's future and to some extent they are of the opinion that they have to save for medical care. But compared with the respondents who are without television, the respondents with television are inclined to save money for their comforts and travel. The respondents with television are less inclined to save money for the children's future for example, for their marriage or to buy land and property since they are spending and saving to educate them. It appears to them that once they provide the children with education

they do not worry about their future. Again we see that the traditional type of family system is changing due to those who watch television.

The above table also shows that the respondents with television would like to enjoy comforts and travel. The watching of television might have broadened their horizon of the world, so they would like to experience the situation and also travel can educate and inform them. It shows that watching television helps them to have better management of their saving.

5.11 Use of Extra Money

The respondents were asked how they spend their savings. They had given various responses, which were analysed based on statistical theory and they are given below:

Table 5.11: Use of Extra Money

Use of Extra Money	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Weddings	373	16.30	2.49	2	286	15.1	1.91	1	659	15.75	2.20	1
Death	438	19.09	2.92	3	427	22.6	2.85	3	865	20.67	2.88	3
Religious celebrations	529	23.06	3.53	4	463	24.5	3.09	3	992	23.71	3.31	4
Buying TV or other Gadgets	280	12.21	1.87	1	154	8.15	1.03	1	434	10.37	1.45	1
Education	439	19.14	2.93	3	260	13.8	1.73	1	699	16.71	2.33	1
Others	235	10.24	1.57	1	300	15.9	2	1	535	12.79	1.78	1

The table 5.11 shows that the mean values 2.2 and 1.91 and their median value 1 of the respondents from all the villages also those without television spend almost to no extent on weddings. The mean value 2.49 and the median value 2 of the respondents from the villages with television spend to a small extent on weddings. It is observed from the same table that the mean values, 2.88, 19.09 and 2.85 and the median value 3 of all the 3 groups of respondents spend their money to some extent on

deaths. It is clear from the table that the mean values 3.31 and 3.53 of the respondents from all the villages and from the villages with television, whose median value is 4 show that to a great extent they save money for religious celebrations where as the mean value 3.09 and the median value 3 of the villages without television show that to some extent they save money for the same purpose. It is observed from the same table that the mean values, 1.45, and 1.87 and 1.03 the median value 1 of all the 3 groups of respondents spend their money almost to no extent on buying television sets or other things. It is noticed from the above table that the mean values 2.33 and 1.73 and the median value 1 of all the villages and those without television spend almost no extent on education. But the mean value 2.93 and the median value 3 of those with television spend to some extent on education. The mean values 1.78, 1.57 and 2 respectively of all the villages, with and without television whose median value is 1 spend money almost to no extent on other things than those that are mentioned above. From the table it is clear that nearly 24% of the respondents spend their extra money on religious celebrations followed by on death in the family(20.67%) on education of children (16.71%) on weddings (15.75%) a least amount of extra money is spent on buying television or any other gadgets (10.37%) in case of all the 300 respondents. Table 5.11 indicates very clearly that there is significant relationship between watching television and changes in the religious, social and educational set up of the society. Those with television incline to spend to a great extent and those without television spend to some extent on religious ceremonies. Respondents with television to a small extent spend on weddings and for buying television sets and other gadgets but those without television spend almost to no extent on weddings, buying things and

for education and other things. Where as those with television spend to some extent on education. It is clear from the above tables that those without television almost to no extent spend on weddings, to buy things or on children's education. The differences in the spending on various things could be because of the impact of television where they watch weddings, comfortable homes and educating their children.

5.12 Quantity of Expenditure

The respondents under study were asked about the different types of expenditure they have. They had listed their expenditure on various items. This is shown in table 4.12.

Table 5.12: Quantity of Expenditure:

Quantity of Expenditure	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Food	670	31.8	4.47	5	682	35	4.55	5	1352	33.33	4.51	5
House Rent	223	10.6	1.49	1	167	8.57	1.11	1	390	9.61	1.3	1
Children's Study	510	24.2	3.4	4	375	19.2	2.5	2	885	21.81	2.95	3
Medical	509	24.1	3.39	4	471	24.2	3.14	3	980	24.16	3.27	4
Others	196	9.29	1.31	1	254	13	1.69	1	450	11.09	1.5	1

The table shows that the mean values of 4.51, 4.47 and 4.55 of all the respondents from all the villages, those with and without television whose median value is 5, and their percentage 33.33%, 31.8% and 35% respectively show that they spend to a very extent on food. It is noticeable from the mean value of 1.3, 10.6 and 1.11 of all the respondents from all the villages, those with and without television whose median value is 1 and their percentage 1.3%, 10.6% and 1.11% show that they spend almost to no extent on house rent. It may be because that almost every family is having their own houses. The mean 2.95 and the median value 3 and 21.81% of the 6 villages show that to some extent they spend on children's study. On an average 3.4

with median 4 and 24.2% of the villages, show that they spend to a great extent on the education of their children in villages where television facilities are available. But the mean value 2.5, the media 2 and 19.2% of the villages without television show that to a small extent they spend on the education of their children.

The table shows that the mean values 3.27 and 3.39, the median value of 4 and 24.16% and 24.1% of all the respondents of the 6 villages and those with television show that they spend to a great extent on medical care, whereas the mean value 3.14, the median value 3 and 24.2% show that those respondents without television spend to some extent on medicine. It is observable that the mean values 1.5, 1.31 and 1.69, with their median value 1 and 11.09%, 9.29%, 13% respectively, of all the villages, villages with and without television, spends almost to no extent on other things. It is clear from the table that the people with television and without television spend to a very great extent on food. Again the table shows that the people with television spend to a great extent on education of their children but the people without television spend only to a small extent on the education of their children.

Table 5.12 also shows that the respondents with television use their extra money to a great extent on education. The respondents from village television and those from the village without television spend almost to no extent on house rent. People with television spend to a great extent on medical care while the people without television spend only to some extent on medical care. People with television spend almost to no extent on other things but people with out television spend to a small extent on other things which indicates that those with television do not spend on unnecessary things.

The table clearly indicates that there is a change in the life style of the people with television who look for comforts and children's study compared with those without television. Their income is spent mostly on food and other things which may give them immediate, personal, social and psychological satisfaction.

5.13 Money Spent on Watching Television/Videos

The respondents were asked how much money they spend on watching television or videos. Their responses are analysed based on statistical theory and presented as follows:

Table 5.13: Money Spent of Watching Television/Videos

Money spent on watching TV/Videos	Villages With TV		Villages Without TV		All villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Nil	52	34.67	83	55.33	135	45.00
Less than Rs. 100	81	54.00	35	23.33	116	38.67
Between Rs. 100 - Rs. 500	10	6.67	10	6.67	20	6.67
Above Rs. 500	7	4.67	22	14.67	29	9.67
Total	150	100.00	150	100.00	300	100.00

The above table depicts that 45.00% of the respondents from the 6 villages 34.67% with television and 55.33% without television had said that they do not watch television or videos. It is interesting to note that majority of the respondents (45%) do not spend any money on watching television or videos out of total 300 respondents. 38.67% of the respondents from the 6 villages, 54.00% of those from the villages with television and 23.33% of those without television had said that they spend less than Rs. 100. the reasons for 54% of those respondents who said that they spend less than Rs. 100 in a month in villages where television facilities are available could be that either they do not own a television set in their houses so they might hire television set

as well as players for watching or they go to other places for watching videos. 6.67% of the respondents from the 6 villages 6.67 villages with television and 6.67% without television had said that they spend between Rs. 100 to 500. 9.67% of the respondents from the 6 villages 4.67% villages with television and 14.67% without television had said that they spend above Rs. 500A higher percentage of respondents spending more than Rs.500 in villages where television is not available could be that they go out for watching television on payment basis or for hiring charges of the full set. 45.00% of the respondents from the 6 villages 34.67% with television and 55.33% without television had said that they do not watch television or videos. It is clear from the table that those with television spend money in watching television programmes and videos more than those with out it. It is interesting to make the observation that 65.33% of the respondents with television and 46.67% of the respondents without television spend on watching television and videos it could be that because they do not have cable connections nor they realise the values of television programmes hence, they go to other places to watch their Favourite programmes.

5.14 Sources of Information

The table 5.14 shows the various sources of daily information in the villages.

Table 5.14: Sources of Information

Sources of Information	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Talking with Friends/Elders	291	25.2	1.94	2	323	28.7	2.15	3	614	26.9	3.05	3
Reading Newspapers	275	23.8	1.83	2	215	19.1	1.43	1	490	21.5	2.63	3
Listening to Radio	297	25.7	1.98	2	488	43.3	3.25	4	785	34.4	3.62	4
Watching TV	233	20.2	1.55	1	61	5.41	0.41	0	294	12.9	1.98	1
Others	59	5.11	0.39	0	40	3.55	0.27	0	99	4.34	1.33	1

The mean value 3.05 and 2.15 the median 3 and 26.9% and 28.7% of the respondents from all the villages and those from the villages without television show that often they get information from the daily happenings by talking with their friends or elders, but the mean 1.94, the median 2 and 25.2% of those with television show that sometimes they get the information from their friends or elders. The table revealed that the mean value 2.63, median value 3 and 21.5% of the respondents from all the villages indicate that often they get the information by reading newspapers, whereas the mean 1.83, median value 2 and 23.8% of those with television show that sometimes they get information by reading newspapers. But the mean value 1.43, median value 1 and 19.1% of those without television show that seldom they get the information from newspapers. The mean values 3.62, the median value 4 and 34.4% of the respondents from all the villages had said that very often they get the information by listening to the radio, The mean values 1.98, the median value 2 and 25.7% of the respondents from the villages with television had said that sometime they get the information by listening to the radio, whereas the mean 1.98, median value 4 and 43.3% of those without television expressed that often they get information by listening to the radio. The mean values 1.98 and 1.55 respectively of the respondents from all the villages and those with television and their median value 1 and 4.34% and 5.11% showed that seldom they get the daily information by television. The mean value 0.41, the median value 0 and 5.41% of those from the villages without television revealed that never they get information from television. The mean values 1.33, median value 1 and 4.34% of the respondents from all the villages revealed that seldom they get information from other sources, whereas the mean values 0.39 and

0.27 respectively of the respondents with and without television in the villages the median value 0 and 5.11% and 3.55% stated that they never get information from other sources. Table 5.14 indicates that the respondents with television still feel that often they get information by communicating with their friends and elders. Table 5.8 also shows that to some extent they spent their leisure time with their friends and elders, which is typical of life in the villages. Where the majority of them spend time in talking with people, it is because of this close contacts that exist in the villages, people seem to know every thing about every one in the villages, which is slowly disappearing in cities and towns, due to many other activities, life has become too busy and people do not seem to have much time for others. Television seems to replace their association with others. The respondents are also in agreement that sometime they get information from reading news papers and radio and seldom from television. It is possible that they watch serials or films instead of listening and watching news items, or they are not free at the time of television news since they are engaged in different types of works. On the contrary the respondents without television agree that they often get information by talking with friends and elders, seldom by reading news papers, very often they are informed through radio and never by television, it is probable that they use television for entertainment only because table 5.13 reveals that 165 of spend money on watching television and video. Graph 5.6 shows that 23.50% of the respondents without television and 18.40% with television derive benefits from television by watching entertainment programmes.

From the informal conversation with the respondents, the researcher realised that though the respondents prefer to have television than radio yet they cannot have a

television set since there is no electricity in the villages, secondly they are not able to buy a television set because it is costlier than the radio.

5.15 Common Languages of Communication within the village

Table 5.15 reveals the different languages of communications in the villages where different communities, where the Khasis, Jaintias and the Garos live. The table shows that not only they speak their own languages but also other languages in their villages.

Table 5.15: Common Languages of Communication within Village

Common Languages of Communication within Village	Village with TV				Village without TV				All Villages			
	Total Scores	%	M	Md	Total Scores	%	M	Md	Total Scores	%	M	Md
Khasi	248	32.5	1.65	0	398	47.6	2.65	4	646	40.4	3.15	4.5
Pnar	210	27.5	1.4	0	203	24.3	1.35	0	413	25.8	2.38	1
Garos	171	22.4	1.14	0	181	21.7	1.21	0	352	22	2.17	1
English	73	9.57	0.49	0	22	2.63	0.15	0	95	5.94	1.32	1
Others	61	7.99	0.41	0	32	3.83	0.21	0	93	5.82	1.31	1

M – Mean; Md - Median

It is noticeable from the above table that 40.4% whose mean value is 3.15 and the median 4.5 shows that the sample population from all the six villages very often speaks Khasi. 32.5% whose mean value is 1.65 and the median 0 of the respondents from the villages with television sometime speak Khasi and 47.6% whose mean value is 2.65 and the median 4 of them from the villages without television often speak Khasi. 25.8% whose mean value is 2.38 and the median 1 shows that the sample population from all the six villages sometime speaks Pnar. 27.5% whose mean value is 1.4 and the median 0 of the respondents from the villages with television seldom speak Pnar and 24.5% whose mean value is 1.35 and the median 0 of them from the villages without television seldom speak Pnar. 22 % whose mean value is 2.17 and the median 1 shows that the sample population from all the six villages seldom speaks

Garó. 22.4% whose mean value is 1.14 and the median 0 of the respondents from the villages with television seldom speak Garó and 21.7% whose mean value is 1.21 and the median 0 of them from the villages without television seldom speak Garó.

The table also indicates that 5.94% whose mean value is 1.32 and the median 1 shows that the sample population from all the six villages seldom speak English 9.57% whose mean value is 0.49 and the median 0 of the respondents from the villages with television never speak English and 2.63% whose mean value is 0.15 and the median 0 of them from the villages without television never speak English. 5.82% whose mean value is 1.31 and the median 1 shows that the sample population from all the six villages seldom speak other languages 7.99% whose mean value is 0.41 and the median 0 of the respondents from the villages with television never speak other languages and 3.83% whose mean value is 0.21 and the median 0 of them from the villages without television never speak other languages.

From the above table it is noticeable that the respondents from all the villages often speak Khasi, and seldom Pnar and Garó and never English and other languages. Though it is not significant, yet a small percentage of them with and without television speak English and other languages. Those with television seem slightly higher than those without television who speak other languages like English, Hindi, Nepali and other languages. It is found from the above table that people with television communicate in their mother tongue that is Khasi, Pnar and Garó. At the same time also they have learnt to converse in English and other languages such as Hindi and Nepali. This indicates either they they have learnt by watching television, films or listening radio or through the interaction with other communities other than their own,

which in turn will bring cultural changes, sharing of information, food habits, customs, ideas, etc. changes. There could be the possibility of inter marriages between them, which might force them to converse in other languages than their mother tongue, while, those without television speak only Khasi in the villages.

5.16 Languages of Communication with Outsiders

The table shows the different languages that are used by the respondents with and without television in order to communicate with outsiders.

Table 5.16: Language of Communication with Outsiders

Common Languages of Communication with Outsiders	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Khasi	350	35.9	2.33	3	363	34.4	2.42	4	713	35.1	3.38	5
Pnar	107	11	0.71	0	200	19	1.33	0	307	15.1	2.02	1
Garo	98	10.1	0.65	0	193	18.3	1.29	0	291	14.3	1.97	1
Hindi	138	14.2	0.92	0	127	12	0.85	0	265	13.1	1.88	1
English	208	21.4	1.39	0	133	12.6	0.89	0	341	16.8	2.14	1
Nepali	23	2.36	0.15	0	3	0.28	0.02	0	26	1.28	1.09	1
Others	50	5.13	0.33	0	36	3.41	0.24	0	86	4.24	1.29	1

35.15% of the respondents from the six villages, whose mean value is 3.38 and the median is 5 shows that very often they communicate with outsiders in Khasi, 35.9% of the respondent from the villages with television whose mean value is 2.33 and the median is 3 shows that often they communicate in Khasi. Whereas 34.4% of the respondents without television, whose mean value is 2.42 and the median 4 shows that very often they speak Khasi with outsiders. 15.1% of the respondents, whose mean is 2.02 and the median 1 shows that sometimes that the respondents from the six villages speak seldom Pnar with outsiders 11% of the respondents with television whose mean is 0.71 and the median 0 never speak Pnar with outsiders. 19% of the

respondents without television whose mean value is 1.33 and the median 0 seldom speak Pnar with outsiders. 15.1% of the respondents from the six villages whose mean is 2.02 and the median 1 show that that the respondents from the six villages speak sometimes Pnar with outsiders 11% of the respondents with television whose mean is 0.71 and the median 0 never speak Pnar with outsiders. 19% of the respondents without television whose mean value is 1.33 and the median 0 seldom speak Pnar with outsiders. 14.3% of the respondents of all the villages under study whose mean is 1.97 and the median 1 show that that the respondents from the six villages sometimes speak Garo with outsiders 10.1% of the respondents with television whose mean is 0.65 and the median 0 never speak Garo with outsiders. 18.3% of the respondents without television whose mean value is 1.29 and the median 0 seldom speak Garo with outsiders. 13.1% of the respondents from the six villages, whose mean is 1.88 and the median 1 show that that the respondents from the six villages sometimes speak Hindi with outsiders. 14.2% of the respondents with television whose mean is 0.92 and the median 0 never speak Hindi with outsiders. 12% of the respondents without television whose mean value is 0.85 and the median 0 seldom never speak Hindi with outsiders. 16.8% of the respondents from all the villages whose mean is 2.14 and the median 1 show that that the respondents from the six villages sometimes speak English with outsiders 21.4% of the respondents with television whose mean is 1.39 and the median 0 never speak English with outsiders. 12.6% of the respondents without television whose mean value is 0.89 and the median 0 never speak English with outsiders. 1.28% of the respondents from the six villages whose mean is 1.09 and the median 1 show that that the respondents from the six villages seldom speak Nepali with outsiders

2.36% of the respondents with television whose mean is 0.15 and the median 0 never speak Nepali with outsiders. 0.28% of the respondents without television whose mean value is 0.02 and the median 0 never speak Nepali with outsiders. 4.24% of the respondents of all the six villages whose mean is 1.29 and the median 1 show that that the respondents from the six villages seldom speak other languages with outsiders 5.13% of the respondents with television whose mean is 0.33 and the median 0 never speak other languages with outsiders. 3.41% of the respondents without television whose mean value is 0.24 and the median 0 never speak other languages with outsiders.

Table 5.16 indicates that people with television as well as without television are able to communicate to some extent with other languages such as Hindi, English, Nepalese and others. This is because of the fact that, even those without television watch programmes on television in the video parlour or they hire the television, VCP, DVD and batteries to watch movies in different languages apart from listening to the radio programmes and meeting people of different communities. They do listen to radio and communicate with others in different languages.

Further the Mean score indicates that an average of 2.14 person of the respondents speak English and also an average of 1.88 persons speak Hindi, an average of 1.09 persons speak Nepali and an average of 1.29 person speak other languages other than their mother tongue.

5.17 Programme Choices on Radio

The table 5.17(a) shows the different types of music that the respondents from the six villages listen on radio.

Table 5.17 (a): Choice of Music on Radio

Choice of Music on Radio	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Western	185	12.5	1.23	0	205	19	1.37	1	390	15.2	2.3	1
Hindi	136	9.2	0.91	0	195	18.1	1.3	1	331	12.9	2.1	1
Classical	231	15.6	1.54	0	99	9.17	0.66	0	330	12.9	2.1	1
Light	136	9.2	0.91	0	85	7.87	0.57	0	221	8.64	1.74	1
Pop Songs	107	7.23	0.71	0	47	4.35	0.31	0	154	6.02	1.51	1
Film Songs	136	9.2	0.91	0	71	6.57	0.47	0	207	8.09	1.69	1
Regional Songs & Music	243	7.23	1.62	1	167	15.5	1.11	0	410	16	2.37	1
Devotional Songs	223	16.4	1.49	0	119	11	0.79	0	342	13.4	2.14	1
Folk Songs	82	5.54	0.55	0	92	8.52	0.61	0	174	6.8	1.58	1

15.2% of the respondents with whose mean is 2.3 and the median 1 show that that the respondents from the six villages seldom listen to western music. 12.5% of the respondents with television whose mean is 1.23 and the median 0 never listen to western music. 19% of the respondents without television whose mean value is 1.37 and the median 1 seldom listen to western music. 12.9% of the respondents whose mean is 2.1 and the median 1 show that that the respondents from the six villages seldom listen to Hindi music. 9.2% of the respondents with television whose mean is 0.91 and the median 0 never listen to Hindi music. 19% of the respondents without television whose mean value is 1.37 and the median 1 seldom listen to Hindi music. 12.9% of the respondents with whose mean is 2.1 and the median 1 show that that the respondents from the six villages seldom listen to classical music. 15.6% of the respondents with television whose mean is 1.54 and the median 0 never listen to

classical music. 9% of the respondents without television whose mean value is 0.66 and the median 0 never listen to classical music. 8.64% of the respondents whose mean is 1.74 and the median 1 show that that the respondents from the six villages seldom listen to light music. 9.2% of the respondents with television whose mean is 0.91 and the median 0 never listen to light music. 7.87% of the respondents without television whose mean value is 0.57 and the median 0 never listen to light music. 6.02% of the respondents with whose mean is 1.51 and the median 1 show that that the respondents from the six villages seldom listen to pop music. 7.23% of the respondents with television whose mean is 0.71 and the median 0 never listen to pop music. 4.35% of the respondents without television whose mean value is 0.31 and the median 0 never listen to pop music. 8.09% of the respondents with whose mean is 1.69 and the median 1 show that that the respondents from the six villages seldom listen to film songs. 9.2% of the respondents with television whose mean is 0.91 and the median 0 never listen to film songs. 6.57% of the respondents without television whose mean value is 0.47 and the median 0 never listen to pop film songs. 6.8% of the respondents with whose mean are 1.58 and the median 1 show that that the respondents from the six villages seldom listen to folk songs. 5.54% of the respondents with television whose mean is 0.55 and the median 0 seldom listen to folk songs. 6.8% of the respondents without television whose mean value is 1.58 and with median 0 never listens to folk songs.

The above table also shows that both the groups that is the respondents with television and without television listen to variety of music and songs on radio. Though there is no significant difference in their choice of music on radio yet there are slight

differences in their selection of music. The respondents with television prefer to listen to classical, light, pop songs, film songs, and devotional songs, better than those without television, whereas those without television listen to western and Hindi music, regional songs and music and folk songs. It is clear from the table that television may take our audience away from the ambience of the place where they live and the traditional songs, music and dances may disappear, if we are not careful in preserving our culture and tradition. On the other hand we could make use of television to preserve and transmit our cultural and traditional songs, music and dances with the help of television. It is up to us how we make use of this fascinating media.

Table 5.17(b): indicates the variety of news they listen on radio.

Table 5.17 (b): Choice of News on Radio

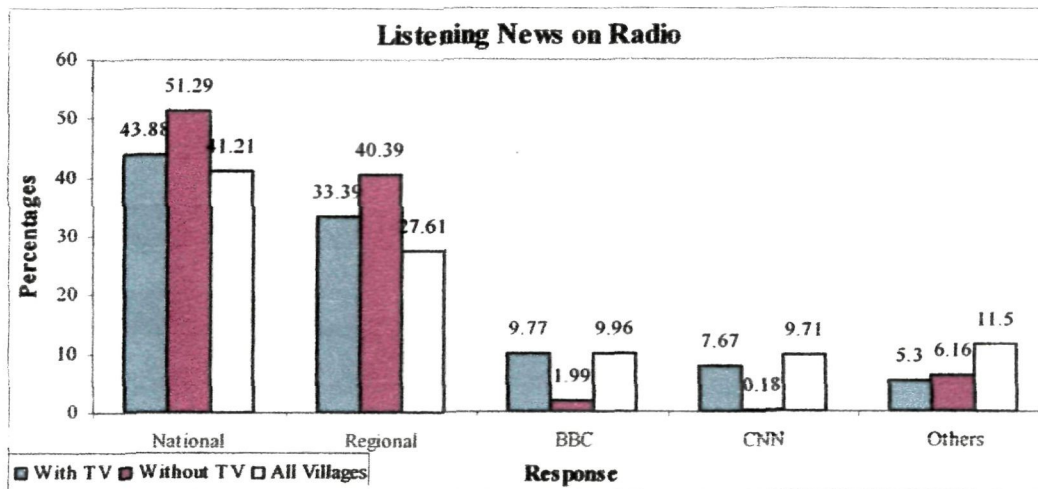
Choice of News on Radio	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
National	2.09	2	1.89	1	2.99	3
Regional	1.59	1	1.49	0	2.54	1
BBC	0.47	0	0.07	0	1.27	1
CNN	0.37	0	0.01	0	1.19	1
Others	0.25	0	0.23	0	2.99	1

The table shows that the respondents from all the villages whose mean value is 2.99 and the median 3 often listen to national news. The mean 2.09 and median 2 of the respondents from all the villages with television, show that sometimes they listen to national news. The mean value is 1.89 and the median 1 of the respondents from all the villages without television, show that they seldom listen to national news. The table points out that the respondents from all the villages whose mean value is 2.54 and the median 1 show that sometimes, they listen to regional news. The mean value is 1.59 and the median 1 of the respondents from all the villages with television, show

that they seldom listen to regional news. The mean value is 1.49 and the median 0 of the respondents from all the villages without television, show that they never listen to regional news. The table indicates that the respondents from all the villages whose mean value is 1.27 and the median 1 show that seldom they listen to BBC news. The mean value is 0.47 and the median 0 show that the respondents from the villages with television, never listen to BBC news. The mean is 0.07 and the median 0 of the respondents from the villages without television, show that they never listen to BBC news. The table indicates that the respondents from all the villages whose mean value is 1.27 and the median 1 show that seldom they listen to BBC news. The mean is 0.47 and median 0 show that the respondents from all the villages with television, never listen to BBC news. The mean is 0.07 and the median 0 of the respondents from all the villages without television, show that they never listen to BBC news. The table indicates that the respondents from all the villages whose mean is 1.19 and the median 1 show that seldom they listen to CNN news. The mean is 0.37 and the median 0 show that the respondents from all the villages with television, never listen to CNN news. The mean is 0.01 and the median 0 show that the respondents from all the villages without television, never listen to CNN news. The table indicates that the respondents from all the villages whose mean value is 2.99 and the median 3 show that they often listen to other news. The mean and median as 0.25 and 0 respectively show that the respondents from all the villages with television never listen to other news. The mean is 0.23 and median 0 show that the respondents from all the villages without television never listen to other news. The table reveals that though there are no significant differences between those with television and those without it, yet those with

television listen to different types of news like BBC and CNN news than those without television.

Graph 5.4: Choice of News on Radio



41.21% of the respondents from all the villages, 43.88% of those from the villages with television and 51.29% of those from the villages without television listen to national news. 27.61% of the respondents from all the villages, 33.39% of those from the villages with television and 40.39% of those from the villages without television listen to regional news. 9.96% of the respondents from all the villages, 9.77% of those from the villages with television and 1.99% of those from the villages without television listen to BBC news. 9.71% of the respondents from all the villages, 7.67% of those from the villages with television and 0.18% of those from the villages without television listen to CNN news. 11.5% of the respondents from all the villages, 5.3% of those from the villages with television and 6.16% of those from the villages without television listen to other news.

From the responses given by the respondents show that all of them, whether they have television or not listen to news on radio. But the differences that can be seen

from the table is that, those with television seem to be interested not only in the national and regional news but also of the news from other countries.

The respondents were asked of their choice of other programmes. Their responses have been presented in table 5.17 (c).

Table 5.17 (c): Choice of Other Programmes on Radio

Choice of Programmes on Radio	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Agricultural Programme	1.3	0	1.47	1	2.38	1
Discussions	1.67	1	0.99	0	2.33	2
Quiz	0.64	0	0.25	0	1.44	1
Films	0.96	0	0.41	0	1.69	1
Serials	1.04	0	0.37	0	1.7	1
Others	0.35	0	0.25	0	1.3	1

The table shows that the respondents of all the villages, whose mean value is 2.38 and the median value 1 shows that sometime they interested in agricultural programmes. The respondents with television, whose mean value is 1.3 and the median 0, are never interested in agricultural programmes. On the other hand, the respondents without television whose mean value is 1.47 and the median value 1 are seldom interested in agricultural programmes. The table indicates that the respondents of all the villages, whose mean value is 2.33 and the median value 1 sometime, listen to discussions. The respondents with television, whose mean value is 1.67 and the median 1 sometime, listen to discussions. The respondents without television whose mean value is 0.99 and the median value 0 shows that they are never interested in discussions.

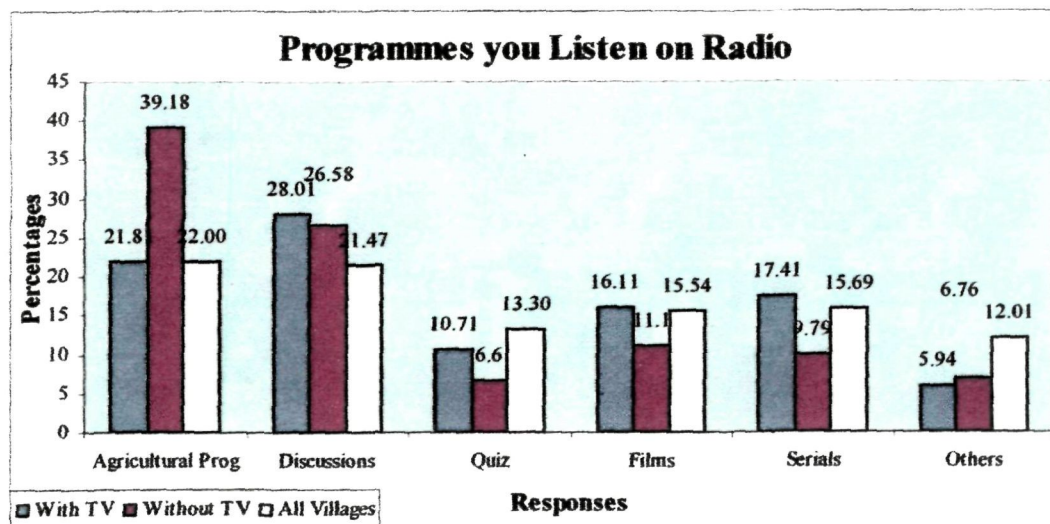
It can be seen from the table that the respondents of all the villages, whose mean value is 1.44 and the median value 1 are sometime interested in quiz. The

respondents with television, whose mean value is 0.64 and the median 0, are never interested in quiz, whereas, the respondents without television, whose mean is 0.25 with median 0, are never interested in quiz. The table indicates that the respondents of all the villages, whose mean value is 1.7 and the median value 1, sometime interested in serials. The respondents with television, whose mean value is 1.04 and the median 0, are sometime interested in serials. But the respondents without television, whose mean value is 0.37 and the median value 0, are never interested in serials. It can be seen from the table that the respondents of all the villages, whose mean value is 1.3 and the median value 1 sometime they are interested in other programmes. The respondents with television, whose mean value is 0.35 and the median 0, are never interested in other programmes. Also, the respondents without television, whose mean value is 0.25 and the median value 0, are never interested in other programmes.

From the table we could say that the respondents are not very much interested in other programmes other than news. The table reveals that they need to be educated about the other programmes which are informative, entertaining and educative.

Graph 5.5: Choice of News on Radio

Graph 5.5 shows in graphical representation in percentage the various radio programmes that are preferred by the respondents with and without television.



22% of the respondents from all the villages under study, 21.81% of those from the villages with television and 39.18% of them from the villages without television listen to agricultural programmes. 21.47% of the respondents from all the villages under study, 28.01% of those from the villages with television and 26.58% of them from the villages without television listen to discussions. 13.30% of the respondents from all the villages under study, 10.71% of those from the villages with television and 6.6% of them from the villages without television listen to quiz on radio. 15.54% of the respondents from all the villages under study, 16.11% of those from the villages with television and 11.1% of them from the villages without television listen to films. 15.69% of the respondents from all the villages under study, 17.41% of those from the villages with television and 9.79 % of them from the villages without television listen to serials. 12.01% of the respondents from all the

villages under study, 5.94% of those from the villages with television and 6.76 % of them from the villages without television listen to other programmes.

Table 5.17 (a) indicates that the respondents with television and without television show that they listen to western music Hindi songs and music, they also listen to classical, and light music. They interested in pop songs, devotional songs, film songs and folk songs. They listen to western and Hindi music since there is variety in the songs and they are also easily available in the market. At the same time it is clear from the findings that people are changing from spirituality to modernisation. It is also observable that they are slowly moving out of their own setting of village life to the wider world, but their change is not spectacular.

The table 5.17 (b) indicates that people with television are interested in the regional, national and world programmes. They are informed by national, regional and global news of the world, contrary to that, the people in the villages with out television are restricted to national and regional news only and they are very little in touch with the news of outside world.

It is clear from the table 5.17 (c) that both the groups of people, with and without television, are interested in getting information regarding their occupation and other matters, whereas the respondents without television are not very much interested in discussion programmes, this could be because of the educational background. As they are not educated and they may not be used to serious thinking and understanding

5.18 Language Preference on Radio

The respondents were asked their preferences of language they would like to listen on radio and their responses are analysed and represented in table (4.18).

Table 5.18: Language Preference on Radio

Language Preference on Radio	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
English	139	14.4	0.93	0	217	14.7	1.45	1	356	14.6	2.19	1
Khasi	390	40.5	2.6	4	392	26.6	2.61	4	782	32.1	3.61	5
Garo	134	13.9	0.89	0	366	24.8	2.44	3	500	20.5	2.67	1
Pnar	163	16.9	1.09	0	199	13.5	1.33	0	362	14.9	2.21	1
Hindi	97	10.1	0.65	0	216	14.7	1.44	0.5	313	12.8	2.04	1
Others	40	4.15	0.27	0	83	5.63	0.55	0	123	5.05	1.41	1

The above table shows that 14.6%, the mean value 2.19 and the median 1 of the respondents from all the villages show that almost to no extent they like to listen to English programmes on radios. 14.4%, the mean value 0.93 and the median 0 of the respondents from the villages with television show that they never like to listen to English programmes on radios. 14.7%, the mean value 1.45 and the median 1 of the respondents from the villages without television show that they almost to no extent they like to listen to English programmes on radios. 32.1%, the mean value 3.61 and the median 5 of the respondents from the villages with television show that to a very great extent they like to listen to Khasi programmes on radios. 40.5% the mean value 2.6 and the median 4 of the respondents from the villages with television show that to a great extent they like to listen to Khasi programmes on radios. 26.6%, the mean value 2.61 and the median 4 show that the respondents from the villages without television, to a great extent like to listen to Khasi programmes. 20.5%, the mean value 2.67 and the median 1 of the respondents from all the villages with television show

that almost to no extent they like to listen to Garo programmes on radios. 13.9% the mean value 0.89 and the median 0 of the respondents from the villages with television show that never like to listen to Garo programmes on radios. 24.8%, the mean value 2.44 and the median 3 show that some times they like to listen to Garo programmes. 14.9%, the mean value 2.21 and the median 1 of the respondents from all the villages with television show that almost to no extent they like to listen to Pnar programmes on radios. 16.9% the mean value 1.09 and the median 0 of the respondents from the villages with television show that never like to listen to Pnar programmes on radios. 13.5%, the mean value 1.33 and the median 0 show that they never like to listen to Pnar programmes on radio. 12.8%, the mean value 2.04 and the median 1 of the respondents from all the villages with television show that almost to no extent they like to listen to Hindi programmes on radios. 10.1% the mean value 0.65 and the median 0 of the respondents from the villages with television show that never like to listen to Hindi programmes on radios. 14.7%, the mean value 1.44 and the median 0.5 show that never they like to listen to Hindi programmes on radio. 5.05%, the mean value 1.41 and the median 1 of the respondents from all the villages with television show that almost to no extent they like to listen to other programmes on radios. 4.15% the mean value 0.27 and the median 0 of the respondents from the villages with television show that never like to listen to other programmes on radios. 5.63%, the mean value 0.55 and the median 0.5 show that never they like to listen to other programmes on radio.

Table shows that very often they like to listen in their own language. The respondents are very much open to other languages. But people with television seem

to understand their responsibilities to preserve their own culture and traditions that is why the table shows that 40.51% of the people with television devote their time to listening to radio programmes in Khasi than in English or Hindi.

5.19 Reading News Papers

The respondents were asked if they read newspapers and their answers are recorded in Table 5.19.

Table 5.19: Reading News Papers

Do you read Newspapers	With TV		With out TV		All villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	98	65.33	37	24.67	135	45.00
No	52	34.67	113	75.33	165	55.00
Total	150	100.00	150	100.00	300	100.00

45% of the respondents for all the villages 65.33% of the respondents from the villages with television and 24.67% of the respondents from without television had said that they read newspapers. Whereas 55% of the respondents of all the villages under study, 34.67% from the villages with television and 75.33% of the respondents without television had expressed that they do not read news papers.

The table indicates that 98% of the respondents from the village with television read news papers and only 37% of them from the villages with out television read newspapers, which shows that television does encourage reading of newspapers. Thus 165% of the respondents do not read news papers this could be because of the fact that the news papers may not available to them or they may not have formed the habit of reading newspapers. Their monetary condition may also hinder them from reading newspapers in order to be informed.

5.20 Language Preference

The respondents with television and without television were asked their choice of language preference in watching films. Their responses are analysed based on statistical theory and presented it in table (5.20).

Table 5.20: Language Preference

Language preference	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Hindi	314	71	2.09	2	139	71.6	0.93	1	453	71.2	2.51	2
English	128	29	0.85	0	55	28.4	0.37	0	183	28.8	1.61	1

The mean values 2.51 and 2.09, the median value 2 and 71.2% and 71% respectively of the respondents from all the villages and those from the villages with television show that sometimes they prefer to watch Hindi films. Whereas the mean value 0.93, the median value 1 and 71.65% of those without television indicate that seldom they prefer to watch films in Hindi.

The mean 1.61, the median 1 and 28.8% show that the respondents from the 6 villages seldom watch films in English. But the mean value 0.85 and 0.37 respectively, the median value 0, 29% and 28.45% of the respondents with and without television had said that they never like to watch films in English.

Tables 5.20 and 5.21 indicate that all people with and without television watch films. It is very interesting to notice that people with out television do watch films in different places since they do not have television sets in their homes. Table 4.26 shows that the respondents with television and without television watch television from one hour to more than four hours a day. But it shows that the duration of watching television by those with television is higher than those without television. Table 5.24

shows that they watch television in their friends', relatives' houses, community hall and information centres and again the table also shows the duration of watching television differs from those who have television and those who do not have television. Table (5.21) also shows that the respondents with and without television watch film in Hindi and in English in different places like theatre, video parlour, friends' and relations' houses and again the duration of those with television and without television differs. What is obvious here is that they spend their time and money for entertainment more than the educational informational programmes. There is a need for media education to be introduced in schools and colleges and organised meetings with the villagers to educate them to use the mass media for development.

5.21 Preference of Television

The table 5.21 shows the type of television sets that the respondents would like to have.

Table 5.21: Preference of Television

Preference	With TV		Without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Black & White TV	21	14.00	3	2.00	24	8.00
Colour TV	129	86.00	147	98.00	276	92.00
Total	150	100.00	150	100.00	300	100.00

Only 8% of the respondents from all the villages 14% from the villages with television and 2% of the respondents from the villages without television prefer to have black and white television. Whereas, 92% of the respondents from all the villages, 86% of the respondents from the villages with television and 98% of them from the villages without television prefer colour television sets.

The table shows that all of them prefer having a television set at home. 8% of them prefer Black and white television sets and 92% of them prefer colour television sets. This shows that television is a powerful medium because it combines colour, voice, sound, motion and visuals.

The study conducted by Rinten (2006) shows that any media is informing but the study shows “they pay more attention to the television to the information hunger. More than two third respondents (69%) prefer television as a source of electronic media.”

Also Mulay as quoted by Kuppusamy B (2000) shows that “television is a very powerful medium provided the programmes are designed to promote innovation and adoption of innovation.”

5.22 Television at Home

Table 5.22 shows the responses of the respondents regarding the ownership of television sets.

Table 5.22: Television at Home

TV at Home	With TV		Without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	68	46	-	-	68	23.00
No	82	54	150	100.00	232	77.00
Total	150	100	150	100.00	300	100.00

The above table indicates that only 46% of the respondents with television in the village have a television sets at home. 232 of the total families do not own a television set. It is alarming to note that 232 of them do not own a television set at home, The number of studies undertaken regarding the impact of television for

development show that it is indeed a medium for development specially in the villages, if that is the case, we cannot expect development in the villages in Meghalaya if they are not informed.

5.23 Places to Watch Television

The respondents were asked where they go to watch television programmes, table 5.23 gives their responses.

Table 5.23: Places to watch Television

Place to watch Television	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Friends House	333	52.4	2.22	2	230	1	1.53	1	563	57.2	2.88	2
Community Hall	32	5.03	0.21	0	9	0	0.06	0	41	4.17	1.14	1
Relatives House	226	35.5	1.51	1	101	0	0.67	0	327	33.2	2.09	1
Information Centre	45	7.08	0.03	0	8	0	0.05	0	53	5.39	1.18	1

The mean value 2.88 and the median value 2 and 57.2% and 52.4% of the respondents from all the villages and those from the villages with television indicate that sometimes they watch television in their friends' houses. But the mean value of 1.53 and its median value 1 and 1% of the respondents from the villages without television reveal that seldom they go to their friends' houses to watch television.

The table shows the mean value 1.14 and the median value 1 and 4.17% of respondents from all the villages state that they seldom go to the community hall to watch programmes on television. The mean value 1.14, the median value 1 and 5.03% of the respondents with television seldom go to the community hall to view television programmes. The mean value of 0.06 and the median value 0 and 0.06% of the respondents say that never go to the community hall to watch television. The mean

value of visiting relatives' houses is 2.09 and 1.51 respectively of the respondents with all the villages and those from the villages with television; their median value 1 and 33.25% and 35.5% respectively, shows that seldom they go to the relatives' houses to watch television. Whereas the mean value of those without television is 0.67, its median value is 0 and 0% have said that they never go to the relatives' houses to watch television. The mean values of the respondents of all the villages is 1.18, the median value is 1 and 5.39% of the respondents from all the villages show that seldom they go to the information centres to watch television. The mean value of the villages with television is 0.03 and the villages without television is 0.05, their median value is 0 and their percentage is 7.08% and 0% respectively, indicates that they never to the information centre to watch television programmes.

The table indicates that people with television and without television do watch television programmes in their friends', relations' houses, community halls and information centres. Television does socialise people and brings in cultural change in the social order. It influences the economic, education and cultural life of a place. There is a relationship between the television and cultural change in the society.

5.24 Place of Watching Films

The respondents were asked whether they go to watch television programmes. Table 5.24 gives their responses.

Table 5.24: Place of Watching Films

Place of watching films	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Theatre	40	4.86	0.27	0	17	6.44	0.11	0	57	5.24	1.19	1
Video Parlour	76	9.23	0	0	105	39.8	0.7	0	181	16.7	1.6	1
Friends House	260	31.6	1.73	1	73	27.7	0.49	0	333	30.6	2.11	1
Relatives House	222	27	1.48	1	58	22	0.39	0	280	25.8	1.93	1
At Home	186	22.6	1.24	0	7	2.65	0.05	0	193	17.8	1.64	1
Never	39	4.74	0.26	0	4	1.52	0.03	0	43	3.96	1.14	1

The table indicates that 5.24%, the mean value 1.19 and the median 1 of the villages under study show that seldom they to the theatre to watch films. 4.86%, the mean value 0.27 and the median value 0 of the respondents with television are of the opinion that never goes the theatre to watch films. 6.44%, the mean value 0.11 and the median 0 say that they never go to the theatre to watch films. 16.7%, the mean value 1.6 and the median 1 of the villages under study show that seldom they to the video parlour to watch films. 9.23%, the mean value 0 and the median 0 of the respondents from the villages with television show that never they to the video parlour to watch films. 39.8%, the mean value 0.7 and the median value 0 of the respondents with out television are of the opinion that never go the video parlour to watch films. 30.6%, the mean value 2.11 and the median 1 of the villages under study show that seldom they to the friends' houses to watch films. 31.6%, the mean value 1.73 and the median 1 of the respondents from the villages with television show that seldom they to the friends' houses to watch films. 27.7%, the mean value 0.49 and the median value 0 of the respondents with out television are of the opinion that never goes the friends' houses to watch films. 25.8%, the mean value 1.93 and the median 1 of the villages under study show that seldom they to the relations' houses to watch films. 27%, the mean

value 1.48 and the median 1 of the respondents from the villages with television show that seldom they go to the relations' houses to watch films. 22.7%, the mean value 0.39 and the median value 0 of the respondents with out television are of the opinion that never goes to the relations' houses to watch films. 17.8%, the mean value 1.64 and the median 1 of the villages under study show that seldom they watch films at home. 22.6%, the mean value 1.24 and the median 0 of the respondents from the villages with television show that they never watch films at home. 2.65% the mean value 0.05 and the median value 0 of the respondents with out television are of the opinion that never watches films at home. 3.96%, the mean value 1.14 and the median 1 of the villages under study show that never watch films. 4.74%, the mean value 0.26 and the median 0 of the respondents from the villages with television show never watch films. 1.52%, the mean value 0.03 and the median value 0 of the respondents with out television are of the opinion that never watches films. It is very remarkable to notice that people with out television do watch films in different places since they do not have television sets in their homes. What is noticeable here is that 25.5% of them spend their time and money on watching films; most probably they might be watching film for entertainment because the study shows that very few of them like to watch documentary programmes. There is a need for media education to be introduced in schools and colleges and organised discussions with the villagers to educate them in the use of the mass media for development.

5.25 Favourite Programmes on Television

The respondents of the study were asked the different types of programmes which they would like to watch. Their responses are given in statistical based theory.

Table 5.25: Favourite Programmes on Television

Favourite Prog on TV	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Music	350	22	2.33	3	155	21.3	1.03	0	505	17.1	2.68	2
Sports	280	17.6	1.87	2	95	13.1	0.63	0	375	14.3	2.25	2
News and Discussion	243	15.3	1.62	2	169	23.3	1.13	0	412	15.1	2.37	2
Educational Prog	265	16.7	1.77	1.5	166	22.9	1.11	0	431	15.5	2.44	1
Films /serials	226	14.2	1.51	1	61	8.4	0.41	0	287	12.5	1.96	1
Quiz	136	8.56	0.91	0	37	5.1	0.25	0	173	10	1.58	1
Others	56	3.53	0.37	0	33	4.55	0.22	0	89	8.25	1.3	1
Not applicable	32	2.02	0.21	0	10	1.38	0.07	0	42	7.25	1.14	1

The mean values of 2.68 and 2.33 respectively of all the villages and villages with television. Their median value is 2 and 17.45% and 22% of them sometime would like to watch and listen to music. The mean value 1.03, the median value 0 and 21.3% of those without television seldom like to watch and listen to music. The mean values of the respondents of all the villages under study are 14.3 whereas that of the villages with television is 1.87. Their median is 2 and 14.35% and 17.65% respectively sometime likes to watch sports. But the mean value 0.63, the median 0 and 13.1% of the respondents without television seldom like to watch sport item on television. The mean values of the respondents of all villages and with television are 2.37 and 2.43, their median is 2 and 15.15% and 15.3% respectively sometime they like to watch news and discussion on television, whereas the mean 1.13 and 23.3% of the respondents without television never like to watch news and discussion on television. The mean of educational programme watched by the respondents of all the villages under study is 2.44 whereas that of the villages with television is 1.51. Their

median value is 1 and 1.5 and 15.5% and 14.2% respectively seldom they like to watch sports. But the mean 0.41 with median 0 and 8.4% of the respondents without television never like watch educational programme on television. The mean values of the respondents of all villages and with television are 1.96 and 1.51 their median is 1 and 12.5% and 14.2% respectively seldom they like to films or serials and whereas, the mean value 0.41 and 8.4% of the respondents without television never like to films or serials on television. The mean value of the respondents of all villages is 1.58, median value is 1 and 10% of them sometime like to watch quiz on television. But the mean values of the respondents of villages with and without television is 0.25 and 0.91 their median value is 0 and 5.1% and 8.56% respectively seldom they like to watch quiz on television. The mean value of the respondents of all villages is 1.58, median value is 1 and 10% of them sometime like to watch quiz on television. But the mean values of the respondents of villages with and without television is 0.25 and 0.91 their median value is 0 and 5.1% and 8.56% respectively seldom they like to watch quiz on television. The mean value of the respondents of all villages is 1.3, median value is 1 and 10% of them seldom like to watch quiz on television. But the mean values of the respondents of villages with and without television is 0.37 and 0.22 their median value is 0 and 3.53% and 4.55% respectively never like to watch quiz on television. The mean value of the respondents of all villages is 1.14, median value is 1 and 7.25% of them said not applicable. But the mean values of the respondents of villages with and without television are 0.21 and 0.07 their median value is 0 and 2.02% and 1.38% respectively said that is not applicable.

It is apparent from the above table, and from table (4.19) that the majority of the respondents that is 98% watch various programme on television whether they have television in their villages or not. But the time spent in watching various television programmes differs from those with television and without television. Table (4.26) also indicates that those with television watch the television programmes many hours than those without it. The respondents do watch educational programmes along with entertainment programmes. It is clear from the tables that people are open to television programmes and what is necessary is to telecast programmes which help them to develop themselves.

5.26 Duration of Watching Television

The respondents were asked how many hour of the day they watch television programmes and their responses are given below in percentage:

Table 5.26: Duration of Watching Television

Duration of watching TV	With TV		Without TV		All Villages	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Up to one hour	113	75.33	127	84.67	240	80.00
2 to 4 hours	27	18.00	21	14.00	48	16.00
More than 4 hours	10	6.00	2	1.33	12	4.00
Total	150	100.00	150	100.00	300	100.00

80% of the respondents from all the villages, 75.33% of those from the villages with television and 84.67% of those without television watch television up to 1 hour a day. 16% of the respondents from all the villages, 18% of those from the villages with television and 14% of those without television watch television 2 to 4 hours a day. 4% of the respondents from all the villages, 10% of those from the villages with television and 2% of those without television watch television more than 4 hours a day. From the

above table it is clear that all the respondents watch television programmes. 80% of them watch, up to an hour, a day. This could be because of the reason that they do not have a television set at home. 16% of them watch 2 to 4 hours, and 4% of them watch more than 4 hours a day. It is also shown from the table that the duration of watching television programmes by those with television is higher than those without television. This shows that television forms a part of their daily schedule. If this medium could be used fruitfully, then there will be development of oneself, family and society.

5.27 Time of Watching Television

The respondents under study were asked at what hour of the day they watch television programmes. The responses given by them are shown in table 5.27.

Table 5.27: Time of Watching Television

Time of Watching Television	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Morning/ Afternoon	114	19.2	0.76	0	83	49.7	0.55	0	197	25.9	1.66	1
Evening / Night	384	64.6	2.56	4	75	44.9	0.5	0	459	60.3	2.53	2
Late Night	96	16.2	0.64	0	9	5.39	0.06	0	105	13.8	1.35	1

With mean 1.66 and the median value 1 of the respondents from all the villages show that seldom watch television in the morning or afternoon 0.76 of the mean value and the median value 0 of the respondents from the villages with television show that never watch television in the morning or afternoon. The mean value 0.5 and the median value 0 of the respondents without television show that they never watch television in the morning or afternoon. 2.53 of the mean value and the median value 2 of the respondents from all the villages show that sometime they watch television in the evening or at night 2.56 of the mean value and the median value 4 of the

respondents from the villages with television show that very often they watch television in the evening or at night. However, those with the mean value 0.5 and 0 median show that they never watch television in the evening or at night. 1.33 of the mean value and the median value 1 of the respondents from all the villages show that seldom they watch television late at night. 0.64 of the mean value and the median value 0 of the respondents from the villages with television show that never watch television in the late at night. And the mean value 0.6 and the median value 0 of the respondents without television show that they never watch television late at night.

The mean and median values from the table 4.27 show those with television watch television programmes mostly in the evening or at night. At the same time some of them watch in the morning or afternoon and late at night. Also the mean and median values from the table 5.27 show that a very few of them watch television programmes daily at different time of the day. Here again the difference between the watching pattern of television by those with television without television shows that there is a difference between the villages with television and without it.

5.28 Benefits of Television Programmes

The respondents were asked how they are benefited by television programmes. Their responses are represented in table 5.28.

Table 5.28: Benefits of Television Programmes

Benefits of Television Programmes	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Entertainment	3.03	3	2.43	2	2.73	3
Information	3.62	4	2.01	1	2.52	3
Education	2.76	3	1.67	1	2.22	1
National Integration	3.13	4	1.4	1	2.24	1
Social Acceptance	2.55	2	1.58	1	2.06	1
Others	1.42	1	1.22	1	1.32	1

The Mean value of the respondents of all the villages is 2.73 and the mean value of the villages with television is 3.03 and their median value 3 that is often they get entertained. But the mean value of the villages without television is 2.43 and the median value is 2 which indicate that sometimes they are entertained. The Mean value of information to all the villages are 2.82 and median value 3 which show that often they are informed by television. The mean value of the villages with television is 3.62 and the median value 4 that is very often they are informed. But the mean value of the villages without television is 2.01 and the median value is 1 which indicates that seldom they are informed. The Mean value of education of all the villages is 2.22 and median value 1 which shows that they are seldom they educated by television. The mean value of the villages with television is 2.76 and the median value 3 that is often they are educated. But the mean value of the villages without television is 1.67 and the median value is 1 which indicates that seldom they are educated by television programmes. The Mean value of all the villages are 2.27 and median value 1 which shows that they are seldom nationally integrated. The mean value of the villages with television is 3.13 and the median value 4 that is very often they are nationally integrated. But the mean value of the villages without television is 1.67 and the median value is 1 which indicates that seldom they are nationally integrated by television. The Mean value of all the villages are 2.06 and median value 1 which shows that they are seldom they are socially accepted. The mean value of the villages with television is 2.55 and the median value 2 that is some time they are socially accepted. But the mean value of the villages without television is 1.4 and the median value is 1 which indicates that seldom they are socially accepted. The Mean value all

the villages, with television and without television are 1.32, 1.42 and 1.22, respectively and their median value is 1. This indicates that seldom they are benefited by any other way by television.

The benefits derived from the television by those without television in their villages are as follows:

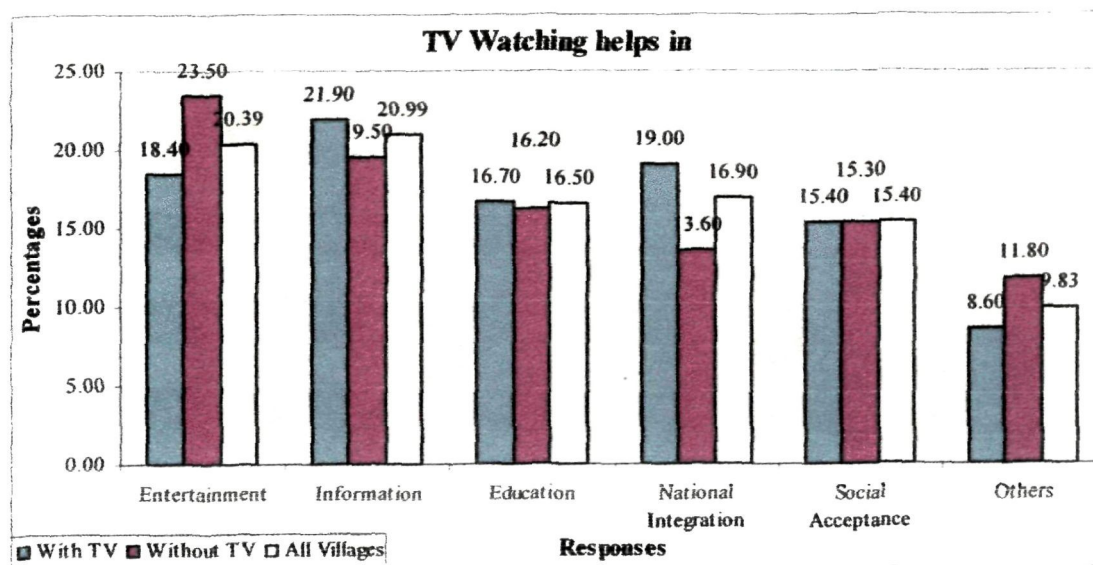
They are sometime entertained by television programmes. The table shows that to a great extent people with television notice the usefulness of television for information and national integration, to some extent for education and entertainment, to a small extent for social acceptance and almost to no extent to other things. But the people without television see that to a small extent that television is useful for entertainment and almost to no extent they affirm that they do not see that it is useful for information, education, national integration, social acceptance and other things.

The respondents without television are seldom informed, educated. Socially accepted nationally integrated and they seldom receive other things through television programmes.

The table shows that to a great extent people with television notice the usefulness of television for information and national integration, to some extent for education and entertainment, to a small extent for social acceptance and almost to no extent to other things. But the people without television see that to a small extent that television is useful for entertainment and almost to no extent they affirm that they do not see that it is useful for information, education, national integration, social acceptance and other things.

Graph 5.6: Benefits of Television Programmes

The graph 5.6 reveals the information regarding the benefits of television from the respondents with and without television:



20.9%, 18.40% and 23.50% respectively, of the respondents of all the villages, with and without television make use of this fascinating media for entertainment. 20.99%, 21.90% and 19.50% respectively of the respondents of all the villages, with and without television make use of this appealing media for information. 16.50%, 16.70% and 16.20% respectively of the respondents of all the villages, with and without television make use of this enlightening media for education. 16.90%, 19.00% and 13.60% respectively of the respondents of all the villages, with and without television make use of this informative media for National integration. 15.40%, 15.40% and 15.30% respectively of the respondents of all the villages, with and without television make use of this attractive media for social acceptance. 9.83%, 8.60% 11.80% respectively of the respondents of all the villages, with and without television make use of this captivating media for other things. The graph 5.6 indicates

that Television is a powerful medium for information, education and entertainment, because 100% of the respondents watch television programmes, which enables them to be educated and informed which the avenues for personal and societal development are.

The table shows that to a great extent people with television notice the usefulness of television for information and national integration, to some extent for education and entertainment, to a small extent for social acceptance and almost to no extent to other things. But the people without television see that to a small extent that television is useful for entertainment and almost to no extent they affirm that they do not see that it is useful for information, education, national integration, social acceptance and other things.

5.29 Impact of Television for Development

The respondents were asked about various developments that had taken place due to television. The respondents with and without television had given their responses, they are listed as follows:

Table 5.29: Impact of Television for Development

Impact of TV	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Education	3.65	5	2.4	2	3.03	3
Other's Culture	3.23	4	1.87	1	2.55	2
Social relationship	2.78	3	1.61	1	2.2	1
Empower	2.09	1	1.43	1	1.76	1
Agril info	2.51	2	1.38	1	1.95	1
Agril. Tools	1.97	1	1.28	1	1.62	1
Loans	1.78	1	1.32	1	1.55	1
Child Care	2.77	3	1.39	1	2.08	1
Health Care	2.93	3	1.29	1	29.9	1

The mean value 3.03 and the median 3 of the respondents from all villages say that to some extent television had helped them to develop their education. The mean 3.65 and the median value 5 of villages with television agree that to a very great extent television had helped them to develop themselves educationally. Whereas the value 2.4 and the median value 2 of villages without television opine that to a small extent television had helped to develop their education. The mean value 2.55 and the median 2 of respondents from all villages say that to a small extent television had helped them to develop others' culture. The mean 3.23 and the median value 4 of villages with television agree that to a great extent television had helped them to develop others' culture. Whereas the mean value 1.87 and the median value 1 of villages without television opine that almost to no extent television had helped to develop others' culture. The mean score of 2.2 and the median 1 of the impact of television on the development of social relationship of all the villages show that almost to no extent it affects their social relationship. The mean value of 3.23 and the median 3 of the impact of it on development of social relationship of the villages with television show that to some extent it affects their social relationship. Whereas the mean value 1.61 and the median value 1 of the impact of on development of social relationship of the villages without television show that almost to no extent it affects their social relationship. It has been observed from the mean value 1.76, 209 and 1.43 respectively of the respondents from all villages with and without television and their median 1 show that almost to no extent they are empowered by television. Again the mean values 1.95 and 1.38 respectively of the respondents from all villages and without television and their median 1 show that almost to no extent they are informed about

the improved agricultural methods. But the mean value 2.51 and the median value 2 show that they are to some extent informed of the improved agricultural methods. The mean value 1.62, 1.97 and 1.28 respectively of the respondents from all villages with and without television, their median 1 show that almost to no extent they are informed about the improved agricultural tools. The mean value 1.55, 1.78 and 1.32 respectively of the respondents from all villages with and without television, their median 1 show that almost to no extent they are informed about loans that are offered from private and public sectors. The mean value 2.08 and 1.39 respectively of the respondents from all villages and without television, their median 1 show that almost to no extent they are informed about the child care. But the mean value 2.77 and the median value 3 of those with television show that they are to some extent informed of the child care. The mean value 29.9 and 1.29 respectively of the respondents from all villages and without television, their median 1 show that almost to no extent they are informed about the health care. But, the mean value 2.93 and the median value 3 show of those with television show that they are to some extent informed of the health care. The mean value 3.03 and the median 3 of the respondents from all villages say that to some extent television had helped them to develop their education. The mean 3.65 and the median value 5 of villages with television agree that to a very great extent television had helped them to develop themselves educationally. Whereas the value 2.4 and the median value 2 of villages without television opine that to a small extent television had helped to develop their education. The mean value 2.55 and the median 2 of respondents from all villages say that to a small extent television had helped them to develop others' culture. The mean 3.23 and the median value 4 of villages with

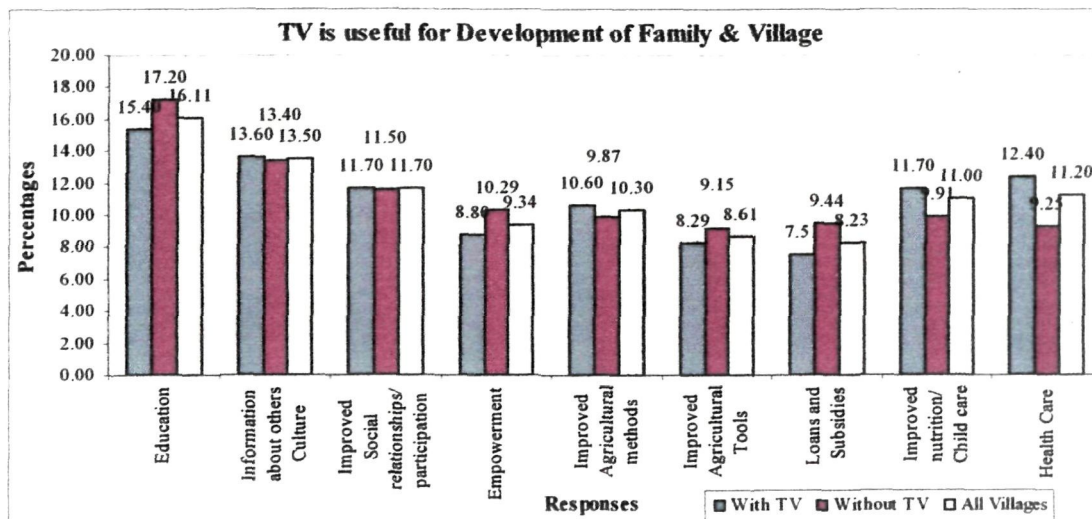
television agree that to a great extent television had helped them to develop others' culture. Whereas the mean value 1.87 and the median value 1 of villages without television opine that almost to no extent television had helped to develop others' culture. The mean score of 2.2 and the median 1 of the impact of television on the development of social relationship of all the villages show that almost to no extent it affects their social relationship. The mean value of 3.23 and the median 3 of the impact of it on development of social relationship of the villages with television show that to some extent it affects their social relationship. Whereas the mean value 1.61 and the median value 1 of the impact of on development of social relationship of the villages without television show that almost to no extent it affects their social relationship. The mean values 1.76, 2.09 and 1.43 respectively of the respondents from all villages with and without television and their median 1 show that almost to no extent they are empowered by television. The mean values 1.95 and 1.38 respectively of the respondents from all villages and without television and their median 1 show that almost to no extent they are informed about the improved agricultural methods. But the mean value 2.51 and the median value 2 show that they are to some extent informed of the improved agricultural methods.

The mean value 1.62, 1.97 and 1.28 respectively of the respondents from all villages with and without television, their median 1 show that almost to no extent they are informed about the improved agricultural tools. The mean value 1.55, 1.78 and 1.32 respectively of the respondents from all villages with and without television, their median 1 show that almost to no extent they are informed about loans that are offered from private and public sectors. The mean value 2.08 and 1.39 respectively of the

respondents from all villages and without television, their median 1 show that almost to no extent they are informed about the child care. But the mean value 2.77 and the median value 3 of those with television show that they are to some extent informed of the child care. The mean value 29.9 and 1.29 respectively of the respondents from all villages and without television, their median 1 show that almost to no extent they are informed about the health care. But, the mean value 2.93 and the median value 3 show of those with television show that they are to some extent informed of the health care.

Graph 5.7: Usefulness of Television for Development of Family and Village

The graph 5.7 shows the responses of the respondents from all the villages, villages with and without television.



Looking at the above graph, it is seen that 16.11%, 15.40% and 17.20% respectively, of the respondents from all the villages, with and without television are of the opinion that television educates them for development. 13.50%, 13.60% and 13.40% respectively, of respondents from all the villages, with and without television

are of the opinion that television informs them of various things for their development. 11.70%, 11.70% and 11.505 % respectively, of respondents from all the villages, with and without television have said that television improved their social relationship and participation. 9.34%, 8.80% and 10.29 % respectively, of respondents from all the villages, with and without television had expressed that television empowered them. 10.30%, 10.60% and 9.87% respectively, of respondents from all the villages, with and without television had said that television had given them the information about the improved agricultural methods. 8.61%, 8.29% and 9.15% respectively, of respondents from all the villages, with and without television have said that television had given them the information about the improved agricultural tools. 11.00%, 9.91% and 11.70% respectively, of respondents from all the villages, with and without television had revealed that television had given them the information about the improved nutrition and child care. 11.20%, 12.40% and 9.25% respectively, of respondents from all the villages, with and without television had revealed that television had given them the information about the health care.

Table 5.29 and the graph 5.7 show very clearly about the usefulness of the television in the family and villages. Both the respondents with and without television agree that television is useful for the development of various aspects of the life, like education, information, health and for national and social integration. Changes that are taking place in the social activities are because of television. But when we compare the people with television and without television there is a lot of differences in their perception of evaluating the impact of various television programmes. People with television see that television is useful to a very great extent to education, to a great

extent to understand other's culture, to some extent to build up social relationship, child care and health care and to a small extent for agricultural information and almost to no extent to empower, regarding loans and agricultural implements. But the people without television are aware only to a small extent that television has an impact on entertainment and to almost to no extent they do not see that television is useful for education, to know about other's culture, to build up social relationship, to empower people especially the vulnerable and the marginalised ones of the society, they are aware almost to no extent that it is useful for agricultural information and agricultural tools.

If this is the plight of the people without television then one wonders how they could make use of the television programmes for development. There is a need for awareness building programmes in the villages, so as to enable them to use this powerful and attractive medium to the maximum benefit for their development and of the society.

5.30 Changes Due to Television

The respondents had expressed through the questionnaire that the changes that are taking in their life are due to television. Their responses are listed follows:

Table 5.30: Changes Due to Television

Changes due to Television	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Food Habits	2.72	2	2.28	1	2.5	1
Education	3.51	4	2.1	1	2.81	3
Dress	3.67	4	2.08	1	2.87	3
Recreation	2.81	3	1.46	1	2.13	1
Sleeping Habits	2.25	1	1.37	1	1.81	1
Friendship	2.65	2.5	1.81	1	2.23	1
Celebrations.	2.53	2	1.66	1	2.09	1
Marketing	2.35	1	1.33	1	1.84	1
Preservation	2.66	2	1.36	1	2.01	1
Values	2.45	1	1.35	1	1.9	1
Worship	2.63	2	1.39	1	2.01	1
Village Administration	2.69	2	1.46	1	2.07	1
Others	1.58	1	1.23	1	1.4	1
Not applicable	1.19	1	1.02	1	1.11	1

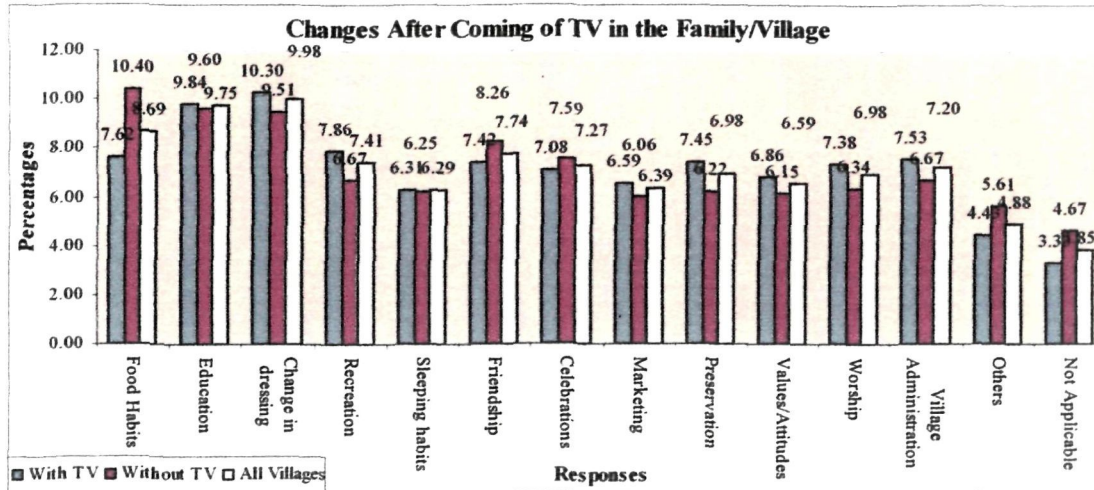
The mean value 2.5, 2.1 and the median value 1 show that the respondents from all the villages and those from the villages without television show that almost to any extent have their food habits had changed due to television. But the mean value 2.72 and the median 2 show that those with television say that to a small extent their food habits have changed due to television. The mean value 2.87 and the median value 3 show that the respondents from all the villages say to some extent their education has changed due to television. The mean value 3.67 and the median value 4 show that those with television say that to a great extent their education has changed due to television. Whereas the mean value 2.08 and the median 1 of those without television say that almost to no extent their education has changed due to education. The mean value 2.87 and the median value 3 show that the respondents from all the villages say to some extent their dressing habit has changed due to television. The mean value 3.67 and the median value 4 of those with television say that those with television say that to a great extent their dressing habit has changed due to television. Whereas, the mean

value 2.08 and the median value 1 of those without television say that almost their dressing habit has changed due to television. The mean values 2.13 and 1.46 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent the changes have taken place in their recreational pattern. The mean value 2.81 and the median value 3 show that the respondents from the villages with television say that to some extent their recreational pattern had changed due to television. The mean value 1.46 and the median value 1 show that the respondents from the villages without television say that almost to no extent have their recreational pattern had changed due to television. The mean values 1.81, 2.25 and 1.37 and the median value of 1 of the respondents of all the villages, with and without television say that almost to no extent there is a change in the sleeping habit due to television. The mean values 2.23 and 1.81 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent there is a change in their friendship due to television. But the mean value 2.65 and the median value 2.5 show that the respondents from the villages with television say that to some extent their friendship has changed due to television. The mean values 2.09 and 1.66 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent there is a change in the mode celebration due to television. But the mean value 2.53 and the median value 2 show that the respondents from the villages with television say that to a small extent their way of celebration has changed due to television. The mean values 1.84, 2.35 and 1.33 and the median value of 1 of all the three groups of respondents say that almost to no

extent their marketing system has changed due to television. The mean values 2.01 and 1.36 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent there is a change in the preservation of food, culture and tradition. But the mean value 2.66 and the median value 2 show that the respondents from the villages with television say that to a small extent there is a change in the preservation of food, culture and tradition. The mean values 1.9, 2.45 and 1.35 and the median value of 1 of the respondents of all the villages, with and without television say that to a small extent there is a change in the value system due to television. The mean values 2.01 and 1.39 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent there is a change in form worship. But the mean value 2.63 and the median value 2 show that the respondents from the villages with television say that to a small extent there is a change in the manner of worship. The mean values 2.07 and 1.46 and the median value 1 of the respondents from all the villages and from the villages without television are of the opinion that almost to no extent there is a change in the village administration. But the mean value 2.69 and the median value 2 show that the respondents from the villages with television say that to a small extent there is a change in the administration of the villages. The mean values 1.4, 1.58 and 1.23 and the median value of 1 of the respondents of all the villages, with and without television say that almost to no extent there is a change in other things due to television. The mean values 1.11, 1.19 and 1.02 and the median value of 1 of the respondents of all the villages, with and without television say that almost to no extent the above mentioned variables are applicable.

Graph 5.8: Changes due to Television in Family and Village

The following graph 5.8 indicates the responses of the people under study regarding the changes that are brought about in their life, family and villages due to the coming of television.



8.69% respondents from all the villages, 7.62% respondents from the villages with television and 10.40% of the respondents from the villages without television feel that their food habit has changed due to television. 9.75% respondents from all the villages, 9.84% respondents from the villages with television and 9.60% of the respondents from the villages without television had expressed that their education had undergone change due to television. 9.98% respondents from all the villages, 10.30% respondents from the villages with television and 9.51% of the respondents from the villages without television had expressed that the change in their dressing habit is due to television. 7.41% respondents from all the villages, 7.86% respondents from the villages with television and 7.41% of the respondents from the villages without television had opined that the change in their recreation is due to television. 6.29%

respondents from all the villages, 6.31% respondents from the villages with television and 6.25% of the respondents from the villages without television had indicated that the change in their sleeping habit is due to television. 7.74% respondents from all the villages, 7.42% respondents from the villages with television and 8.26% of the respondents from the villages without television had said that the change in their friendship is due to television. 7.27% respondents from all the villages, 7.08% respondents from the villages with television and 7.59% of the respondents from the villages without television had said that the change in their celebrations is due to television. 6.39% respondents from all the villages, 6.59% respondents from the villages with television and 6.06% of the respondents from the villages without television had revealed that the change in their marketing is due to television.

6.98% respondents from all the villages, 7.45% respondents from the villages with television and 6.22 % of the respondents from the villages without television had opined that the change in preservation of food, culture and traditions is due to television. 6.59% respondents from all the villages, 6.86% respondents from the villages with television and 6.15% of the respondents from the villages without television had revealed that the changes in their values and attitudes are due to television. 6.98% respondents from all the villages, 7.38% respondents from the villages with television and 6.34% of the respondents from the villages without television had revealed that the change in their worship is due to television.

7.20% respondents from all the villages, 7.53% respondents from the villages with television and 6.67% of the respondents from the villages without television had expressed that the change in the administration in their villages is due to

television 4.88% respondents from all the villages, 4.40% respondents from the villages with television and 5.61% of the respondents from the villages without television had revealed that the change in other things is due to television 4.67% respondents from all the villages, 3.34% respondents from the villages with television and 4.67% of the respondents from the villages without television had revealed that the variables that are given above are not applicable.

Table 5.30 and the graph 4.8 show that 99% of the respondents with and without television agree that the changes have taken place in the line of food and education to some extent in the mode of recreation, and friendship. Whereas to a small extent they find changes in celebrations, marketing, preservation of culture, worship, village administration and almost to no extent they find changes in values and other things. But the people without television see that changes have taken place only in the marginal level due to television. Since they do have television in their villages or homes, it is difficult for them to find out the changes that occur due to television. But the intensity of the awareness of the changes that are taking place due to television differs between those with television and without it.

5.31 Choice of Media

The respondents were asked to list their preference of media. The table (4.31) records their responses.

Table 5.31: Choice of Media

Choice of Media	Village with TV				Village without TV				All Villages			
	Total Scores	%	M	Md	Total Scores	%	M	Md	Total Scores	%	M	Md
Radio	467	35.4	3.11	3	580	39.9	3.87	5	1047	37.8	3.49	5
Newspapers	328	24.9	2.19	1	397	27.3	2.65	1	725	26.2	2.42	1
TV	523	39.7	3.49	5	476	32.8	3.17	3	999	36.1	3.33	4

M – Mean; Md – Median

37.75% and 39.95%, the mean values 3.49 and 3.87 respectively of the respondents from all the villages and the respondents from the villages without television, their median 5 and of them indicate that to a very great extent they prefer radio. 35.45%, the mean value 3.11 and the median value 3 show that the respondents with television prefer radio to some extent. 36.15%, 39.7% and 32.8%, the mean values 2.42, 2.19 and 2.65 respectively of the respondents from all the villages and the respondents from the villages with and without television and their median 1 indicate that almost to no extent they prefer to have news paper. 37.85%, the mean value 3.33, the median 4 and shows that the respondent of all the villages to a great extent prefer to have television. 39.7%, the mean value 3.49, the median value 5 and show that the people with television in their villages like to have television to a very great extent. 32.8%, the mean value 3.17 and the median value 3 of respondent without television like to have television to some extent.

The above table 5.31 shows that the respondents with television prefer to have television to a very great extent, to some extent radio and almost to no extent they news papers. The respondents without television prefer to have radio to a very great extent, to some extent television and almost to no extent they like newspapers.

It is observable that both the groups of respondents prefer the news paper almost to no

extent. The reasons could be that the villages are far away from the capital towns so they do not have daily access to newspapers, except when they come to the town. Secondly with the low income, as shown in table (4.1) they may not be able to buy even when they go to the town during weekly market. Thirdly they may not have cultivated the habit of reading newspapers.

During the informal interviews conducted by the researcher, the respondents with and without villages have expressed that they would like to have colour television sets but due to their economic conditions they indicated they prefer to have radio than television. Even those with the television in the villages, do not have a television set in their homes due to low monthly income. Lately the researcher was informed that because of the realisation of the usefulness of television, one of the family members from a village without television had bought a television set.

Table 5.31 shows that people with television prefer to have a very great extent television to radio and news papers and those without television prefer to a very great extent radio to television and news papers to some extent television and almost to no extent news papers. This could be because of the fact that news papers are not available in the villages because they are far away from the towns and cities or it could be because of the low income that they cannot buy it. They people had expressed orally that they prefer television, but they cannot afford to have it, so they prefer radio to television or news papers. In fact they had requested the present researcher to present them a colour television at least one to the village. From the table, it is clear that in case of all the respondents the first choice is radio, followed by television while news papers fall under the 3rd place.

5.32 Family Gathering

Table 5.32 shows the various occasions during which the family gathers together.

Table 5.32: Family Gathering

Family Gathering	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Eating	476	32.9	3.17	4	503	48	3.35	4	979	39.3	4.26	5
Praying	414	28.7	2.76	3	251	24	1.67	1	665	26.7	3.22	3
Watching TV	222	15.4	1.48	1	22	2.1	0.15	0	244	9.79	1.81	1
Celebrations	261	18.1	1.74	2	196	18.7	1.31	1	457	18.3	2.52	2
Others	72	4.98	0.48	0	76	7.25	0.51	0	148	5.94	1.49	1

The mean value 4.26, the median 5 and 39.3% of the respondents, from the six villages very often gather together for meals. The mean value 3.17 and 3.35 the median 4 and 32.9% and 48% respectively from the villages with and without television gather often for meals. The mean value 3.22 and 2.76 the median 3 and 26.7% and 28.7% respectively of the respondents, from the six villages and those with television often gather together for praying. The mean value 1.67 the median 1 and 24% from the villages without television come together for prayers. The mean value 1.81 and 1.48 the median 1 and 9.79 % and 15.4% respectively of the respondents, from the six villages and those with television seldom gather together for watching television. The mean value 0.31 the median 1 and 2.1% from the villages without television come together for watching television. The mean value 2.52 and 1.74 the median 2 and 18.3 % and 18.1% respectively of the respondents, from the six villages and those with television sometime gather together for celebrations. The mean value 0.31 the median 1 and 18.7% from the villages without television come together for celebrations. The mean value 1.49, the median 1 and 5.94% of the respondents from all the villages seldom come together for other things. The mean values of 0.48 and

0.51 and the median value 0 of the villages with television and without it never come together for other things.

Table 5.32 indicates the differences between the respondents with television and without television. The mean, median and percentage scores show there is an impact of television between them. Television as a medium influences its audience to socialise themselves. In this way they learn from one another and finally togetherness brings in change in society because insights and ideas, information are shared when they gather together.

Table 5.32 indicates that people with television and without television very often come together for eating and those with television come often to pray together, but those without television come together for prayer, the reason could be that they work more than eight hours a day. Sometime they come together for celebrations and for other purposes. But only 15.4% of the respondents with television and 2.1% of the respondents come together for watching television, this could be because of the fact that they prefer to watch it alone, or they watch according to the time that is available or they do not have the television set in their families, so they are not able to be together. There is presumption that television divides the family members, but the above table shows that those with television come together more often than those without television.

5.33 Places of Eating Apart from Home

Table 5.33 shows the responses from the respondents regarding the places of eating apart from home.

The mean values 1.83 and 0.99 respectively of all the villages and villages without television with median as 1 say that seldom do they go to hotel. Whereas the mean value 0.67 and the median value is 0 of the respondents with television say that they never go to hotel. The mean 3 and the median 3 of all the villages say that often they go to tea shops for eating. But the mean values 1.99 and 2.34 respectively of the respondents from the villages with and without television whose median value is 2 say that sometimes they go to tea shops. The mean 3.04 and 2.19 respectively of all the villages and villages with television whose median is 3 say that sometimes they go to relations' houses for meals. The mean 1.88 and the median is 1 of the respondents without television say that they seldom go to their relations' houses for meals.

Table 5.33: Place of Eating Apart From Home

Place of Eating Apart From Home	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Hotel	101	12.9	0.67	0	148	18	0.99	1	249	15.5	1.83	1
Tea Shop	298	38.1	1.99	2	351	42.7	2.34	2	649	40.5	3.16	3
Relati	329	42.1	2.19	3	282	34.3	1.88	1	611	38.1	3.04	3
Other	54	6.91	0.36	0	41	4.99	0.27	0	95	5.92	1.32	1

The findings of those with television regarding their places of eating are as follows:

The table shows that the respondents with television never go to hotel or other places. But they go sometimes to teashops and often to relations' houses for eating. The respondents without television say that seldom they go to hotels and relations' houses for meals. But sometimes they go to teashops and never to other places for having their food. The respondents with television do not seem to go to hotels because they may not be able to meet the expenses of it with the low monthly income because

food in the hotels is costly, but they go sometimes to teashops to have tea which may not cost them so much, but they often go to their relatives' houses. The table indicates that in spite of having television their social relationship is not diminished it is maintained. It also shows that they seem to have better judgment in deciding where to go for eating, with the limited income, whereas, those without television seem to go to hotels whether they can afford it or not.

From the above table it is clear that people do move from their families to other places for their meals, which enables them to socialise and also it is a means of getting information and tasting different types of food than the traditional way of having food at home. This might help them to include nutritional food items in their meals.

5.34 Money Spent for a Month

In table 5.34 the respondents asked how much money they spend for a month on various items like betel leaves and nuts, smoking, drinks, gambling, video shows.

Table 5.34: Money Spent for a Month

Expenses on	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Beetle leaves and nuts	348	49.9	2.32	3	436	61.3	2.91	4	784	55.7	3.61	5
Smoking	137	19.7	0.91	0	181	25.5	1.21	1	318	22.6	2.06	1
Drinks	59	8.46	0.39	0	76	10.7	0.51	0	135	9.59	1.45	1
Gambling	56	8.03	0.37	0	4	0.56	0.03	0	60	4.26	1.2	1
Video Shows	97	13.9	0.65	0	14	1.97	0.09	0	111	7.88	1.37	1

The mean value 3.61 and the median 5 and 55.7% of the respondents of all the villages very often spend on betel leaves and nut. The mean value 2.32, median 3 and 49.9% of those with television sometime seem to spend on betel leaves and nuts. The

mean value 2.91, the median 4 and 61.3 of the respondents spend on betel leaves and nuts. Out of the total respondents, 22.6% of the respondents with mean 2.06 and median 1 responded that they seldom spend on smoking. The mean value 0.91, median 0 and 19.7% of those with television never seem to spend on smoking the mean value 1.21 the median 1 and 25.5 of the respondents seldom spend on smoking. The mean value 1.45 and the median 1 and 9.597% of the respondents of all the villages seldom spend on drinks. The mean values 0.39 and 0.51, Median 0, 8.46% and 10.7% respectively, of those with television and without it never to spend on drinking. The mean value 1.37 and the median 1 and 7.887% of the respondents of all the villages seldom spend on video shows the mean value 0.65; median 0 and 13.9% of those with television never seem to spend on video shows the mean value 0.09 the median 0 and 1.97 of the respondents never spend on video shows.

It is obvious from the table that television seem to affect the respondents slightly with television than those without it, to be aware of the health hazards that are caused by tobacco and hot drinks. It could be because of the fact they have received information about them on television programmes. People without television may not have access to these programmes so 61.3 % of them spend above Rs. 500 hundred for Beetle leaves and nuts but those with television spend less than Rs. 500 for the same purpose. People with television spend less on smoking than those without television. But their percentage is higher when it comes to gambling and watching video shows. On the whole one could presume that television has brought in cultural change in the society.

5.35 Responsibility for Children in the Absence of Mother

The respondents of the villages with television and without television were asked who takes care of their children in the absence of their mother. Their responses are given below:

Table 5.35: Responsibility for Children in the Absence of a Mother

Responsible for children	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Father	498	26.6	3.32	4	467	30.5	3.11	4	965	28.4	3.22	4
Aunt	303	16.2	2.02	1	215	14.1	1.43	1	518	15.2	1.73	1
Uncle	221	11.8	1.47	1	158	10.3	1.05	1	379	11.2	1.26	1
Sister	401	21.5	2.67	2	351	23	2.34	1	752	22.1	2.51	1
Brother	261	14	1.74	1	173	11.3	1.15	1	434	12.8	1.45	1
Others	185	9.9	1.23	1	165	10.8	1.1	1	350	10.3	1.17	1

The mean values 3.22, 3.32 and 3.11, with their median value 4 and 28.4%, 26.6% and 30.5% respectively of the respondents from all the villages, villages with television and without it say that often their father takes care of their children. The mean values 1.73, 2.02 and 1.43, their median value 1 and 15.2%, 16.2% and 14.1% respectively of the respondents from all the villages, villages with television and without it say that seldom their aunt takes care of their children. The mean values 2.51 and 2.34, with their median value 1 with 22.1% and 23% respectively of the respondents from all the villages, villages without television say that seldom their sister takes care of their children. The mean value 2.67 the median value 2 and 21.5% of those with television say that sometimes their sister takes care of their children. The mean values 1.45, 1.74 and 1.15 their median value 1 and 12.8% and 14% and 11.3% respectively of the respondents from all the villages, villages with television and without television say that seldom their brother takes care of their children. The mean values 1.17, 1.23 and 1.1, their median value 1 and 10.3%, 9.9% and 10.8%

respectively of the respondents from all the villages, villages with television and without television say that seldom others take care of their children.

From the above table it is clear that the traditional way of taking care of the children is still present in all the villages with or without children. The culture of India is continuing even though television may telecast other cultures where this type of culture does not prevail

Further, it is clear that the immediate family members are becoming responsible to look after the children, in the absence of the mother. In the family with television, the responsibility of the father is shared by other members. This could be because of the cultural change that is taking place because of the television.

5.36 Mode of Election

The respondents were asked how they elect the head man of the villages; their answers are shown in table 5.36.

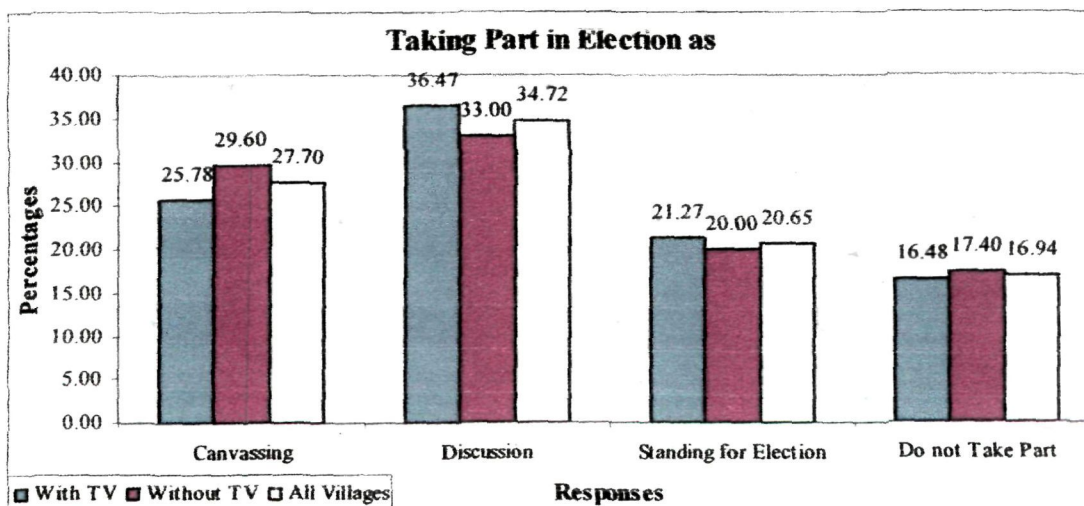
Table 5.36: Types of Election

Mode of election Election	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Canvassing	2.13	1	2.45	1	27.7	2.29
Discussion	3.02	3	2.72	2	34.7	2.87
Standing for election	1.76	1	1.65	1	20.6	1.71
Do not take part	1.37	1	1.43	1	16.9	1.4

The mean value 27.7 and the median 2.29 show that the respondents from all the villages are of the opinion that to some extent the head man of the village is elected by canvassing. The mean value 2.13 and 2.45 and the median value 1 respectively of the respondents from the villages with and without television are of the

opinion that he is almost to no extent is elected by canvassing. The mean value 34.7 and 3.02 the median 2.87 and 3 show that the respondents from all the villages and those from the villages with television show that to some extent the head man of the village is elected by discussion. The mean value 1.65 and the median value of those without television are of the opinion that seldom the head man is elected by discussion. The mean value 20.6 and the median 1.71 of the respondents from all the villages are of the opinion that to a small extent the head man of the villages are elected by standing for the election. Whereas the mean values 1.76,165 and the median value 1 of the respondents with and without television are of the opinion that seldom the head man is elected by standing for the election. The mean values 16.9, 1.37 and 1.43 and their median 1 of the respondents from all the villages, villages with television and without television are of the opinion that seldom the head man of the villages are elected by standing for the election.

Graph 5.9: Types of Election



27.70% of the respondents of six villages and 25.78% of those from the villages with television and 29.60% of those without television say that they elect the headman by canvassing. 34.72% of the respondents of six villages and 36.47% of those from the villages with television and 33.33% of those without television say that they elect the headman through discussion. 20.65% of the respondents of six villages and 21.27% of those from the villages with television and 20% of those without television say that they elect the headman by conducting a proper election. 16.94% of the respondents of six villages and 16.48 % of those from the villages with television and 17.40% of those without television say that they do not take part in election. Table 5.37 and graph 5.9 indicate that there are many differences in the system of election, People are able to discuss and stand for the election and perhaps canvass for the persons with social and moral character so that they could lead the public in the right direction. At the same time 16.94% of the respondents do not take part in the political life in the village. The Mean and Median scores affirm the style of appointment of the headman. Median score of the respondents show that he is still elected by discussion. The mean score of 3.02 and the median score of 3 of the villages with television and the mean score 2.72 of respondents without television show that to some extent he is appointed through discussion. The tradition of the society still continues in spite of the coming of television.

5.37 Mode of Election

The table indicates the responses of the respondents regarding the points of discussion that were held among the elected bodies in the villages under study.

Table 5.37: Points for Discussion

Points for Discussion	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Disputes	310	20.1	2.07	1	411	26.8	2.74	2	721	23.5	2.4	2
Finance	469	30.5	3.13	3	478	31.2	3.19	3	947	30.8	3.16	3
Festivals	397	25.8	2.65	2	297	19.4	1.98	1	694	22.6	2.31	2
Info Exchange	364	23.6	2.43	1.5	346	22.6	2.31	1	710	23.1	2.37	1

From the table it is seen that 23.5% of the respondents of all the six villages under study whose mean value is 2.4 and the median 2 indicate that to a small extent they discuss about disputes in the villages. 20.1% respondents with their mean value 2.07 and the median 1 from the villages with television say that almost to no extent they discuss about disputes in the villages. 26.8% and the mean value 2.74 and the median 2 of the respondents without television in the villages say that to a small extent they discuss about disputes in the villages. 30.8% of the respondents of all the six villages understudy whose mean value is 3.16 and the median 3 indicate that to some extent they discuss about finance in the villages. 3.13% and the mean value 3.13 and the median 3 of the respondents with television in the villages say that to some extent they discuss about finance in the villages. 31.2% respondents with mean value 3.19 and median 3 in the villages without television say that to some extent they discuss about finance in the villages. 22.6% of the respondents of all the six villages under study whose mean value is 2.31 and the median 2 indicate that to a small extent they discuss about festivals in the villages. 25.8% and the mean value 2.65 and the median 2 of the respondents with television in the villages say that to a small extent they discuss about festivals in the villages. 19.4% and the mean value 1.98 and the median 1 of the respondents without television in the villages say that almost to no extent they discuss about festivals in the villages. 23.1% of the respondents of all the six villages

understudy whose mean value is 2.37 and the median 1 indicate that almost to no extent they exchange information in the villages. 23.6% and the mean value 2.43 and the median 1 of the respondents with television in the villages say that almost to no extent they exchange information in the villages. 22.6% and the mean value 2.31 and the median 1 of the respondents without television in the villages say that almost to no extent they exchange information in the villages. From the table it is clear that both the groups of villages agree that to some extent their point of discussion is finance, because money is indispensable in their life. However, the villages with television and without it have significant differences between the discussion regarding disputes festivals and information exchange. It is also noticeable from the table that they discuss less of disputes and more of celebration and information exchange in the villages with television than those without it. By analysing the above table we could comfortably say that there is an impact of television in the administration of the villages.

When it was asked what are the points for discussion by the elected bodies, the responses that was received by the researcher was that they discuss regarding finance because people are in need of loans for their development, Television did broadened their celebrations, they not only celebrate their local festivals but also they celebrate the festivals of the region, state and nation. They do exchange information based on politics, social and culture. It is noticeable that the disputes in the villages with television have reduced compared with the villages without television. This could be because of the reason that programmes have enlightened them to live in harmony by appreciating each others qualities and culture and tradition.

5.38 Authority of the Village

The table 5.38 shows the responses of the respondents for the question that was asked regarding the authority in the villages.

Table 5.38: Authority in the Village

Authority in the Village	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Village headman	712	39	4.75	5	729	39.6	4.86	5	1441	39.3	4.8	5
Youth leaders	240	13.1	1.6	1	321	17.4	2.14	1	561	15.3	1.87	1
Women's Association	259	14.2	1.73	1	311	16.9	2.07	1	570	15.5	1.9	1
Men's Association	254	13.9	1.69	1	162	8.79	1.08	1	416	11.3	1.39	1
Rich families	188	10.3	1.25	1	160	8.69	1.07	1	348	9.49	1.16	1
Some Clans	173	9.47	1.15	1	159	8.63	1.06	1	332	9.05	1.11	1

Looking at the above table, it has been observed that 39.3% of the respondents of all the six villages understudy whose mean value is 4.8 and the median 5 indicate that to a very great extent the head man has the authority in the villages. 39% and the mean value 4.75 and the median 5 of the respondents with television in the villages also say that that to a very great extent the head man has the authority in the villages. 39.6% and the mean value 4.86 and the median 5 of the respondents without television in the villages say that to a very great extent the head man has the authority in the villages. 15.3 % of the respondents of all the six villages understudy whose mean value is 1.87 and the median 1 indicate that almost to no extent the youth leaders have authority in the villages. 13.1% of the respondents of the villages with television whose mean value is 1.6 and the median 1 indicate that almost to no extent the youth leaders have authority in the villages. 17.4% of the respondents of the villages without television whose mean value is 2.14 and the median 1 indicate that almost to no extent the youth leaders have authority in the villages. 15.5% of the respondents of all the six

villages understudy whose mean value is 1.9 and the median 1 indicate that almost to no extent the women's association has authority in the villages. 14.2 % of the respondents of the villages with television whose mean value is 1.73 and the median 1 indicate that almost to no extent the women's association has authority in the villages. 16.9 % of the respondents of the villages without television whose mean value is 2.07 and the median 1 say that almost to no extent the women's association has authority in the villages. 11.3% of the respondents of all the six villages understudy whose mean value is 1.39 and the median 1 indicate that almost to no extent the men's association has authority in the villages. 13.9% of the respondents of the villages with television whose mean value is 1.69 and the median 1 shows that almost to no extent the men's association has authority in the villages. 8.79% of the respondents of the villages without television whose mean value is 1.08 and the median 1 indicate that almost to no extent the men's association has authority in the villages. 9.49% of the respondents of all the six villages understudy whose mean value is 1.16 and the median 1 indicate that almost to no extent the rich families have authority in the villages. 10.3% of the respondents of the villages with television whose mean value is 1.25 and the median 1 shows that almost to no extent the rich families have authority in the villages. 8.69% of the respondents of the villages without television whose mean value is 1.07 and the median 1 say that almost to no extent the rich families have authority in the villages. 9.05% of the respondents of all the six villages understudy whose mean value is 1.11 and the median 1 say that almost to no extent some clans have authority in the villages.

9.47% of the respondents of the villages with television whose mean value is 1.15 and the median 1 indicate that almost to no extent the some clans have authority in the villages. 8.63% of the respondents of the villages without television whose mean value is 1.06 and the median 1 shows that almost to no extent the some clans have authority in the villages.

From the above table it is clear that to a very great extent the head man shoulders the responsibility of the villages. But cent percent of them do not say that he is the only person who is responsible. A few of the respondents were of the opinion that though he is the person who is responsible for the village yet some others too help him in shouldering the responsibility to some extent. It could be that they collaborate with the head man for the smooth functioning of the villages.

From the table it is understandable that there is a change in the system of administration in the village. It has changed from autocratic to democratic system of administration where the head man is elected by the respondents. The young and old, the male and female are found to be active in the villages. There is a change in the administrative set up of the villages with television where the men's association, rich families, clans are taking the initiatives in the administration of the villages with television. While the youth and women's association and the headman are taking the lead in the administrative set up of the villages with out television. One could see the changes in the political system of the village. This information was received from the respondents when the researcher was conducting informal interviews.

It is seen from the tables 5.36, 5.37, 5.38 shows that the headman forms the part of the community to manage the administration of the villages. Based on the

above discussion one can affirm that television influences a change in the political landscape of a society. Hence there is significant relationship between the television viewing pattern and political landscape.

5.39 Celebrations in the Village

The respondents were asked to indicate the various types of celebrations they have in their villages their responses are given below.

Table 5.39: Celebrations in the Village

Celebrations	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Sunday gathering	578	25	3.85	5	537	24.3	3.58	5	1115	24.6	3.72	5
Dances	419	18.1	2.79	2.5	343	15.5	2.29	2	762	16.8	2.54	2
weddings	391	16.9	2.61	2	297	13.4	1.98	2	688	15.2	2.29	2
Deaths	415	17.9	2.77	2	444	20.1	2.96	2	859	19	2.86	2
Harvest	303	13.1	2.02	1	387	17.5	2.58	2	690	15.2	2.3	1
others	208	8.99	1.39	1	203	9.18	1.35	1	411	9.08	1.37	1

The table shows that 24.6% of the respondents of the six villages whose mean value is 3.72 and the median value 5 say that to a very great extent they have Sunday gathering. 25% of the respondents of the villages with television whose mean value is 3.72 and the median value 5 are also of the opinion that to a very great extent they have Sunday gathering. 24.3% of the respondents of the villages without television whose mean value is 3.58 and the median value 5 say that to a very great extent they have Sunday gathering. 16.8% of the respondents of the six villages whose mean value is 2.54 and the median value 2 indicate that to a small extent they have dances. 18.1% of the respondents of the villages with television whose mean value is 2.79 and the median value 2.5 say that to a small extent they have dances. 15.5% of the respondents of the villages without television whose mean value is 2.29 and the median value 2 say

that to a small extent they have dances. 15.2% of the respondents of the six villages whose mean value is 2.54 and the median value 2 say that to a small extent they have weddings. 16.9% of the respondents of the villages with television whose mean value is 2.61 and the median value 2 say that to a small extent they have weddings. 13.4% of the respondents of the villages without television whose mean value is 1.98 and the median value 2 say that to a small extent they have weddings. 19% of the respondents of the six villages whose mean value is 2.86 and the median value 2 are of the opinion that to a small extent they have celebrations when people die. 17/9% of the respondents of the villages with television whose mean value is 2.77 and the median value 2 shows that to a small extent they have celebrations when people die. 20.1% of the respondents of the villages without television whose mean value is 2.96 and the median value 2 say that to a small extent they have celebrations when people die. 15.2% of the respondents of the six villages whose mean value is 2.3 and the median value 1 say that almost to no extent they have celebrations during harvest 13.1% of the respondents of the villages with television whose mean value is 2.02 and the median value 1 say that almost to no extent they have celebrations during harvest. 17.5% of the respondents of the villages without television whose mean value is 2.58 and the median value 2 say that to a small extent they have celebrations during harvest.

9.08% of the respondents of the six villages whose mean value is 1.37 and the median value 1 say that almost to no extent they have other celebrations. 8.99% of the respondents of the villages with television whose mean value is 1.39 and the median value 1 say that almost to no extent they have other celebrations 9.18% of the respondents of the villages without television whose mean value is 1.35 and the

median value 1 say that almost to no extent they have other celebrations in the villages.

The table shows that there is a significant difference in celebrations of the respondents with television and those without it. The percentage and the mean values show the respondents with television seem to celebrate more on Sunday gathering, dances and weddings. On the other hand, the respondents without television seem to celebrate on Sunday gathering, deaths and harvest. The table also reveals that the people celebrate deaths because they believe that death is the door to heaven. One could attribute these changes in the mode of celebrations could be the impact of television. It is probable that the villages with and without televisions may have the same degree of influence from other factors, since, they are not very far from each other.

The table 5.39 indicates that there is a cultural change between those in the villages with television and with out television. The respondents with television seem to be interested in the cultural and social activities like Sunday gathering, dances and weddings. Where as the respondents with out television in the villages are interested in Sunday gathering, deaths and harvest and other activities.

5.40 Influence of a Market

The respondents were asked about the influence of market in their life. Their responses regarding the economic, social and information input is shown in table 5.40.

Table 5.40: Influence of a Market

Influence of a Market	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Economically	564	40.6	3.76	4	664	40.9	3.58	5	1228	40.8	4.09	5
Socially	413	29.8	2.75	3	483	29.7	2.29	2	896	29.7	2.99	3
Information input	411	29.6	2.74	2	477	29.4	1.98	2	888	29.5	2.96	3

40.8% of the respondents of the six villages whose mean value is 4.09 and the median value 5 say that to a very great extent the market influences them economically. 40.6% of the respondents of the villages with television whose mean value is 3.76 and the median value 4 say that to a great extent the market influences them economically. 40.9% of the respondents of the villages without television whose mean value is 3.58 and the median value 5 say that to a great extent the market influences them economically. 29.7% of the respondents of the six villages whose mean value is 2.99 and the median value 3 say that to some extent the market influences them socially. 29.8% of the respondents of the villages with television whose mean value is 2.75 and the median value 3 indicate that to some extent the market influences them socially. 29.7% of the respondents of the villages without television whose mean value is 2.29 and the median value 2 shows that to a small extent the market influences them socially. 29.5% of the respondents of the six villages whose mean value is 2.96 and the median value 3 say that to some extent the market influences them to get information. 29.6% of the respondents of the villages with television whose mean value is 2.74 and the median value 2 indicates that to a small extent the market influences them to get information. 29.4% of the respondents of the villages without television whose mean value is 1.98 and the median value 2 say that to some extent the market influences them to get information. From table 5.40 it is

clear that the market place a very important role in the economic condition because they are able to sell their produce and buy their needs in the market. It also socialises them and it is the source of information. There is a slight significant difference between those have television and those who do not television in their villages.

5.41 Social Entertainment

The respondents have been asked to indicate the different types of entertainment available in the villages. Their responses are shown in table 4.41.

Table 5.41: Types of entertainment

Purpose of Saving Money	Village with TV				Village without TV				All Villages			
	Total scores	%	Mean	Median	Total scores	%	Mean	Median	Total scores	%	Mean	Median
Dances	482	17.1	3.21	4	441	15.5	2.94	2	923	16.3	3.08	3
Community TV	353	12.5	2.35	2	326	11.5	2.17	1	679	12	2.26	1
Games	400	14.2	2.67	3	411	14.4	2.74	2	811	14.3	2.7	2
Cleaning projects	470	16.7	3.13	3	506	17.8	3.37	5	976	17.2	3.25	4
Community picnic	368	13.1	2.45	2	450	15.8	3	2	818	14.4	2.73	2
Rel celebrations	524	18.6	3.49	4	483	17	3.22	3	1007	17.8	3.36	4
clubs	219	7.78	1.46	1	230	8.08	1.53	1	449	7.93	1.5	1

16.3% of the respondents from the villages under study, whose mean value is 3.08 and the median 3 show that to some extent they have dances for recreation. 17.15% of the respondents from the villages with television whose mean value is 3.21 and the median 4 opine that to a great extent they have dances for recreation. 15.5% of the respondents from the villages without television whose mean value is 2.94 and the median 2 say that to a small extent they have dances for recreation. 12% of the respondents from the all the villages under study, whose mean value is 2.26 and the median 1 show that almost to no extent they have community television. 12.5% of the respondents from the villages with television whose mean value is 2.35 and the

median 2 say that to a small extent they have community television. 11.5% of the respondents from the villages without television whose mean value is 2.17 and the median 1 say that all most to no extent they have community television. 14.3% of the respondents from the villages under study, whose mean value is 2.7 and the median 2 show that to a small extent they have games. 14.2% of the respondents from the villages with television whose mean value is 2.67 and the median 3 say that to some extent they have games. 14.4% of the respondents from the villages without television whose mean value is 2.74 and the median 2 say that to some extent they have games. 17.2% of the respondents from the villages under study, whose mean value is 3.25 and the median 4 show that to a great extent they have cleaning drive. 16.7% of the respondents from the villages with television whose mean value is 3.13 and the median 3 say that to some extent they cleaning projects. 17.8% of the respondents from the villages without television whose mean value is 3.37 and the median 5 say that to a very great extent they cleaning drive. 14.4% of the respondents from the villages under study, whose mean value is 2.73 and the median 2 show that to a small extent they have community picnic. 13.1% of the respondents from the villages with television whose mean value is 2.45 and the median 2 say that to a small extent they community picnics. 15.8% of the respondents from the villages without television whose mean value is 3 and the median 2 say that to a small great extent they community picnic. 17.8% of the respondents from the villages under study, whose mean value is 3.36 and the median 4 show that to a great extent they have religious celebrations. 17.8% of the respondents from the villages with television whose mean value is 3.36 and the median 4 say that to a great extent they religious celebrations.

17% of the respondents from the villages without television whose mean value is 3.22 and the median 3 say that to some extent they religious celebrations. 7.93% of the respondents from the villages under study, whose mean value is 1.5 and the median 1 show that almost to no extent do they have clubs. 7.78% of the respondents from the villages with television whose mean value is 1.46 and the median 1 say that almost to no extent they have clubs. 8.08% of the respondents from the villages without television whose mean value is 1.53 and the median 1 say that almost to no extent they have clubs.

The table indicates that all the respondents have recreational activities. But the degree of them differs from those with television and those without television. Those with television have dances, watching television, sports and religious celebrations. But those without television have cleaning drive to a very great extent and the other recreational activities to a small extent or some extent. The differences could be due to viewing of television by those with television in the villages.

It is observable from the table that the respondents in the villages with television have different choices to make they give preference to dances, games, community television and religious celebrations. But the respondents without television prefer cleaning, community picnic, than other activities or Projects. Never the less they do agree to a small extent that they have community television because they are able to hire the television sets and video players to watch television programmes and films.

5.42 Changes in Life Style Due to various factors

The table indicates the responses of the respondents regarding the changes in life style that had taken place due to various factors of social change.

Table 5.42: Changes in Life Style

Changes due to	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Education	1.91	1	2.30	2	2.10	1
Interaction with people	2.92	3	2.70	2	2.81	3
Economic growth	3.03	3	3.08	3	3.05	3
Television	3.57	4	3.31	4	3.44	4
Radio	3.41	4	2.45	2	2.93	3
Newspapers	3.71	4	3.26	4	3.49	4

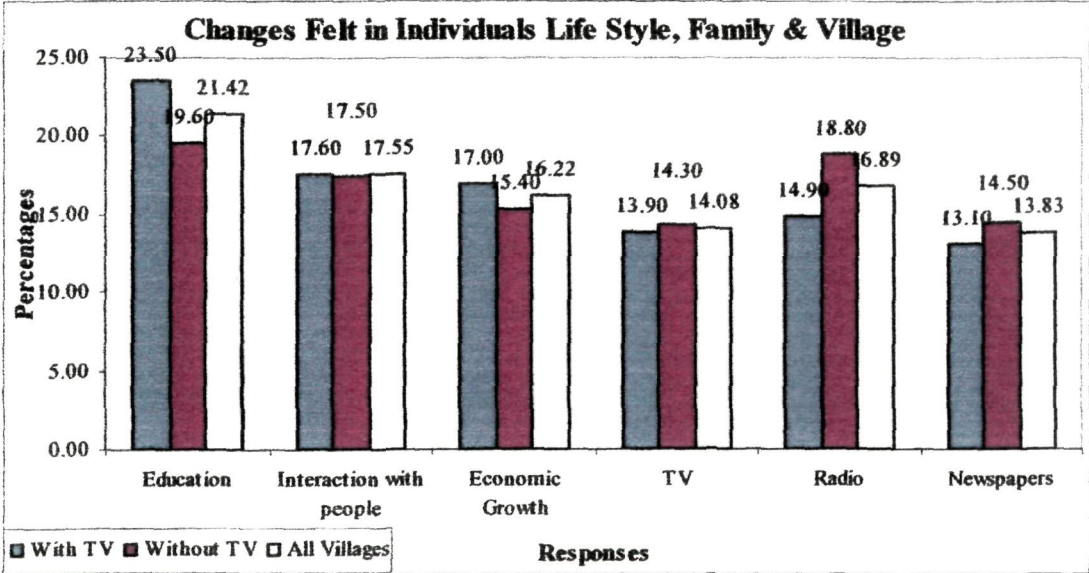
The table indicates that the mean value 2.10, the median 1 of the respondents from the six villages show that almost to no extent education brings in changes in their life style. The mean value 2.10, the median 1 of the respondents from the villages with television show that almost to no extent education brings in changes in their life style. The mean value 2.30 the median 2 of the respondents from the villages without television show that to some extent education brings in changes in their life style. The mean value 3.44 the median 4 of the respondents from the six villages show that to some extent interaction with people brings in changes in their life style. Mean value 3.08, the median 3 of the respondents from the villages with television show that to some extent interaction with people brings in changes in their life style. The mean value 3.3 the median 4 of the respondents from the villages without television show that to a great extent interaction with people brings in changes in their life style. The mean value 2.95 and the median 3 of the respondents from the six villages show that to some extent economic growth brings in changes in their life style. The mean value

2.97 and the median 3 of the respondents from the villages with television show that to some extent economic growth brings in changes in their life style. The mean value 2.92 the median 3 of the respondents from the villages without television show that to some extent economic growth brings in changes in their life style. Mean value 2.56 and the median 2 of the respondents from the six village's show that to a small extent television brings in changes in their life style. The mean value 2.43 and the median 2 of the respondents from the villages with television show that to a small extent television brings in changes in their life style. The mean value 2.69 the median 2 of the respondents from the villages without television show that to a small extent television brings in changes brings in changes in their life style. Mean 3.07 and the median 3 of the respondents from the six village's show that to some extent radio brings in changes in their life style. The mean value 2.59 and the median 2 of the respondents from the villages with television show that to a small extent radio brings in changes in their life style. The mean value 3.55 the median 4 of the respondents from the villages without television show that to a great extent radio brings in changes brings in changes in their life style. The mean 2.51 and the median 2 of the respondents from the six villages show that to a small extent news papers bring in changes in their life style. The mean value 2.29 and the median 2 of the respondents from the villages with television show that to small extent news papers bring in changes in their life style. The mean value 2.74 the median 2 of the respondents from the villages without television show that to a small extent news papers bring in changes brings in changes in their life style.

It is clear from the above table that there are changes that are taking place in the lives of the people. They are not stagnant in their way of life. They are different factors that bring about changes in the lives of the people. Society is not static but it does undergo changes day by day, either for good or bad. People with television feel that the changes are due to education, economic growth and social relationships but those without television are of the opinion that it is because of the mass media, be it radio or television or radio they perceive changes in the society. It is no doubt that all the factors that bring changes in individuals, family and society.

Graph 5.10: Changes in Life Style

The graph shows the percentage of respondents who opine that the various factors bring in changes. Their responses are shown in graphical presentation.



21.42% of the respondents from all the villages under study, 23.50% of all the respondents from the villages with television and 19.60 say that education brings in

changes in their life style. 17.55% of the respondents form all the villages under study, 17.60% of the respondents' form the villages with television and 17.50 say that interaction with people brings in changes in their life style. 16.22% of the respondents form all the villages under study, 15.40% of the respondent's form the villages with television and 17.00 say that economic growth brings in changes in their life style. 14.08% of the respondents form all the villages under study, 13.90% of the respondent's form the villages with television and 14.30 say that television brings in changes in their life style. 16.80% of the respondents form all the villages under study, 14.90% of the respondent's form the villages with television and 18.80 say that radio brings in changes in their life style. 13.83% of the respondents form all the villages under study, 13.10% of the respondents form the villages with television and 14.50 say that newspapers brings in changes in their life style. From the graph it is clear that according to the responses received form the respondents it is clear that those with television say that it is education and economic growth brings in changes more than any other variables mentioned in the graph. Whereas, those without television say that it is radio that brings in changes in their life. It is also observable from the table that television and the news papers ranks the least in the table because they do not have access to them. The table 5.43 shows that the respondents without television prefer radio and those who are from the villages with television prefer television, but majority of them do not own a television set, whereas they have transistor. Because of this reason they opine that it is radio and other factors bring in changes than television and newspapers.

5.43 Influence of Educational Programmes on Television

The questions regarding how the television is helpful they were asked. The responses of the respondents are given in table 5.43.

Table 5.43: Influence of Educational Television

Influence of Educational Television	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Elders are educated	2.74	2	2.01	1	2.38	1
Children learn better	3.54	4	1.98	1	2.76	3
Teachers are helped	3.07	3	1.48	1	2.27	1
Creates interest	3.27	3.5	1.71	1	2.49	2
Learn at own pace	2.7	2	1.49	1	2.1	1
To comprehend	3.11	3	1.49	1	2.3	1

The mean value of 2.38 and 2.74 of the respondents from all the villages and those without television and the median of 1 shows that to almost to no extent that the elders are educated. Whereas the mean value 2.74 and the median value 2 of those with television shows that to some extent the elders are educated by television. Further the mean value 2.76 and the median value 3 of the respondents from all the villages show that television helps children to some extent to learn better. The mean value 3.54 and the median value 4 of the respondents with television indicate that television helps children to a great extent to learn better, and the mean value of 1.98 and the median value of 1 of those without television show that television helps children almost to no extent to learn better.

The table indicates that the mean value 2.27 and the median value 1 of the respondents from all the villages show that almost to no extent those teachers are helped by television. The mean value 3.07 and the median value 3 of the respondents with television show that to some extent that the teachers are helped by television. The mean value of 1.48 and the median value of 1 of those without television show that

almost to no extent that the teachers are helped by television.

Again the mean value 2.49 and the median value 2 of the respondents from all the villages show that to a small extent television creates interest in people and the mean value 3.27 and the median value 3.5 of the respondents with television indicate that to a great extent television creates interest in people. The mean value of 1.71 and the median value of 1 of those without television show that almost to no extent that television creates in people.

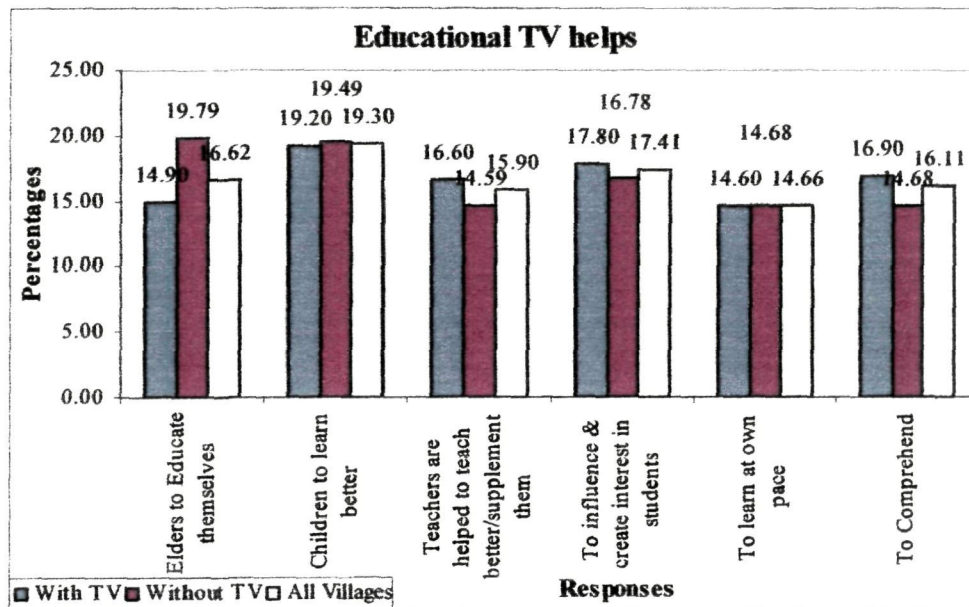
The table shows that the mean value 2.1 and the median value 1 of the respondents from all the villages show that almost to no extent that television helps to learn at own space. The mean value 2.7 and the median value 2 of the respondents with television show that to a small extent that television helps to learn at own space. The mean value of 1.49 and the median value of 1 of those without television show that almost to no extent that television helps to learn at own space. Again the mean value 2.3 and the median value 1 of the respondents from all the villages show that to a small extent television helps to comprehend. The mean value 3.11 and the median value 3 of the respondents with television indicate that some extent television helps to comprehend. The mean value of 1.49 and the median value of 1 of those without television show that almost to no extent that television helps to comprehend.

16.62% of all the respondents, 14.90% of the respondents with television in the villages and 19.79% of those from the villages without television say that television helps elders to educate themselves. 19.39% of all the respondents, 19.20% of the respondents with television in the villages and 19.49% of those from the villages without television say that television helps children to learn better. 15 90% of all the

respondents, 16.60% of the respondents with television in the villages and 15.90% of those from the villages without television say that television helps teachers to teach better. 14.66% of all the respondents, 14.60% of the respondents with television in the villages and 14.68% of those from the villages without television say that television helps to learn at own pace. 16.11% of all the respondents, 16.90% of the respondents with television in the villages and 14.68% of those from the villages without television say that television helps to comprehend better.

Graph 5.11: Influence of Educational Television

The graphical representation of the influence of television in different people are shown



From the table 5.43 and the graph 5.11 it is clear that television is a great source of education. It educates the young and the old. Both the groups of respondents agree

that television helps people to learn better. But the degree of agreement differs from those with television and without it. It is observable from the above table that both the respondents with television in the villages agree that television does help the young and old. It does create interest, children learn better and helps them to comprehend because television is a multi sensory medium. It makes the programs impressive with visuals, sound, motion and voice. In a way it creates intended emotions in the audience. They are fully aware that elders are educated; although they are aware of the impact of television in their development yet they are not able to be benefited by it because of long hour of work hard work, poverty and motivation and guidance to watch television programmes with purpose.

5.44 Awareness Due to Educational Television

The respondents were asked to indicate how the television creates awareness. They had responded to show how it creates awareness among people. The following table indicates their responses.

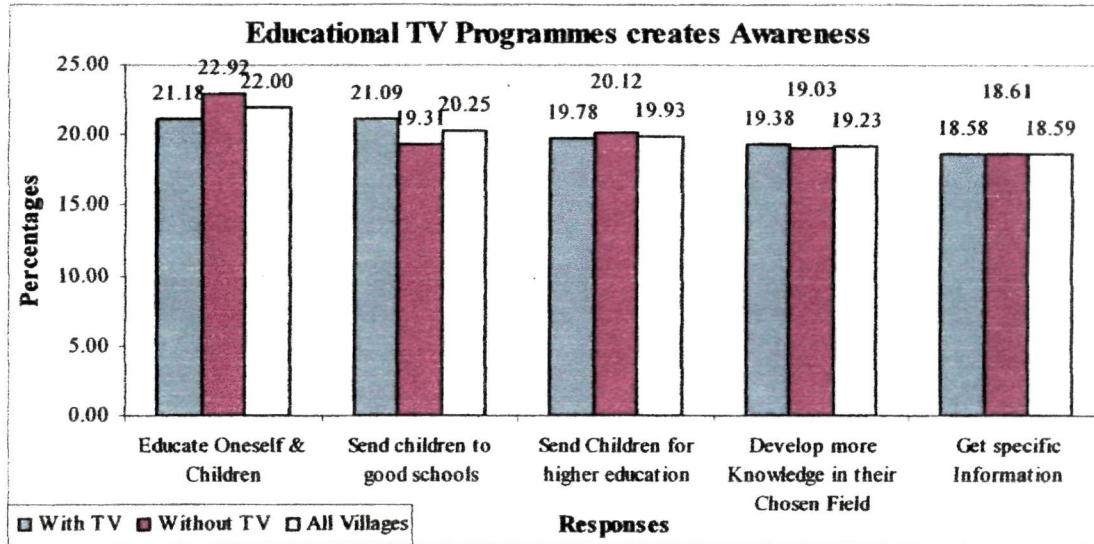
Table 5.44: Awareness Due to Educational Television

Awareness due to Educational Television	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Educate oneself	3.61	4.	3.29	3	3.45	4
Send children to school	3.58	4	2.77	2.5	3.18	3
Hr. Edu	3.36	4	2.89	3	3.13	3
Dev. Know	3.3	4	2.73	2	3.02	3
Info	3.16	4	2.67	2	2.92	3

The mean value 3.45 of all the respondents and the mean value of 3.61 of the respondents with television whose mean value is 4 indicate that to a very great extent

television helps to educate one. Whereas the mean value 3.29 and the median value 3 of those with television show that to some extent that television helps to educate oneself. The mean value 3.18 of all the respondents and median value 3 indicate that to some extent television creates awareness to send children to school. The mean value of 3.58 of the respondents with television and the median 4 reveal that television inspires elders to send their children to school. The mean value 2.77 and the median 2.5 indicate that to some extent television helps to send children to school. The mean value 3.13 of the respondents with television and 2.89 of the respondents without television whose median value is 3 indicate that to some extent television motivates people for higher education. The mean value 2.89 and the median value 3 of those with television shows that to some extent television helps people to pursue higher education. The mean value 3.82 and the median value 3 of all the respondents reveal that to some extent television helps to develop knowledge. The mean value 3.3 and the median 4 indicate that to a great extent television helps to develop knowledge. The mean value 2.73 of the respondents without television and their median value 2 show that to a small extent television helps to develop knowledge. The mean value of 2.92 and the median 3 of the respondents from all the villages under study indicate that to some extent television brings in information. The mean value of 3.16 and the median 4 of the respondents from the villages with television opine to a great extent that television brings information. The mean value 2.67 and the median 2 of the respondents without television show that to a small extent television brings in information.

Graph 5.12: Awareness Due to Educational Television



22% of the respondents from all the villages, 21.80 of the respondents from the villages with television and 22.92 of those from the villages opine that television educates oneself and children. 20.25% of the respondents from all the villages, 21.09% of the respondents from the villages with television and 22.92% of those from the villages say that television inspires elders to send children to good schools. 19.93%% of the respondents from all the villages, 19.78% of the respondents from the villages with television and 20.12% of those from the villages say that television motivates elders to send children for higher education. 19.23%% of the respondents from all the villages, 19.38% of the respondents from the villages with television and 19.03% of those from the villages say that television helps to develop knowledge in their chosen field. 18.59%% of the respondents from all the villages, 18.58% of the respondents from the villages with television and 18.61% of those from the villages say that television helps to get specific information. It is clear from the above table that 98.90% of the respondents agree that television is one of the sources of

information and education. It helps the elders to understand the need to educate their children by providing them higher education and they also realise that television informs them. This in turn develops their knowledge.

The respondents with television agree that to a great extent television helps oneself to educate oneself according to her/his aptitude; it creates awareness to a great extent to send their children to schools, to help them to continue their higher education and they also agree that it helps to develop and knowledge and to be informed. But the respondents without television accept that television does help to some extent to educate oneself, to educate their children and to a small extent they are able to be informed and develop their knowledge about various things.

5.45 Preferences of Educational Television Programmes

The respondents were asked what type of education programmes that they like to watch on television. They had given their choice of education programmes on television. The table shows their responses.

Table 5.45: Preferences of Educational Television Programmes

Preferences of Educational Television programmes	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Narration and demo	522	31.1	3.48	4	421	34.3	2.81	3	943	32.4	3.14	3
Lecture and visuals	435	25.9	2.9	3	261	21.3	1.74	1	696	23.9	2.32	1
Dramatisation	366	21.8	2.44	2	276	22.5	1.84	1	642	22.1	2.14	1
Documentary	357	21.3	2.38	2	269	21.9	1.79	1	626	21.5	2.09	1

32.4% and the mean value 3.14 of the respondents of six villages and 34.3% and the mean value 2.81 of the villages without television whose median is 3 respectively of the two groups of respondents indicate that to some extent they prefer

nation and demonstration. Whereas, 31.1%, the mean value 3.48 and the median 4 of the villages without television show that to a great extent they like narration and demonstration programmes on television. 23.9% and the mean value of 2.32 of the respondents of six villages and the mean value 21.3% and 1.74 of the villages without television whose median is 1 respectively of the two groups of respondents show that to a small extent they prefer lecture and visuals. Whereas, 25.9%, the mean value 2.9 and the median 3 of the villages without television show that to some extent they like lecture and visual programmes on television. 22.1% and the mean value 2.14 of the respondents of six villages and 22.5% and the mean value 1.84 of the villages without television whose median is 1 respectively of the two groups of respondents indicate that almost to no extent they prefer dramatisation. Whereas, 21.8%, the mean value 2.44 and the median 2 of the villages without television show that to some extent they like dramatisation programmes on television. 21.5% and the mean value 2.09 of the respondents of six villages. 21.9% and the mean value 1.79 of the villages without television whose median is 1 respectively of the two groups of respondents indicate that almost to no extent they prefer documentary programmes. Whereas, 21.3%, the mean value 2.38 and the median 2 of the villages without television show that to some extent they like dramatisation programmes on television.

The table 5.45 indicates that the respondents prefer to have narration and demonstration method, than methods like documentary, Lecture and visuals, dramatisation because seeing and hearing helps them in the retentions and recollection of facts and figures. Majority of the respondents' educational qualification is only till the primary level, so it must be difficult for them to understand the documentary films

or serial. Because of this reason we could have documentary programmes combined with entertainment.

5.46 Information from Educational Television Programmes

A question regarding the information that the respondents get from the television was asked. Their responses are shown in table 5.46.

Table 5.46: Information from Educational Television Programmes

Information from Educational television programmes	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Environment	533	18.7	3.55	4	281	18.6	1.87	1	814	18.7	2.71	3
Science and technology	491	17.2	3.27	4	271	17.9	1.81	1	762	17.5	2.54	2
National integration	489	17.2	3.26	3	249	16.5	1.66	1	738	16.9	2.46	2
Great personalities	469	16.5	3.13	4	257	17	1.71	1	726	16.7	2.42	2
Teaching method	430	15.1	2.87	3	228	15.1	1.52	1	658	15.1	2.19	1
Animal kingdom	437	15.3	2.91	3	224	14.8	1.49	1	661	15.2	2.2	1

Nearly 19% with the mean value 2.71 and the median 3 of the respondents from all the villages show that to some extent they receive information about the environment. 18.75% with mean 3.55 and the median 4 of the respondents from the villages with television show that to a great extent they receive information about environment. 18.6%, the mean value 1.87 and the median 1 of the respondents without television show that almost to no extent that the television informs them about environment. 17.5%, the mean value 2.54 and the median 2 of the respondents from all the villages show that to a small extent they receive information about Science and technology. 17.2%, the mean 3.27 and the median 4 of the respondents from the villages with television show that to a great extent they receive information about

Science and technology. 17.9% the mean value 1.81 and the median 1 of the respondents without television show that almost to no extent that the television informs them about Science and Technology. 16.9%, the mean value 2.46 and the median 2 of the respondents from all the villages show that to a small extent they receive information about national integration. 17.2%, the mean 3.27 and the median 4 of the respondents from the villages with television show that to a great extent they receive information about national integration 16.5% the mean value 1.66 and the median 1 of the respondents without television show that almost to no extent that the television informs them about national integration. 16.7%, the mean value 2.42 and the median 2 of the respondents from all the villages show that to a small extent they receive information about great personalities. 16.5%, the mean 3.13 and the median 4 of the respondents from the villages with television show that to a great extent they receive information about great personalities. 17% the mean value 1.71 and the median 1 of the respondents without television show that almost to no extent that the television informs them about great personalities.

Further the table shows that 15.1%, the mean value 2.19 and the median 1 of the respondents from all the villages show that almost to no extent they receive information about teaching method. 15.1%, the mean 2.87 and the median 3 of the respondents from the villages with television show that to some extent they receive information about great personalities. 15.1% the mean value 15.1 and the median 1 of the respondents without television show that almost to no extent that the television informs them about great teaching method.

The table again shows that 15.1%, the mean value 2.2 and the median 1 of the respondents from all the villages show that almost to no extent they receive information about animal kingdom. 15.3%, the mean 2.91 and the median 3 of the respondents from the villages with television show that to some extent they receive information about animal kingdom. 14.8% the mean value 1.49 and the median 1 of the respondents without television show that almost to no extent that the television informs them about animal kingdom.

From the above table it is evident that the respondents with television agree that to a great extent it informs them about the environment, Science and Technology, Great personalities and to some extent it helps in national integration teaching methods and animal Kingdom. This helps them to widen their knowledge on various aspects of world issues - like environmental crisis, growth in discoveries, globalisation, history of the various countries, innovation in teaching and learning process, about the plant and animal kingdom. But the respondents have very limited knowledge about the impact television almost to no extent they feel that television informs about various things mentioned above.

5.47 Educational Television Programmes Provides

The following table 5.47 indicates the responses of the respondents regarding the impact of educational television programmes in the society.

Table 5.47: Educational Television Channels Provide

Education TV Programmes Provides	Village with TV				Village without TV				All Villages			
	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median	Total Scores	%	Mean	Median
Provide Concreteness	438	10.2	2.92	3	247	10.1	1.65	1	685	10.2	2.28	1
enrich	403	9.37	2.69	2	271	11.1	1.81	1	674	10	2.25	1
Develops Creative Pr	468	10.9	3.12	4	244	10	1.63	1	712	10.6	2.37	1
Helps to Remember	500	11.6	3.33	4	244	10	1.63	1	744	11	2.48	2
Captures attention	466	10.8	3.11	4	265	10.9	1.77	1	731	10.9	2.44	2
Interest in Edn	411	9.56	2.74	2.5	237	9.73	1.58	1	648	9.62	2.16	1
Change in att	419	9.74	2.79	3	237	9.73	1.58	1	656	9.74	2.19	1
Influence	456	10.6	3.04	3	240	9.85	1.6	1	696	10.3	2.32	1
Variety of learning activities	353	8.21	2.35	1.5	225	9.24	1.5	1	578	8.58	1.93	1
Clarity	386	8.98	2.57	2	226	9.28	1.51	1	612	9.09	2.04	1

Nearly one-tenth (10.25%) with mean 2.28 and the median 1 of the respondents from all the villages show that almost to no extent that television provides concreteness. 10.25%, the mean value 2.92 and the median 3 of the respondents from the villages with television indicate that to some extent that television provides concreteness. 10.1% and the mean 1.65 and the median 1 of the respondents without television show that almost to no extent that television provides concreteness. 10%, the mean value 2.25 and the median 1 of the respondents from all the villages show that almost to no extent that television provides enrichment. 9.37%, the mean value 2.69 and the median 2 of the respondents from the villages with television indicate that to a small extent that television provides enrichment 11.1% and the mean 1.81 and the median 1 of the respondents without television show that almost to no extent that television provides enrichment. Further, the table shows that 10.6%, the mean value 2.37 and the median 1 of the respondents from all the villages show that almost to no extent that television develops creative power. 10.9%, the mean value 3.12 and the

median 4 of the respondents from the villages with television indicate that to a great extent that television develops creative power. 10% and the mean 1.63 and the median 1 of the respondents without television show that almost to no extent that television develops creative power. 11%, the mean value 2.48 and the median 2 of the respondents from all the villages show that to a small extent television helps to remember and retain facts and figures. 11.6%, the mean value 3.33 and the median 4 of the respondents from the villages with television indicate that to a great extent that television helps to remember and retain facts and figures. 10% and the mean 1.63 and the median 1 of the respondents without television show that almost to no extent that television helps to remember and retain facts and figures. 10.9%, the mean value 2.44 and the median 2 of the respondents from all the villages show that to a small extent that television helps to capture attention.

Again, the table shows that 10.8%, the mean value 3.11 and the median 4 of the respondents from the villages with television indicate that to a great extent that television helps to capture attention. 10.9% and the mean 1.77 and the median 1 of the respondents without television show that almost to no extent that television helps to capture attention. 11%, the mean value 2.48 and the median 2 of the respondents from all the villages show that to a small no extent that television helps to remember and retain facts and figures. 11.6%, the mean value 3.33 and the median 4 of the respondents from the villages with television indicate that to a great extent that television helps to remember and retain facts and figures. 10% and the mean 1.63 and the median 1 of the respondents without television show that almost to no extent that television helps to remember and retain facts and figures. 9.62%, the mean value 2.16

and the median 1 of all the villages show that almost to no extent television creates interest in education. 9.56%, the mean value 2.74 and the median 2.5 of the respondents from the villages with television indicate that to some extent that television helps to remember and retain facts and figures. 9.73% and the mean 2.16 and the median 1 of the respondents without television show that almost to no extent that television helps to creates interest in education. 10.3%, the mean value 2.32 and the median 1 of all the villages show that almost to no extent television helps to change attitudes and behaviour. 9.74%, the mean value 2.79 and the median 3 of the respondents from the villages with television indicate that to some extent that television helps to change attitudes and behaviour. 9.73% and the mean 2.16 and the median 1 of the respondents without television show that almost to no extent that television helps to change attitudes and behaviour.

Further, the table shows that 10.3%, the mean value 2.32 and the median 1 of the respondents from all the villages show that almost to no extent that television influences and stimulates. 10.6%, the mean value 3.04 and the median 4 of the respondents from the villages with television indicate that to a great extent that television influences and stimulates. 9.85% and the mean 1.6 and the median 1 of the respondents without television show that almost to no extent that television influences and stimulates. 8.58%, the mean value 1.93 and the median 1 of all the villages show that almost to no extent television provides wide variety of learning activities. 8.21%, the mean value 2.35 and the median 1.5 of the respondents from the villages with television indicate that to a small extent that television provides wide variety of learning activities. 9.24% and the mean 1.5 and the median 1 of the respondents

without television show that almost to no extent that television provides wide variety of learning activities.

Further, the table shows that 90.9%, the mean value 2.04 and the median 1 of the respondents from all the villages show that almost to no extent that television provides clarity. 8.21%, the mean value 2.35 and the median 2 of the respondents from the villages with television indicate that to a small extent that television provides clarity. 9.24% and the mean 1.5 and the median 1 of the respondents without television show that almost to no extent that television provides clarity.

From the table 5.47 it is obvious that all the 100% of the respondents agree that television does help to retain, It brings clarity, enriches people learning develops creative thinking. Television being a visual medium that captures attention, creates interest, and provides a wide variety of learning, but the respondents without television are not very much aware of it.

5.48 Educational Television Programmes Bring to Class

A question was asked regarding the impact of television in the class room. The responses are recorded in table 5.48.

Table 5.48: Educational Television Programmes Bring to Class

Educational Television and Classes	Village with TV		Village without TV		All Villages	
	Mean	Median	Mean	Median	Mean	Median
Inaccessible Events	2.84	3	1.64	1	2.24	1
Visual Sources	3.13	3	2.11	1	2.62	3
Direct Contact	3.11	3	1.65	1	2.38	1
Clarity	2.54	3	1.5	1	2.32	1

The mean value 2.24 and the median 1 of the respondents from all the villages indicate that almost to no extent that television brings inaccessible events to class rooms. The mean value 2.84 and the median 3 of the respondents from the villages with television show that to some extent television inaccessible events to class rooms. The mean value 2.1.64 and the median 1 of the respondents without television show that almost to no extent television brings inaccessible events to class rooms. The mean value 2.62 and the median 3 of the respondents from all the villages indicate that to some extent television brings visual sources to class rooms. The mean value 3.13 and the median 3 of the respondents from the villages with television show that to some extent television brings visual sources to class room. The mean value 2.11 and the median 1 of the respondents without television show that almost to no extent television brings visual sources to class room.

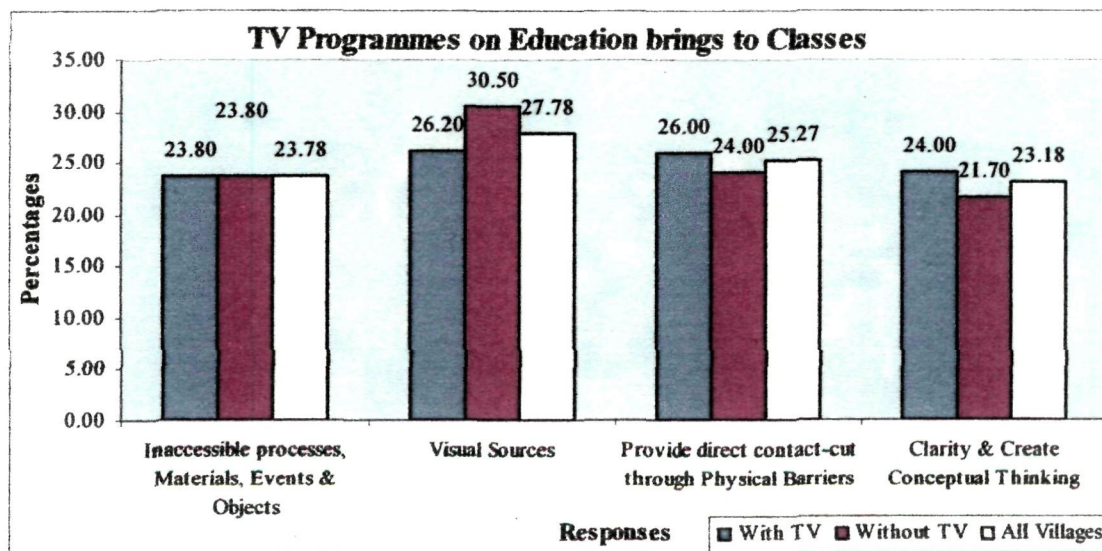
Further the table shows the mean value 2.38 and the median 1 of the respondents from all the villages indicate that to some extent television connects direct contacts to class rooms. The mean value 3.11 and the median 3 of the respondents from the villages with television show that to some extent television connects direct contacts to class rooms. The mean value 1.65 and the median 1 of the respondents without television show that almost to no extent television connects direct contacts to class rooms.

Again the table shows the mean value 2.32 and the median 1 of the respondents from all the villages indicate that to some extent television brings clarity to class rooms. The mean value 2.87 and the median 3 of the respondents from the villages with television show that to some extent television connects brings clarity to

class rooms. The mean value 1.5 and the median 1 of the respondents without television show that almost to no extent television brings clarity to class rooms.

Graph 5.13: Educational Television Programmes Bring to Class

23.78% from all the villages, 23.80% from the villages with television and 23.80% from the villages without television have the opinion that television brings inaccessible events to class rooms. 27.78% from all the villages, 26.20% from the villages without television and 30.50% from the villages without television reveal that television provides visual sources to class rooms. 25.27% from all the villages, 26 % from the villages without television and 24% from the villages without television indicate that television provides direct contact and cuts through physical barriers. 23.18% from all the villages, 24 % from the villages without television and 21.70% from the villages without television indicate that television provides clarity and creates conceptual thinking.



It is noticeable from the above table that cent percent of the respondents from six villages agree that television has the capacity to bring inaccessible events and objects to the classes, it is a visual medium which cuts through physical and creates conceptual thinking. It is an attractive medium because of its immediacy and sound and visuals it captures the mind and heart of its audience by helping them to witness the actual happenings by its live programmes the only difference between those with television and those without it is that their knowledge of television differs from one group to the other. Those with television say that so some extent television helps

To bring inaccessible processes, materials, events and objects visual sources and it provides direct contact-cuts through physical barriers and brings clarity and creates conceptual thinking. While those without television affirm that almost to no extent television helps in those things are mentioned in table 5.48.

CHAPTER VI

COMPARATIVE AND COMBINED ANALYSIS

The findings of the following correlation study will be interpreted only on variables that are found to be significant at 0.05 and 0.01 levels. (Referring to Correlation Coefficient for N=150 villages with television and N=150 villages without television $df(n-2) = 148$ and significant Correlations at 0.01 and 0.05 levels are 2.326 and 1.645 respectively (Gupta, M K; 1995).

Table 6.1 reflects that there is a correlation between *time spent on work* with the *time spent on other cultural activities*. There is no significant correlation between the *time spent on work and on other cultural activities* by those with and without television.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between *watching television* with *play* and *reading* at 5% and 1% levels respectively but a negative correlation is being observed between *watching television* and *friendship*, which is significant at 5% level.
2. There is a positive significant correlation between *play* with *reading* and *going to schools* or *colleges* also a positive relationship between reading and going to school and colleges.

The findings of those **without television** are as follows:

1. There is a positive significant correlation between watching television and *other things* which is significant at 0.05% level and also a positive significant

correlation between *play* and *visiting friends* which is significant at 0.01% level.

2. There is a negative significant correlation between *visiting friends* and *doing other things*, with is significant 0.01% level. A positive correlation between *reading books* with *attending schools or colleges* and *attending to other things*, in both the cases, the correlations are significant at 5% and 1% levels respectively.
3. It is observed from the above table that those without television in the villages do not have the reading habit when they are involved in other activities, but they are reading books they are involved in other activities.

Thus from the table 6.1 we can conclude, with reference to time spent on work and other cultural activities that there is a difference between the people in the villages with television and those without it utilise their time for the various cultural activities. The people with television facilities seem to use their time judiciously than those without the television in the villages; therefore we could say that there is an impact of television on the cultural life of the people in the villages. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. i.e., there is a relationship between time spent on work and time spent on other cultural activities.

Table 6.1: Correlation between Time Spent on Work with Other Cultural Activities

Cultural activities	Working		Watching TV		Play		Visit Friends		Read Books		Attend School/ College		Others	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Working	x	x												
Watching TV	0.000	0.058	x											
Play	-0.080	-0.592	0.207*	0.054	x									
Visiting Friends	0.148	-0.451	-0.169*	0.026	-0.006	0.690**	x							
Reading	-0.011	-0.118	0.216**	0.357	0.295**	0.023	0.078	0.125	x					
School/ College	-0.153	-0.048	0.079	0.560	0.401**	-0.035	-0.053	-0.059	0.386**	0.293**	x			
Others	0.009	0.282	-0.100	0.166*	-0.024	-0.402	-0.042	-0.350**	0.032	0.169*	0.152	0.041	x	x

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

Table 6.2: Correlation between Communicative Languages within Villages with Communication Language with Outsiders

Spoken Language	Languages Spoken with Outsiders	Languages Spoken within the Villages													
		Khasi			Pnar			Garo			English			Others	
		TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Languages Spoken with Outsiders	Khasi	0.527**	0.886**	0.248**	0.564**	-0.671**	-0.858**	-0.130	0.091	0.091	-0.087	-0.156			
	Pnar	-0.178*	0.507**	0.622**	0.992**	-0.175*	-0.489**	0.272**	0.042	0.042	0.061	-0.232**			
	Garo	-0.227**	-0.962**	-0.196*	-0.431**	0.591**	0.964**	0.244**	-0.057	-0.057	0.274**	0.229**			
	Hindi	-0.304**	0.272**	-0.108	0.549**	0.489**	-0.216**	0.451**	0.236**	0.303**	0.303**	0.246**			
	English	-0.302**	0.402**	0.284**	0.332**	0.185*	-0.361**	0.360**	0.175*	0.096	0.096	0.273**			
	Nepali	-0.027	0.102	0.026	0.200*	0.222**	-0.099	0.238**	0.048	0.495**	0.495**	-0.047			
Others	-0.036	-0.336**	-0.090	-0.274**	0.209**	0.404**	0.108	-0.005	0.421**	0.421**	0.593**				

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The table 6.2 shows that there is a correlation between communicative languages within villages with communicative languages with outsiders

The findings of those **with television** are as follows:

1. There is a positive significant correlation between Khasi with Khasi and a negative but significant correlation between *Khasi with Pnar, Garo, Hindi and English*. The table indicates that the Khasis use their mother tongue more than other languages while talking with people within their village and outside their village. This could be in order to preserve their literature, where language plays an important role in the preservation of their literature.
2. There is a positive significant correlation between *Pnar with Khasi and English* and also a negative but significant correlation between *Pnar and Garo*. Which means those who speak *Pnar speak Khasi and English* within their village and with outsiders but they speak less of *Garo than Pnar*.
3. There is a positive significant correlation between *Garo with Garo, Hindi, English, Nepali* and *Others* also a negatively significant correlation between *Garo with Khasi and Pnar*.
4. There exists a positive significant correlation between *English with Pnar Garo Hindi, English and Nepali*. The table shows that English is the link language and hence it is also the state language of Meghalaya.
5. There is a positive significant correlation between *other languages with Garo, Hindi, Nepali and others*

The findings of those **with out television** are as follows:

1. There is a positive significant correlation between *Khasi* with *Khasi, Pnar, Hindi* and *English*, while negative and significant correlation exists between *Khasi* with *Garo* and *other languages*.
2. There is a positive significant correlation between *Pnar* with *Khasi Pnar Hindi English* and *Nepali*, and a negative but significant correlation between *Pnar* with *Garo* and *Others*.
3. There exists a negative significant correlation between *Garo* with *Khasi, Pnar Hindi and English*, a positively significant correlation between *Garo with Garo* and *other languages*. Which means that they are not exposed to, *Khasi, Pnar, Hindi and English*, whereas, those with television speak *Hindi and English, Nepali and other languages, and less of Khasi and Garo*.
4. There is a positive significant correlation between *English* with *Hindi Pnar, Garo, Hindi, English and Nepali*.
5. There is a positive significant correlation between *other languages with Garo, Hindi, English, Nepali and others* and a negatively significant correlation between *other languages* and *Pnar*.

It is observed from the table that the people of the state speak less of other state languages other than their own language, but they equally communicate in English, Hindi Nepali and other languages as that of their mother tongue. Hence, it can be said that television influences the cultural life of the people so the null hypothesis is rejected and the alternate hypothesis is accepted, i.e., television influences the cultural life of the people.

Table 6.3: Correlation between Benefits of Television Programmes and Gatherings in the villages

Social Factor	Various Programmes on TV helps to													
	Social Factors		Entertainment		Information		Education		National Integration		Social Acceptance		Others	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Celebration in Your Village	Sunday Gathering	0.235**	0.128	0.016	-0.364**	0.081	-0.414**	0.057	0.364**	-0.268**	0.051	-0.407**	-0.208*	-0.200*
	Dances for celebrations	0.455**	0.413**	0.437**	-0.067	0.079	0.033	0.347**	0.105	-0.001	0.208*	-0.028	-0.098	0.073
	Weddings	0.443**	-0.006	0.208*	0.072	0.129	0.131	0.347**	0.105	0.259**	0.109	0.308**	-0.039	0.112
	Deaths	0.482**	-0.003	0.297**	-0.488**	0.091	-0.446**	0.405**	-0.157	0.400**	-0.308**	-0.014	-0.014	-0.105
	Harvest	0.299**	0.314**	0.170*	-0.264**	0.046	-0.229**	0.196*	-0.049	0.033	-0.194*	0.008	0.008	-0.001
	Others for recreation	0.087	0.234**	-0.153	0.108	0.132	0.232**	-0.012	0.432**	0.055	0.209**	0.576**	0.542**	
	Dances	0.440**	0.378**	0.331**	-0.278**	0.144	-0.233**	0.293**	-0.222**	0.172*	-0.212**	-0.094	-0.094	-0.111
	Community TV	0.243**	0.300**	0.253**	-0.346**	0.292**	-0.299**	0.273**	-0.155	0.367**	-0.215**	-0.020	-0.020	-0.122
	Games	0.484**	0.239**	0.236**	-0.377**	0.209**	-0.342**	0.295**	-0.183*	0.242**	-0.249**	-0.053	-0.053	-0.096
	Cleaning drive	0.453**	-0.043	0.480**	-0.383**	0.087	-0.582**	0.331**	-0.246**	0.368**	-0.470**	-0.057	-0.057	-0.176*
Community Picnics	0.134	0.381**	0.107	-0.288**	0.239**	-0.152	0.164*	-0.181*	0.096	-0.187*	0.074	0.074	-0.112	
Religious Celebrations	0.213**	0.200*	0.187*	-0.300**	0.068	-0.264**	0.267**	-0.195*	0.231**	-0.248**	-0.067	-0.067	-0.156	
Clubs	0.034	0.220**	-0.019	0.070	0.188*	0.115	-0.036	-0.150	0.132	0.083	0.360**	0.360**	-0.143	

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The above table indicates that television programmes help in celebration and social entertainment.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between *entertainments with (a) Sunday Gathering, dances, weddings, deaths, harvest. (b) Dances, community television, games, cleaning drive and religious celebrations.*
2. There is a positive significant correlation between *information with (a) dances, weddings, deaths, harvest (b) dances, community television, games, cleaning drive and religious celebrations*
3. There is a positive significant correlation between *education with (b) community television, games, community picnic and clubs.*
4. There is a positive significant correlation between *national integration with (a) dances, weddings, deaths, harvest, (b) dances, community television, games, cleaning drive, community picnic and religious celebrations.*
5. There is a positive significant correlation between *social acceptance with (a), dances, weddings, deaths, (b) dances, community television, games, cleaning drive and religious celebrations.*
6. There is a positive significant correlation between others with (a) others (b) clubs. A negative significant correlation between others and Sunday gathering.

The findings of those **without television** are as follows:

1. There is a positive significant correlation between *entertainments with (a) dances, harvest, others (b) dances, community television, games, community picnics , religious celebrations and clubs.*

2. There is a negative significant correlation between *information* with (a) Sunday gathering, deaths, harvest, (b) dances, *community television, games, cleaning projects, community picnics, religious celebrations and clubs.*
3. There is a negative significant correlation between *education* with (a) Sunday gathering, deaths, harvest, others (b)dances, *community television, games, cleaning projects and , religious celebrations.*
4. There is a positive significant correlation between *national integration* with (a) others. A negative significant correlation between *national integration* with(a) *Sunday gathering,(b) dances, games, cleaning projects, community picnics, and religious celebrations.*
5. There is a negative significant correlation between *social acceptance* with (a) *Sunday gathering, deaths, harvest, others (b) dances, community television, games, cleaning projects, community picnics and , religious celebrations.*
6. There is a positive significant correlation between *others* with (a) *others. A negative significant correlation between others with (a) Sunday gathering and (b) cleaning drive.*

From table 6.3, it is evident that all the respondents are aware of the opportunity that the television programmes offer not only to develop and change the society but also they provide time for relaxation. It is also clear from the table that even though all the respondents do not have the opportunity to watch television programmes as they would like to, yet they are aware of the benefits of television programmes for progress for the individuals, family and society.

Table 6.4: Correlation between Preference of Language in Watching Films and the Places of Watching

Films	Options	Watch Films in						Place of Watching Film									
		Hindi		English		Theatre		Video Parlour		Friend's House		Relatives House		At Home		Never	
		TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Language	Hindi	x	x														
	English	0.204*	0.401*	x	x												
Place	Theatre	0.168*	0.419**	0.355**	0.183*	x	x										
	Video Parlour	0.189*	0.403**	0.374**	0.166*	0.417**	0.229**	x									
	Friend's House	-0.022	0.297**	0.009	0.084	0.003	-0.058	0.158	0.272**	x							
	Relatives House	0.052	0.351	0.068	0.193*	0.202*	0.286**	0.245**	-0.087	0.254**	0.619	x					
	At Home	0.413**	0.290	0.365**	0.113	0.130	0.214**	0.166*	0.039	-0.335**	0.123	-0.074	0.195*	x			
	Never	-0.066	-0.070	0.040	-0.043	0.208*	-0.015	-0.070	-0.040	-0.096	-0.049	0.028	-0.047	-0.024	-0.010	x	x

Note TV – Villages with TV, NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed), ** - Significant at 0.01 level (2-tailed)

Table 6.5: Correlation between Benefits Common Languages in Villages and the Language Preference in Listening to Radio

Languages	Common Language of Communication within Village													
	Khasi			Pnar			Garo			English			Others	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Radio Preference on	English	-0.127	0.425**	0.352**	0.893**	-0.043	-0.388**	0.386**	0.064	0.067	-0.126	-0.196*	0.095	-0.050
	Khasi	0.587**	0.993**	0.255**	0.488**	-0.715**	-0.961**	-0.198*	0.067	0.067	-0.126	-0.196*	0.095	-0.050
	Garo	-0.268**	-0.423**	-0.269**	0.524**	0.605**	0.456**	0.277**	0.009	0.009	0.115	0.000	0.095	-0.050
	Pnar	-0.209**	0.511**	0.590**	0.985**	-0.147	-0.493**	0.208*	0.044	0.044	0.074	-0.234**	0.095	-0.050
	Hindi	-0.156	0.353**	0.048	0.879**	0.338**	-0.313**	0.420**	0.072	0.072	0.165*	-0.066	0.095	-0.050
Others	-0.117	0.012	-0.102	0.320**	0.455**	0.033	0.311**	0.165*	0.165*	0.384**	0.083	0.095	-0.050	

Note TV – Villages with TV, NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed), ** - Significant at 0.01 level (2-tailed)

So the null hypothesis is rejected and the alternative hypothesis is accepted, i.e., Television has a positive impact on the changes at structures and Socio-Psychological levels in a society.

Table 6.4 indicates that preference of language in watching films and the places of watching them.

The findings of those **with television** are as follows:

1. There exists a positive and significant correlation between *Hindi and English* films and between films with the place of watching the films such as Theatre, Video Parlour as well as at Home.
2. Again it is being noticed from the table 6.4 that there is a positive and significant relation between *watching English Films* in places like Theatre, Video Parlour and at Home.
3. There is a positive and significant correlation between *Theatre, Video Parlour* and *Relative's House*. But one interesting thing which emerges from the table is that some of the respondents have reported that they never watch any film in Theatre. It may be because they have television at home or they watch the films elsewhere.
4. As regards the Video Parlour, there exists a positive and significant relation between Video Parlour, Relation's House and at Home.

The findings of those **without television** are as follows:

1. There is a positive and significant correlation between *Hindi and English*.

2. Again it is being noticed that there is a positive and significant relation between *watching Hindi Films* in places like Theatre, Video Parlour and Friend's House.
3. There is a positive and significant correlation between *English* and *Theatre, Video Parlour* and *Relative's House*.
4. It has been noticed from the table that instead there does not exist any significant relation between Friend's House and any other place of watching Films rather they watch the films either Relative's House or Video Parlour or Theatre.

From the table 6.4 it is evident that all the respondents are aware of the Hindi and English films. Majority of them watch either Hindi Films or English or both in places like Theatre, Video Parlour, Relative's House or at Home. It is noticed here that those who have television facilities at home they prefer to watch the films in their own house on television rather than watching the films at other places mentioned above.

As regards Table 6.5, it gives the correlation between the common languages within villages and language preference on listening to radio.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between Khasi with Khasi. A negative significant correlation between Khasi with Garo and Pnar.
2. There is a positive significant correlation between Pnar with Pnar, English and Khasi.
3. There is a positive significant correlation between Garo with Garo, Hindi and others. A negative significant correlation with Khasi.

4. There is a positive significant correlation between English with English, Garo, Pnar and Hindi.
5. There is a positive significant correlation between others with others and Hindi.

The findings of those **without television** are as follows:

1. There is a positive significant correlation between Khasi with Khasi, English, Pnar and Hindi.
2. There is a positive significant correlation between Pnar with Pnar, English, Khasi, Hindi and others
3. There is a positive significant correlation between Garo with Garo. A negative significant correlation Garo with English, Khasi, Pnar and Hindi.
4. There is a positive significant correlation between English with English and others.
5. There is a negative significant correlation between others with Khasi and Pnar.

It is clear from the above table that those who are without television are very much exposed to other languages like English and Hindi than the state languages – Khasi, Pnar and Garo. The reason could be that they interact with people other than their own language groups because they visit video parlours and houses of friends and relations to watch television programmes in different languages. As a result they are interested and learn other languages like English, Hindi, Nepali, etc.

Table 6.6: Correlation between Income with Ownership of Land Economic

Economic factors	Monthly Income		Ownership of Land	
	TV	NTV	TV	NTV
Monthly Income	x	x		
Ownership of Land	- 0.173*	- 0.497**	x	x

Note: TV – Villages with TV; NTV – Villages without any TV

* - significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The above table indicates that there is correlation between *monthly income* and *ownership of land* but it is negative in both the cases of villages, i.e., villages with television and villages without television. It also indicates that in the case of villages where television is available the correlation is weak at 5% level of significance. Therefore it can be said that though the *income* increases the *ownership of the land* does not increase. On the other hand regarding the villages without television, the correlation between *income* pattern and *ownership of land* is not as weak as that of the previous one, it is significant at 1% level of significance indicating that the *income* is inversely related to the *ownership of land*. This could be because of the influence of television. The respondents from the villages with television might be well informed to invest on other sectors for better returns or they might be using better facilities to produce more with the limited land. The reason also might be that they are undertaking other jobs than cultivation. It is also probable that they are spending more on other income generating schemes than investing on land. But the respondents, from the villages without television, may continue the traditional way of getting their income only by owning land due to lack of information from television. Thus it can be concluded, that there is the influence of television on the economic condition of the respondents with the facility of television. Hence, the null hypothesis H_0 is rejected

and the alternative hypothesis H_1 is accepted, i.e., there is the impact of television on the economic condition of its audience.

Table 6.7: Correlation between Family Incomes with Tools of Cultivation

Economic Factors	Monthly Income		Tools Used for Cultivation					
			Bullocks/Cows		Ploughs		Mechanical Implements	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Monthly Income	x	x						
Bullocks/ Cows	0.190*	0.081	x	x				
Ploughs	- 0.264**	- 0.162*	- 0.218**	- 0.164*	x	x		
Mechanical Implements	0.126	- 0.105	0.106	0.210**	- 0.135	- 0.002	x	x

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The above table reveals that there is a correlation between the *monthly income* and the *types of tools used for cultivation* by the respondents with television and without television in the villages.

The findings of those **with television** are as follows:

The table points out that there is a positive significant correlation between the *income* with the use of *cows and bullocks* which is significant at 0.05 level and there is also positive significant correlation between *income* with *ploughs* which is significant at 1% level. A negative significant correlation between the *cows/bullocks* and use of *ploughs* which is significant at 0.01 level. This shows that they may aim at getting their income from the products from the land by using better seeds, fertiliser and insecticides but they use the traditional method of cultivation since they can not use mechanical implements like tractors in a small piece of land or they get themselves involved in other types of jobs that could offer them better returns.

The findings of those **without television** are as follows:

There is a positive significant correlation at 5% level between the *income* and the use of *ploughs*. Also the correlation is found to be positive and significant between the *cows/bullocks* with mechanical implements, while negative but significant correlation between *cows/bullock* and *ploughs*, which is significant at 1% level.

Thus it can be concluded by saying that television educates its viewers to earn better and also for better living. Hence the hypothesis H_0 is rejected and H_1 is retained, that is Television influences the Education of the people in the villages for better living.

Table 6.8: Correlation between Monthly Income Working Hours with Cultural Activities

Cultural Factors	Activities	Monthly Income		Working Time in a day	
		TV	NTV	TV	NTV
	Monthly Income	x	x		
	Working Hours in a day	0.040	-0.114	X	x
Celebrations	Sunday Gathering	-0.039	-0.107	0.017	-0.436**
	Dances- celebrations	-0.303**	0.021	0.140	-0.471**
	Weddings	-0.189*	0.196*	0.161*	0.048
	Deaths	-0.114	0.055	0.170*	-0.346**
	Harvest	-0.028	0.025	0.039	-0.560**
	Others	0.204*	0.173*	0.052	0.035
	Social Entertainments	Dances-recreation	-0.260**	-0.039	0.030
Community TV		-0.037	-0.046	-0.099	-0.482**
Games		-0.005	0.016	0.105	-0.522**
Cleaning drive		-0.290**	-0.079	0.079	-0.483**
Community Picnics		-0.020	-0.067	0.017	-0.458**
Religious Celebrations		-0.032	0.025	0.087	-0.385**
Clubs		0.073	-0.177*	-0.044	0.119

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The findings of those **with television** are as follows:

1. The table indicates that that there is a correlation between *monthly income* with the *cultural factors* and *working hours* with *cultural factors* among the people

in the villages with television and without it. A positive significant correlation between *monthly incomes* with *others* being observed at 5% level of significance. A negative correlation (though it is significant) between *monthly income* with *dances* with reference to celebrations and recreation and *cleaning drive* at 1% level of significance, a negative relationship between *monthly income* and *weddings* is significant at 5% level.

2. There is positive significant correlation between *working time* with *weddings* and *deaths* which are significant at 0.05 levels.

The findings of those **without television** are as follows:

1. There is a positive relationship between *income* and *weddings* and *others* at 5% level of significance is being remarked. A negative significant correlation between *incomes* with *clubs* at 0.05 levels.
2. There is a negative significant correlation between *working time* with *Sunday gathering*, *dances* with reference to celebrations and recreation, *deaths harvest*, *community television games*, *cleaning drive*, *community*, *picnics* and *religious celebrations* at 1% level.

Hence, we could conclude that those who have television do not spend much on weddings, dances and cleaning drive but they spend on other things. The table also shows that though they are working, there are able to give importance in attending to social obligations like weddings and deaths. Whereas those without television spend on weddings and other things also they are not able to organise their time to attend other social activities, which are important elements to build up relationships.

Therefore we could say that there is an impact of television on structural and socio-psychological levels in a society, so the null hypothesis H_0 is rejected and H_1 is retained. That is, there is an impact of television on the changes at structured and socio-psychological levels in a society.

Table 6.9: Correlation between Monthly Expenditure on Television/Videos with having Television at Home

Factors	Monthly Expenditure on TV/Videos		Have TV at Home	
	TV	NTV	TV	NTV
Monthly Expenditure on TV/Videos	X	x		
Have TV at Home	-0.190*	-0.166*	x	x

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed)

It can be seen from the table that there is a negative significant correlation at 5% level of significance between *having television* and *monthly expenditure* on television or videos among the people with and without television in the villages under study. This indicates that television is a medium of information, education and entertainment; therefore people seem to spend on this medium for one reason or the other. Therefore, H_0 is rejected and H_1 is accepted. That is, the society is aware of the impact of television as a medium of information.

Table 6.10: Correlation between Television at Home and the Place of Watching

Place of TV Watch		Having TV		If no TV at Home, where you watch TV Programmes									
		TV at Home		Friends House		Community Hall		Relatives House		Information Centre			
		TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV		
TV at Home		x	x										
Watching TV	FH	0.007	-0.023	x	x								
	CH	0.148	0.012	0.060	-0.068	x	x						
	RH	0.076	-0.023	-0.285**	-0.024	0.135	0.251**	x	x				
	IC	0.093	0.010	0.034	-0.002	0.566**	-0.017	0.141	0.229**	x	x		

Note: FH - Friends House; CH - Community Hall; RH - Relatives House; IC - Information Centre

TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The above table indicates that there is a correlation between having *television at home* and the *places of watching television programmes*.

The findings of those **with television** are as follows:

1. There is a negative significant correlation between watching television programmes in *friend's place* with *relation's house*. It appears from the table that when the people watch television programmes in their *friends' house* they *do not go to their relations' house*.
2. There is a positive significant correlation between *community halls* with *information centre*. Although they might have television in their houses yet they go to *community hall* and *information centre*, it may be to watch cable television channels or to socialise themselves.

The findings of those **without television** are as follows:

1. There is a positive significant correlation between *community hall* and *relation's house*. It is obvious that those without television make use of the television that is available to them in other places.
2. There is a positive significant correlation between the *relation's house* and *information centre*. People visit the information centres and also their relation's house to watch television programmes.

It can be concluded from the observation of the above table that television socialises the people with and without television in the villages. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. i.e., Television influences the cultural life of a society.

Table 6.11: Correlation between Money saved for and the extra expenditure

Expenditure	Cultural Factors	Money Saved for																
		Children's Education			Children's Future			Buying House, Land Furniture			Travel			Medical Expenses			Do not save	
		TV	NTV		TV	NTV		TV	NTV		TV	NTV		TV	NTV		TV	NTV
Extra Money spent on	Weddings	0.284**	0.127	0.408**	0.291**	0.500**	0.153	0.371**	0.175*	0.355**	0.247**	-0.137	0.222**					
	Death	0.260**	0.367**	0.358**	0.657**	0.423**	0.170*	0.381**	-0.049	0.433**	0.668**	0.043	0.010					
	Religious Ceremonies	0.253**	0.452**	0.307**	0.520**	0.182*	0.244**	0.309**	0.111	0.480**	0.304**	0.057	-0.002					
	Buying TV or other Gadgets	0.005	0.055	0.202*	0.040	0.275**	0.331**	0.062	0.038	0.182*	0.004	-0.075	-0.038					
	Education	0.076	0.153	-0.085	-0.114	-0.012	0.121	0.149	0.278**	0.097	-0.149	0.126	0.124					
	Others	-0.007	-0.471**	-0.060	-0.444**	0.033	-0.072	-0.110	0.195*	-0.075	-0.511**	0.216**	0.071					

Note: TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

The above table shows that there is a correlation between the saving of money with the extra expenditure of the family.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between the money saved for *children's education* and *the expenses on weddings, deaths and religious celebrations*. This shows that they take part and also organise weddings and other religious duties in the family and society.
2. There is a positive significant correlation between *money saved for children's future* and *money spent on weddings, deaths, religious celebrations and for buying television or gadgets*.
3. There is positive significant correlation between *buying house, land and furniture* with *money spent on weddings, deaths, religious celebrations and for buying gadgets*
4. There is positive significant correlation between *travel* and *money spent on weddings, deaths and religious celebrations*.
5. There is positive significant correlation between *medical expense* with *money spent on weddings, deaths, religious celebrations and for buying gadgets*
6. There is positive significant correlation between *do not save* with *other things*.

The findings of those **with out television** are as follows:

1. There is a positive significant correlation between the money saved for *children's education* with *the extra expenses on deaths and religious celebrations*. A negative significant correlation between money spent on children's education and money spent on other things.

2. There is a positive significant correlation between the money saved for *children's future* and *the extra expense on weddings, deaths and religious celebrations*. This indicates that there is special social gathering in the villages. A negative significant correlation between money saved for children's future and extra money spent on other things.
3. There is positive significant correlation between *buying land, house and furniture* with *extra money spent on deaths, religious celebrations and for buying gadgets*.
4. There is *positive* significant correlation between money saved for *travel* and *money spent on weddings, education and other things*.
5. There is positive significant correlation between *medical expense* with *extra money spent on weddings, deaths, religious celebrations*, a negative significant correlation between *medical expense* and *extra money spent on other things*.
6. There is positive significant correlation between *do not save* with *weddings*.

It is observed from the table that the people of the villages under study, whether they have television in the villages or not they have learnt to save and spend on important things. It is clear from the table that those without television spend extra money on education. This is not done by those with television because they might be spending on various things according to their budget. It is also obvious from the table that those who have the influence of television spend reasonably on various celebrations, whereas those without television spend more on various celebrations and on unnecessary things which forces them to borrow money in order to meet the extra pomp and show.

The table also corresponds with what the researcher had heard from the informal interview with those without television in the villages that they do not have enough money for weddings, so very rarely weddings take place in the villages. But they seem to spend unreasonably on deaths, religious celebrations. It is also observable from the table that those with television save and celebrate weddings, buy gadgets and good houses which are often watched in television programmes. Thus we can conclude that television encourages social celebrations and encourages the audience to save and to spend economically on extra activities. Hence null hypothesis is rejected and alternative hypothesis is accepted. i.e., Television influences the economic life of a society.

Table 6.12 below indicates that television is not only useful for development but also it has brought in changes in personal, social, cultural and political situation in the family and villages.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between *entertainment* with (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved agricultural tools, improved nutrition or childcare, health care,* and (b) *changes in food habits, education, changes in dressing, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration and others.*

Table 6.12: Correlation between Television Programmes and Useful of Television for Development and Changes in the Society

Impact of TV	TV Programmes helps to have													
	Impact of TV		Entertainment		Information		Education		National Integration		Social Acceptance		Others	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
TV useful for Development	Education	0.448**	0.583**	0.468**	0.526**	0.223**	0.375**	0.403**	0.255**	0.189*	0.353**	-0.092	0.222**	
	Information about other's Culture	0.349**	0.410**	0.404**	0.391**	0.165*	0.339**	0.317**	0.436**	0.426**	0.436**	0.024	0.368**	
	Improved Social Relationship/ Participation Empowerment	0.557**	0.331**	0.183*	0.145	0.137	0.449**	0.513**	0.512**	0.271**	0.453**	0.118	0.358**	
	Improved Ag. Methods	0.363**	0.212**	0.166*	0.343**	0.240**	0.541**	0.283**	0.702**	0.149	0.505**	0.260**	0.527**	
	Improved Ag. Tools	0.233**	0.233**	0.061	0.423**	0.318**	0.360**	0.073	0.522**	0.162*	0.498**	0.185*	0.602**	
	Loans & Subsidies	0.120	0.360**	0.186*	0.482**	0.275**	0.262**	0.079	0.283**	0.191*	0.351**	0.181*	0.477**	
	Improved Nutrition /Childcare	0.504**	0.265**	0.327**	0.322**	0.027	0.239**	0.005	0.423**	0.004	0.454**	0.208*	0.364**	
	Health Care	0.418**	0.209**	0.377**	0.465**	0.206*	0.234**	0.317**	0.279**	0.374**	0.311**	-0.008	0.452**	
	Food Habits	0.517**	0.561**	0.225**	0.229**	0.197*	0.335**	0.400**	0.581**	0.283**	0.366**	0.084	0.478**	
	Education	0.307**	0.724**	0.283**	0.302**	0.286**	0.335**	0.362**	0.167*	0.154	0.337**	-0.020	0.196*	
	Change of Dressing	0.311**	0.581**	0.281**	0.192*	0.033	-0.026	0.156	0.189*	0.180*	0.091	-0.023	0.198*	
	Recreation	0.491**	0.198*	0.325**	0.452**	0.227**	0.260**	0.341**	0.455**	0.263**	0.386**	0.039	0.460**	
	Sleeping Habits	0.467**	0.254**	0.298**	0.397**	0.117	0.300**	0.401**	0.376**	0.299**	0.354**	0.032	0.526**	
	Friendship	0.522**	0.416**	0.286**	0.444**	0.148	0.621**	0.417**	0.240**	0.323**	0.512**	0.022	0.312**	
	Celebrations	0.344**	0.496**	0.219**	0.232**	0.252**	0.268**	0.273**	0.272**	0.275**	0.257**	0.022	0.370**	
Marketing	0.445**	0.219**	0.249**	0.355**	0.114	0.299**	0.401**	0.446**	0.211**	0.410**	0.036	0.591**		
Preservation	0.464**	0.281**	0.372**	0.381**	0.225**	0.336**	0.330**	0.387**	0.317**	0.399**	0.201*	0.469**		
Values/Attitudes	0.562**	0.294**	0.311**	0.438**	0.267**	0.310**	0.351**	0.493**	0.233**	0.427**	0.299**	0.522**		
Worship	0.519**	0.244**	0.299**	0.402**	0.180*	0.309**	0.309**	0.392**	0.275**	0.384**	-0.031	0.571**		
Village Administration	0.459**	0.307**	0.363**	0.343**	0.214**	0.323**	0.448**	0.455**	0.309**	0.399**	0.070	0.524**		
Others	0.283**	0.228**	-0.052	0.347**	0.016	0.424**	0.145	0.626**	-0.061	0.376**	0.381**	0.705**		
Not Applicable	0.031	0.053	-0.085	0.105	0.045	0.191*	-0.061	0.275**	0.020	0.208*	0.278**	0.282**		

Note: TV – Villages with TV; NTV – Villages without any TV; * - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

2. There is a positive significant correlation between *Information* with (a) development of *education, information about other's Culture, Improved social relationship or participation, empowerment, improved nutrition or childcare or, health care, (b) changes in food habits, education, changes in dressing, recreation sleeping habit friendship, celebration marketing preservation values/attitudes worship village administration. A negative significant correlation between information and loans and subsidies.*
3. There is a positive significant correlation between *Education* and (a) development of *education, information about other's Culture, empowerment, improved agricultural methods, improved agricultural tools, health care, changes in food habits, education, recreation, celebration, preservation, values/attitudes, worship and village administration.*
4. There is a positive significant correlation between *National Integration* and (a) development in *education, information about other's culture, improved social relationship or participation, empowerment, improved nutrition or childcare, health care, (b) changes in food habits, education, recreation, sleeping habit, friendship, celebrations, marketing, preservation values/attitudes, worship, and village administration.*
5. There is a positive significant correlation between *Social acceptance* and (a) development *education, information about other's Culture, Improved social relationship or participation, improved agricultural methods, improved agricultural tools, improved nutrition or childcare, health care, (b) changes in food habits, changes in dressing, recreation, sleeping habit, friendship,*

celebration, marketing, preservation values/attitudes, worship, village administration.

6. There is a positive significant correlation between *others*(a) development of *empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies* (b) *preservation, values/attitudes, others and not applicable.*

The findings of those **with out television** are as follows:

1. There is a positive significant correlation between *entertainment* (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies improved nutrition or childcare, health care, and* (b) *changes in food habits, education, changes in dressing, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration and others.*
2. There is a positive significant correlation between *Information* (a) development *education, information about other's Culture, empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies improved nutrition or childcare, health care, and* (b) *changes in food habits, education, changes in dressing, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration and others.*
3. There is a positive significant correlation between *Education* (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved*

agricultural tools, loans and subsidies improved nutrition or childcare, health care, (b)changes in food habits, education, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration, others and not applicable.

4. There is a positive significant correlation between *national integration* (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies improved nutrition or childcare, health care, (b)changes in food habits, education, changes in dressing, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration others and not applicable* and (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies improved nutrition or childcare, health care, (b) changes in food habits, education, recreation, sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration, others and not applicable*
5. There is a positive significant correlation between *others* (a) development *education, information about other's Culture, Improved social relationship or participation, empowerment, improved agricultural methods, improved agricultural tools, loans and subsidies improved nutrition or childcare, health care, (b)changes in food habits, education, changes in dressing, recreation,*

sleeping habit, friendship, celebration, marketing, preservation, values/attitudes, worship, village administration, others and not applicable.

From the observation of the above table it can be concluded that the respondents of the six villages agree that television programmes are the powerful agents of development and social change in the society. It is remarkable from the table even those without television in the villages opine the same, the reason is that they go to watch television programmes in their friends', relations' houses, video parlours and hire the television sets and DVD to watch the programme of their interest because of these reasons they are able to say that television programmes are a means to develop and change some of the social activities of the society. So the null hypothesis is rejected and the alternative hypothesis is accepted, i.e., Television has an impact on the changes at structural and Socio-Psychological levels in a society.

Table 6.13 indicates that educational television channels provide information, provide concreteness and access, inaccessible events, objects and other things.

The findings of those **with and without television** are as follows:

1. There is a positive significant correlation between *information* and *national integration (a) preservation of environment, Science and Technology, national integration, great personalities, teaching methodology and animal kingdom. (b) concreteness, enrichment, opportunity to increase creative power by encouraging learning by doing, visuals that help to remember and retain, opportunity to capture attention, interest in education and participation in children's education, opportunities to change in attitude and behaviour, influence and stimulate students' interest, wide variety of learning activities,*

Table 6.13: Correlation between Benefits of Education Television Channels and information; provide concreteness and access, inaccessible events, objects and other things.

Educational TV channels	Various Programmes on TV helps to													
	Education		Entertainment		Information		Education		National Integration		Social Acceptance		Others	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Provide Information on	PET	0.371**	0.197*	0.377**	0.391**	0.187*	0.477**	0.311**	0.378**	0.202*	0.523**	0.009	0.398**	
	SNT	0.274**	0.124	0.371**	0.501**	0.109	0.329**	0.272**	0.468**	0.180*	0.390**	0.098	0.436**	
	NIN	0.357**	0.162*	0.277**	0.290**	0.080	0.399**	0.439**	0.565**	0.367**	0.460**	-0.084	0.504**	
	GPS	0.428**	0.168*	0.555**	0.442**	0.213**	0.448**	0.374**	0.378**	0.293**	0.430**	0.018	0.403**	
	TMG	0.522**	0.099	0.344**	0.261**	0.151	0.400**	0.375**	0.576**	0.315**	0.443**	0.087	0.526**	
	AKM	0.352**	0.145	0.419**	0.294**	0.170*	0.227**	0.380**	0.310**	0.276**	0.295**	0.055	0.348**	
	CTC	0.453**	0.237**	0.295**	0.292**	0.055	0.244**	0.359**	0.350**	0.241**	0.355**	0.049	0.315**	
	ECT	0.329**	0.226**	0.230**	0.408**	0.110	0.641**	0.331**	0.356**	0.153	0.462**	0.199**	0.274**	
	OPL	0.304**	0.150	0.208*	0.347**	0.024	0.313**	0.356**	0.515**	0.244**	0.403**	-0.093	0.440**	
	VRR	0.377**	0.172*	0.408**	0.377**	0.050	0.311**	0.379**	0.515**	0.314**	0.435**	-0.034	0.418**	
Provides	OCA	0.340**	0.269**	0.328**	0.512**	0.014	0.485**	0.210**	0.464**	0.104	0.538**	0.107	0.389**	
	IPC	0.361**	0.160	0.186*	0.357**	0.100	0.356**	0.403**	0.550**	0.226**	0.440**	0.039	0.564**	
	OAB	0.477**	0.144	0.309**	0.315**	0.044	0.328**	0.412**	0.476**	0.313**	0.377**	0.191*	0.472**	
	ISS	0.485**	0.178*	0.358**	0.281**	0.044	0.367**	0.384**	0.561**	0.260**	0.433**	0.039	0.477**	
	WLA	0.439**	0.091	0.198*	0.241**	0.135	0.338**	0.350**	0.561**	0.172*	0.434**	0.147	0.486**	
	CRY	0.431**	0.046	0.275**	0.389**	0.103	0.223**	0.375**	0.376**	0.242**	0.262**	0.076	0.361**	
	IMO	0.410**	0.097	0.302**	0.348**	0.169*	0.245**	0.376**	0.361**	0.169*	0.324**	0.159	0.426**	
	VSS	0.323**	0.204*	0.230**	0.568**	0.054	0.584**	0.200*	0.265**	0.048	0.503**	-0.033	0.205*	
	PCP	0.254**	0.069	0.301**	0.366**	0.162*	0.197*	0.344**	0.374**	0.235**	0.291**	0.031	0.391**	
	CCC	0.310**	0.097	0.268**	0.297**	-0.010	0.175*	0.342**	0.338**	0.151	0.232**	0.057	0.447**	

Note: PET – Preservation of Environment; SNT – Science and Technology; NIN – National Integration; GPS – Great Personalities; TMG – Teaching Methodology; AKM – Animal Kingdom; CTC – Concreteness; ECT – Enrichment; OPL – Opportunity to increase Creative Power by encouraging Learning by doing; VRR – Visuals that help to remember and retain; OCA – Opportunities to capture attention; IPC – Interest in education and participation in Children’s Education; OAB – Opportunities to change in Attitude and Behaviour; ISS – Influence and Stimulate Students Interest; WLA – Wide variety of learning Activities; CRY – Clarity; IMO – Inaccessible Processes, Materials, Events and Objects; VSS – Visual Sources; PCP – Provide direct contact cut through physical barriers; CCC – Clarity and create conceptual thinking; TV – Villages with TV; NTV – Villages without any TV

* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

Table 6.14: Correlation between Benefits of Education Television Channels and Education, Creating Awareness and Preferences.

Educational TV Prog.	Education	Various Programmes on TV helps to											
		Entertainment		Information		Education		National Integration		Social Acceptance		Others	
		TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Helps in	EET	0.315**	0.312**	0.267**	0.450**	0.137	0.562**	0.370**	0.487**	0.135	0.517**	0.111	0.380**
	CLB	0.231**	0.215**	0.212**	0.535**	0.139	0.673**	0.190*	0.466**	0.112	0.627**	0.004	0.330**
	TTB/S	0.387**	0.105	0.392**	0.407**	0.061	0.301**	0.358**	0.625**	0.275**	0.462**	-0.017	0.462**
	ICI	0.318**	0.150	0.212**	0.477**	0.054	0.219**	0.325**	0.431**	0.140	0.328**	-0.039	0.394**
	LOP	0.363**	0.072	0.276**	0.357**	0.158	0.279**	0.333**	0.490**	0.239**	0.374**	0.152	0.483**
	TCD	0.260**	0.134	0.228**	0.320**	0.109	0.269**	0.191*	0.386**	0.106	0.416**	0.163*	0.420**
	EOC	0.286**	0.164*	0.379**	-0.167*	0.017	-0.171*	0.243**	-0.134	0.200*	-0.110	0.062	-0.106
Creates Awareness to	SCG	0.270**	0.162*	0.419**	-0.246**	0.134	-0.234**	0.299**	0.003	0.278**	-0.153	-0.042	-0.010
	SCH	0.366**	0.158	0.403**	-0.113	0.069	-0.257**	0.326**	0.024	0.204*	-0.148	0.061	0.023
	DKF	0.430**	0.208*	0.338**	-0.186*	0.083	-0.267**	0.372**	-0.009	0.345**	-0.140	-0.077	-0.021
	GSI	0.419**	0.236**	0.285**	-0.081	0.125	-0.248**	0.201*	0.003	0.208*	-0.128	0.062	0.025
	NCD	0.268**	0.210**	0.461**	-0.010	0.075	-0.114	0.163*	0.132	0.077	-0.036	-0.027	0.159
	LSV	0.376**	0.152	0.200*	0.383**	0.177*	0.452**	0.275**	0.593**	0.089	0.449**	0.048	0.539**
	DTN	0.330**	0.107	0.188*	0.267**	0.039	0.462**	0.220**	0.526**	0.133	0.604**	0.106	0.442**
Preference	DMY	0.261**	0.081	0.190*	0.398**	0.125	0.516**	0.304**	0.494**	0.177*	0.548**	0.111	0.532**

Note: EET – Elders to Educate Themselves; CLB – Children to Learn Better; TTB/S – Teachers are helped to Teach Better/Supplement Them; ICI – To Influence and Create Interest in Students; LOP – To Learn at Own Pace; TCD – To Comprehend; EOC – Educate Oneself and Children; SCG – Send Children to Good Schools; SCH – Send Children for Higher Education; DKF – Develop more Knowledge in their chosen Field; GSI – Get Specific Information; NCD – Narration cum Demonstration; LSV – Lecture based and supported by Visuals; DTN – Dramatisation; DMY – Documentary; TV – Villages with TV; NTV – Villages without any TV
* - Significant at the 0.05 level (2-tailed); ** - Significant at 0.01 level (2-tailed)

clarity (c) inaccessible processes, materials, events and objects, visual sources, provide direct contact-cut through physical barriers, clarity and concrete conceptual thinking.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between *entertainment* with (a) *preservation of environment, Science and Technology, national integration, great personalities, teaching methodology and animal kingdom* (b) *concreteness, enrichment, opportunity to increase creative power by encouraging learning by doing, visuals that help to remember and retain, opportunity to capture attention, interest in education and participation in children's education, opportunities to change in attitude and behaviour, influence and stimulate students' interest, wide variety of learning activities, clarity (c) inaccessible processes, materials, events and objects, visual sources, provide direct contact-cut through physical barriers and clarity and create conceptual thinking.*
2. There is a positive significant correlation between *education* with (a) *preservation of environment, great personalities, animal kingdom*(c) *inaccessible processes, materials, events, objects and provide direct contact-cut through physical barriers.*
3. There is a positive significant correlation between *social acceptance* with (a) *preservation of environment, Science and Technology, national integration, great personalities, teaching methodology and animal kingdom*(b) *concreteness, opportunity to increase creative power by encouraging learning*

by doing, visuals that help to remember and retain, interest in education and participation in children's education, opportunities to change in attitude and behaviour, influence and stimulate students' interest, wide variety of learning activities, clarity(c) inaccessible processes, materials, events and objects and provide direct contact-cut through physical barriers.

4. There is a positive significant correlation between *others* with (b) *enrichment and opportunity to change in attitude and behaviour.*

The findings of those **with out television** are as follows:

1. There is a positive significant correlation between *education, social acceptance and other* with (a) *preservation of environment, Science and Technology, national integration, great personalities, teaching methodology and animal kingdom, (b) concreteness, enrichment, opportunity to increase creative power by encouraging learning by doing, visuals that help to remember and retain, opportunity to capture attention, interest in education and participation in children's education, opportunities to change in attitude and behaviour, influence and stimulate students' interest, wide variety of learning activities, clarity, (c) inaccessible processes, materials, events and objects, visual sources, provide direct contact-cut through physical barriers and clarity and create conceptual thinking.*
2. There is a positive correlation between *entertainment* with (a)*preservation of environment, national integration, great personalities,(b) concreteness, enrichment, visuals that help to remember and retain, opportunity to capture attention, influence and stimulate students' interest and visual sources.*

From table 6.14, it is evident that the respondents from the villages under study are aware of television as a powerful medium of information, education and entertainment. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted that is television has an educational impact in the life of a society.

The findings of those **with television** are as follows:

1. There is a positive significant correlation between *entertainment, information* and *national integration with (a) elders to educate themselves, children to learn better, teachers are helped to teach better/supplement them, to influence and create interest in students, to learn at own pace, to comprehend (b) Educate oneself and children, send children to good schools, send children for higher education, develop more knowledge in their chosen field and get specific information (c) Narration cum demonstration, lecture-based and supported by visuals, dramatisation and documentary.*
2. There is a positive significant correlation between *education* and *(c) lecture-based and supported by visuals.*
3. There is a positive significant correlation between *social acceptance* with *(a) teachers are helped to teach better/supplement them, , to learn at own pace (b) educate oneself and children, send children to good schools, send children for higher education, develop more knowledge in their chosen field and get specific information and (c) Documentary.*
4. There is a positive significant correlation between *others with (a) to comprehend.*

The findings of those **with out television** are as follows:

1. There is a positive significant correlation between *entertainment* with (a) *elders to educate themselves, children to learn better, (b) educate oneself and children, send children to good schools, develop more knowledge in their chosen field, get specific information (c) Narration cum demonstration.*
2. There is a positive significant correlation between *information* with (a) *Elders to educate themselves, children to learn better, teachers are helped to teach better/supplement them, to influence and create interest in students, to learn at own pace, to comprehend, (c) lecture-based and supported by visuals, dramatisation and documentary.*
3. There is negative significant correlation between *information* with (b) *educate oneself and children, send children to good schools, develop more knowledge in their chosen field.*
4. There is a positive significant correlation between *education* with (a) *elders to educate themselves, children to learn better, teachers are helped to teach better/supplement them, to influence and create interest in students, to learn at own pace, to comprehend (c) lecture-based and supported by visuals, dramatisation and documentary.*
5. There is a negative significant correlation between *education* with (b) *Educate oneself and children, send children to good schools, send children for higher education, develop more knowledge in their chosen field and get specific information.*

6. There is a positive significant correlation between *national integration, social acceptance and others with (a) Elders to educate themselves, children to learn better, teachers are helped to teach better/supplement them, to influence and create interest in students, to learn at own pace, to comprehend (c) lecture-based and supported by visuals, dramatisation and documentary.*

Table 6.14 reflects that those with television are aware that educational television programmes offer a lot of help in the line of education within the four walls and outside of it. Though the respondents without television are exposed to television yet they are not very much aware of the educational programmes that are available in the educational television channels. This could be because of the fact they do not have television in the villages or at home. They might be watching entertainment programmes like serials and films in the video parlour, friends' and relations' houses. It is necessary that the public and students in particular get media education so that they will be able to select the programmes which are beneficial for their development.

CHAPTER VII

ANALYSIS OF VARIABLES WITH THE BACKGROUND

The following chapter deals with the cross tabulation in order to find out the reliability and the validity of the data. Table 7.1 indicates the relationship that exists between the different languages spoken within the specific communities of the state - Pnar, Garo and Khasi.

34.52%, the mean value 2.32 and the median 4 of the respondents from the two villages under the Pnar sample population show that very often they speak Khasi in their villages. 58.48%, the mean value 3.93 and the median 4 of the respondents from all the villages show that very often they speak Pnar in their villages. But the table shows that 0.30% 5.36% and 1.34% and the mean values 0.02, 0.36 and 0.09 and the median value 0 show respectively show that the Pnar community never speak Garo, English and other languages in their villages. 73.38% and the mean value 3.78 and the median 4 of the respondents from the villages with television very often speak Pnar in their villages, 12.17% and the mean value 0.64, and the median value 0 show that they never speak Khasi in their villages 0.76%, 10.27%, 3.42%, the mean values 0.12, 0.56, 0.16 and the median value 0, respectively show that they never speak Garo, English and other languages in the villages.

Table 7.1: Relationship between Various Languages Spoken within the Village

Community	Language Spoken within the Village														
	Khasi			Pnar			Garo			English			Others		
	%	Mean	Median	%	Mean	Median	%	Mean	Median	%	Mean	Median	%	Mean	Median
Pnar															
All Respondents	34.52	2.32	4	58.48	3.93	4	0.30	0.02	0	5.36	0.36	0	1.34	0.09	0
TV	12.17	0.64	0	73.38	3.78	4	0.76	0.12	0	10.27	0.56	0	3.42	0.16	0
NTV	48.90	4	4	48.90	4	4	0.00	0	0	2.20	0.18	0	0.00	0	0
Garo															
All Respondents	3.25	0.16	0	4.07	0.20	0	70.93	3.49	4	9.96	0.49	0	11.79	0.58	0
TV	5.69	0.32	0	6.05	0.34	0	60.14	3.38	4	15.66	0.88	0	13.52	0.76	0
NTV	0	0	0	1.44	0.06	0	86.54	3.60	4	2.40	0.1	0	9.62	0.4	0
Khasi															
All Respondents	91.49	3.98	4	0	0	0	0.23	0.01	0	2.30	0.1	0	5.98	0.26	0
TV	92.59	4	4	0	0	0	0	0	0	0.93	0.04	0	6.48	0.28	0
NTV	90.41	3.96	4	0	0	0	0.46	0.02	0	3.65	0.16	0	5.48	0.24	0

Note: TV – Villages with TV; NTV – Villages without TV

48.90% with mean value 4 and the median 4 shows that the respondents from the villages without television speak Khasi in the villages. 48.90% with mean 4 and the median 4, show that they also speak Pnar in the villages. It is interesting to note that none of the respondents have reported that they never speak Garo or other languages in the villages. But 2.20% and the mean value 0.18% and median 0 show that they never speak English in their villages. 70.93%, the mean value 3.49 and the median 4 of the respondents from all the two villages under the Garo sample population show that very often they speak Garo in their villages. 3.25%, the mean value 0.16 and the median 0 of the respondents from all the villages show that they never speak Khasi in their villages. But the table shows that 4.07%, 9.96% and 11.79% and the mean values 0.16, 0.20 and 0.49 and the median value 0 show respectively that the Garo community never speaks Pnar, English and other languages in their villages. 60.14%, and the mean value 3.38 and the median 4 of the respondents from the villages with television very often speak Garo in their villages, 5.69% and the mean value 0.32, and the median value 0 show that they never speak Khasi in their villages. 6.05%, 15.66%, 13.52% the mean values 0.12, 0.56, 0.16 and the median value 0, respectively show that they never speak Pnar, English and other languages in the villages. 86.54%, the mean value 3.60 and the median 4 show that the respondents from the villages without television speak Garo in the villages. In these villages none of the respondent speaks Khasi in the villages. A small proportion of respondents (1.44%), with mean 0.06 and median 0 indicates that they never speak Pnar or other languages in the villages and 2.40% and the mean value 0.1% and median 0 shows that they never speak English or their languages in their villages.

91.49%, and the mean value 3.38 and the median 4 of the respondents from the 2 villages of Khasi community very often speak Khasi in their villages, while none of the respondent have responded about speaking Pnar in their villages. 0.23%, the mean and the median 0 show that never speak Garo, 2.30% the mean 0.1 and the median 0 show that only 2.30% of them speak English. Nearly 6% with the mean 0.26 and the median 0 shows that they never speak other languages in their villages. 92.59%, and the mean value 4 and the median 4 of the respondents from the villages of Khasi community with television very often speak Khasi in their villages. 0.93% and the mean 0.04 and the median 0 show that they never speak English. 6.48% and the mean 0.28, the median 0 shows that they never speak other languages in their villages. 90.41%, and the mean value 3.96 and the median 4 of the respondents from the villages of Khasi community without television very often speak Khasi in their villages. 0.46% the mean 0.02 and the median 0 show that never speak Garo, 3.65% the mean 0.16 and the median 0 show that they never speak English. 5.48% with the mean 0.24 and the median 0 shows that they never speak other languages in their villages.

From the above table it is clear that the Pnar community with television speak very little of Garo and other languages in the villages and a small percentage of them speak a little of Khasi and English. Whereas the respondents from the same community without television very often speak Khasi and Pnar in their villages, only 2.20% of them speak English and none of them speak Garo or other languages.

The Garo community with television speak very often Garo and a little of English and other languages in the villages and a very little percentage of them talk a

little of Khasi and Pnar. Whereas the respondents from the same community without television very often speak Garo a little of other languages and a very little of English and Pnar in their villages, but none of them speak Khasi in their villages.

The Khasi community with television speak very often Khasi in their villages with television and a little of English and other languages in the villages and none of them talk Pnar and Garo. Whereas the respondents from the same community without television very often speak Khasi a very few percentage of them speak English and Garo and almost no percentage of them speak Pnar. It is clear from the table that the three major groups of the state talk their own language, that is, either Pnar or Garo or Khasi and English and other languages.

Table 7.2 shows the relationship between the different communities of the villages in the sample population and the outsiders of the villages. 36.36%, the mean value 0.84 and the median 4 of the respondents from the two villages of the Pnar sample population show that very often they speak Khasi with the outsiders. 30.30%, the mean value 2.90 and the median 4 of the respondents from all the villages show that very often they also speak Pnar in their villages. But the table shows that 12.12% and the mean value 1.16 and the median 1 show that seldom they talk Hindi with outsiders. 18.08% and the mean 1.73 and the median 2 show that sometime they speak English with outsiders. 0.63%, 0.84 and the mean values 0.06, 0.08 and the median value 0 show respectively that the Pnar community never speaks Nepali and other languages with outsiders. 38.34%, the mean value 2.96 and the median 4 of the respondents from the two villages of the Pnar sample population with television show that very often they speak Khasi with the outsiders. 23.32%, the mean value 1.80 and

the median 2 of the respondents from all the villages show that very often they speak Pnar with the outsiders. 25.91% the mean and the median values 2 show that sometime they speak English with the outsiders. But 1.55 the mean value 0.12 and the median 0 show that they never speak Garo with the outsiders. 8.03%, 0.78% 2.07% the mean values 0.62, 0.06, 0.16 and the median 0 respectively show that they never speak Hindi, Nepali and other languages with outsiders.

35.03%, with mean value 4 and the median value 4 of the respondents from the two villages of the without television show that very often they speak Khasi with the outsiders. 35.03%, the mean value 4 and the median 4 of the respondents from all the villages show that very often they speak Pnar with the outsiders. 12.78% the mean and the median values 1 show that seldom they speak English with the outsiders. But 1.75% the mean value 0.20 and the median 0 show that they never speak Garo in with the outsiders. 14.89%, the mean value 1.70 and the median 2 show that seldom they speak Hindi with the outsiders. 0.53%, 0% the mean values, 0.06, 0.16 and the median 0 respectively show that they never speak Nepali and other languages with outsiders. 3.60%, the mean value 0.22 and the median 0 of the respondents from the two villages of the Garo sample population show that they never speak Khasi with the outsiders. 2.78%, the mean value 0.17 and and the median 0 of the respondents from all the villages show that they never speak Pnar with outsiders. But the table shows that 44.4% and the mean value 2.71 and the median 3 show that often they talk Garo with outsiders. 20.1% and the mean 1.23 and the median show that seldom they speak Hindi with outsiders.

Table 7.2: Languages Spoken in the Villages with Outsiders

Community	Language Spoken with Outsiders																					
	Khasi			Pnar			Garo			Hindi			English			Nepali			Others			
	%	Mean	Md	%	Mean	Md	%	Mean	Md	%	Mean	Md	%	Mean	Md	%	Mean	Md	%	Mean	Md	
Pnar																						
All Respondents	36.36	0.84	4	30.30	2.90	4	1.67	0.16	0	12.12	1.16	1	18.08	1.73	2	0.63	0.06	0	0.84	0.08	0	0
TV	38.34	2.96	4	23.32	1.80	2	1.55	0.12	0	8.03	0.62	0	25.91	2	2	0.78	0.06	0	2.07	0.16	0	0
NTV	35.03	4.00	4	35.03	4.00	4	1.75	0.20	0	14.89	1.70	2.00	12.78	1.46	1.00	0.53	0.06	0	0	0	0	0
Garo																						
All Respondents	3.60	0.22	0	2.78	0.17	0	44.4	2.71	3	20.1	1.23	1	15.88	0.97	0	3.27	0.2	0	9.98	0.61	0	0
TV	5.98	0.44	0	4.62	0.34	0	23.9	1.76	2	27.5	2.02	2	23.37	1.72	1	5.43	0.4	0	9.24	0.68	0	0
NTV	0.00	0	0	0.00	0	0	75.3	3.66	4	9.05	0.44	0	4.53	0.22	0	0	0	0	11.1	0.54	0	0
Khasi																						
All Respondents	74.4	3.43	4	0	0.00	0	0.87	0.04	0	5.64	0.26	0	15.4	0.71	0	0	0	0	3.69	0.17	0	0
TV	81.82	3.6	4	0	0.00	0	1.82	0.08	0	2.73	0.12	0	10	0.44	0	0	0	0	3.64	0.16	0	0
NTV	67.63	3.26	4	0	0.00	0	0	0	0	8.3	0.4	0	20.3	0.98	0	0	0	0	3.73	0.18	0	0

Note: TV – Villages with TV; NTV – Villages without TV
Md - Median

15.88%, 0.97 of the mean value show that they never speak English with outsiders. 3.27%, 9.98% and the mean values 0.2 and 0.61 and the median 0 show that they never speak Nepali and other languages with outsiders. 5.98%, the mean value 0.44 and the median 0 of the respondents from the two villages of the Garo sample population with television show that they never speak Khasi with the outsiders. 4.62%, the mean value 0.34 and the median 0 of the respondents from all the villages show that they never speak Pnar with outsiders. But the table shows that 23.9% and the mean value 1.76 and the median 2 show that sometime they talk Garo with outsiders. 27.5% and the mean 2.02 and the median 2 show that sometime they speak Hindi with outsiders. 23.37%, 1.72 of the mean value and the median value 1 show that seldom they speak English with outsiders. 5.43%, 9.24% and the mean values 0.4 and 0.68 and the median 0 show that they never speak Nepali and other languages with outsiders. 0%, the mean value 0 and the median 0 of the respondents from the two villages of the Garo sample population without television show that they never speak Khasi and Pnar with the outsiders. But the table shows that 75.3% and the mean value 3.66 and the median 4 show that often they talk Garo with outsiders. 9.05% and the mean 0.44 and the median 0 show that they never speak Hindi with outsiders. 4.53%, 0.22 of the mean value while the median value obtained is 0 shows that they never speak English with outsiders. 0%, 11.1% and the mean values 0 and 0.54 and the median 0 for both the groups show that they never speak Nepali and other languages with outsiders. 74.4%, the mean value 3.43 and the median 4 of the respondents from the two villages of the Khasi sample population show that very often they speak Khasi with the outsiders. 0% the mean value 0 and the median 0 of the respondents from all

the villages show that they never speak Pnar in their villages. The table shows that 0.87% and the mean value 0.04 and the median 0 show that they never talk Garo with outsiders. 5.64 % and the mean 0.26 and the median 0 show that they never speak Hindi with outsiders. 15.4%, 0.71 and the mean values 0 show that they never speak English. A very small segment of the respondents have reported that 3.69% having a mean 0.17 never speak other languages with outsiders. 81.82%, 3.6 of the mean value and the median 4 of the respondents from the two villages of the Khasi sample population with television show that often they speak Khasi with the outsiders. 0%, 0 the mean value and the median 0 show that they never speak Pnar and Nepali with outsiders. But the table shows that 1.82% and the mean value 0.08 and the median 0 show they never talk Garo with outsiders. 2.73% and the mean 0.12 and the median 0 show that they never speak Hindi with outsiders. 10% 0.44 of the mean value and the median value 0 shows that they never speak English with outsiders. 3.64%, the mean value 0.16 and median 0 show that they never speak other languages with outsiders. 67.63%, 3.26 of the mean value and the median 4 of the respondents from the two villages of the Khasi sample population without television show that often they speak Khasi with the outsiders. All the respondents reported that they never speak Pnar, Garo and Nepali with outsiders. But the table shows that 8.3% and the mean value 0.04 and the median 0 show they never talk Hindi with outsiders. 20.3% and the mean 0.98 and the median 0 show that they never speak English with outsiders. 3.73%, 0.18 of the mean value and the median value 0 shows that they never speak English with outsiders. 3.64%, the mean value 0.16 and median 0 show that they never speak other languages with outsiders.

The table shows that the Pnars with and without television show that they speak with the outsiders the languages that are mentioned in the table, though some of them like Garo and Nepali languages are not significant. Where as the Garos without the television do not speak Khasi, Pnar and Nepali with outsiders. The Khasis do not speak Pnar and Nepali with outsiders and they speak very little of Garo, Hindi, English and other languages with outsiders. The table also shows that though there is no significant difference between those with and without television yet there is some differences with those with television and without it. The Garos with television in seem to use Hindi, English more than those without television.

Table 7.3 below shows the language preference of the respondents in listening to the radio programmes.

18.45%, the mean 2.60 and the median 3 of the respondents from the 2 Garo villages under study often prefer to listen to radio programmes in English. 19.17%, the mean 1.58 and the median 0 of the respondents from the villages with television sometime to listen to radio programmes in English. 18.15%, the mean 3.62 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in English.

11.79%, 0.66 and the median 0 of the respondents from the 2 Garo villages under study never prefer to listen to radio programmes in English. 14.43%, the mean 0.88 and the median 0 of the respondents from the villages with television never to listen to radio programmes in English. 8.63%, the mean 0.44 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in English.

6.42%, the mean 0.30 and the median 0 of the respondents from the 2 Khasi villages under study never prefer to listen to radio programmes in English. 6.50%, the mean 0.32 and the median 0 of the respondents from the villages with television never to listen to radio programmes in English. 6.33%, the mean, 0.28 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in English.

25.55%, the mean 3.60 and the median 4 of the respondents from the 2 Pnar villages under study very often prefer to listen to radio programmes in Khasi, 39.56%, the mean 3.26 and the median 4 of the respondents from the villages with television very often prefer to listen to radio programmes in Khasi 19.76%, the mean 3.94 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in Khasi. 5.18%, the mean 0.29 and the median 0 of the respondents from the 2 Garo villages under study never like to listen to radio programmes in Khasi, 9.51%, the mean 0.58 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Khasi 0%, the mean 0 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Khasi. 84.15%, the mean 3.93 and the median 4 of the respondents from the 2 Khasi villages under study very often prefer to listen to radio programmes in Khasi, 80.49%, the mean 3.96 and the median 4 of the respondents from the villages with television very often prefer to listen to radio programmes in Khasi 88.24%, the mean 3.90 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in Khasi.

Table 7.3: Language Preference on Radio

Community	Language Preference on Radio																		
	English			Khasi			Garo			Pnar			Hindi			Others			
	%	Mean	Median	%	Mean	Median	%	Mean	Median	%	Mean	Median	%	Mean	Median	%	Mean	Median	
Pnar																			
All Respondents	18.45	2.60	3	25.55	3.60	4	14.27	2.01	3	22.29	3.14	4	15.19	2.14	3	4.26	0.60	0	0
TV	19.17	1.58	0	39.56	3.26	4	3.16	0.26	0	28.40	2.34	3	8.25	0.68	0	1.46	0.12	0	0
NTV	18.15	3.62	4	19.76	3.94	4	18.86	3.76	4	19.76	3.94	4	18.05	3.60	0	5.42			
Garo																			
All Respondents	11.79	0.66	0	5.18	0.29	0	50.54	2.83	3	6.07	0.34	0	15.71	0.88	1	10.71	0.60	0	0
TV	14.43	0.88	0	9.51	0.58	0	35.08	2.14	2	11.15	0.68	0	19.02	1.16	1	10.82	0.66	0	0
NTV	8.63	0.44	0	0	0	0	69.02	3.52	4	0	0	0	11.76	0.60	1	10.59	0.54	1	1
Khasi																			
All Respondents	6.42	0.30	0	84.15	3.93	4	3.43	0.16	0	3.00	0.14	0	2.36	0.11	0	0.64	0.03	0	0
TV	6.50	0.32	0	80.49	3.96	4	5.69	0.28	0	4.88	0.24	0	2.03	0.10	0	0.41	0.02	0	0
NTV	6.33	0.28	0	88.24	3.90	4	0.90	0.04	0	0.90	0.04	0	2.71	0.12	0	0.90	0.04	0	0

Note: TV – Villages with TV; NTV – Villages without TV

14.27%, the mean 2.01 and the median 3 of the respondents from the 2 Pnar villages under study often prefer to listen to radio programmes in Garo 3.16%, the mean 0.26 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Garo 18.86%, the mean 3.76 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in Garo. 50.54%, the mean 2.83 and the median 3 of the respondents from the 2 Garo villages under study often prefer to listen to radio programmes in Garo 35.08%, the mean 2.14 and the median 2 of the respondents from the villages with television sometime like to listen to radio programmes in Garo 69.02%, the mean 3.52 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in Garo. 3.43%, the mean 0.16 and the median 0 of the respondents from the 2 Khasi villages under study never like to listen to radio programmes in Garo 5.69%, the mean 0.28 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Garo 0.90%, the mean 0.04 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Garo. 22.29%, the mean 3.14 and the median 4 of the respondents from the 2 Pnar villages under study very often prefer to listen to radio programmes in Pnar, 28.40%, the mean 2.34 and the median 3 of the respondents from the villages with television often like to listen to radio programmes in Pnar, 19.76%, the mean 3.76 and the median 4 of the respondents from the villages with out television very often like to listen to radio programmes in Pnar. 6.07%, the mean 0.34 and the median 0 of the respondents from the 2 Garo villages under study never to listen to radio programmes in Pnar, 11.15%,

the mean 0.68 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Pnar 4.0%, the mean 0 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Pnar.

3.00%, the mean 0.14 and the median 0 of the respondents from the 2 Khasi villages under study never like to listen to radio programmes in Pnar, 4.88%, the mean 0.24 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Pnar, 0.90%, the mean 0.04 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Pnar. 15.19%, the mean 2.14 and the median 3 of the respondents from the 2 Pnar villages under study often prefer to listen to radio programmes in Hindi, 8.25%, the mean 0.68 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in Hindi, 18.05%, the mean 3.60 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Hindi. 15.71%, the mean 0.88 and the median 1 of the respondents from the 2 Garo villages under study seldom like to listen to radio programmes in Hindi, 19.02%, the mean 1.16 and the median 1 of the respondents from the villages with television seldom like to listen to radio programmes in Hindi, 11.76%, the mean 0.60 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in Hindi. 4.26%, the mean 0.60 and the median 0 of the respondents from the 2 Pnar villages under study never like to listen to radio programmes in other languages, 1.46%, the mean 0.12 and the median 0 of the respondents from the villages with television never like to listen to radio

programmes in other languages, 5.42%, the 1.08 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in other languages. 10.71%, the mean 0.60 and the median 0 of the respondents from the 2 Garo villages under study never like to listen to radio programmes in other languages, 10.82%, the mean 0.66 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in other languages, 10.59%, the 0.54 and the median 1 of the respondents from the villages with out television seldom like to listen to radio programmes in other languages. 0.64%, the mean 0.03 and the median 0 of the respondents from the 2 Khasi villages under study never like to listen to radio programmes in other languages, 0.41%, the mean 0.02 and the median 0 of the respondents from the villages with television never like to listen to radio programmes in other languages, 0.90%, the 0.04 and the median 0 of the respondents from the villages with out television never like to listen to radio programmes in other languages.

Table 7.4 indicates the cross tabulation between the head of the family and the three major communities of the state.

Table 7.4: Percentage Distribution of Head of the Family with respect to the Community

Community	Head of the Family		
	Mother	Father	Others
Pnar			
<i>All Respondents</i>	<i>25.00</i>	<i>74.00</i>	<i>1.00</i>
Villages with TV	14.00	86.00	-
Villages without TV	36.00	62.00	2.00
Garo			
<i>All Respondents</i>	<i>46.00</i>	<i>54.00</i>	-
Villages with TV	34.00	66.00	-
Villages without TV	58.00	42.00	-
Khasi			
<i>All Respondents</i>	<i>17.00</i>	<i>81.00</i>	<i>2.00</i>
Villages with TV	24.00	76.00	-
Villages without TV	10.00	86.00	4.00

One-fourth of the respondents from the Pnar villages under study say that the mother is the head of the family and 74% of them say that the father is the head of the family and 1% say that others are the head of the family. 14% of the respondents from the Pnar villages with television say that the mother is the head of the family and 86% of them say that the father is the head of the family Whereas 36% of the respondents from the Pnar villages without television say that the mother is the head of the family and 62% of them say that the father is the head of the family. 2% of them say that others are the head of the family. 46% of the respondents from the Garo villages under study say that the mother is the head of the family and 54% of them say that the father is the head of the family and. 34% of the respondents from the Garo villages with television say that the mother is the head of the family and 66% of them say that the father is the head of the family Whereas 58% of the respondents from the Pnar villages without television say that the mother is the head of the family and 42% of them say that the father is the head of the family. 17% of the respondents from the Khasi villages under study say that the mother is the head of the family and 81% of them say that the father is the head of the family and. 2% say that others are the head of the family. 24% of the respondents from the Khasi villages with television say that the mother is the head of the family and 76% of them say that the father is the head of the family Whereas 10% of the respondents from the Khasi villages without television say that the mother is the head of the family and 86% of them say that the father is the head of the family and 45 of them say that others are the head of the family.

The table shows that respondents under study show that they agree that the mother and the father are the head of the family, and a insignificant number of them

say that others are the head of the family. All the three communities follow the matrilineal system, yet most of them recognise that the father is the head of the family.

Table 7.5 shows the changes that were taken place among the different religious communities, after the coming of television are shown in the following table.

Table 7.5: Religion of the Respondents

Changes after TV	Religion of the Respondents											
	Catholic			Non-Catholic			Niam Trei			Others		
	%	M	Md	%	M	Md	%	M	Md	%	M	Md
Food Habits	9.19	2.63	1	6.90	2.03	1	7.18	1.75	1	9.90	5.00	5
Education	9.92	2.83	3	9.22	2.72	3	9.23	2.25	2	8.91	4.50	4.5
Change of Dressing	10.15	2.90	3	9.73	2.87	4	6.67	1.63	1	9.90	5.00	5
Recreation	7.36	2.10	2	7.47	2.20	1	8.21	2.00	1	7.92	4.00	4
Sleeping Habits	6.12	1.75	1	6.79	2.00	1	7.69	1.88	1	5.94	3.00	3
Friendship	7.24	2.07	1	9.17	2.70	3	10.77	2.63	2	8.91	4.50	4.5
Celebrations	7.23	2.07	1	7.24	2.13	1	8.21	2.00	1	8.91	4.50	4.5
Marketing	6.33	1.81	1	6.51	1.92	1	5.64	1.38	1	9.90	5.00	5
Preservation	6.95	1.99	1	7.02	2.07	1	6.15	1.5	1	9.90	5.00	5
Values/Attitudes	6.59	1.88	1	6.79	2.00	1	7.18	1.75	1	1.98	1.00	1
Worship	6.91	1.97	1	7.53	2.22	1	7.18	1.75	1	1.98	1.00	1
Village Administration	7.08	2.02	1	7.53	2.22	1	7.18	1.75	1	9.90	5.00	5
Others	4.99	1.43	1	4.53	1.33	1	4.62	1.13	1	3.96	2.00	2
Not Applicable	3.94	1.13	1	3.57	1.05	1	4.10	1.00	1	1.98	1.00	1

Note: TV – Villages with TV; NTV – Villages without TV

M – Mean; Md - Median

9.19% respondents with the mean 2.63 and the median 1 of the Catholics from all the villages has changed almost to no extent the food habits have changed due television, 9.92%, the mean 2.83 the median 3 show that the education has changed to some extent 10.15%, the mean 2.90 and the median 3 indicate that to some extent their dressing habit has changed due to television, 7.36%, the mean 2.10 and the median 2 show that the pattern of recreation has changed to a small extent due to television, 6.12%, the mean 1.75 and the median 1 show that sleeping habit has changed almost to no extent, 7.24%, the mean 2.07 and the median 1 indicate that almost to no extent their friendship has changed to due to television, 7.23%, the mean 2.07 and the median 1 indicate that almost to no extent there is a change celebrations due to television,

6.33%, the mean 1.81 and the median 1 show that almost to no extent there is a change in marketing, 6.95%, the mean 1.99 and the median 1 show that almost there is a change in the preservation of culture, 6.59%, the mean 1.88 and the median 1 almost to no extent the values or attitudes have changed due to television 6.91%, the mean 1.97 and the median 1 indicate that almost to no extent worship has changed due to television. 7.08%, the mean 2.02 and the median 1 show that almost to no extent there is a change in village administration, 4.99%, the mean 1.43 and the median 1 show almost no extent there is a change in other things due to television and 3.94%, the mean 1.13 and the median 1 indicate that almost to no extent they say that these things are not applicable perhaps they do not have television sets. 6.90%, the mean 2.03 and the median 1 of the non Catholics from all the villages has changed almost to no extent food habits have changed due television, 9.92%, the mean 2.72 the median 3 show that the education has changed to some extent 9.73%, the mean 2.87 and the median 4 indicate to a great extent their dressing habit has changed due to television, 7.47%, the mean 2.20 and the median 1 show that the pattern of recreation has changed almost to no extent due to television, 6.79%, the mean 2 and the median 1 show that sleeping habit has changed almost to no extent, 9.17%, the mean 2.70 and the median 3 indicate that to some extent their friendship has changed to due to television, 7.24%, the mean 2.13 and the median 1 indicate that almost to no extent there is a change celebrations due to television, 6.51%, the mean 1.92 and the median 1 show that almost to no extent there is a change in marketing, 7.20%, the mean 2.07 and the median 1 show that almost there is a change in the preservation of culture, 6.79%, the mean 2.00 and the median 1 almost to no extent the values or attitudes

have changed due to television, 7.53%, the mean 2.22 and the median 1 indicate that almost to no extent their worship has changed due to television, 7.53%, the mean 2.22 and the median 1 show that almost to no extent there is a change in village administration, 4.53%, the mean 1.33 and the median 1 show almost no extent there is a change in other things due to television and 3.57%, the mean 1.05 and the median 1 indicate that almost to no extent they say that these things are not applicable perhaps they do not have television sets.

7.18%, the mean 1.75 and the median 1 of the Niam Trei from all the villages has said that almost to no extent there is a change in food habits due television, 9.23%, the mean 2.25 the median 2 show that the education has changed to a small extent 6.67%, the mean 1.63 and the median 1 indicate that almost to no extent their dressing habit has changed due to television, 8.21%, the mean 2.00 and the median 1 show that the pattern of recreation has changed to a small extent due to television, 7.69%, the mean 1.88 and the median 1 show that sleeping habit has changed almost to no extent, 10.77%, the mean 2.63 and the median 2 indicate that almost to a small extent their friendship has changed due to television, 8.21%, the mean 2.00 and the median 1 indicate that almost to no extent there is a change celebrations due to television, 5.64%, the mean 1.38 and the median 1 show that almost to no extent there is a change in marketing, 6.15%, the mean 1.99 and the median 1 show that almost there is a change in the preservation of culture, 6.5%, the mean 1.88 and the median 1 almost to no extent the values or attitudes have changed due to television 7.18%, the mean 1.75 and the median 1 indicate that almost to no extent worship has changed due to television. 7.18%, the mean 1.75 and the median 1 show that almost to no extent

there is a change in village administration, 4.62%, the mean 1.13 and the median 1 show almost no extent there is a change in other things due to television and 4.10%, the mean 1 and the median 1 indicate that almost to no extent they say that these things are not applicable. 9.90%, the mean 5 and the median 5 of the others from all the villages has said that food habits have changed to a great extent due television, 8.91%, the mean 4.50 the median 4.5 show that the education has changed to great extent 9.90%, the mean 5 and the median 5 of the others from all the villages say that their dressing habit has changed to a great extent due television, 7.92%, the mean 4 the median 4 show that the recreation has changed to a some extent 5.94%, the mean 3 and the median 3 indicate that to some extent their sleeping habit has changed due to television, 8.91%, the mean 4.5 and the median 4.5 show that friendship has changed to a very great extent due to television, 8.91%, the mean 4.5 and the median 4.5 show that celebrations have changed to a very great extent 9.90%, the mean 5 and the median 5 indicate that to a very great extent their marketing has changed to due to television, 9.90%, the mean 5 and the median 5 indicate that to a very great extent there is a change in preservation due to television, 1.98%, the mean 1 and the median 1 show that almost to no extent there is a change in values or attitudes, 1.98%, the mean 1 and the median 1 show that almost there is a change in the worship, 9.90%, the mean 5 and the median 5 to a very extent the village administration has changed due to television 3.96%, the mean 2 and the median 2 indicate that to some extent other things have changed due to television. 1.98%, the mean 1 and the median 1 show that almost to no extent have said that theses things are not applicable.

The above table shows that people from different religion have said that there had been changes in different aspects of their life. The Catholics and the non Catholics had said that to some extent their education had changed due to television, the Niam Trei had said that to a small extent it had helped to change the education. However, the others who are only 2 of them had said to a very great extent that the television has changed. The Catholics had said to some extent and the non Catholics had said to a great extent and the others had said that to a very great extent there was a change in the dressing habit. The Catholics said that there is to a small extent there is a change in the recreation and the others had said that to a great extent there is a change in dressing. The non Catholics and the Niam Trei had said respectively, that to some extent and to very great extent. They had also agreed that almost to no extent that television had brought in changes in other social factors

Table 7.6 represents the cross tabulation of age against the awareness of their favourite programmes on television. Their responses according to age are shown in the table.

Table 7.6: Percentage Distribution of Age vs. Awareness

Awareness	Age of the Respondents					
	10-20	21-30	31-40	41-50	51-60	60+
Educate Oneself and Children	20.52	21.83	23.36	21.73	21.91	21.92
Send Children to Good Schools	20.52	20.23	20.88	19.15	19.85	20.55
Send Children for Higher Education	20.02	19.47	20.13	21.22	18.3	19.63
Develop more knowledge in their chosen field	18.67	20.08	18.48	18.76	20.62	19.63
Get Specific Information	20.27	18.4	17.15	19.15	19.33	18.26

The table shows that the relationship between the age of the respondents and the awareness created by the educational television programmes. 20.52% of the respondents whose are in the age group 10-20 years say that education television

creates awareness among the elders to educate themselves and their children and to send their children to good schools. 20.02% of them say that it creates awareness regarding sending their children for higher education. 18.67% of the say they are helped to develop more knowledge in their chosen field. 20.27 of them say that it helps them to get specific information.

Further, 21.83% of the respondents fall in the age range of 21-30 years says that education television creates awareness among the elders to educate oneself and their children, 20.23% to send their children to good schools. 19.47% of them say that it creates awareness regarding sending their children for higher education. 20.08% of the say they are helped to develop more knowledge in their chosen field. 18.4 of them say that it helps them to get specific information. Another 23.36% of the respondents who are in the age group 31-40 say that education television create awareness among the elders to educate them and their children, 20.88% say that it inspires them to send their children to good schools. 20.13% of them say that it creates awareness regarding sending their children for higher education. 18.48% of the say they are helped to develop more knowledge in their chosen field. 17.15% of them say that it helps them to get specific information.

The table indicates that 21.73% adults (41-50 years) say that educational television creates awareness among the elders to educate oneself and their children, 19.15% say that it inspires them to send their children to good schools. 21.22% of them say that it creates awareness regarding sending their children for higher education. 18.76% of the say they are helped to develop more knowledge in their chosen field. 19.15% of them say that it helps them to get specific information.

21.91% respondents age lies in the age group of 51-60 years say that educational television programmes creates awareness to educate themselves and their children. 19.85 of them say that it motivates them to send their children to good schools. 18/3% of them say that it inspires them to send their wards to higher education. 20.625 of them say that it helps them to develop more knowledge in their chosen field. 19.335 of them say that they get specific information from the education television programmes.

It is clear from the table that the cross tabulation of the table 7.6 is very much related to table 5.43. This agrees that all the respondents irrespective of different age groups agree that television brings them awareness.

Table 7.7 shows the cross tabulation between the age of the respondents and the favourite television programmes watched by them.

Table 7.7: Percentage Distribution of Age and Favourite Programmes

Favourite Programme	Age of the Respondents					
	10-20	21-30	31-40	41-50	51-60	60+
Music	23.09	21.38	20.23	22.87	22.65	22.55
Sports	17.09	12.37	17.08	19.15	16.24	17.65
News/Discussion	11.78	24.03	17.58	15.43	17.52	19.61
Educational Programmes	18.71	24.03	18.41	14.89	15.38	10.78
Films/Serials	17.09	8.66	11.61	12.5	13.25	15.69
Quiz	10.39	4.59	8.46	6.91	8.12	5.88
Others	1.39	2.3	5.97	4.52	4.7	5.88
Not Applicable	0.46	2.65	0.66	3.72	2.14	1.96

Out of the total respondents (300), 23.09% respondents are in the age group of 10-20 years like to watch and listen to the music that is telecasted. 17.09% of them say that like to watch sports. 11.78% prefer news or discussion. Another 18.71% of them watch educational programmes while 17.09% of watch films. 10.39% of them like to watch quiz programmes, 1.39% of them watch other things. Small proportions (0.46%) of them say that they do not watch any of the programmes. 21.38%

respondents whose age lies in 21-30 years like to watch and listen to the music telecasted/broadcasted. 12.37% of them say that they like to watch sports, 24.3% prefer news or discussion. Another 24.3% of them watch educational programmes, 8.66% of them watch films, 4.59% of them watch quiz programmes, 2.3% of them watch other things. 2.65% of them say that do not watch any of the programmes. The respondents whose age is in between 31 to 40years, 20.38% like to watch and listen to the music telecasted by these media, 17.08% of them say that they like to watch sports, 17.58% prefer news or discussion. 18.41% of them have interest in watching educational programmes, while 11.61% of them watch films, 8.46% of them watch quiz programmes, 5.97% of them watch other things. Rest of the respondents (0.66%) reported that do not watch any of the programmes. 22.87% respondents falls in the age group ranging from 41 to 50 years like to watch and listen to the music that are telecasted. Another 19.15% of them say that they like to watch sports, 15.43% prefer news or discussion, 14.89% of this age group watches educational programmes, 12.5% of watch films, 6.91% of them watch quiz programmes, 4.52% of them watch other things. Nearly 4% of this age group respondents responded that they are not interested in watching any of these programmes.

22.65% of the respondents whose age lies in between 51 to 60 like to watch and listen to the music that are telecasted, 16.24% of them say that they like to watch sports, 17.52% prefer news or discussion, 15.38% of them watches educational programmes, 13.25% watch films, 8.12% of them watch quiz programmes, while 4.7% of them watch other things. Rest (2.14%) of respondents has responded that they do not watch any of the programmes.

22.55% of the responded are elderly persons (age more than 60) like to watch and listen to the music that are telecasted, 17.65% of them say that we like to watch sports, 19.61% have shown their interest in news or discussion. Another 15.69% watch films, 10.78% reported that they watch educational programmes, 5.88% of them watch quiz programmes, while 5.88% of them watch other things. Small proportion (1.96%) of these elderly persons says that they do not watch any of the programmes.

The table indicates that 88.41% of the respondents belonging to the various age groups watch more than one television programmes as against only 11.59% of them say that they do not watch any programmes.

Table 7.8 indicates that the time spent on watching television by various age groups of the respondents under study.

Table 7.8: Percentage Distribution of Age vs Watching TV

Favourite Programme	Age of the Respondents					
	10-20	21-30	31-40	41-50	51-60	60+
Up to one Hour						
With TV	78.79	81.25	72.73	80.65	58.33	62.50
Without TV	100.00	80.43	72.00	100.00	90.00	100.00
2-4 hours						
With TV	15.15	15.63	21.21	12.90	33.33	25.00
Without TV		15.22	26.00		10.00	
More than 4 Hours						
With TV	6.06	3.13	6.06	6.45	8.33	12.50
Without TV		4.35	2.00			

Note: TV – Villages with TV; NTV – Villages without TV

Majority of the respondents (78.79%) with television and all the respondents from villages where television is not available, under the age group of 10-20 watch television for only an hour. The television is watched for 2 to 4 hours by 15.55% of the total respondents in villages where television facility is available. Only a small proportion (6.06%) of respondents out of the total could devote more than 4 hours in

watching television every day. As regards the age group of 21-30, 81.25% of the respondents from the villages with television and 80.43% of the respondents from without television in the villages watch television for an hour. 15.63% of the respondents have reported from the villages where television is available and 15.22% of the respondents from without television in the villages watch television for 2 to 4 hours daily by visiting various places of their interest. It is also been noticed that 3.13% with television and 4.35% without television watch television for more than 4 hours every day. 72.73% of the respondents with television and 72.00% from without television in the villages under the age group of 31-40 watch television for an hour. 21.21% with television and 26% without television watch television for 2 to 4 hours and 6.06% and 2% respectively watch television for more than 4 hours a day. 80.65% of the respondents with television and 100% from without television in the villages who falls under the age group of 41-50 watch television only for an hour. Whereas, 12.90% with television watch for 2 to 4 hours and 6.45% with television watch television programmes for more than 4 hours a day. 58.33% of the respondents with television and 90% from without television in the villages, who are between the age group of 51-60, watch television for an hour. 33.33% with television and 10% without television watch for 2 to 4 hours, while 8.33% with television spend more than 4 hours a day in watching television.

62.50% of the respondents with television and 100% of them from without television in the villages among the elderly persons watch television for an hour. One-fourth respondents have reported from the villages with television that they devote 2 to 4 hours in watching television every day. On the other hand, as compared to other age

groups, these elderly persons, 12.50% with television spend more than 4 hours a day in watch television programmes.

The table reveals that all the people of the different age group watch television, but the duration of watching the television differs from one age-group from to other. It also shows that those with television watch television programmes for longer hours than those without it. A few of them among the adults seem to devote more time in watching television.

Table 7.9 shows the working hours of the female and male members of the respondents from all the six villages.

Table 7.9: Percentage Distribution of Gender vs Working Hours

Gender	Working Hours					
	More than 8 hours		8 hours		Less than 8 hours	
	TV	NTV	TV	NTV	TV	NTV
Female	46.51	65.67	32.56	7.46	20.93	26.87
Male	42.19	46.99	32.81	8.43	25.00	44.58

Note: TV – Villages with TV; NTV – Villages without TV

The above table indicates that 46.51% female member and 42.19% male respondents with television in the villages and 65.67% female and 46.99% male respondents from the villages without television work for more than 8 hours a day. 32.56% female members and 32.81% male respondents with television in the villages and 7.46% female and 8.43% male respondents from the villages without television work for 8 hours a day. 20.93% female members and 25% male respondents with television in the villages and 26.87% female and 44.48% male respondents from the villages without television work for more than 8 hours a day.

It can be seen from the table that female respondents with and without television work more than 8 hours a day. And the male members from all the villages

work less than hours a day. Further, the table shows that the respondents from the villages without television work more than those with television. It also shows the male members without television work lesser than those with television.

Table 7.10 shows the relationship between qualifications of the respondents of different communities.

Table 7.10: Distribution of Educational Status of the Respondents by Communities

Communities	Educational Status of the Respondent				
	Others	Primary	Secondary/Higher Secondary	Graduate	Professional
Pnar					
All Villages		56.00	35.00	9.00	
TV		22.00	60.00	18.00	
NTV		90.00	10.00		
Garo					
All Villages	2.00	70.00	28.00		
TV	2.00	58.00	40.00		
NTV	2.00	82.00	16.00		
Khasi					
All Villages		90.00	8.00	1.00	1.00
TV		92.00	8.00		
NTV		88.00	8.00	2.00	2.00

Note: TV – Villages with TV; NTV – Villages without TV

Table 7.10 shows that 56% of the respondents from all the villages, 22% of those with television and 90% of those without television from the Pnar villages have primary level of education. 35% of the respondents and 60% of those with television and 10% of those without television have completed secondary or higher secondary level of education. 9% of the respondents from all the villages and 18% of those with television are graduates. 2% of the respondents from all the villages, 2% of those with television and 2% of those without television from the Garo villages have under primary level of education. 70% of the all the respondents and 58% of those with television and 82% of those without television have completed primary level of education. 28% of the respondents from all the villages and 40% of those with

television 16% of those without television had completed secondary or higher secondary level of education.

90% of the respondents from all the villages, 92% of those with television and 88% of those without television from the Khasi villages have primary level of education. 8% of the all the respondents and 8% of those with television and 8% of those without television have completed secondary or higher level of education. 1% of the respondents from all the villages and 2% of those without television are graduates. 1% of all the villages and 2% of those from the villages without television are professionals.

The table shows that the Pnars are better educated than the Garos or the Khasis. It is heartening to notice that 2% of the respondents from the Khasi village without television are graduates and 2% of them from the same village are professionals.

Table 7.11 presents the monthly income and the primary occupation of all the respondents, the respondents from the villages with television and those without television.

Table 7.11: Percentage Distribution of Monthly Income and Occupation

Monthly Income (Rs.)	Occupation of the Respondent														
	Cultivation			Business			Service			Professional			No Work		
	All	TV	NTV	All	TV	NTV	All	TV	NTV	All	TV	NTV	All	TV	NTV
Up to 1000	60.16	73.68	49.30	45.45	53.33	28.57	20.00	20.00	-	50.00	50.00	-	60.00	66.67	-
1001 – 2000	26.17	15.79	34.51	31.82	26.67	42.86	30.00	30.00	-	-	-	-	20.00	11.11	100.00
2001 – 5000	10.55	4.39	15.49	13.64	13.33	14.29	20.00	20.00	-	50.00	50.00	-	10.00	11.11	-
More than 5000	3.13	6.14	0.70	9.09	6.67	14.29	30.00	30.00	-	-	-	-	10.00	11.11	-

Note: TV – Villages with TV; NTV – Villages without TV

It is clear from table 7.11 that 60.16% of respondents from all the villages, 73.68% of those with television and 49.30% them from the villages without television has monthly income less than Rs. 1000 are farmers. 45.45% of respondents from all the villages, 53.33% of those with television and 28.57% from the villages without television whose monthly income is up to Rs. 1000 are Business people. 20% of respondents from all the villages, 20% of those with television and whose monthly income is up to Rs. 1000 are government servants. 50% of respondents from all the villages, 50% of those with television and whose monthly income is up to Rs. 1000 are professionals. 60% from all the villages 66.67% of them from the villages with television and whose monthly income is up to Rs. 1000 have no work.

26.17% of respondents from all the villages, 15.79 % of those with television and 34.51% them from the villages without television whose monthly in come is up to Rs. 1001-2000 do cultivation. 31.82% of respondents from all the villages, 26.67% of those with television and 42.86% them from the villages without television whose monthly income is up to Rs. 1001 to 2000 are business people. 30% respondents from all the villages, 30 % of those with television and whose monthly income is up to Rs. 1001 to 2000 are government servants. 20% from all the villages 11.11% of them from the villages with television and 100% from the villages without television and whose monthly income is up to Rs. 1001 to 2000 have no work. 10.55% of respondents from all the villages, 4.39 % of those with television and 15.49% from the villages without television whose monthly income is up to Rs. 2001 to 5000 are farmers.

13.64% of respondents from all the villages, 13.33% of those with television and 14.29% from the villages without television whose monthly in come is up to Rs.

2001 to 5000 are engaged in business. 20% of respondents from all the villages, 20% of those with television whose monthly income is up to Rs. 2001 to 5000 are government servants. 50% of respondents from all the villages, 50 % of those with television and whose monthly income is up to Rs. 2001 to 5000 are professionals. 10% respondents from all the villages, 11.11 % of those with television and whose monthly income is up to Rs. 2001 to 5000 have no work.

3.13% of respondents from all the villages, 6.14% of those with television and 0.70% from the villages without television whose monthly income is more than Rs. 5000 are engaged in cultivation. 9.09% of respondents from all the villages, 6.67% of those with television and 14.29% from the villages without television whose monthly income is more than Rs. 5000 are engaged in business. 30% of respondents from all the villages, 30% of those with television whose monthly income is more than Rs. 5000 are government servants. 10% of respondents from all the villages, 11.11% of those with television whose monthly income is more than Rs. 5000 have no work.

Table 7.12 indicates the primary occupation and the various skills practiced by the respondents with television and without television:

Table 7.12: Percentage distribution of Primary Occupation and Skill Practice

Skill Practices	Primary Occupation									
	Cultivation		Business		Service		Professional		No Work	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Fishing	9.46	7.06	7.92	9.9	6.42		16.22		7.81	6.67
Hunting	7.97	6.98	7.08	8.91	5.88		5.41		8.59	13.33
Archery	6.84	5.68	7.08	6.93	5.35		5.41		7.03	13.33
Basket Weaving	15.9	14.3	11.7	7.92	8.02		5.41		7.81	20
Knitting/Sewing/Weaving	9.1	9.15	9.58	8.91	13.37		5.41		11.72	6.67
Drawing	8.64	7.55	11.7	11.9	11.23		10.81		9.38	6.67
Painting	9.14	9	11.3	9.9	11.76		5.41		10.16	6.67
Singing	11.5	14	12.9	12.9	14.44		18.92		15.63	6.67
Playing Musical Instruments	8.33	12.8	7.08	7.92	9.09		16.22		7.81	6.67
Others	7.38	7.32	7.5	7.92	9.09		5.41		7.03	6.67
None	5.76	6.06	6.25	6.93	5.35		5.41		7.03	6.67

Note: TV – Villages with TV; NTV – Villages without TV

Looking at the table 7.12, it is observed that 9.46% of the respondents from the villages with television, 7.06% without television whose primary occupation is cultivation also practice fishing. 7.92% of the respondents from the villages with television, 9.9% without television whose primary occupation is business also undertake fishing. 6.42% of the respondents from the villages with television whose primary occupation is service also undertake fishing. 16.22% of the respondents from the villages with television whose are primarily involved in professions also undertake fishing. 7.81% of the respondents from the villages with television, 6.67% without television who have no work undertake fishing. 7.93% of the respondents from the villages with television, 6.98% without television whose primary engagement is cultivation go for hunting. 7.08% of the respondents from the villages with television, 8.91% without television whose primary occupation is business go for hunting. 5.88% of the respondents from the villages with television who are government servants go for hunting. 5.41% of the respondents from the villages with television who are professional go for hunting.

8.59% of the respondents from the villages with television, 13.33% without television who have no work also go for hunting. 6.84% of the respondents from the villages with television, 5.68% without television whose primary occupation is cultivation practice the skill of archery. 7.08% of the respondents from the villages with television, 6.93% without television whose primary occupation is business practice the skill of archery. 5.35% of the respondents from the villages with television whose primary occupation is government service practice the skill of archery. 5.41% of the respondents from the villages with television who are professionals practice the

skill of archery. 7.03% of the respondents from the villages with television, 13.33% without television who have no work practice the skill of archery. 15.9% of the respondents from the villages with television, 14.3% without television whose primary occupation is cultivation engage in basket weaving. 11.7% of the respondents from the villages with television, 7.92% without television whose primary occupation is business engage in basket weaving. 8.02% of the respondents from the villages with television whose primary occupation is government service engage in basket weaving. 5.41% of the respondents from the villages with television who are primarily professionals engage in basket weaving. 7.81% of the respondents from the villages with television, 20% without television who have no work engage in basket weaving. 9.1% of the respondents from the villages with television, 9.15% without television whose primary occupation is cultivation engage in knitting/sewing/weaving. 9.58% of the respondents from the villages with television, 8.91% without television whose primary occupation is business engage in knitting/sewing/ weaving. 13.37% of the respondents from the villages with television whose primary occupation is government service engage in knitting/sewing/ weaving. 5.41% of the respondents from the villages with television who are professionals engage in knitting/ sewing/weaving. 11.72% of the respondents from the villages with television, 6.67% without television who have no work engage in knitting/sewing/weaving. 8.64% of the respondents from the villages with television, 7.55% without television whose primary occupation is cultivation engage in drawing. 11.7% of the respondents from the villages with television, 11.9% without television whose primary occupation is business engage in drawing. 11.23% of the respondents from the villages with television whose primary

occupation is government service engage in drawing. 10.81% of the respondents from the villages with television who are professionals engage in drawing. 9.38% of the respondents from the villages with television, 6.67% without television who have no work engage in drawing. 9.14% of the respondents from the villages with television, 9% without television whose primary occupation is cultivation engage in painting. 11.3% of the respondents from the villages with television, 9.9% without television whose primary occupation is business engage in painting. 11.76% of the respondents from the villages with television whose primary occupation is government service engage in painting. 5.41% of the respondents from the villages with television who are professionals engage in painting. 10.16% of the respondents from the villages with television, 6.67% without television who have no work engage in painting.

11.5% of the respondents from the villages with television, 14% without television whose primary occupation is cultivation engage in singing. 12.9% of the respondents from the villages with television, 12.9% without television whose primary occupation is business engage in singing. 14.44% of the respondents from the villages with television whose primary occupation is government service engage in singing. 18.92% of the respondents from the villages with television who are professionals engage in singing. 15.63% of the respondents from the villages with television, 6.67% without television who have no work engage in singing. 8.83% of the respondents from the villages with television, 12.8% without television whose primary occupation is cultivation engage in playing musical instruments. 7.08% of the respondents from the villages with television, 7.92% without television whose primary occupation is business engage in playing musical instruments. 9.09% of the respondents from the

villages with television whose primary occupation is government service engage in playing musical instruments. 16.22% of the respondents from the villages with television who are professionals engage in playing musical instruments. 7.81% of the respondents from the villages with television, 6.67% without television who have no work engage in playing musical instruments.

7.38% of the respondents from the villages with television, 7.32% without television whose primary occupation is cultivation engage in other skills. 7.5% of the respondents from the villages with television, 7.92% without television whose primary occupation is business engage in other skills. 9.09% of the respondents from the villages with television whose primary occupation is government service engage in other skills. 5.41% of the respondents from the villages with television who are professionals engage in other skills. 7.03% of the respondents from the villages with television, 6.67% without television who have no work engage in other skills. 5.76% of the respondents from the villages with television, 6.06% without television whose primary occupation is cultivation practice no skill at all. 6.25% of the respondents from the villages with television, 6.93% without television whose primary occupation is business practice no skill at all. 5.35% of the respondents from the villages with television whose primary occupation is government service practice no skill at all. 5.41% of the respondents from the villages with television who are professionals practice no skill at all. 7.03% of the respondents from the villages with television, 6.67% without television who have no work practice no skill at all.

Further the table shows that the majority of the respondents are gifted with various skills. A few of the skills like dancing, music singing could be used for the

production of television programmes, this will enable them to have part time or full time jobs and it will be a means of preserving the culture and tradition of the place.

In Table 7.13, the primary occupation and the type of houses that are used by the respondents with television and without it are shown.

Table 7.13: Percentage Distribution of Primary Occupation and Type of House

Primary Occupation	Type of House							
	Thatched		Tin		Concrete		Semi-Concrete	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
Cultivation	34.21	49.30	59.65	48.59	2.63	1.41	3.51	0.70
Business	13.33	28.57	40.00	14.29	33.33	57.14	13.33	
Service			70.00		20.00		10.00	
Professional					50.00		50.00	
No Work	33.33	100.00	44.44		11.11		11.11	

Note: TV – Villages with TV; NTV – Villages without TV

Out of the total respondents, 34.21% of them with television and 49.30% of them without television whose primary occupation is cultivation live in thatched houses. 59.65% of the respondents with television and 48.59% of them without television whose primary occupation is cultivation live in tin houses. 2.63% of the respondents with television and 1.41% of them without television whose primary occupation is cultivation live in concrete houses. 3.51% of the respondents with television and 0.70% of them without television whose primary occupation is cultivation live in semi concrete houses. 13.33% of the respondents with television and 28.57% of them without television whose primary occupation is business live in thatched houses. 40% of the respondents with television and 14.29% of them without television whose primary occupation is business live in tin houses. 33.33% of the respondents with television and 57.14% of them without television whose primary occupation is business live in concrete houses. 13.33% of the respondents with television whose primary occupation is business live in semi concrete houses. 20% of

the respondents with television whose primary occupation is government service live in concrete houses and 10% of them live in semi concrete houses. 50% of the respondents with television whose primary occupation is professional jobs live in concrete houses and 50% of them live in semi concrete houses. 33.33% of the respondents with television and 100% of them without television who do not have any work live in thatched houses. 44.44% of those with television and who have no work live in tin houses. 11.11 of the respondents with television but have no work live in concrete houses. 11.11% of the respondents with out live in semi concrete houses.

The table shows that those who have engaged in cultivation, business and those without work live in thatched houses. Again the table shows that economic condition is vital to have comfortable housing facilities.

Table 7.14 indicates the type of houses and their monthly income.

Table 7.14: Percentage Distribution of Monthly Income and Type of House

Monthly Income	Type of House			
	Thatched	Tin	Concrete	Semi-Concrete
Up to Rs. 1000	55.56	63.87	27.78	40.00
Rs. 1001 – Rs. 2000	24.79	25.81	38.89	30.00
Rs. 2001 – Rs. 5000	18.80	4.52	16.67	20.00
More than Rs. 5000	0.85	5.81	16.67	10.00

55.56% of the respondents with television without television whose monthly income is up to Rs. 1000 live in thatched houses. 63.87% of the respondents whose monthly income is also up to Rs. 1000 live in tin houses. 27.78% of the respondents with and without television whose monthly income is up to Rs. 1000 live in concrete houses. 40% of the respondents whose monthly income is up to Rs. 1000 live in semi concrete houses. 24.79% of the respondents with television without television whose monthly income is Rs. 1001- 2000 live in thatched houses. 25.81% of the respondents

with and without television whose month income is Rs. 1001 to 2000 live in tin houses. 38.89% of the respondents with and without television whose monthly income is Rs. 1001 to 2000 live in concrete houses and 30% of the respondents whose monthly income is up to Rs. 1001-2000 live in semi concrete houses. 18.80% of the respondents with television without television whose monthly income is Rs. 2001-5000 live in thatched houses. 4.52% of the respondents with and without television whose month income is Rs. 2001 to 5000 live in tin houses. 16.67% of the respondents with and without television whose monthly income is Rs. 2001 to 2000 live in concrete houses. 20% of the respondents whose monthly income is up to Rs. 2001-5000 live in semi concrete houses. Less than one percent (0.85%) of the respondents with television without television whose monthly income is above Rs. 5000 live in thatched houses. 5.81% of the respondents with and without television whose month income is Rs. above Rs. 5000 live in tin houses. 16.67% of the respondents with and without television whose monthly income is more than Rs. 5000 live in concrete houses. 10% of the respondents whose monthly income more than Rs. 5000 live in semi concrete houses. The table shows that income is very necessary to live a comfortable life. This can be seen from the table that only a few of them that is less than 1% of them who earn more than Rs. 5000 live in thatched houses. Whereas those who earn up to one thousand live mostly in thatched and tin houses.

CHAPTER VIII

TESTING OF HYPOTHESIS THROUGH CANONICAL CORRELATION ANALYSIS

There are several measures of correlation to express the relationship between two or more variables. For example, the standard Pearson product moment correlation coefficient (r) measures the extent to which two variables are related; there are various nonparametric measures of relationships that are based on the similarity of ranks in two variables; Multiple Regression allows one to assess the relationship between a dependent variable and a set of independent variables; Multiple Correspondence Analysis is useful for exploring the relationships between a set of categorical variables.

Canonical Correlation is an additional procedure for assessing the relationship between variables. Specifically, this analysis allows us to investigate the relationship between *two sets* of variables.

Canonical Correlation Analysis is a statistical method, which seeks to identify and quantify the association between two sets of variables. That is the relationship between the dependent and independent variables. It focuses on the correlation between a linear combination of the variables in one set and a linear combination of the variables in another set. The idea is first to determine the pair of linear combination having the largest correlation. Next, we determine the pair of linear combination, having the largest correlation among all pairs uncorrelated with the initially selected pair and so on. The pair of linear combination is called the canonical variables and their correlation is called canonical correlation.

A canonical correlation is the correlation of two canonical (latent) variables, one representing a set of independent variables, the other a set of dependent variables. Each set may be considered a latent variable based on measured indicator variables in its set. The canonical correlation is optimised such that the linear correlation between the two latent variables is maximised. Whereas multiple regression is used for many-to-one relationships, canonical correlation is used for many-to-many relationships. There may be more than one such linear correlation relating the two sets of variables, with each such correlation representing a different dimension by which the independent set of variables is related to the dependent set. The purpose of canonical correlation is to explain the relation of the two sets of variables, not to model the individual variables. For each *canonical variate* we can also assess how strongly it is related to measured variables in its own set, or the set for the other canonical variate. Wilks's lambda is commonly used to test the significance of canonical correlation.

Analogous with ordinary correlation, canonical correlation squared is the percent of variance in the dependent set explained by the independent set of variables along a given dimension (there may be more than one). In addition to asking how strong the relationship is between two latent variables, canonical correlation is useful in determining how many dimensions are needed to account for that relationship. Canonical correlation finds the linear combination of variables that produces the largest correlation with the second set of variables. This linear combination, or "root," is extracted and the process is repeated for the residual data, with the constraint that the second linear combination of variables must not correlate with the first one. The process is repeated until a successive linear combination is no longer significant.

Canonical correlation is a member of the multiple general linear hypothesis (MLGH) family and shares many of the assumptions of multiple regression such as linearity of relationships, homoscedasticity (same level of relationship for the full range of the data), interval or near-interval data, untruncated variables, proper specification of the model, lack of high multicollinearity, and multivariate normality for purposes of hypothesis testing. It also shares with factor analysis the need to impute labels for the canonical variables based on structure correlations, which function as a form of canonical factor loading; researchers may well impute different labels based on the same data.

Key Concepts and Terms:

Canonical variable or variate: A canonical variable, also called a variate, is a linear combination of a set of original variables in which the within-set correlation has been controlled (that is, the variance of each variable accounted for by other variables in the set has been removed). It is a form of latent variable. There are two canonical variables per canonical correlation (function). One is the dependent canonical variable, while the one for the independents may be called the covariate canonical variable.

Canonical correlation, also called a *characteristic root*, is a form of correlation relating two sets of variables. As with factor analysis, there may be more than one significant dimension (more than one canonical correlation), each representing an orthogonally separate pattern of relationships between the two latent variables. The maximum number of canonical correlations between two sets of variables is the number of variables in the smaller set.

The canonical correlation is used to measure the strength of association between the two sets of variables. The maximisation aspect of the technique represents an attempt to focus our attention on a high dimensional relationship between two sets of variables that is the first set of variables represents the dependent variables that is the factors that study the Culture, Economic, Education and Social Development of villages with television and the factors that study the Economic, Culture, Education and Social Development of villages without television. The second set of variables represents the independent variables of television. This unit analyses the data of 2 groups of villages, one group of villages comprising of 150 respondents with television in their villages and the other group of villages with another 150 respondents without television in their villages, in order to find out the impact of television on different factors that are under study. Thus we observed that many variables are included in the both the sets. Hence, canonical correlation analysis is used to study the structural relationship of two sets of variables (Johnson, Richard A and Wichan, D.W, 2002).

8.1 The Relationship of Social Development and Television in a Society

A total of 37 variables with 150 cases each in villages with television and villages without television were taken for social development. The canonical correlation analyses were done separately for each village types and the results are presented in table 8.1. The composite variables representing social development and television are highly correlated with a value of 0.8627568 in villages with television and 0.9294180 in villages without television. In view of the large number of observation (150

samples) the correlation is statistically significant. The chi-square value for 798 degree of freedom is 1252.600 in the village with television and in the village without television the chi-square value for 798 degree of freedom is 1534.135. The composite variables representing social development (made of 38 variables) represents 66.58% of variance in the village with television and 63.88% in the village without television. Television variables consisting of 21 variables each in both the sample types are explained 100% by the composite variables.

Table 8.1: Canonical Analysis Results (Social Variables with Television in Village with and without TV)

Canonical Analysis (Social Variables with Television in Village with TV)			
Canonical R: 0.8627568			
Chi-Square: 1252.600	df =	P = 0.000000	
	(798)		
Number of Valid Cases: 150			
	No. of	Variance	Total redundancy given the
	vars.	extracted	other set
Left set:	38	66.587468260%	28.936840655%
Right set:	21	100.00000000%	38.737803665%
Canonical Analysis (Social Variables with Television in Village without TV)			
Canonical R: 0.9294180			
Chi-Square: 1534.135	df =	P = 0.000000	
	(798)		
Number of Valid Cases: 150			
	No. of	Variance	Total redundancy given the
	vars.	extracted	other set
Left set:	38	63.886956398%	32.884414682%
Right set:	21	100.00000000%	50.003346246%

The conceived influences of television on social development are more pronounced in the villages without television than villages with television. The respondents from the villages without television are not completely deprived of viewing television and being occasional viewers they are quite aware of television. In

the case of villages with television, ownership of television is not cent percent rather only a few households owned television and the sample is collected from both television owners and non-owners. If the respondents from village with television are assumed to be more aware of television than their perceptions of television being responsible for social development is less significant. On the other hand unprecedented factors like fascination or less awareness of television possibly influence the perception of respondents from village without television. Nevertheless, social development and television are significantly correlated in both the samples.

This analysis deals with all 150 cases each of the sample types and the 37 canonical roots of social development and 21 canonical roots of television. It is apparent that the first roots are the strongest and represents the factors best. For further analysis the first roots of social development and first roots of television are used. The value of these roots are presented separately in table 8.2 (representing sample collected from villages with television) and table 8.3 (representing samples collected from village without television).

Table 8.2: Factors representing social development (l_fac1) and television (r_fac1) in villages with TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	0.75	0	39	1.37	1.87	77	0.75	0.54	115	0.29	1.12
2	1.74	1.09	40	1	0.99	78	-0.69	-0.88	116	-0.02	-0.45
3	0.28	0.4	41	-1.26	-1.29	79	0.82	1.04	117	0.17	-0.61
4	-0.19	0.12	42	1	1.6	80	0.38	0.28	118	-0.57	-0.89
5	1.71	1.16	43	0.54	0.05	81	-1.75	-1.6	119	0.06	0.36
6	0.44	0.51	44	0.44	0.68	82	0.07	0.53	120	-0.21	0
7	1.61	2.45	45	0.8	1.22	83	0.02	-0.81	121	-0.6	-0.69
8	0.68	0.56	46	1.69	2	84	-3.08	-3.43	122	0.01	0.21
9	-0.14	-0.43	47	1.15	0.83	85	-2.24	-2.05	123	0.17	-0.39
10	1.01	0.89	48	2.51	1.48	86	-1.14	-0.77	124	0.42	0.97
11	-0.36	-1.42	49	0.37	0.68	87	-2.67	-2.69	125	0.29	0.12
12	0.75	0.3	50	0.77	1.03	88	0.93	1.05	126	-0.41	-1.02
13	-0.84	-0.64	51	0.44	0.17	89	0.6	-0.08	127	-0.64	-0.13
14	-0.17	0.1	52	-0.75	0.19	90	-0.6	-0.26	128	0.29	0.08

15	1.87	1.59	53	-0.63	-0.9	91	0.01	0.3	129	-0.76	-0.07
16	0.3	0.61	54	-0.8	-0.74	92	-1.61	-0.31	130	-0.44	-1.3
17	1.33	1.02	55	-2.66	-2.24	93	-0.93	-0.43	131	-0.3	0.36
18	1.18	0.95	56	-0.63	-1.27	94	0.45	-0.01	132	-0.37	-0.36
19	2.22	1.26	57	-0.88	-0.2	95	0.87	0.04	133	-0.16	-1.34
20	1.13	0.63	58	0.16	-0.7	96	0.92	0.24	134	-0.78	-0.04
21	0.05	0.35	59	-2.31	-2.46	97	-0.56	-0.51	135	-0.3	0
22	1.46	1.26	60	0.42	0.68	98	0.52	0.82	136	-1.18	-1.2
23	0.43	0.67	61	0.1	-0.34	99	-0.53	-0.17	137	-0.96	0.23
24	1.31	1.19	62	0.11	0.27	100	-1.44	-1.08	138	-0.3	0.04
25	1.71	1.33	63	-0.17	-0.45	101	0.43	1.93	139	-0.52	-0.95
26	0.43	0.21	64	-0.14	0.23	102	-0.18	-0.32	140	-0.83	-0.67
27	-2.34	-2.12	65	-0.07	0.06	103	0.05	-0.26	141	-1.14	-1.89
28	0.58	0.67	66	-0.29	-0.8	104	0.41	-0.06	142	-1.37	-0.66
29	1.49	1.97	67	-0.26	0.38	105	-0.19	0.21	143	-0.2	-0.76
30	-0.41	-1.02	68	0.29	-0.05	106	0.07	-0.06	144	0.2	0.89
31	-1.94	-1.52	69	0.84	0.47	107	0.06	0.04	145	-0.19	-0.46
32	-0.38	0.39	70	0.34	0.2	108	-0.43	-0.3	146	-0.11	-0.94
33	1.24	0.42	71	-3.01	-3.28	109	0.38	0.08	147	0.17	-0.15
34	-0.05	-0.19	72	-0.95	-0.5	110	-0.2	-0.57	148	-0.3	0.24
35	0.5	0.91	73	0.8	1.74	111	-0.24	-0.04	149	-0.18	0.57
36	1.5	1.03	74	-1.1	-1.23	112	-0.01	-0.06	150	0.38	0.02
37	0.62	0.82	75	-1.57	0.27	113	0.07	-0.06			
38	1.65	1.48	76	0.65	-0.08	114	-0.43	-0.04			

Table 8.3: Factors representing social development (l_fac1) and television (r_fac1) in villages without TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	-1.45	-1.03	39	-1.51	-1.11	77	0.63	0.35	115	0.65	0.89
2	-0.8	-1.15	40	-1.24	-0.8	78	0.79	0.49	116	3.78	3.28
3	-1.28	-1.15	41	-0.63	-0.51	79	1.61	1.76	117	2.47	3.44
4	-0.94	-0.28	42	-0.53	-0.91	80	0.4	0.27	118	0.19	-0.28
5	-0.79	-1.26	43	0.04	-0.28	81	0.51	0.83	119	0.34	-0.28
6	-0.59	-1.19	44	-1.59	-2.2	82	0.63	0.54	120	0.34	-0.28
7	-1.05	-1.07	45	-0.88	-1.3	83	0.39	1.32	121	1.17	1.08
8	-0.93	-1.3	46	-0.7	-0.7	84	0.27	0.19	122	0.7	0.77
9	-1.72	-1.16	47	-0.82	-0.89	85	0.63	0.42	123	0.31	0.56
10	-0.47	-1.26	48	-1.18	-0.89	86	0.76	1.33	124	-0.42	-0.28
11	-0.6	-0.28	49	-1.81	-2.2	87	0.8	0.38	125	2.25	1.93
12	-0.34	-0.28	50	-0.32	0.3	88	0.83	1.32	126	-0.02	0.15
13	-0.73	-0.28	51	1.14	0.44	89	1.03	0.98	127	0	-0.17
14	-0.48	-0.28	52	-0.15	0.31	90	1.37	1.1	128	0.89	1.16
15	-0.48	-0.28	53	1.29	0.96	91	2.64	2.55	129	0.09	-0.28
16	-0.74	-0.28	54	0.67	0.6	92	0.86	0.83	130	0.73	0.77
17	-0.39	-0.28	55	0.04	0.16	93	0.94	0.78	131	0.1	-0.28
18	-0.87	-0.8	56	0.03	0.12	94	0.56	0.32	132	1.04	0.51
19	-0.47	-0.69	57	-0.09	-0.01	95	0.72	0.61	133	-0.49	-0.28
20	-0.65	-0.28	58	0.21	0.24	96	0.1	0.44	134	-0.29	-0.28

21	-1.06	-0.28	59	0.21	0.42	97	1.02	0.66	135	-0.29	-0.28
22	-0.26	0.19	60	0.51	0.81	98	4.42	4.75	136	-0.23	-0.28
23	-0.49	-0.28	61	0.22	0.35	99	0.91	1.21	137	-0.68	-0.28
24	-0.3	-0.28	62	1.2	0.49	100	0.08	0.8	138	0.34	-0.3
25	-1.43	-1.19	63	0.27	0.71	101	0.58	0.87	139	-0.7	-0.28
26	-0.89	-1.11	64	0.87	1	102	-0.65	-0.34	140	-0.33	-0.28
27	-1.17	-1.19	65	0.38	0.35	103	0.4	-0.3	141	-0.64	-0.89
28	-0.77	-0.7	66	0.03	0.37	104	0.17	0.3	142	-0.98	-1.18
29	-1.01	-1.3	67	1.3	1.1	105	0.48	0.62	143	-1.11	-0.58
30	-0.86	-1.26	68	0.24	0.59	106	-0.08	0.43	144	-1.2	-0.86
31	-1.48	-1.15	69	0.76	0.96	107	0.2	-0.2	145	-0.76	-0.56
32	-0.85	-1.26	70	-0.05	-0.41	108	-1.52	-1.34	146	-1.16	-1.07
33	-0.76	-1.11	71	1.65	0.93	109	1.05	0.9	147	-0.58	-0.28
34	-0.98	-1.11	72	0.04	-0.25	110	1.78	1.19	148	-0.13	-0.28
35	-1.02	-0.99	73	0.36	0.16	111	0.21	0.77	149	-0.89	-0.89
36	-0.46	-1.19	74	0.53	0.49	112	-0.17	-0.39	150	-0.57	-0.89
37	-1.02	-0.69	75	1.19	0.4	113	0.55	0.88			
38	-2.01	-1.3	76	0.32	0	114	0.7	0.54			

Correlation coefficients of composite variables representing social development with its original variables are given in table 8.4 for both the sample type (village with TV and village without TV) against the corresponding variables. To avoid ambiguity the actual queries are also incorporated in the same column (definition) just before the related variables.

Table 8.4: Correlation Coefficient of Composite Variables Representing Social Development with its Original Variables

1. Correlations (Canonical Score)		X-L1(l_fac1)			
2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High					
3. N=150 (Casewise deletion of missing data)					
4. Total variable = 37					
	Definition	Village with TV		Village without NTV	
		Score	Level	Score	Level
1	What do you do at other times?				
1.1	Watch TV	0.23	M1	0.30	M1
1.2	Play	0.54	H1	-0.44	-M1
1.3	Visit Friends	0.16	M2	-0.17	M2
1.4	Read books	0.31	M3	0.42	M3
1.5	Attend Schools/ Colleges	0.42	M4	0.48	M4
2	How do you get information about daily happenings?				
2.1	Talking with friends/elders	0.20	M5	-0.04	

2.2	Reading news papers	0.07		-0.06	
2.3	Listening to radio	0.06		-0.09	
2.4	Watching TV	0.20	M6	0.16	M5
3	Do you read news papers?				
3.1	Yes/No	-0.32	M7	-0.20	-M2
4	You watch films in				
4.1	Hindi	0.07		0.19	M6
4.2	English	0.30	M8	0.03	
5	Where do you watch films?				
5.1	Theatre	0.18	M9	0.44	M7
5.2	Video Parlour	0.21	M10	-0.20	-M3
5.3	Friends' house	-0.37	M11	0.36	M8
5.4	Relations' house	0.20	M12	0.42	M9
5.5	At home	0.40	M13	0.20	M10
6	What are the gatherings that you have in your villages?				
6.1	Sunday gathering	-0.23	M14	-0.22	-M4
6.2	Dances	0.56	H2	0.29	M11
6.3	Weddings	0.24	M15	0.28	M12
6.4	Deaths	0.27	M16	-0.41	M13
6.5	Harvest	0.47	M17	-0.29	-M5
7	Does the village market affect your life?				
7.1	Economically	-0.12		-0.14	
7.2	Socially	0.33	M18	-0.28	-M6
7.3	Information inputs	0.32	M19	-0.27	-M7
8	Does your village have the following social entertainments?				
8.1	Dances	0.13		-0.05	
8.2	Community TV	0.38	M20	-0.23	-M8
8.3	Games	0.22	M21	-0.30	-M9
8.4	Cleaning Drive	0.34	M22	-0.17	
8.5	Community Picnics	0.05		-0.44	-M10
8.6	Religious celebrations	0.20	M23	-0.25	-M11
8.7	Clubs	0.08		-0.01	
9	The changes that are taken place in individual life style in family and village				
9.1	Education	-0.12		0.11	
9.2	Interaction with people	-0.17	M24	0.21	M14
9.3	Economic growth	-0.44	M25	0.37	M15
9.4	Television	-0.25	M26	0.34	M16
9.5	Radio	-0.12		0.25	M17

Out of the total 37 variables 28 are found statistically significant in representing the social development of the village with television. Of the 28 variables 2 are found highly significant and the remaining 26 represents the social development at moderate significance while none of the statistically significant variables are

negative. With the same total of variables in the villages without television, 28 are found positively or negatively significant in representing the social development. All the levels of significances, positive or negative, are rather moderate. 17 of the significant variables are moderately significant whereas 11 are negatively moderate in significance.

The correlation coefficients of composite variables representing television with its original variables are presented in table 8.5. Sample from villages with television and villages without television are both integrated against the respective variables.

Table 8.5: Correlation coefficients of composite variables representing television with its original variables

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 3. N=150 (Casewise deletion of missing data) 4. Total variable = 37		Y-R1(r_fac1)			
	<u>Definition</u>	TV Village with TV		NTV Village without NTV	
		Score	Level	Score	Level
1	Do you have TV at home?				
1.1	Yes/No	-0.30	-M1	-0.39	-M1
2	Do you prefer				
2.1	Black and White/Colour TV	-0.03		-0.21	-M2
3	If you do not have TV at home where do you go to watch TV programmes?				
3.1	Friends' house	-0.28	-2M	-0.39	-M3
3.2	Community hall	0.00		0.00	
3.3	Relation's House	0.27	M1	0.19	M1
3.4	Information centre	0.13		0.39	M2
4	Your Favourite programmes on TV				
4.1	Music	0.51	H1	0.19	M3
4.2	Sports	0.20	M2	0.59	H1
4.3	News/Discussion	-0.25	-M3	-0.48	-M4
4.4	Educational Programmes	0.25	M3	-0.51	-H2
4.5	Films/Serials	0.33	M4	0.38	M4
4.6	Quiz	0.41	M5	-0.10	
5	How many hours in a day do you watch TV?				
5.1	Up to one hour, 2-4 hours, more than 4 hours	-0.04		0.18	M5
6	Which hour of the day do you watch TV				
6.1	Morning/Afternoon	0.16	M6	-0.13	
6.2	Evening/Night	-0.13		0.53	H3

6.3	Late night	0.03		0.10	
7	Various types of programmes you watch on TV				
7.1	Entertainment	0.19	M7	0.09	
7.2	Information	0.36	M8	0.66	H4
7.3	Education	0.12		0.60	H5
7.4	National integration	0.25	M9	0.25	M6
7.5	Social Development	0.31	M10	0.42	M7

The composite variables of television consist of 21 variables across the two types of samples, out of which only 1 is highly significant whereas 10 are moderately significant and 3 are moderately significant with negative values in the villages with television. In the villages without television, 5 of the composite variables are highly significant in representing television and 7 are moderately significant. The remaining 4 moderately significant variables are negative.

The correlation coefficients of composite variables representing social development with that of television of both sample types are presented in table 8.6. The coefficients of composite variables of social development in villages with television and villages without television are both moderately correlated to coefficients of composite variables of television. In the village with television 21 social development variables are moderately correlated while 7 are correlated at a negatively moderate significant level to television.

In the villages without television, the number of positive and negative correlation of composite variables of social development with television is divided almost equally. 16 social development variables are moderately correlated and 14 are negatively correlated with television.

Table 8.6: Correlation Coefficient of Composite Variables Representing Social Development with Television Variables

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 3. N=150 (Casewise deletion of missing data) 4. Total variable = 37		X-R1(r_fac1)			
	Definition	With TV		Without NTV	
		Score	Level	Score	Level
1	What do you do at other times?				
1.1	Watch TV	0.20	M1	0.28	M1
1.2	Play	0.47	M2	-0.41	-M1
1.3	Visit Friends	0.14		-0.16	-M2
1.4	Read books	0.27	M3	0.39	M2
1.5	Attend Schools/ Colleges	0.36	M4	0.44	M3
2	How do you get information about daily happenings?				
2.1	Talking with friends/elders	0.18	M5	-0.04	
2.2	Reading news papers	0.06		-0.06	
2.3	Listening to radio	0.05		-0.08	
2.4	Watching TV	0.17	M6	0.15	M4
3	Do you read news papers?				
3.1	Yes/No	-0.28	-M1	-0.19	-M3
4	You watch films in				
4.1	Hindi	0.06		0.17	M5
4.2	English	0.26	M7	0.02	
5	Where do you watch films?				
5.1	Theatre	0.15	M8	0.41	M6
5.2	Video Parlor	0.18	M9	-0.18	-M4
5.3	Friends' house	-0.32	-M2	0.34	M7
5.4	Relations' house	0.17	M10	0.39	M8
5.5	At home	0.34	M11	0.18	M9
6	What are the gatherings that you have in your villages?				
6.1	Sunday gathering	-0.20	-M3	-0.20	-M5
6.2	Dances	0.48	M12	0.27	M10
6.3	Weddings	0.21	M13	0.26	M11
6.4	Deaths	0.23	M14	-0.38	-M6
6.5	Harvest	0.41	M15	-0.27	-M7
7	Does the village market affect your life?				
7.1	Economically	-0.10		-0.13	
7.2	Socially	0.29	M16	-0.26	-M8
7.3	Information inputs	0.28	M17	-0.25	-M9
8	Does your village have the following social entertainments?				
8.1	Dances	0.12		-0.04	
8.2	Community TV	0.32	M18	-0.22	-M10
8.3	Games	0.19	M19	-0.28	-M11
8.4	Cleaning Drive	0.30	M20	-0.16	-M12
8.5	Community Picnics	0.04		-0.40	-M13

8.6	Religious celebrations	0.17	M21	-0.23	-M14
8.7	Clubs	0.07		-0.01	
9	The changes that are taken place in individual life style in family and village				
9.1	Education	-0.10		0.11	
9.2	Interaction with people	-0.15	-M4	0.19	M12
9.3	Economic growth	-0.38	-M5	0.35	M13
9.4	Television	-0.22	-M6	0.32	M14
9.5	Radio	-0.10		0.23	M15
9.6	Newspapers	-0.24	-M7	0.32	M16

In the villages with television, it moderately correlates with playing, attending schools/colleges, reading books, and watching television as time spent besides the normal daily chores; acquiring information about daily happening through talking with friends/elders, and watching television; watching English films; watching films at home, video parlour, relations' house, and theatre; social gatherings like dances, harvest, deaths, and weddings; effects of market socially and as source of information inputs; and community television, cleaning drive, games, and religious celebrations as social entertainments. In these villages the composite variables of television show negative correlation at a moderately significant level with reading news papers; watching films at friend's house; Sunday social gatherings; economic growth, newspapers, television, and interaction with people. As popularly believed television appears to make people less interactive and push them to watch television more. However, when these activities are taken as factors leading to social development, respondents in the village with television are moving moderately towards social development.

Respondents from the villages without television show moderate correlation of television with attending schools/colleges, reading books, and watching television as other activities they do beside the normal daily activities; watching television as

source of information for about daily happenings; watching more of Hindi films than English; watching films at the theatre, relations' house, friends' house, and at home; dances and weddings as social gathering; economic growth, television, newspapers, radio, and interaction with people as changes that took place in the village. The composite variables of social development that have negative correlation at a moderately significant level in the villages without television are playing and visiting friends besides the normal daily activities; reading newspapers; watching films at video parlours; social gathering at deaths, harvest, and Sunday gathering; effect of the market socially and as information inputs; changes taking place in individual life style community picnics, games, religious celebrations, community television, and cleaning drive. It may be noted that in the village without television respondents perceived that television erodes into the traditional values like the traditional social gatherings while discouraging changes in individual life style.

Notably, both negative and positive correlations of television with that of factors of social development are apparent among the respondents from the villages with television and villages without television. Marked differences of perceptions between the two types of samples are also recorded. As evident from the data collected from the sampled villages the hypothesis **“TELEVISION HAS NO SIGNIFICANT RELATION WITH THE SOCIAL DEVELOPMENT OF A SOCIETY”** is rejected.

8.2 The Relationship of Cultural Changes and Television in a Society

The canonical correlation analysis done on two types of sample (village with TV and without TV) consisting of 150 sample each indicates slight difference in the degree of correlations. Nevertheless, the composite variables representing cultural changes and television in both the samples are highly correlated with the canonical result of 0.9142721 and Chi-Square value of 1359.770 in village with television and 0.9704090 with Chi-Square value of 2121.954 in villages without television. The higher canonical result recording a lower Chi-Square result is due to the percentage of variance extracted. Villages with television record a lesser Chi-Square with lesser percentage of variance extraction. Surprisingly, the influence of television upon cultural changes seems to be more significant in the villages that have no television. It may be noted here that the respondents who belong to villages without television have occasional access to television through hiring and visiting places with Television. Regular viewership seems to have less influence on cultural changes than occasional viewership.

Table 8.7: Canonical Correlation Analysis Results (Cultural Changes with Television in Village with and without TV)

Canonical Analysis (Cultural Variables with Television in Village with TV)			
Canonical R: 0.914271			
Chi-Square: 1359.770 df = (798) P = 0.000000			
Number of Valid Cases: 150			
	No. of vars.	Variance extracted	Total redundancy given the other set
Left set:	38	70.258944816%	38.104114357%
Right set:	21	100.00000000%	45.309631573%
Canonical Analysis (Cultural Variables with Television in Village without TV)			
Canonical R: 0.9704090			
Chi-Square: 2121.954 df=(798) P = 0.000000			
Number of Valid Cases: 150			
	No. of vars.	Variance extracted	Total redundancy given the other set
Left set:	38	77.599749136%	53.038348461%
Right set:	21	100.00000000%	60.154039896%

With both the sample types (villages with TV and villages without TV) showing high canonical correlation of television and cultural changes implies that the effect of television on all the sampled villages is in no small measures. Among the various factors of the present study cultural changes is most significantly related with television. It was found that the first roots of both cultural changes and television variables represent the factors best in both the cases of villages with television and without television. Owing to this the first roots of all the factors and samples have been taken into consideration for analysis. Table 8.8 represents first roots of cultural changes and television in villages with television whereas table shows the first roots of cultural changes and television in villages without television. In both the samples there are 150 cases each.

Table 8.8: The Factor Representing Cultural Changes (l_fac1) and Television (r_fac1) of villages with TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	0.7	0.8	39	0.44	0.22	77	-0.42	-0.43	115	0.28	0.68
2	0.74	0.9	40	1.09	1.15	78	-1.41	-1.07	116	1.19	1.21
3	1.42	1.39	41	-0.56	-0.88	79	-0.15	0.38	117	0.84	0.39
4	-1.1	-1.28	42	0.13	0.24	80	0.35	-0.16	118	-0.6	0.01
5	0.59	0.31	43	-0.8	-0.55	81	-1.34	-1.22	119	-0.75	-1.35
6	1.88	1.84	44	-1.68	-1.41	82	-1.19	-1.29	120	1.55	1.31
7	1.62	1.28	45	-0.31	0.24	83	-1.55	-1.35	121	-1.2	-1.21
8	-0.85	-0.43	46	0.02	0.82	84	-1.12	-1.22	122	0.12	0.17
9	-1.16	-0.98	47	-0.28	-0.17	85	-1.49	-0.72	123	0.57	0.75
10	0.44	-0.33	48	0.27	1.22	86	-1.16	-1.4	124	0.31	0
11	-1.11	-1.23	49	0.09	-0.03	87	-1.12	-1.16	125	0.5	0.14
12	-1.18	-0.73	50	0.45	0.57	88	0.86	0.88	126	-1.32	-1.2
13	-0.13	0.93	51	0.37	0.53	89	0.23	0.27	127	1.43	1.42
14	-0.2	0.37	52	0.58	0.51	90	-0.97	-1.3	128	1.16	1.29
15	-0.8	0.12	53	-0.97	-1.37	91	0.14	-0.11	129	0.39	-0.33
16	0.35	0.42	54	-1.29	-1.65	92	-0.25	-0.45	130	-0.25	-0.49
17	-1.93	-1.63	55	2.24	1.63	93	-1.85	-1.57	131	0.68	-0.17
18	-0.43	-0.3	56	0.66	0.42	94	0.4	0.61	132	1.71	1.39
19	1.05	0.38	57	-0.33	-0.42	95	0.84	0.82	133	-1.84	-1.34
20	0.95	1.83	58	0.45	0.77	96	-0.25	-0.38	134	1.5	1.32
21	0.41	0.3	59	0.21	0.12	97	-1.63	-1.86	135	1.11	1.31
22	1.57	1.11	60	-1.03	-1.17	98	-1.34	-1.86	136	-1.59	-1.83
23	0.93	0.4	61	-0.57	-0.93	99	0.26	0.44	137	1.33	0.7
24	1.01	1.62	62	-1.19	-0.53	100	-0.87	-0.83	138	1.4	1.3
25	0.48	0.71	63	-1.29	-1.82	101	1.68	1.89	139	1.69	1.18
26	-0.16	-0.53	64	-0.64	-0.62	102	0.04	0	140	0.81	1.2
27	-0.33	0.41	65	-0.89	-1.11	103	-0.27	0.66	141	1.16	0.85
28	-0.76	-0.89	66	-0.59	0.01	104	-0.46	-1.65	142	1.65	1.8
29	0.61	0.23	67	-0.61	-0.56	105	0.31	0.17	143	1.04	1.78
30	-0.03	-0.84	68	-1.26	-1.39	106	0.74	1.12	144	-0.47	-0.59
31	-1.54	-2.16	69	0.1	-0.04	107	0.44	0.49	145	-0.95	-0.89
32	-1.44	-0.69	70	0.15	-0.27	108	1.32	1	146	1.3	1.37
33	-0.66	-0.4	71	-0.64	-0.98	109	1.64	1.29	147	-1.21	-1.23
34	0.46	0.02	72	-1.24	-1.09	110	0.4	0.63	148	-0.9	0.15
35	-0.71	-0.95	73	0.52	0.28	111	1.32	1.32	149	0.53	-0.03
36	-1.16	-0.97	74	-1.7	-1.36	112	1.16	1.12	150	1.58	1.16
37	0.22	0.13	75	0.24	0.75	113	1.39	1.12			
38	-0.08	-0.27	76	-0.53	0.27	114	1.3	1.32			

Table 8.9: The Factor Representing Cultural Changes (l-fac1) and Television (r_fac1) of villages without TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	-0.43	-0.56	39	-0.27	-0.77	77	1.45	1.34	115	-0.55	-0.41
2	-0.35	-0.23	40	-0.69	-0.79	78	1.49	1.46	116	0.92	1.12
3	-0.25	-0.23	41	-0.62	-0.2	79	-0.34	0.08	117	1.89	1.77
4	-0.72	-0.7	42	-0.89	-0.69	80	-0.25	-0.37	118	-0.59	-0.7
5	-0.06	-0.35	43	-0.64	-0.7	81	-0.04	0.01	119	-0.44	-0.7
6	-0.87	-0.69	44	-0.71	-0.45	82	-0.24	-0.18	120	-0.77	-0.7
7	-0.62	-0.44	45	-0.96	-0.81	83	-0.29	-0.36	121	0.61	0.71
8	-0.93	-0.81	46	-0.67	-0.82	84	0.08	0.74	122	-0.31	-0.34
9	-0.18	-0.32	47	-0.44	-0.68	85	-0.23	-0.29	123	-0.17	-0.22
10	-0.53	-0.35	48	-0.32	-0.68	86	-0.24	-0.49	124	-0.52	-0.7
11	-0.51	-0.7	49	-1.23	-0.8	87	-0.31	-0.07	125	0.72	0.47
12	-0.58	-0.7	50	3.01	3.01	88	-0.14	-0.36	126	0.16	0.17
13	-0.95	-0.7	51	1.26	1.49	89	-0.32	-0.23	127	-0.68	-0.58
14	-0.64	-0.7	52	1.35	0.77	90	0.05	0.06	128	2.78	2.66
15	-0.62	-0.7	53	1.35	1.26	91	-0.24	0.09	129	-0.25	-0.7
16	-0.61	-0.7	54	0.96	1.29	92	-0.13	0	130	-0.25	-0.34
17	-0.75	-0.7	55	0.96	0.54	93	-0.06	0	131	-0.9	-0.7
18	-0.55	-0.48	56	1.57	1.48	94	-0.04	-0.15	132	-0.68	-0.85
19	-0.89	-0.65	57	1.09	0.58	95	-0.21	0.06	133	-0.77	-0.7
20	-0.81	-0.7	58	-0.35	0.21	96	-0.1	0.13	134	-0.77	-0.7
21	-0.82	-0.7	59	1.67	1.78	97	-0.07	0.11	135	-0.77	-0.7
22	2.16	2.21	60	1.58	1.62	98	0.06	0.06	136	-0.77	-0.7
23	-0.48	-0.7	61	1.27	1.37	99	0.09	-0.04	137	-0.47	-0.7
24	-0.51	-0.7	62	1.4	1.46	100	4.09	3.87	138	-0.52	-0.7
25	-0.27	-0.26	63	1.52	1.44	101	-0.36	-0.18	139	-0.52	-0.7
26	-0.52	-0.77	64	1.58	1.59	102	-0.77	-1.03	140	-0.77	-0.7
27	0.21	-0.26	65	1.35	1.05	103	-0.77	-0.7	141	-0.77	-0.68
28	-0.84	-0.82	66	1.42	1.4	104	-0.47	-0.44	142	-0.52	-1.04
29	-0.99	-0.81	67	1.52	1.69	105	4.46	4.33	143	-0.87	-1.05
30	-0.5	-0.35	68	1.29	0.98	106	0.05	-0.14	144	-0.52	0.04
31	-0.09	-0.23	69	1.74	2.43	107	-0.36	-0.53	145	-0.66	-1.05
32	-0.89	-0.35	70	0.14	-0.47	108	-0.61	-0.57	146	-0.66	-0.4
33	-0.58	-0.77	71	1.09	1.53	109	-0.56	-0.09	147	-0.78	-0.7
34	-0.9	-0.77	72	0.8	1.31	110	0.11	-0.02	148	-0.78	-0.7
35	-0.65	-0.65	73	1.55	1.31	111	-0.11	-0.34	149	-0.67	-0.68
36	-0.71	-0.69	74	1.26	1.46	112	-0.47	-0.53	150	-0.52	-0.68
37	-0.66	-0.65	75	1.49	1.74	113	-0.52	-0.17			
38	-0.69	-0.81	76	1.18	0.69	114	-0.59	-0.71			

Table 8.10 shows a comparative view of correlation coefficient of the composite variables representing cultural changes with its original variables in villages with TV and without TV. For the sake of clarity the actual questions being asked to the respondents are also integrated in bold right on top of the corresponding options/variables.

Table 8.10: Correlation Coefficient of Composite Variables of Cultural changes with its Original Variables

1. Correlations (Canonical Score)		X-L1(l_fac1)			
2. Marked correlations significant at: p < .15 are Medium and p < .5 are High					
3. N=150 (Casewise deletion of missing data)					
4. Total variables = 38					
Definition		With TV		Without TV	
		Score	Level	Score	Level
1	TV is useful for the development of your family and village in				
1.1	Education	0.64	H1	.40	M1
1.2	Information about others' culture	0.56	H2	.60	H1
1.3	Improved social relationship	0.70	H3	.53	H2
1.4	Empowerment	0.51	H4	.70	H3
1.5	Improved agricultural methods, improved seeds	0.26	M1	.72	H4
1.6	Improved agricultural tools	0.22	M2	.64	H5
1.7	Loans and subsidies	-0.02		.66	H6
1.8	Improved nutrition	0.62	H4	.56	H7
1.9	Health care(vaccination, family planning, sanitation)	0.60	H5	.55	H8
2	What are the changes do you find after the coming of TV in your family/village?				
2.1	Food habits	0.65	H6	.59	H9
2.2	Education	0.55	H7	.35	M2
2.3	Change of dressing	0.41	M3	.33	M3
2.4	Recreation	0.62	H8	.68	H10
2.5	Sleeping habits	0.63	H9	.63	H11
2.6	Friendship	0.66	H10	.47	M4
2.7	Celebrations	0.48	M4	.43	M5
2.8	Marketing	0.60	H11	.68	H12
2.9	Preservation	0.69	H12	.68	H13
2.10	Values and attitudes	0.73	H14	.75	H14
2.11	Worship	0.63	H15	.67	H15
2.12	Village administration	0.72	H16	.70	H16
3	When does your family come together?				
3.1	Eating	0.43	M5	.13	
3.2	Praying	0.38	M6	-.04	
3.3	Watching TV	0.24	M7	.24	M6
3.4	Celebrations	0.56	H17	.08	

4	Apart from your family where do eat?				
4.1	Hotel	0.10		-.14	
4.2	Teashop	0.70	H18	-.40	-M1
4.3	Relation's House	0.40	M8	-.16	-M2
5	How much do you spend for a month on				
5.1	Beetle leaves and nuts	0.36	M9	-.50	-M3
5.2	Smoking	-0.09		-.01	
5.3	Drinks	0.01		-.18	-M4
5.4	Gambling	0.37	M10	-.02	
5.5	Video shows.	0.26	M11	.08	
6	In your family who is responsible for looking after the children in the absence of your mother?				
6.1	Father	0.02		.42	M7
6.2	Aunt	0.35	M12	.02	
6.3	Uncle	0.20	M13	.11	
6.4	Sister	0.11		-.19	-M5
6.5	Brother	0.12		.06	
with TV= village with television; without TV = villages without television; H1 to n = positively high significant; -H1 to n = negatively high significant; M1 to n = positively moderate significant; -M1 to n = negatively moderate significant					

In the villages with television, out of the total 38 variables, 18 of the variables are highly significant in representing cultural changes whereas, 13 variables are moderately significant. Altogether 31 variables out of the total 38 significantly represent the cultural changes in the village with television. In the villages without television, 16 variables are highly significant, 7 are moderate and 5 are negatively moderate. Of the total 38 variables, 28 variables are significantly representative in the village without television. Table 8.11 contains the correlation coefficient of the composite variables representing television of villages with television and without television.

Table 8.11: Correlation Coefficient of Composite Variables of Television with its Original Variables

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .15 are Medium and p < .5 are High 3. N=150 (Casewise deletion of missing data) 4. Total variables = 21		Y-R1(r_fac1)			
	Definition	With TV		Without TV	
		Score	Level	Score	Level
1	Do you have TV at home?				
1.1	Yes/No	-0.18	-M1	-0.01	
2	Do you prefer				
2.1	Black and White/Colour TV	0.16	M1	0.05	
3	If you do not have TV at home where do you go to watch TV programmes?				
3.1	Friends' house	0.51	H1	0.01	
3.2	Community hall	-0.06		0.02	
3.3	Relation's House	0.01		0.11	
3.4	Information centre	0.15	M2	0.17	M1
4	Your Favourite programmes on TV				
4.1	Music	0.61	H2	0.36	M2
4.2	Sports	0.33	M3	0.51	H1
4.3	News/Discussion	0.51	H3	-0.05	
4.5	Educational Programmes	0.54	H4	-0.01	
4.6	Films/Serials	0.23	M4	0.54	H2
4.7	Quiz	0.30	M5	0.30	M3
5	How many hours in a day do you watch TV?				
5.1	Up to one hour, 2-4 hours, more than 4 hours	0.09		0.51	H3
6	Which hour of the day do you watch TV				
6.1	Morning/Afternoon	0.15	M6	0.23	M4
6.2	Evening/Night	0.27	M7	0.49	M5
6.3	Late night	0.24	M8	0.49	M6
7	Various types of programmes you watch on TV				
7.1	Entertainment	0.77	H5	0.30	M7
7.2	Information	0.56	H6	0.56	H4
7.3	Education	0.35	M9	0.58	H5
7.4	National integration	0.62	H7	0.81	H6
7.5	Social Development	0.45	M10	0.73	H7
with TV= village with television; without TV = villages without television; H1 to n = positively high significant; -H1 to n = negatively high significant; M1 to n = positively moderate significant; -M1 to n = negatively moderate significant					

Here, 21 variables were taken to represent television, out of which, 7 variables score are highly significant in representing television, only one variable is negatively moderate, whereas 10 variables are moderately significant in the villages with

television. In the villages without television, 7 of the variables are highly significant and 7 others are moderately significant in representing television. A total of 18 variables significantly represent the television in the villages with television and a total of 14 variables significantly represent the same in village without television.

The final Table 8.12 illustrates the correlation coefficient of composite variables representing cultural changes with that of television of both the villages with television and without television.

Table 8.12: Correlation Coefficient of Composite Variables of Culture with Television

1. Correlations (Canonical Score) 2. Marked correlations significant at: $p < .15$ are Medium and $p < .5$ are High 3. N=150 (Casewise deletion of missing data) 4. Total variables = 38		Y-R1(r_fac1)			
	Definition	With TV		Without TV	
		Score	Level	Score	Level
1	TV is useful for the development of your family and village in				
1.1	Education	0.58	H1	0.39	M1
1.2	Information about others' culture	0.51	H2	0.59	H2
1.3	Improved social relationship	0.64	H3	0.51	H3
1.4	Empowerment	0.47	M1	0.68	H4
1.5	Improved agricultural methods, improved seeds	0.24	H4	0.70	H5
1.6	Improved agricultural tools	0.20	M2	0.62	H6
1.7	Loans and subsidies	-0.02		0.64	H7
1.8	Improved nutrition	0.57	H5	0.54	H8
1.9	Health care(vaccination, family planning, sanitation)	0.55	H6	0.54	H9
2	What are the changes do you find after the coming of TV in your family/village?				
2.1	Food habits	0.60	H7	0.57	H10
2.2	Education	0.50	H8	0.34	M2
2.3	Change of dressing	0.37	M3	0.32	M3
2.4	Recreation	0.56	H9	0.66	H11
2.5	Sleeping habits	0.58	H10	0.61	H12
2.6	Friendship	0.60	H11	0.45	M4
2.7	Celebrations	0.44	M4	0.41	M5
2.8	Marketing	0.54	H12	0.66	H13
2.9	Preservation	0.63	H13	0.66	H14
2.10	Values and attitudes	0.67	H14	0.72	H15
2.11	Worship	0.58	H15	0.65	H16
2.12	Village administration	0.65	H16	0.68	H17

3	When does your family come together?				
3.1	Eating	0.39	M5	0.13	
3.2	Praying	0.35	M6	-0.04	
3.3	Watching TV	0.22	M7	0.23	M6
3.4	Celebrations	0.51	H17	0.08	
4	Apart from your family where do eat?				
4.1	Hotel	0.09		-0.14	
4.2	Teashop	0.64	H18	-0.39	M7
4.3	Relation's House	0.37	M8	-0.15	M8
5	How much do you spend for a month on				
5.1	Beetle leaves and nuts	0.33	M9	-0.48	M9
5.2	Smoking	-0.08		-0.01	
5.3	Drinks	0.01		-0.18	M10
5.4	Gambling	0.34	M10	-0.02	
5.5	Video shows.	0.24	M11	0.07	
6	In your family who is responsible for looking after the children in the absence of your mother?				
6.1	Father	0.01		0.40	M11
6.2	Aunt	0.32	M12	0.02	
6.3	Uncle	0.18	M13	0.10	
6.4	Sister	0.10		-0.18	-M1
6.5	Brother	0.11		0.06	
with TV= village with television; without TV = villages without television; H1 to n = positively high significant; -H1 to n = negatively high significant; M1 to n = positively moderate significant; -M1 to n = negatively moderate significant					

The correlation coefficients of composite variables representing cultural changes with television are highly correlated. In the village with television, 13 are moderately significant and 18 are highly significant. A total of 31 variables out of 38 are significantly related with television without any significantly negative relation in the village with television. In the villages without television, 11 are moderately significant and 17 are highly significant and only 1 show negatively moderate significance. Villages without television indicated a total of 29 significant relations out of 38 variables.

Respondents from the villages with television felt that television is highly instrumental in the development of their family and village in education, information

about others' culture, improved social relationship, improved agricultural methods, improved seeds, improved nutrition, and health care (vaccination, family planning, and sanitation).

They believed that television ushered in a highly significant level of changes in values and attitudes, village administration, preservation, food habits, friendship, worship, sleeping habits, recreation, marketing, and education. Television is also perceived to be highly influential in bringing more families together for celebrations and in making more people visit the teashop for eating. Moderately significant credit is given to television in bringing about Empowerment and improved agricultural tools. Changes in dress codes and celebrations are seen after the coming of the television. The cultural changes variables like families coming together more for eating, praying, and watching television; eating out more at relative's house; spending on beetle leaves and nuts, gambling, and video shows; aunt and uncle being more responsible in looking after the children in the absence of the mother are also significantly related to television.

Similarly, respondents from the villages without television felt that television is highly instrumental in the development of their family and village in improved agricultural methods, improved seeds, Empowerment, loans and subsidies, improved agricultural tools, information about others' culture, improved nutrition, health care (vaccination, family planning, and sanitation), and improved social relationship. The changes in values and attitudes, village administration, recreation, marketing, preservation, worship, sleeping habits, and food habits are highly attributed to the coming of television. The direct influence of television on the development of the

education of family and village is shown moderately significant. Friendship, celebrations, education, and change in dress code are found to have moderately changed after the presence of television in the villages. The other cultural change variables correlated at moderately significant levels with television are families coming together for watching; eating out at teashop and relative's house; spending more on beetles (leaves and nuts) and drinks; more fathers looking after the children and less sisters doing the same in the absence of the mother.

It was hypothesised that **“TELEVISION HAS NO SIGNIFICANT RELATION WITH THE CULTURAL CHANGES IN A SOCIETY”**. However, from the above discussion it is apparent that the relationship of cultural changes with television for the sampled population is highly significant. This hypothesis stands rejected.

8.3 The Relationship of Educational Development and Television in a Society

To examine the relationship between the educational development and television, canonical correlation analyses were done on both the sample types – villages with television and villages without television. To represent educational development, 35 variables were taken and 21 variables were taken to represent television. Both the villages (with TV and without TV) consist of 150 cases each. The result of the canonical correlation analysis is illustrated in table 8.13. The villages with television scores lesser canonical correlation result of 0.8860427 while villages without television scores 0.9613342. The chi-square value for the villages with television is 1080.710 with 735 degree of freedom and 1792.404 with 735 degree of freedom for

the village without television. While the composite variables of television are extracted 100% in both the sample types, 75.93% of the composite variables of educational developments are extracted for the villages with television and 79.20% are extracted for the villages without television.

Table 8.13: Canonical Analysis Results (Education with Television in Village with and without TV)

Canonical Analysis Results (Education with Television in Village with TV)			
Canonical R: .8860427			
Chi-Square: 1080.710	df =	P = 0.000000	
	(735)		
Number of Valid Cases: 150			
	No. of	Variance	Total redundancy given the
	vars.	extracted	other set
Left set:	35	75.930134731%	37.913512017%
Right set:	21	100.00000000%	35.375353097%
Canonical Analysis Results (Education with Television in Village without TV)			
Canonical R: .9613342			
Chi-Square: 1792.404	df =	P = 0.000000	
	(735)		
Number of Valid Cases: 150			
	No. of	Variance	Total redundancy given the
	vars.	extracted	other set
Left set:	35	79.205003880%	53.269493710%
Right set:	21	100.00000000%	50.988909581%

Contrary to the common assumption, the perceived significant correlations of television with the educational developments are higher in villages without television than in villages with television. Like the earlier observations, respondents from the villages without television attribute the influence of television over educational development more significantly than those respondents from the villages with television. Though there are slight variations in the values of canonical correlations

analysis, both the sample types are scoring high and base on these scores it is safe to deduce that educational developments are significantly correlated with television.

As in the earlier observations, the first canonical roots are strongest in representing the factors. The values of these roots are use to derived further correlation analysis of the composite variables of television and educational developments. The roots of the variables representing educational developments and television in the villages with television are presented in 8.14 and that of the villages without television are presented in table 8.14. Both samples have 150 cases each.

Table 8.14: Factors representing educational development (l_fac1) and television (r_fac1) in villages with TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	1.02	0.46	39	0.03	0.49	77	0.10	-0.20	115	-0.28	0.29
2	1.43	1.26	40	1.34	1.65	78	-1.34	-1.03	116	1.33	1.24
3	1.86	1.58	41	-0.60	-0.66	79	0.81	0.75	117	0.39	-0.27
4	-1.68	-2.20	42	0.25	0.60	80	0.01	-0.38	118	-1.01	-0.30
5	0.12	0.31	43	-0.96	-0.40	81	-2.03	-1.86	119	0.15	-1.51
6	1.98	1.83	44	-1.52	-1.14	82	-1.01	-0.34	120	1.47	1.32
7	1.71	1.30	45	1.11	1.16	83	-2.18	-1.62	121	0.75	-0.23
8	-0.09	0.91	46	-1.15	0.50	84	-1.54	-1.69	122	0.63	0.51
9	-0.97	-0.90	47	-1.99	-1.63	85	-1.17	-1.24	123	-1.09	-0.53
10	-0.64	-0.78	48	0.47	0.97	86	-1.78	-1.57	124	0.03	0.21
11	-1.32	-1.26	49	-1.15	-0.73	87	-1.54	-1.63	125	-0.74	-0.22
12	-1.27	-1.10	50	-0.26	-0.12	88	0.04	0.71	126	-1.22	-1.37
13	0.44	0.21	51	1.03	0.16	89	0.81	1.42	127	1.28	1.19
14	-0.41	0.04	52	0.11	-0.15	90	-1.21	-1.24	128	1.13	1.11
15	-1.14	-0.02	53	-1.02	-1.40	91	0.23	0.24	129	0.19	-0.79
16	0.17	0.30	54	-1.91	-1.69	92	0.93	0.36	130	-0.47	-0.80
17	-1.17	-0.89	55	0.58	0.98	93	-0.37	-1.11	131	0.59	0.27
18	-0.21	-0.12	56	0.49	-0.08	94	0.81	0.21	132	1.28	1.28
19	-0.05	0.12	57	-0.34	-0.32	95	0.67	1.24	133	-0.19	-0.58
20	1.23	1.53	58	-1.22	0.00	96	0.73	0.35	134	1.28	1.43
21	0.20	-0.06	59	-0.62	-0.60	97	-0.94	-1.87	135	1.09	1.32
22	1.39	1.09	60	-0.17	-0.37	98	-1.06	-1.25	136	-1.35	-1.50
23	0.65	0.40	61	-0.44	-0.69	99	0.50	0.05	137	0.13	-0.34
24	1.26	1.36	62	-0.52	-0.19	100	-1.24	-0.51	138	1.22	1.22
25	1.18	0.77	63	-1.00	-1.42	101	0.88	0.92	139	0.05	1.00
26	0.07	-0.05	64	0.02	-0.27	102	-0.81	-0.17	140	0.78	0.52
27	-1.11	-0.36	65	-0.20	-0.80	103	0.48	0.57	141	0.31	0.39
28	-1.19	-1.45	66	0.06	0.65	104	0.07	-0.74	142	0.83	1.10

29	1.03	1.83	67	-0.42	-0.22	105	0.74	0.51	143	1.34	0.88
30	-0.96	-2.25	68	-0.16	-0.53	106	1.33	1.38	144	0.10	-0.36
31	-1.91	-1.63	69	0.13	0.13	107	1.28	1.03	145	-1.04	-0.78
32	-0.32	-0.38	70	0.99	0.47	108	1.28	1.02	146	0.16	0.78
33	-0.69	-0.45	71	-1.84	-1.69	109	1.28	1.11	147	-0.51	-0.89
34	0.15	-0.36	72	-1.42	-1.26	110	0.90	0.86	148	-0.24	-0.32
35	-0.79	-0.97	73	1.05	1.37	111	1.28	1.43	149	0.17	0.76
36	-0.03	-0.39	74	-1.40	-1.52	112	1.33	1.38	150	1.40	0.70
37	-0.53	-0.35	75	1.09	1.32	113	1.33	1.38			
38	0.53	0.08	76	0.81	1.42	114	1.28	1.43			

Table 8.15: The Factor Representing Cultural Changes (l-fac1) and Television (r_fac1) of villages without TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	-0.47	-0.22	39	-0.95	-0.97	77	1.46	1.15	115	0.43	0.79
2	-0.82	-0.70	40	-0.95	-1.08	78	0.83	1.79	116	0.53	0.11
3	-0.47	-0.70	41	-1.50	-1.33	79	0.04	-0.02	117	0.04	0.48
4	-0.60	-0.59	42	-0.48	-0.78	80	0.11	0.23	118	-0.60	-0.59
5	-0.47	-0.61	43	-0.82	-0.59	81	0.61	0.57	119	-0.48	-0.59
6	-0.82	-0.84	44	-0.82	-0.72	82	1.11	0.35	120	-0.51	-0.59
7	-0.75	-0.88	45	-0.82	-0.75	83	0.34	0.23	121	-0.73	-0.17
8	-0.60	-0.75	46	-0.82	-0.65	84	-0.27	-0.12	122	-0.14	-0.42
9	-0.95	-0.59	47	-0.82	-0.68	85	-0.31	0.18	123	-0.65	-0.78
10	-0.82	-0.61	48	-0.14	-0.68	86	0.20	-0.04	124	-0.60	-0.59
11	-0.82	-0.59	49	-0.55	-0.48	87	-0.05	0.13	125	-0.28	-0.31
12	-0.60	-0.59	50	1.06	1.81	88	0.33	0.23	126	1.05	0.71
13	-0.82	-0.59	51	2.08	1.62	89	0.38	0.43	127	-0.38	-0.68
14	-0.60	-0.59	52	1.94	1.36	90	0.26	0.44	128	1.03	1.15
15	-0.60	-0.59	53	1.13	1.15	91	0.09	0.74	129	-0.60	-0.59
16	-0.60	-0.59	54	1.77	1.53	92	0.35	0.45	130	-1.01	-0.42
17	-0.82	-0.59	55	1.13	0.83	93	0.28	0.06	131	-0.40	-0.59
18	-0.82	-1.31	56	2.11	2.00	94	0.31	0.25	132	-0.83	-1.19
19	-0.95	-0.90	57	0.25	0.54	95	0.56	0.72	133	-0.60	-0.59
20	-0.95	-0.59	58	1.19	1.19	96	0.02	0.26	134	-0.51	-0.59
21	-0.95	-0.59	59	2.61	2.26	97	0.71	0.32	135	-0.60	-0.59
22	2.48	2.34	60	1.33	1.70	98	0.51	0.53	136	-0.60	-0.59
23	-0.82	-0.59	61	1.16	1.37	99	0.66	0.63	137	-0.60	-0.59
24	-0.82	-0.59	62	1.71	1.79	100	3.31	3.45	138	-0.51	-0.69
25	-0.68	-0.73	63	1.68	1.85	101	-0.68	-0.86	139	-0.51	-0.59
26	-0.82	-0.97	64	1.93	1.56	102	-0.77	-0.81	140	-0.51	-0.59
27	-0.71	-0.73	65	1.59	1.31	103	0.04	-0.69	141	-0.60	-0.68
28	-0.60	-0.65	66	1.22	1.32	104	-0.16	-0.67	142	-0.72	-0.31
29	-0.82	-0.75	67	2.10	1.64	105	2.72	2.68	143	-0.20	-0.22
30	-0.60	-0.61	68	1.02	1.14	106	-1.26	-1.11	144	-0.33	-0.47
31	-0.82	-0.70	69	2.37	2.77	107	-0.57	-0.81	145	0.01	-0.11
32	-0.47	-0.61	70	-0.25	-0.27	108	-0.38	-0.18	146	-0.75	-0.24
33	-0.82	-0.97	71	1.40	1.85	109	-0.60	-0.01	147	-0.72	-0.59
34	-0.95	-0.97	72	1.54	1.83	110	-1.30	-1.07	148	-0.85	-0.59

35	-0.95	-1.06	73	1.46	1.64	111	-0.32	-0.42	149	-0.60	-0.68
36	-0.82	-0.84	74	1.78	1.77	112	-0.77	-0.99	150	-0.61	-0.68
37	-0.29	-0.90	75	2.18	1.99	113	-0.51	-0.76			
38	-0.60	-0.75	76	0.81	0.57	114	-0.57	-0.99			

For more insights to how educational developments are represented, the correlation coefficients of composite variables representing educational developments with its original variables are illustrated in table 8.16. The canonical scores with the level of significance for both the sample types (villages with television and villages without television) are incorporated side by side for better comparison. The actual questions put to the respondents are also incorporated in the column (definition) that contains the variables.

Table 8.16: Correlation Coefficient of Composite Variables of Education with its Original Variables

1. Correlations (Canonical Score)		X-L1 (l_fac1)			
2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High					
3. N=150 (Casewise deletion of missing data)					
4. Total variables = 31					
	Definition	With TV		Without TV	
		Score	Level	Score	Level
1	Educational programmes on TV help				
1.1	Elders to educate themselves	0.45	M1	0.64	H1
1.2	Children to learn better	0.33	M2	0.76	H2
1.3	Teachers are helped to teach better	0.61	H1	0.70	H3
1.4	To influence and create interest in students	0.50	H2	0.54	H4
1.5	To learn at own pace	0.61	H3	0.66	H5
1.6	To comprehend	0.55	H4	0.50	H6
2	Educational programmes on TV create awareness to				
2.1	Educate oneself and children	0.51	H5	-0.15	-M1
2.2	Send children to good schools	0.40	M3	-0.15	-M2
2.3	Send children for higher education	0.45	M4	-0.10	
2.4	Develop more knowledge in their chosen field	0.62	H6	-0.14	
2.5	Get specific information	0.53	H7	-0.12	
3	Preference of educational programmes on TV				
3.1	Narration cum Documents	0.52	H8	0.03	
3.2	Lecture-based and supported by visuals	0.44	M5	0.64	H7
3.3	Dramatization	0.45	M6	0.58	H8
3.4	Documentary	0.39	M7	0.67	H9

4	Television programmes on education provide information on				
4.1	Preservation of environment	0.69	H9	0.57	H10
4.2	Science and Technology	0.48	M8	0.53	H11
4.3	National integration	0.52	H10	0.69	H12
4.4	Great personalities	0.53	H11	0.58	H13
4.5	Teaching methodology	0.70	H12	0.63	H14
4.6	Animal kingdom	0.59	H13	0.43	M1
5	TV programmes on education provide				
5.1	Concreteness	0.69	H14	0.40	M2
5.2	Enrichment	0.54	H15	0.61	H15
5.3	Opportunity to increase creative power	0.46	M9	0.60	H16
5.4	Visuals that help to remember and retain	0.51	H16	0.61	H17
5.5	Opportunity to capture attention	0.55	H17	0.66	H18
5.6	Interest in education and participation in children's education	0.64	H18	0.70	H19
5.7	Opportunities to change in attitude and behaviour	0.75	H19	0.61	H20
5.8	Influence and stimulate students interest	0.73	H20	0.63	H21
5.9	Wide variety of learning activities	0.70	H21	0.63	H22
5.10	Clarity	0.67	H22	0.46	M3
6	TV programmes on education bring to classes				
6.1	Inaccessible processes, materials events and objects	0.65	H23	0.52	H23
6.2	Visual sources	0.34	M10	0.52	H24
6.3	Provide direct contact-cut through physical barriers	0.48	M11	0.49	M4
6.4	Clarity and create conceptual thinking	0.50	H24	0.44	M5

The correlation scores are high or moderate and impressively, without any negative values in both the villages with television and the villages without television. In the villages with television 24 are highly significant and 11 are moderately significant in representing the educational developments. All the 35 variables of educational developments in villages with television are found to be significantly representative. In the villages without television, 24 are highly significant, 5 are moderately significant, and only 2 are moderately significant with negative value in representing educational developments. 31 variables out of the total 35 are positively or negatively significant.

The correlation coefficients of composite variables representing television with its original variables are shown in table 8.17. The table also contains the queries posed to the respondents and the corresponding options/variables are in the same column (definition). Each canonical score of the villages with television and villages without television are also comparatively shown in the same rows.

Table 8.17: Correlation Coefficient of Composite Variables Representing Television with its Original Variables

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 3. N=150 (Casewise deletion of missing data)		Y-R1 (r_fac1)			
	Definition	With TV		Without TV	
		Score	Level	Score	Level
1	Do you have TV at home?				
1.1	Yes/No	-0.12		-0.04	
2	Do you prefer				
2.1	Black and White/Colour TV	0.05		0.01	
3	If you do not have TV at home where do you go to watch TV programmes?				
3.1	Friends' house	0.50	H1	-0.11	
3.2	Community hall	0.13		0.02	
3.3	Relation's House	-0.13		0.12	
3.4	Information centre	0.24	M1	0.03	
4	Your Favourite programmes on TV				
4.1	Music	0.65	H2	0.21	M1
4.2	Sports	0.44	M2	0.37	M2
4.3	News/Discussion	0.42	M3	-0.04	
4.4	Educational Programmes	0.63	H3	-0.14	
4.5	Films/Serials	0.03		0.45	M3
4.6	Quiz	0.42	M4	0.35	M4
5	How many hours in a day do you watch TV?				
5.1	Up to one hour, 2-4 hours, more than 4 hours	0.02		0.62	H1
6	Which hour of the day do you watch TV				
6.1	Morning/Afternoon	0.20	M5	0.09	
6.2	Evening/Night	0.01		0.58	H2
6.3	Late night	0.21	M6	0.37	M5
7	Various types of programmes you watch on TV				
7.1	Entertainment	0.65	H4	0.17	M6
7.2	Information	0.45	M7	0.50	H3
7.3	Education	0.15	M8	0.74	H4
7.4	National integration	0.49	M9	0.79	H5
7.5	Social Development	0.41	M10	0.73	H6

The variables significantly representing television are all positive. The villages with television have 4 variables highly significant and 10 variables moderately significant in representing television. Of the 21 variables 14 significantly represents television. The villages without television give 6 variables highly significant and another 6 moderately significant. Of the 12 significantly representing television in the villages without television all are positive.

The final analyses results of the composite variables of education with that of television are presented in table 8.18. All the 35 variables along with the respective questions are presented in the same column. The correlation scores of both the sample types are also presented in the same table. The correlation scores are mostly positive with the exception of only 1 being moderately significant with negative value. In the villages with television, all the composite variables of education and television are significantly correlated. 14 are highly significant and 21 are moderately significant. On the other hand, villages without television illustrated 23 composite variables highly correlated with television. Of the remaining significant correlations, 6 are moderate and 1 is moderately negative. The highly correlated composite variables of educational developments and television are rather impressive.

Table 8.18: Correlation Coefficients of Composite Variables of Education and Television

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 3. N=150 (Casewise deletion of missing data)		X-Y(r_fac1)			
	<u>Definition</u>	With TV		Without TV	
		Score	Level	Score	Level
1	Educational programmes on TV help				
1.1	Elders to educate themselves	0.40	M1	0.62	H1
1.2	Children to learn better	0.30	M2	0.73	H2
1.3	Teachers are helped to teach better	0.54	H1	0.67	H3
1.4	To influence and crate interest in students	0.44	M3	0.51	H4

1.5	To learn at own pace	0.54	H2	0.64	H5
1.6	To comprehend	0.48	M4	0.48	M1
2	Educational programmes on TV create awareness to				
2.1	Educate oneself and children	0.45	M5	-0.15	-M1
2.2	Send children to good schools	0.35	M6	-0.14	
2.3	Send children for higher education	0.40	M7	-0.09	
2.4	Develop more knowledge in their chosen field	0.55	H3	-0.14	
2.5	Get specific information	0.47	M8	-0.11	
3	Preference of educational programmes on TV				
3.1	Narration cum Documents	0.46	M9	0.03	
3.2	Lecture-based and supported by visuals	0.39	M10	0.62	H6
3.3	Dramatization	0.40	M11	0.56	H7
3.4	Documentary	0.34	M12	0.65	H8
4	Television programmes on education provide information on				
4.1	Preservation of environment	0.61	H4	0.55	H9
4.2	Science and Technology	0.43	M13	0.51	H10
4.3	National integration	0.46	M14	0.66	H11
4.4	Great personalities	0.47	M15	0.56	H12
4.5	Teaching methodology	0.62	H5	0.61	H13
4.6	Animal kingdom	0.52	H6	0.41	M2
5	TV programmes on education provide				
5.1	Concreteness	0.61	H7	0.38	M3
5.2	Enrichment	0.47	M16	0.58	H14
5.3	Opportunity to increase creative power	0.41	M17	0.58	H15
5.4	Visuals that help to remember and retain	0.45	M18	0.59	H16
5.5	Opportunity to capture attention	0.49	H8	0.63	H17
5.6	Interest in education and participation in children's education	0.57	H9	0.67	H18
5.7	Opportunities to change in attitude and behaviour	0.66	H10	0.59	H19
5.8	Influence and stimulate students interest	0.65	H11	0.60	H20
5.9	Wide variety of learning activities	0.62	H12	0.60	H21
5.10	Clarity	0.59	H13	0.44	M4
6	TV programmes on education bring to classes				
6.1	Inaccessible processes, materials events and objects	0.58	H14	0.50	H22
6.2	Visual sources	0.30	M19	0.50	H23
6.3	Provide direct contact-cut through physical barriers	0.42	M20	0.47	M5
6.4	Clarity and create conceptual thinking	0.45	M21	0.42	M6

In the villages with television respondents perception of educational development and television are absolutely correlated. The more the respondents show association with television they strongly felt that television helps teachers to teach better, learn at own pace, develop more knowledge in their chosen field. The perception of television as a source of information on preservation of environment,

teaching methodology, and animal kingdom are high. Television is also highly attributed in improving clarity, concreteness, opportunity to capture attention, interest in education and participation in children's education, opportunities to change in attitude and behaviour, influence and stimulate students' interest, and wide variety of learning activities. Television is highly correlated with classroom induction of inaccessible processes, materials events and objects. Increase in awareness or participation in television related activities also shows moderately significant increased perception of ...

- (a) Television helping elders to educate themselves, children to learn better, to influence and create interest in students, and to comprehend;
- (b) Television creating awareness to educate one-self and children, send children to good schools, send children for higher education, and get specific information;
- (c) Change in preference of programs to narration cum documents, lecture-based and supported by visuals, dramatization, and documentary;
- (d) Television providing information on science and technology, national integration, and great personalities;
- (e) Television providing enrichment, opportunity to increase creative power, and visuals that helps to remember and retain;
- (f) Television bringing to classrooms visual sources direct contact-cut through physical barriers, clarity and create conceptual thinking.

The correlations of educational developments and television are also nearly absolute. Increased awareness of television and its related activities show highly significant increased in the respondents' perception of the following: -

- (a) Television helping elders to educate themselves, children to learn better, teachers are helped to teach better, to influence and create interest in students, and to learn at own pace;
- (b) Changing of programme preference to lecture-based supported by visuals, dramatisation, and documentary;
- (c) Television providing information on preservation of environment, science and technology, national integration, great personalities, and teaching methodology;
- (d) Television helping psychological growths like enrichment, opportunity to increase creative power, visuals that help to remember and retain, opportunity to capture attention, interest in education and participation in children's education, opportunities to change in attitude and behavior, influence and stimulate students interest, and wide variety of learning activities.
- (e) Television bringing in inaccessible processes, materials events, objects and visual sources into class.

Respondents from the villages without television also indicated that increased awareness of television results in moderately significant increase in perceiving the following: -

- (a) Television helping people to comprehend better;
- (b) Television as source of information for the animal kingdom;
- (c) Television helping in psychological growth like concreteness and clarity;
- (d) Television bringing to class direct contact by cutting through physical barriers, clarity and create conceptual thinking.

However, the same respondents felt that there is a decline in the awareness to educate self and children.

There is a marked relationship of educational development and television in both the villages with television and villages without television. Based on these analyses, the hypothesis, **“THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN EDUCATIONAL DEVELOPMENT AND TELEVISION”** is rejected.

8.4 The Relationship of Economic Factors and Television in a Society

In order to ascertain the relationship between economic factors and television a canonical correlation analysis was done on the 34 variables of economic factors and the 21 dependent variables of television. The analysis is done separately for the two types of samples – villages with television and villages without television. The results of the canonical correlation analysis are presented in table 8.19. The composite variables of economic factors are highly correlated at 0.9142721 and 0.9191743 respectively in the villages with television and the villages without television. In the villages with television the chi-square value is 1356.770 with 798 degree of freedom whereas in the villages without television the chi-square value is 1510.239 with 714 degree of freedom. Considering the number of observation which is 150 each in both the samples the correlation is statistically significant. While the dependant composite variables of television are extracted 100% in both the samples types, the variance extracted for the composite variables economic factors in the villages with television

is 70.25% and 74.00% in the other sample. The percentage of variance extracted explains the chi-square values.

Table 8.19: Canonical Analysis Results (Economic Factors with Television in Village with and without TV)

Canonical Analysis Results (Economic Factors with Television in Village with TV)			
Canonical R: .9142721			
Chi-Square: 1359.770	df =	P = 0.000000	
	(798)		
Number of Valid Cases: 150			
	No. of vars.	Variance extracted	Total redundancy given the other set
Left set:	38	70.258944816%	38.104114357%
Right set:	21	100.00000000%	45.309631573%
Canonical Analysis Results (Economic Factors with Television in Village without TV)			
Canonical R: .9191743			
Chi-Square: 1510.239	df = (714)	p = 0.000000	
Number of valid cases: 150			
	No. of vars.	Variance extracted	Total redundancy given the other set
Left set:	38	74.002988289%	39.975540083%
Right set:	21	100.00000000%	47.916499036%

Villages without television maintain the consistency of scoring higher canonical score than villages with television. As mentioned in the earlier section the villages without television have occasional access to television and such kind of consistency in respondents' perception formed out of occasional viewership cannot be undermined. The knowledge factors of respondents from the villages with television or the fascination factors of respondents from the village without television apparently discriminate the final outcome of the analyses. Nevertheless, the commonly high canonical correlation value is reason enough to concur that there is a significant relationship between television and the economic factors of the sampled population.

Apparently, the first roots of both economic factors and television is being strongest in representing the factors in both the sample types, these roots are used to represent the factors in all the ensuing analyses. The values of these roots with 150 cases each in both the villages with television and villages without television are presented in table 8.20 and 8.21.

Table 8.20: The Factors representing Economic Factors (l_fac1) and Television (r_fac1) of Villages with TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	-0.09	-0.42	39	-1.02	-1	77	0.93	0.62	115	0.03	-1.08
2	-0.84	-0.74	40	-0.3	-1.26	78	1.31	0.87	116	-1.57	-1.42
3	-1.14	-0.95	41	0.34	0.63	79	-0.06	-0.54	117	0.34	0.03
4	0.9	1.57	42	-0.45	-1.63	80	0.32	0.66	118	-0.36	-0.03
5	-0.06	0.38	43	-0.1	-0.12	81	1.85	2.52	119	1.04	0.34
6	-1.45	-1.7	44	0.59	0.33	82	1.2	0.88	120	-1.08	-0.9
7	-0.87	-1.27	45	-0.28	-0.64	83	1.1	1.7	121	0.86	0.82
8	1.03	0.56	46	0.77	-0.63	84	1.18	1.34	122	0.35	-0.4
9	0.44	0.47	47	0.18	0.4	85	1.24	1.31	123	1.12	0.48
10	0.17	0.06	48	-0.93	-1.27	86	1.84	1.66	124	-0.84	0.18
11	1.45	1.87	49	-0.94	-0.03	87	1.18	1.22	125	-0.45	-0.18
12	0.71	0.46	50	-0.47	-0.69	88	-0.11	0.25	126	-0.4	1.05
13	-0.51	-0.59	51	-0.75	-0.12	89	-0.91	-1.4	127	-1.13	-0.83
14	-0.17	-0.23	52	-0.24	-0.53	90	1.83	1.49	128	-0.53	-0.9
15	0.87	0.28	53	0.4	1.03	91	-1.41	-0.92	129	-0.19	0.72
16	-0.91	-0.72	54	1.83	1.61	92	0.63	-0.42	130	0.42	0.12
17	0.26	0.43	55	0.4	-0.27	93	1.38	1.87	131	-0.46	-0.21
18	0.31	-0.05	56	0.5	0.54	94	-0.17	0.26	132	-1.12	-0.99
19	-0.04	-0.47	57	1.21	0.61	95	-1.9	-1.74	133	1.35	1.25
20	-2.03	-2.27	58	0.33	0.02	96	-0.47	0.25	134	-1.16	-0.9
21	-1.09	-1.12	59	1.55	0.9	97	1.42	1.65	135	-1.26	-0.9
22	-1.41	-0.72	60	1.5	1.19	98	0.54	1.33	136	0.55	1.47
23	-0.28	0.04	61	1.09	1.43	99	0.29	0.94	137	-0.66	-0.38
24	-0.08	-1.21	62	1.52	0.62	100	1.58	1.54	138	-1.08	-0.9
25	-0.58	-0.94	63	0.48	1.21	101	-2.12	-1.91	139	-1.61	-1.24
26	0.18	0.12	64	1.02	0.81	102	-0.18	0.32	140	-0.72	-1.12
27	0.13	0.02	65	1.15	1.3	103	0.23	-0.28	141	-0.87	-1.06
28	0.18	0.87	66	-0.64	0.02	104	0.34	0.96	142	-0.13	-1.16
29	0.12	-0.82	67	1	0.8	105	0.16	-0.4	143	-1	-1.23
30	1.95	1.59	68	1.4	0.85	106	-1.49	-1.38	144	0.23	0.3
31	1.4	1.05	69	-1.17	-0.46	107	-1.09	-0.97	145	0.11	0.4
32	-0.48	0.37	70	-0.25	0.28	108	-0.85	-0.97	146	-1.19	-1.23
33	-0.12	1.08	71	1.23	1.62	109	-1.18	-0.9	147	1.84	1.07
34	-0.92	0.09	72	2	1.74	110	-0.53	-1.14	148	-0.26	-0.38

35	0.8	0.83	73	-1.57	-1.06	111	-1.18	-0.9	149	-1.79	-0.86
36	-0.38	0.12	74	1.93	1.65	112	-1.61	-1.38	150	-0.51	-0.98
37	0.58	-0.14	75	-0.85	-1.16	113	-1.55	-1.38			
38	-0.7	-0.23	76	-1.25	-1.4	114	-0.16	-0.9			

Table 8.21: The Factors representing Economic Factors (l_fac1) and Television (r_fac1) of Villages without TV

	l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1		l_fac1	r_fac1
1	-1.14	-0.21	39	-1.11	-0.98	77	1.29	0.95	115	0.54	0.28
2	-1.12	-1.36	40	-1.02	-0.56	78	0.78	1.03	116	1.32	1.33
3	-1.12	-1.36	41	-1.1	-0.73	79	1.42	1.61	117	1.61	1.85
4	-0.9	-0.55	42	-0.38	-0.6	80	1.3	1.23	118	0.71	-0.55
5	-1.4	-1.15	43	-0.6	-0.55	81	1.42	1.89	119	-0.59	-0.55
6	-1.14	-1.24	44	-0.94	-1.68	82	1.5	1.24	120	-0.94	-0.55
7	-1.11	-1.27	45	-1.3	-1.03	83	1.61	1.45	121	-0.24	-0.21
8	-1.02	-1.03	46	-0.66	-0.9	84	1.68	0.71	122	1.68	1.42
9	-1.02	-1.06	47	-1.08	-0.68	85	1.11	1.45	123	0.57	-0.15
10	-0.82	-1.15	48	-0.7	-0.68	86	1.77	1.19	124	0.56	-0.55
11	-1.03	-0.55	49	-0.7	-1.24	87	1.61	1.18	125	0.24	0.72
12	-0.9	-0.55	50	-0.21	-0.02	88	1.42	1.45	126	1.13	2.28
13	-0.95	-0.55	51	0.53	-0.1	89	1.42	0.98	127	-0.59	-0.75
14	-0.79	-0.55	52	0.85	1.2	90	1.53	0.94	128	1.03	1.37
15	-0.5	-0.55	53	0.65	0.75	91	1.46	2.2	129	-0.92	-0.55
16	-1	-0.55	54	0.97	0.62	92	1.3	1.82	130	1.68	1.42
17	-1.11	-0.55	55	1.03	0.92	93	1.31	1.52	131	-0.02	-0.55
18	-1.1	-1.09	56	1.01	0.87	94	1.01	1.09	132	0.53	0.27
19	-0.69	-0.63	57	0.41	0.18	95	1.28	1.64	133	0.31	-0.55
20	-0.79	-0.55	58	0.95	1	96	1.41	1.05	134	-0.6	-0.55
21	-1.02	-0.55	59	0.76	1.38	97	1.41	1.01	135	-0.94	-0.55
22	-0.78	-0.44	60	0.95	1.03	98	1.5	1.63	136	-0.36	-0.55
23	-0.78	-0.55	61	0.65	0.67	99	1.51	1.61	137	-0.94	-0.55
24	-0.83	-0.55	62	0.81	1.03	100	1.03	1.2	138	-0.54	-0.46
25	-1.02	-1.22	63	0.7	0.99	101	-0.64	-0.35	139	-0.57	-0.55
26	-1	-0.98	64	0.9	1.04	102	-0.59	-0.03	140	-0.35	-0.55
27	-1.07	-1.22	65	1.05	1.04	103	-0.42	-0.46	141	-0.64	-0.68
28	-0.84	-0.9	66	1.01	0.64	104	-0.1	-0.49	142	0.16	-0.33
29	-1.31	-1.03	67	1.04	0.92	105	-2.19	-1.97	143	-0.64	-0.2
30	-0.8	-1.15	68	0.92	1.04	106	-1.12	-1.15	144	-0.97	-1.03
31	-0.95	-1.36	69	0.46	0.76	107	-1.26	-0.9	145	-0.62	-0.28
32	-1.44	-1.15	70	0.98	-0.07	108	-1.06	-1.13	146	-0.36	-0.43
33	-0.45	-0.98	71	0.56	0.94	109	1.59	1.97	147	-0.87	-0.55
34	-1.26	-0.98	72	1.08	-0.2	110	-0.16	-0.59	148	-0.46	-0.55
35	-0.6	-1.19	73	0.91	1.22	111	1.38	1.42	149	-0.37	-0.68
36	-0.57	-1.24	74	0.84	1.05	112	-0.55	-1.01	150	-0.85	-0.68
37	-0.68	-0.63	75	0.82	0.92	113	-0.94	-0.43			
38	-1.09	-1.03	76	-0.02	0.15	114	-0.64	-0.58			

Table 8.22 illustrates the correlation coefficients of composite variables of economic factors with its original variables. The correlation coefficients of both the villages (with television and without television) are also illustrated together for a healthier contrast. For better intelligibility the actual queries put to the respondents are integrated with the associated variables in the same column (Definition).

Table 8.22: Correlation Coefficient of Composite Variables of Economic Factors with its Original Variables

5. Correlations (Canonical Score) 6. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 7. N=150 (Casewise deletion of missing data) 8. Total Variables = 34		X-L1 (I_fac1)			
	<u>Definition</u>	With TV		Without TV	
		Score	Level	Score	Level
1	What is your family's monthly income?				
1.1	Up to 1000, 1001 – 2000, 2001 – 5000, 5001 above	0.07		0.16	
2	Do you own land?				
2.1	Yes or No	-0.12		0.52	H1
3	What type of tools do you use to cultivate the land?				
3.1	Bullocks/cows	0.04		0.33	M1
3.2	Ploughs	-0.39	-M1	-0.55	-H1
3.3	Mechanical implements	-0.10		0.00	
4	What are the other types of work besides agriculture that you do?				
4.1	Cutting wood.	-0.40	-M2	-0.14	
4.2	Collecting honey	-0.20	-M3	0.31	M2
4.3	Weaving	-0.35	-M4	-0.01	
4.4	Cooking	-0.63	-H1	-0.84	-H2
4.5	Teaching	-0.10		-0.03	
4.6	Business	-0.16	-M5	0.46	M3
4.7	Government related work	0.11		0.14	
5	How many hours in a day do you work?				
5.1	>8 hours, 8 hours, <8 hours	-0.10		0.32	M4
6	Who manages the expenditure?				
6.1	Mother	-0.21	-M6	-0.03	
6.2	Father	0.04		0.22	M5
6.3	Sister	-0.46	-M7	0.00	
6.4	Brother	-0.10		-0.20	-M1
6.5	Mother and Father	-0.12		0.19	M6
7	You save money for				
7.1	Children's education	-0.39	-M8	-0.47	-M2
7.2	Children's future	-0.35	-M9	-0.72	-H3
7.3	To buy a house, land, furniture	-0.46	-M10	-0.16	

7.4	Travel	-0.44	-M11	-0.03	
7.5	Medical expense	-0.44	-M12	-0.70	-H4
7.6	Do not save	-0.03		-0.15	
8	You spend extra money on				
8.1	Weddings	-0.43	-M13	-0.22	-M3
8.2	Death	-0.52	-H2	-0.82	-H5
8.3	Religious celebrations	-0.61	-H3	-0.34	-M4
8.4	Buying T.V. or other gadgets	-0.19	-M14	0.00	
8.5	Education	-0.23	-M15	0.28	-M5
9	How much money do you spend for the following?				
9.1	Food	-0.42	-M16	-0.31	-M6
9.2	House rent	-0.11		0.13	
9.3	Children's study	-0.50	-H4	-0.37	-M7
9.4	Medical expense	-0.60	-H5	-0.48	-M8
10	How much do you spend in a month on watching television and Videos?				
10.1	Less than Rs.100, between Rs. 100-500, above Rs.500.	0.14		0.66	H2

In the villages with television all the statistically significant variables are representing the economic factors with negative values. Out of the total 34 variables 21 are significantly correlated and 4 are highly significant whereas, 16 are moderately significant with negative values. The villages without television also scores similar number of significance with 21 variables having both positive and negative values. Only 2 are highly significant and 6 are moderately significant with positive values. 5 are highly significant with negative values while 8 are moderately significant with negative values. The villages without television tally 8 significant variables with positive variables and 13 significant variables with negative values. The composite variables representing economic factors though mostly significant are rather negative.

The correlation coefficients of composite variables of television with its original variables are presented in table 8.23. Uniformly the total variables of television are 21 and 150+150 cases in all the analyses for testing of the hypothesis.

The level of significance whether negative or positive are marked as high and moderate as illustrated in the table.

Table 8.23: Correlation Coefficients of Composite Variables of Television with its Original Variables

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium and p < .05000 are High 3. N=150 (Casewise deletion of missing data) 4. Total Variables = 21		Y-R1 (r_fac1)			
	Definition	Score	Level	Score	Level
1	Do you have TV at home?				
1.1	Yes/No	0.12		-0.13	
2	Do you prefer				
2.2	Black and White/Colour TV	-0.14		-0.13	
3	If you do not have TV at home where do you go to watch TV programmes/				
3.1	Friends' house	-0.35	-M1	-0.33	-M1
3.2	Community hall	-0.12		0.06	
3.3	Relation's House	-0.07		0.26	M1
3.4	Information centre	-0.30	-M2	0.19	M2
4	Your favourite programmes on TV				
4.1	Music	-0.77	-H1	0.11	
4.2	Sports	-0.37	-M3	0.35	M3
4.3	News/Discussion	-0.47	-M4	-0.36	-M2
4.5	Educational Programmes	-0.44	-M5	-0.46	-M3
4.6	Films/Serials	-0.06		0.38	M4
4.7	Quiz	-0.39	-M6	0.11	
5	How many hours in a day do you watch TV?				
5.1	Up to one hour, 2-4 hours, more than 4 hours	-0.17		0.35	M5
6	Which hour of the day do you watch TV				
6.1	Morning/Afternoon	-0.29	-M7	-0.16	-M4
6.2	Evening/Night	-0.11		0.82	H1
6.3	Late night	-0.29	-M8	-0.12	
7	Various types of programmes you watch on TV				
7.1	Entertainment	-0.70	-H2	0.14	
7.2	Information	-0.62	-H3	0.74	H2
7.3	Education	-0.14		0.70	H3
7.4	National integration	-0.46	-M9	0.37	M6
7.5	Social Development	-0.50	-M10	0.51	H4

The composite variables representing television in the villages with television are all negatively significant. Of the 13 significantly representing television only 3 are

highly significant with negative values while 10 are moderate with negative values. On the other hand villages without television also hold 13 significant values out of which 3 are highly significant and 6 moderately significant with positive values while 4 are moderately significant with negative values. The correlation coefficients of composite variables of television with its original variables are mostly negative.

To find out the level of significant relationships between economic factors and the dependant composite variables of television, the correlation coefficients of composite variable of economic factors and composite variables of television are derived as in table 8.24. The composite variables of economic factors and television are negatively correlated with 17 composite variables tallying significant values in the villages with television. Among the significant correlations, 3 are highly negative and 14 are moderately negative. The respondents from the villages without television demonstrates 22 positive or negative significant correlations out of which, only 1 is highly significant and 9 are moderately significant with positive values. Among the negatively significant correlations scored by the respondents without television, 5 are highly significant and 7 are moderately significant with negative values. Interestingly, economic factors of villages without television are more significantly correlated than villages with television.

Table 8.24: Correlation Coefficients of Composite Variables of Economic Factors with Television

1. Correlations (Canonical Score) 2. Marked correlations significant at: p < .015 are Medium p < .05000 are High 3. N=150 (Casewise deletion of missing data)		X-R1 (r_fac1)			
	<u>Definition</u>	With TV		Without TV	
		Score	Level	Score	Level
1	What is your family's monthly income?				
1.1	Upto 1000, 1001 – 2000, 2001 – 5000, 5001	0.06		0.15	M1

	above				
2	Do you own land?				
2.1	Yes or No	-0.10		0.48	M2
3	What type of tools do you use to cultivate the land?				
3.1	Bullocks/cows	0.03		0.31	
3.2	Ploughs	-0.34	-M1	-0.50	-H1
3.3	Mechanical implements	-0.09		0.00	
4	What are the other types of work besides agriculture that you do?				
4.1	Cutting wood.	-0.35	-M2	-0.13	
4.2	Collecting honey	-0.17		0.29	M3
4.3	Weaving	-0.30	-M3	-0.01	
4.4	Cooking	-0.54	-H1	-0.77	-H2
4.5	Teaching	-0.09		-0.03	
4.6	Business	-0.14		0.42	M4
4.7	Government related work	0.09		0.13	
5	How many hours in a day do you work?				
5.1	>8 hours, 8 hours, <8 hours	-0.08		0.30	M5
6	Who manages the expenditure?				
6.1	Mother	-0.18	-M4	-0.03	
6.2	Father	0.04		0.20	M6
6.3	Sister	-0.40	-M5	0.00	
6.4	Brother	-0.09		-0.19	-M1
6.5	Mother and Father	-0.10		0.18	M7
7	You save money for				
7.1	Children's education	-0.33	-M6	-0.43	-M2
7.2	Children's future	-0.30	-M7	-0.67	-H3
7.3	To buy a house, land, furniture	-0.40	-M8	-0.15	M8
7.4	Travel	-0.38	-M9	-0.02	
7.5	Medical expense	-0.38	-M10	-0.65	-H4
7.6	Do not save	-0.03		-0.14	
8	You spend extra money on				
8.1	Weddings	-0.37	-M11	-0.20	-M3
8.2	Death	-0.45	-M12	-0.75	-H5
8.3	Religious celebrations	-0.53	-H2	-0.32	-M4
8.4	Buying T.V. or other gadgets	-0.16		0.00	
8.5	Education	-0.19		0.25	M9
9	How much money do you spend for the following				
9.1	Food	-0.36	-M13	-0.28	-M5
9.2	House rent	-0.09		0.12	
9.3	Children's study	-0.43	-M14	-0.34	-M6
9.4	Medical expense	-0.52	-H3	-0.45	-M7
10	How much do you spend in a month on watching television and Videos?				
10.1	Less than Rs.100, between Rs. 100-500, above Rs.500.	0.12		0.61	H1

In the villages with television, respondents perceived that more of television is having highly plummeting results on the savings for medical expenses, spending of extra money on religious celebrations, and cooking as the other types of work besides agriculture. The same respondents also felt that television moderately put off the use of plough as cultivation tool for agriculture tool; cutting wood and weaving as other types of work besides agriculture; mother and sister managing the expenditures; saving on children's education, children's future, to buy a house, land, furniture, travel and medical expense; spending of extra money on weddings and death; spending on food and children study. These respondents perceived that television is having adverse effect on some of the economic factors of the society by discouraging savings, spending and the traditional matrilineal practice of the mother and sisters managing the household expenditures.

Respondents from the villages without television perceived that television have highly increases money spend on watching television and video correlation. This was obviously expected since the villages without television have access to television mainly through hiring. The moderate correlation of television with monthly income of the family implies that the hiring of (or the capacity to hire) television increases as the income increased. Similarly, the land ownership also shows moderate correlation with television and from this, it is evident that television is perceptively associated with the increase in wealth. Respondents also showed that television is moderately correlated with collecting honey and business as other types of work besides agriculture; increase of working hours; father and mother managing the expenditures; saving to buy house, land, and furniture; spending of extra money on education. Respondents perceived that

television has remarkable positive influences on the economic factors of the society which are shown with positive significant values. The use of ploughs as tools for cultivation is consistently discouraged by television in both the village types. Respondents from the villages without television felt that television highly discourages cooking as the other type of work besides agriculture, savings on children's future and medical expense, spending of extra money on death related ceremonies. The other composite variables having moderate correlation with television are (1) Brothers managing the daily expenditures, (2) savings on children's education, (3) spending of extra money on weddings and religious celebrations, (4) money spent on food, children's study, and medical expense.

The perceptions of respondents from the villages without television are more predictable and generalise-able. The more perceptive based responses from this population could be one reason for such results. Television is perceptively showing both positive and negative relations on both the villages with television and villages without television. Based upon the above analyses, the hypothesis **“TELEVISION HAS NO SIGNIFICANT RELATION WITH ECONOMIC FACTORS OF A SOCIETY”** is rejected.

CHAPTER IX

FINDINGS AND SUGGESTIONS

This section of the chapter is mainly concerned with findings of the present study that is the “Television as a Medium of Information for Social Change- a Study of Rural Meghalaya. The findings of this study are in agreement or disagreement with some of the findings obtained by other investigators in the same field.

9.1 Television and Social Changes

1. The present investigator found that the residence of all the six villages were very co-operative, pleasant, affable, friendly, warm, jovial, simple, loving, welcoming, and obliging. Because of their generosity in sparing their valuable time the investigator was fortunate to receive all the duly filled in 300 questionnaires that were distributed to them
2. The study revealed that all the respondents of the field of study, fully agree that television is a powerful and attractive medium of information, education and entertainment which brings change in the society, to very great extent the respondents with television agree the television promotes national integration, and to a very small extent social acceptance. This finding is in accord with the finding of Kirk (2002) who conducted a research study on television and social change in rural India. In his study Kirk found that television has changed the social, cultural life of the village of Danawli, in Maharashtra.
3. Further another finding of the present study reveals that there is significant relation between watching television and other media, be it print or electronic

media. This finding is again in line with the finding of Chauhan (1991) who found that watching television enriched the reading habit of newspapers. The interesting of some the study was that the people of the traditional media, print media, are converging with the electronic media and the latest and the fastest media is taking the help and support of the other two media in order to enrich its programmes.

4. In the present study significant relationship was found between the traditional method of getting in information and the latest means of getting the information that is through the electronic media. Through the responses of the respondents it is clear that they receive information by talking with their friends and elders reading newspapers listening to radio and watching television and other sources of information.
5. It is found from the present study that people of the place communicate in their language that is Khasi and almost to no extent they communicate with other languages of the state, in English and Hindi, Nepali and other languages. The inter mingling of students developed cultural exchange between the people of the place and others. This finding is again in agreement with the findings of Bayer, J M (2005) According to her “Television is expected to be significant in language teaching, general education, and politics. For example, we have a serial on television that teaches Hindi where the students represent the major linguistic backgrounds, and we get a feel of Hindi pronounced by various language speakers. Television is a means to teach children language with entertainment through the cartoon series in different languages. The themes

presented by these cartoons are both Indian and non-Indian. For example, the Kannada TV channel televises "Cinderella" through Kannada.”

6. The study reveals that the respondents are exposed to regional, national and international news and they make a choice of listening to different programmes of their choice like agricultural, discussions quiz films, serials and others. But those with television choose to listen to different types of music news and other programmes compared with those without television. They listen in Hindi, English, and other languages.
7. The respondents have indicated that they go to different places to watch films, by doing so they are exposed to different cultures, languages and customs of the place, watching movies in different places socialises them and thus changes takes in their life.
8. The present study found that 82 of the families from the village with television and 149 families from the villages without television do not have a television set at home. The finding shows that they are not fully aware of the opportunities that the television programmes offer, this could be one of the reasons for their backwardness.
9. The responses of the respondents reveal that all of them prefer to have television sets at home. 24 of them prefer Black and white television sets and 276 of them would like to have colour television.
10. The respondents have indicated that 262 of the total score watch various programmes like music, sports, discussion etc. but the difference between those with television and those without television is that those with television

watch different programmes are higher than those without television, because they have access to the television sets.

11. The study reveals that the majority of them watch television programmes for an hour, 48 of them watch for 2 to 4 hours and only 12 of them watch it for more than 4 hours. The also study reveals that those who have television might fall into the category of those who watch for 2 to 4 hours and more than four hours.
12. According to the responses the study shows that the majority of them watch television in the evening and at night. A very few of them watch late at night unlike the urban dwellers who watch late at night.
13. The Respondents with television agree to a very great extent that television has an impact on education, to some extent on other's culture, and to some extent it builds up social relationship and it informs them about agriculture child care and health care. The study reveals again that those with television are able to understand what the television programmes offer them than those without television.
14. The views of the majority of the respondents both with television and without it show that changes are made in the line of food habits, education, dress, recreation, sleeping habit friends, celebrations, marketing preservation of culture, worship, values village administration and other things which indicate that all of them bring changes in the society, because when there is a collective change them we could say that the society has undergone social change.

15. It is interesting to note from the study that those with television prefer to have television as their preference and those with radio prefer radio than to television and newspapers which contradicts. Table number 4.23 where all of them had said that they prefer either black and white or colour television.
16. The table 6.1.6 indicates that there is positive and negative correlation of television with factors of social development. This is evident among the respondents from the villages with television and villages without television. Striking difference of awareness between the two types of samples are also evident.

9.2 Television and Culture

17. The present study shows that the coming of television did not change to a very great extent their family gathering, they still come to a great extent for meals together, to some extent for prayer and to a small extent for celebrations. It is very noticeable to find out that those with television still keep up to the family gatherings than those with out television.
18. The study finds that those who have television have reduced their eating betel leaves and nuts, smoking, and drinking but it shows that their involvement in gambling is more than that those who do not have television but those without television eat betel leaves and nuts, smoking and drinking more than those who have television, it could be that television might have enlightened those with television of the bad impacts of smoking and drinking and of tobacco, but they have taken to gambling which is usually practiced by urbanites.

19. Again the study proves that eating in different places like hotel, tea shops and relations' houses, by those with television in more than those than by those without television, this finding also shows the style of life that television portrays in its programmes. People with television seem to adapt to the pattern of life that television shows advertise.
20. The study reveals that those with television share the responsibilities of looking after the children in the absence of the mother at home which is not practiced in the families of those without television; again it shows that the impact of television has changed the behaviour of the society and sense of responsibility.
21. The study reveals that not only there is change in the families due to the coming of television but also there is change in the mode of election of the headman of the village. Instead of him being traditionally appointed he is elected by the members of the villages. There is change in the political life of those with television whereas those without television opine that there they traditionally appointed, and believe in traditional administrative structure. The impact of television is quite apparent in choosing democratic way of electing headman.
22. The study also throws light on the authority in the village were television is available. The study reveals that although the village headman is responsible to a very extent for the smooth running of the village but also youth leader, women's association, men's association, rich families and some clans shoulder and share the responsibilities for the smooth running of the village.

23. It is found that there is a significant difference between those with television and those without it. The percentage of the scores, Mean and Median show that the choice of celebrations differ among them. Those with television seem to celebrate Sunday gathering, dances, weddings more than the others without television. But those without television prefer to celebrate Sunday gatherings, deaths and harvesting. The study shows that there is cultural change is taking place due to television.
24. The study reveals that respondents with television and without it grade differently the different types of entertainments that are prevalent in the village. Their sources of entertainment are different. Those with television have more of dances of community television games religious celebrations, whereas, those without television grade the cleaning projects and community picnic mote than other things.
25. The table 6.12 shows that the influence of television on cultural changes seems to be more significant in the villages that have no television. It may be noted that the respondents who belong to villages without television have rare access to television through hiring or visiting places with television. Usual viewers seem to have less influence on cultural changes than occasional viewership. Both the sample types show high canonical correlation of television and cultural changes. This entail that the effect of television on all the sampled villages is great. Among the various factors of the present study cultural changes are most significantly related with television.

9.3 Television and Education

26. the study reveals those with television are of the opinion that to a great extent that educational programmes on education educates oneself and it inspires the elders to send the children to school and provide opportunities and save money for their higher education and it develops their knowledge due to the information and education they receive from the television and those without television also of the opinion that to some extent the educational television enriches their life by providing information. It is obvious from the study that those with television recognise the impact of television in the line of education of oneself and their children than those without it.
27. The study also reveals that both the respondents are of the view that television informs them about the impact of environmental crisis, the development of science and Technology, ways and means of building up of national integration and they are aware of the educational programmes that telecasts lessons on various subjects for the benefits of distant learners and others. The study found that the awareness of the influence of television is great among those with television and almost to no extent the respondents without television are aware of the opportunities that television offers to inform them.
28. The study shows that the scores of the percentage, Mean and Median show that all the respondents agree that television being a motion media creates concreteness, captures attention, and offers through pictures, voice and colour a number of programmes which helps to creates interest in learning and help to retain and recall when it is necessary. The only difference between those with

- television and without it is that the level of information that they have of television is different. Those with television are very much aware of uniqueness of television programmes than those without the television.
29. The study also reveals that television educational programmes in particular and other television programmes enriches the students learning, they are able to understand better with cause they see and hear what is taking place in different programmes. They also understand that teachers can make their lessons interesting by using the televised programmes to create interest in student to learn fast and understand better since television can cut through geographical barriers and bring inaccessible events in a concrete way.
30. The study reveal that all the members of the society whether they are young are old are benefiting from the television programmes. They elders not only treat it as their friend to spend their time with it but also they are educated and informed of various issues of life.
31. The responses of the respondents revealed that television helps in educating its audiences. The various programmes in different channels bring education and information and entertainment 24 hours of the day to them. One need to do is to select the programmes that are useful in ones life.
32. The respondents from the villages without television indicated the influence of television over educational development more significantly than those respondents from the villages with television. Though there are slight variations in the values of canonical correlations analysis, both the sample types are scoring high and based on these scores it is safe to assume that

education development are significantly correlated with television (Table 6.18).

9.4 Impact of Television on Economic condition

33. The present study informs that the monthly income of the respondents' family is very scanty. The majority of the family comes under below poverty line. The study also reveals that because of their low income, 142 of the families from 300 families under study do not own land nor they have good housing facilities. Only 18 of the total respondents live in concrete houses and 117 of them have thatched houses. They are able to cultivate mostly vegetables and fruits. Because of their low income they cannot take the knowledge of science and Technology to their field.
34. The study also indicated that the majority of them are engaged in traditional type of work like cutting, wood, collecting honey. Only 55.55 of the total score are engaged in professional or government jobs or business and other types of work.
35. The study also brought to light to the researcher and the translators, the pathetic condition of the people in a few villages under study. They have neither good road or water facilities nor electricity. The people are lacking the basic amenities of life.
36. Is inspiring to note from the study that the majority of the respondents save money for various purposes. Only 9.16% of the total score do not save. They save and spend it on children's education, for their children's future, for

medical expense, for tours and weddings and other religious and social celebrations.

37. It is interesting to know that both the groups with television and without television spend money on watching television programmes and videos. It is fitting to high light here that 22 of the respondents from the villages where television is not available spend more then Rs. 500 per month to watch films, television programmes and video shows.

38. Table 6.24 indicates that the respondents with television show that watching television has reduced on saving for medical expenses; the reason could be that they are informed about preventive methods and also learned how to take care of them. They also learnt to spend less on religious celebrations and cooking. They may follow the television programmes where the celebrities spend on fast food, restaurants. On the other hand the respondents from the villages with television indicate that television had highly increased the spending habits so as to be able to watch television programmes or video shows of their choice. However, the findings show that there are both positive and negative relationship on both the villages with television and villages without television. From the above findings it can be stated that television had a great impact on social cultural educational and economic factors of a society.

9.5 Suggestions

The following are some of the suggestions made for future research based on the experiences gained while conducting the study.

1. Studies should be conducted on the skills of the residence of the villages so that those skills could be utilised in the production of programmes according to the relevance of their background, this will create interest in them to extend their contribution in the preservation of culture and at the same time it will create job opportunities to them.
2. The future of the country is in the hands of the youth, so the study may be conducted to find out the impact of television on rural youth and children so that the television programmes could be based on their needs and interest.
3. The people of the villages are not well organised they are not able to prioritise their basic needs, research could be undertaken to study their problems, and use the electronic media to improve their quality of life.
4. Comparative study of the use of television in the urban and rural areas to be undertaken so that they will be encouraged to find the differences between their life and the life of people in towns and cities.
5. The majority of the respondents are of the opinion that education brings development in the society; a study of the impact of distant education on rural life could be undertaken. So as to make necessary arrangements for the distant education to reach the unreachable.
6. The respondents are of the opinion that television enriches their knowledge of health care and child care. A Study could be undertaken to know how much of awareness of health is created among the people in the village so that the evil practices of smoking, over eating of beetle leaves and drinks could be wiped out.

7. Many of the villages in the remote areas of Meghalaya do not have electricity, which is one of the causes of not able to have television in the villages, so a study could be undertaken to find out how to harness the solar energy and development of villages.
8. A study on the impact convergence of media may be undertaken to instil in the people of the rural areas the need for the preservation of culture and to make use of multimedia for development.
9. Majority of the people of the rural areas are educated up to primary level so the education and information could be intertwined with entertainment so that the facts of life may reach them as they will be entertained by television. A study on the compression of media could be of a great help in the process of development.
10. For further research, samples should be collected on the basis of owning or not owning television. A few households owning television in the village being used to generalise the village as having shows on marked differences with the villages without television.
11. From the data collected and the personal experiences of the researcher, the presence of television in a few household appears to have inculcated so much of jealousy in the minds of the respondents who did not own television sets but came from the villages where television facilities are available. The jealousy factor of the respondents from the villages with television seems to have negated the perception of television. On the other hand, the absence of television owners in the villages seems to have made the respondents from

these villages very fascinated with television. This fascination to television factor of respondents from the villages without television seems to have influenced them to validate the perception of television more positively. It is suggested that a parameter to measure other psychological factors like jealousy and fascination may be incorporated in future researches on the perception of the same population types.

With these few suggestions, the investigator closes the report of her present study, she is very much aware of the limitations of the present research study, yet she feels that the findings are interesting, informative, educative and useful for the development of the villages where about 80% of the population of the country reside. She is optimistic that the findings and suggestions given by her may be considered useful for incorporating needed modifications in the programmes that endeavour for the progress and development of the people in the villages of Meghalaya.

9.6 Limitations

1. The study needs to be made on a larger sample of urban, semi urban with television and the villages without television so as to get the exact facts of the impact of television on society.
2. Studying population from the same villages having television and without television could have given better result.
3. The present study was only limited to the comparative study of villages with television and without television. A comparative study of the cities, towns and

villages could have been undertaken to compare the impact of television in cities, towns and villages so that it can inspire people to use television to bring development in the villages.

9.7 Conclusion

It is an established and proved fact that television has been one of most influencing factors to bring various changes in a society. Due to its various advantages over the other media of communication and information, its popularity is much higher than others in rural as well as in urban areas. Most of the leisure time all over the world today is being spent on viewing television programmes which have wide varieties and different purposes in addition to recreation. The overall objective of this study is to measure the impact of television viewing; therefore, two types of population have been taken into account as explained earlier in chapter III of research methodology. One group is of those families from the villages which have television facilities and the other group of population is from the villages which do not have television. It cannot be ruled out that the second group is not affected by television. Nevertheless, impact is obviously less as they do not get opportunity to watch television programmes. The group without television in the villages, views television programmes in neighbouring villages or elsewhere wherever possible.

Before interpretation of data is taken up, certain general features of the two groups (having television in the villages and not having television in the villages) are being discussed here which have both similarities as well as dissimilarities. They differ sharply in certain behaviour and activities from each other. Some of the

activities of these villages are not affected by television. Maximum respondents (67%) having television in their villages fall within the income group of Rs.1000/- per month. However, those who are from the villages which do not have television are less in this range of income. First and the second group have the monthly income of Rs. 1000/- at the ratio of 67.33% and 48% respectively. This means that monthly income does not matter much in having television. Percentage of family income within Rs. 1000/- of those having television in the villages is higher than those who are not having television in the villages. But majority of the families fall under the monthly income is only up to Rs 1000/- (57.67%). 47.33% of the families have their own land. Almost equal numbers of families of both groups are landless. As such income as well as possession of land does not affect upon having or not having television in the villages. However, families from the villages with television facilities depend more on cash crop (10.67%) against 4.35% of the second group. The second group had been found depending more on food crops. 36.23% against the first group which grown minimum food crops (9.33%)

So far as use of implements tools of cultivation are concerned, there is no marked difference between the two nevertheless, the first group make more use of mechanical tools with mean value of 1.63 against the second group which has lesser mean value of 1%. The engagements of the respondents of both groups in various preceding chapter are almost with same percentages except that percentage of engagement in teaching work is more by the first group that is 11.445 against 8.75% of the second group. The daily work of the two groups was ascertained, and was found that the second group work far longer hours than the first one who has television

facilities in their villages 55.33% of the first group devote more than 8 hrs in their daily work, whereas, 44.67% of the first group spend the same hours after their daily working for longer hours in their occupation work, the respondents were found to spend some time for their leisure and recreation. Quite obviously, the first group spends more time watching television almost two times more than the second group. However, those not having television devote their time in socialising and other recreation like playing and other types of recreation and amusement.

So far as financial management at home is concerned, maximum families of the second group allow mother, father or both manage the expenditure having 29.6% 26.5% respectively against corresponding group which has 23.6% and 22.1% in favour of mother and father respectively. Another marked difference between the two groups was observed that the first group was found to have common responsibility of both mother and father to control and manage finances having 21.3% against 13.1% of the second group. It seems that television has impact on having common responsibility of father and mother rather than individual control that is either mother or father. If there is saving from the income, the first category prefers to spend on travel and acquiring property like buying house, furniture etc. Remaining expenditure from the saving of both the groups is almost same without any marked difference. There other expenditure on food, house rent, medical etc is almost same except that the first group spend more (24.2%) on children's education against 19.2% of expenditure of second group. It proves that television has created more awareness of children's education among parents.

Languages of communication among people in these villages are their own local language that is Khasi, Pnar, and Garo. However, marked differences between the two groups in respect of use of languages in observed. Use of English was found more that is 9.575 with those who have television in the villages as against low use of this language i.e 2.63% by the second group which does not have television. Another difference is in use of Khasi language which is comparatively more with the second group i.e., 47% against first group having television which was found to use Khasi language to the extent of 32.5%, while communicating with other people, the first group having television facilities in the villages use English and Hindi was found by 21.4% and 14.25 of the respondents falling in the firs group against 12.6% and 12% of the second respectively. This proves that viewing of television has influenced learning other languages like English and Hindi for communication.

Those who do not have television in their villages, they were also not found to make good use of other media except listening to radio. As high as 43.3% of the respondents from the second group where found to like listening to radio as against the first group which use radio to the extent of only 23.8%. Social interaction with friends and relatives was found mote with the second group with 28.7% against 25.2% of first group of respondents. Taking respondents from the both groups, maximum use is still of radio, i.e., 34.4% followed by discussion and talking with friends 26.9% over al use of television still is minimum, i.e., only 12.9% because only 68% families from the villages with television had television sets in their homes. I t was also proved that use of one media lead to use of another media. Interesting to note is that those who have television facilities listen to radio more than viewing television programmes, because

more than half of the respondents do not have television in their homes even though they television in their villages. First group was found reading more newspapers than the second group, which has no television facility in their villages. Music was found quite popular in the villages. People were found of western music which is interestingly more popular among people who do not have television. They listen to music on radio. The extent of use among the first and second group was found 12.5% and 19% respectively. However, pop music was more popular (7.23%) with the first group against second group which listens pop music less than the first group. 7.23% and 4.35% respectively. Film songs and devotional songs were found popular among villages having television 9.2% and 16.45 respectively against 6.575 and 11% of the residents not having television. However, regional songs are most popular among respondents of the second group almost two times. There is no marked difference in choice of listening to national and regional news programs on radio. Agriculture related programmes are almost equally popular between the both groups. However, Hindi programmes are more popular with second group whereas Khasi language continues to be more popular with the first group having 40.55 against 26.6% of second group. Newspaper reading is quite encouraging. 65.335 of people were found with the first group, whereas, 24.675 of the people without having television facilities read newspapers. There is no difference in choice of language to view films. Both groups prefer viewing films in Hindi language.

Both the groups view television programmes. Second group though does not have television in their villages. Programmes relating to sports, film/serial and quiz are more popular among the first group having percentage of users as 17.6, 14.2 and 8.56

against 13.18.4 and 5.1 percentages of second group. However, news and educational programmes are more popular with the second group having the percentages of use as 23.3 and 22.9 respectively against 15.3% and 16.7% of the first group. Time for watching television of second group is in the morning hours whereas, first group i.e., those who have television prefer evening hours and also late night. So far as usefulness of television to those villages is concerned, they watch it with a purpose of entertainment, information and education. They also feel that it influences on their social relationship, health care child care etc. Evidently impact is almost two times more on those who have television as compared to those not having television in the villages. It is so powerful a media that every one in every society is affected. It is only the degree which differs from individual to individual and society to society. In the present study three important media have been taken into account to determine as to which of them is more popular. It was found that preference to radio listening is a little more among people having no television, having choice references between first and second group as 35.45 and 39.9% Interesting to note is that radio listening is quite popular if average of both the groups is taken together followed by television.

It is a common observation that socialisation is more in rural people as compared to urban population. Common occasions for family gathering are praying, watching television eating together. Both the groups socialise more during eating or feasting together almost equally. Their places of eating together are hotel, teashops, and relations' houses. First group socialises more while eating with relations followed by at teashops having 42.1% and 38.1% respectively. Teashop gathering is a little more with second group followed by getting an eating together with relations.

Betel eating, smoking, drinking habits are more with those groups of people who do not have television in their villages except gambling which is more with the first group consequently, first group also spend more money on gambling which is almost nil with the second group the reasons of this difference could be that first group is more conscious about their health and expenditure and try to avoid cultivating habits which may affect their health and expenditure.

Responsibility of looking after children in the absence of mother, mode of election and participation in their village administration, celebrations in the villages, marketing behaviour, mode and sources of entertainment have no significant difference between the two groups was noticed. There could be various reasons for social change which are taking place in every society. In additions to the influence of media, there could be many more reasons. It is a proved fact that education is an important tool for social change. The study showed that education is most affecting factor as revealed in graphic persentationno.4.10 for social change which is more in case of people who have television. As such having television and education are related. These are supplementary to each other. Overall impact of education combining the both groups was found maximum. Second factor is radio which was even more potential for bringing change in the social process as per observation of the second group the reason could be that they are able to own a radio set, followed by educational factor. Third factor is interaction with people in the form of dialogue or any other platform, where people can meet and discuss matters of common interest. Bu such interaction people get influenced and impressed from each other. Impact of such interaction was found equal between the two groups.

Economic conditions are again important. Social changes take place more frequently among people who are economically well in comparison to those who are weaker. In the present study, social change was found more effective due to economic growth with the first group having 17% of people favouring the factor against 15.4% of second group.

Television plays an important role in educational process where everyone learns from television programmes irrespective of age. However, children are more receptive to learning through television programmes. Teachers also can improve their teaching. It has been proved to create awareness for education in both the groups. Hence, the vital role is to be played by the governments and non-governmental organisations and society at large to make use of television to make India a developed country.

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APPENDIX I
QUESTIONNAIRE

To

.....

.....

.....

Subject: Questionnaire

Madam/sir,

I am a Ph.D student in the Department of Library and Information Science, North Eastern Hill University, Shillong. Presently I am working on the topic "Television as a Medium of Information for Social Change - A Study of Rural Meghalaya."

It is a well-known fact that television is a powerful Catalyst for development and an effective means for transformation of society. I would be very grateful if you could kindly share your knowledge and experience of the impact of television in your personal, family and village life by answering the enclosed questionnaire.

All the information which you furnish will be kept confident and solely for the academic purpose. Please return the completed questionnaire to the undersigned.

Thanking you in anticipation,

Yours faithfully,

Sr. Mary A.F.

Part I

PERSONAL INFORMATION

Please select the number of your choice as given below and encircle the number against each item.

1. Your Religion:
 - (i) Hindu
 - (ii) Muslim
 - (iii) Catholic
 - (iv) Christian
 - (v) Niam Trei
 - (vi) Others

2. Your Age between:
 - (i) 10 - 20
 - (ii) 21 - 30
 - (iii) 31 - 40
 - (iv) 41 - 50
 - (v) 51 - 60
 - (vi) 61 and above

3. You are:
 - (i) Female
 - (ii) Male

4. You belong to:
 - (i) Khasi community
 - (ii) Garo community
 - (iii) Jaintia community
 - (iv) Assamese community
 - (v) Others

5. Your Educational Qualification:
 - (i) Primary
 - (ii) Secondary/Higher Secondary
 - (iii) Graduate
 - (iv) Professional
 - (v) Others

6. Who is the head of your family?
 - (i) Mother
 - (ii) Father
 - (iii) Others

7. Do you own a house?
 (i) Yes
 (ii) No
8. What type of a house do you live in?
 (i) Thatched house
 (ii) Tin house
 (iii) Concrete house
 (iv) Semi concrete house
9. How many members are there in your family?
 (i) Up to 5
 (ii) 5 – 10
 (iii) Above 10
10. What is the Primary Occupation of your family?
 (i) Cultivation
 (ii) Business
 (iii) Service
 (iv) Professional
 (v) No work

Please encircle the appropriate number of your choice

To a very great extent 5
To a great extent 4
To some extent 3
To a small extent 2
Almost to no extent 1

11. The skills which you practice are:
- | | | | | | |
|----------------------------------|---|---|---|---|---|
| (i) Fishing | 5 | 4 | 3 | 2 | 1 |
| (ii) Hunting | 5 | 4 | 3 | 2 | 1 |
| (iii) Archery | 5 | 4 | 3 | 2 | 1 |
| (iv) Basket weaving | 5 | 4 | 3 | 2 | 1 |
| (v) Knitting/sewing/weaving | 5 | 4 | 3 | 2 | 1 |
| (vi) Drawing | 5 | 4 | 3 | 2 | 1 |
| (vii) Painting | 5 | 4 | 3 | 2 | 1 |
| (viii) Singing | 5 | 4 | 3 | 2 | 1 |
| (ix) Playing musical instruments | 5 | 4 | 3 | 2 | 1 |
| (x) Others | 5 | 4 | 3 | 2 | 1 |
| (xi) None | 5 | 4 | 3 | 2 | 1 |

Part II

TELEVISION AND SOCIAL DEVELOPMENT

Please select the number of your choice as given below; and encircle the number against each item:

<i>To a very great extent</i>	5
<i>To a great extent</i>	4
<i>To some extent</i>	3
<i>To a small extent</i>	2
<i>Almost to no extent</i>	1

12. What do you do at other times?

(i) Watch TV.	5	4	3	2	1
(ii) Play	5	4	3	2	1
(iii) Visit friends	5	4	3	2	1
(iv) Read books	5	4	3	2	1
(v) Attend school/college	5	4	3	2	1
(vi) Others	5	4	3	2	1

Please select the number of your choice as given below; and encircle the number against each item:

<i>Very often</i>	4
<i>Often</i>	3
<i>Sometime</i>	2
<i>Seldom</i>	1
<i>Never</i>	0

13. How do you get information about daily happenings?

(i) Talking with friends/elders	4	3	2	1	0
(ii) Reading news papers	4	3	2	1	0
(iii) Listening to radio	4	3	2	1	0
(iv) Watching TV.	4	3	2	1	0
(v) Others	4	3	2	1	0

14. What is the common language of communication within the village?

(vi) Khasi	4	3	2	1	0
(vii) Pnar	4	3	2	1	0
(viii) Garo	4	3	2	1	0
(ix) English	4	3	2	1	0
(x) Others	4	3	2	1	0

15. What is the language of communication with outsiders?
- | | | | | | |
|---------------|---|---|---|---|---|
| (xi) Khasi | 4 | 3 | 2 | 1 | 0 |
| (xii) Pnar | 4 | 3 | 2 | 1 | 0 |
| (xiii) Garo | 4 | 3 | 2 | 1 | 0 |
| (xiv) Hindi | 4 | 3 | 2 | 1 | 0 |
| (xv) English | 4 | 3 | 2 | 1 | 0 |
| (xvi) Nepali | 4 | 3 | 2 | 1 | 0 |
| (xvii) Others | 4 | 3 | 2 | 1 | 0 |
16. What Programmes do you listen on Radio?
- (xviii) Music:
- | | | | | | |
|------------------------|---|---|---|---|---|
| Western | 4 | 3 | 2 | 1 | 0 |
| Hindi | 4 | 3 | 2 | 1 | 0 |
| Classical | 4 | 3 | 2 | 1 | 0 |
| Light | 4 | 3 | 2 | 1 | 0 |
| Pop songs | 4 | 3 | 2 | 1 | 0 |
| Film songs | 4 | 3 | 2 | 1 | 0 |
| Regional songs & music | 4 | 3 | 2 | 1 | 0 |
| Devotional songs | 4 | 3 | 2 | 1 | 0 |
| Folk songs | 4 | 3 | 2 | 1 | 0 |
- (xix) News:
- | | | | | | |
|----------|---|---|---|---|---|
| National | 4 | 3 | 2 | 1 | 0 |
| Regional | 4 | 3 | 2 | 1 | 0 |
| B.B.C. | 4 | 3 | 2 | 1 | 0 |
| C.N.N. | 4 | 3 | 2 | 1 | 0 |
| Others | 4 | 3 | 2 | 1 | 0 |
- (xx) Agriculture Programmes
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
- (xxi) Discussions
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
- (xxii) Quiz
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
- (xxiii) Films
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
- (xxiv) Serials
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
- (xxv) Others
- | | | | | | |
|--|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
17. Your language of preference for listening on Radio is:
- | | | | | | |
|-------------|---|---|---|---|---|
| (i) English | 4 | 3 | 2 | 1 | 0 |
| (ii) Khasi | 4 | 3 | 2 | 1 | 0 |
| (iii) Garo | 4 | 3 | 2 | 1 | 0 |
| (iv) Pnar | 4 | 3 | 2 | 1 | 0 |
| (v) Hindi | 4 | 3 | 2 | 1 | 0 |
| (vi) Others | 4 | 3 | 2 | 1 | 0 |
18. Do you read newspapers?
- (i) Yes
- (ii) No

19. You watch films in
- | | | | | | | |
|------|---------|---|---|---|---|---|
| (i) | Hindi | 4 | 3 | 2 | 1 | 0 |
| (ii) | English | 4 | 3 | 2 | 1 | 0 |
20. Where do you watch films?
- | | | | | | | |
|-------|------------------|---|---|---|---|---|
| (i) | Theatre | 4 | 3 | 2 | 1 | 0 |
| (ii) | Video Parlour | 4 | 3 | 2 | 1 | 0 |
| (iii) | Friend's house | 4 | 3 | 2 | 1 | 0 |
| (iv) | Relation's house | 4 | 3 | 2 | 1 | 0 |
| (v) | At home | 4 | 3 | 2 | 1 | 0 |
| (vi) | Never | 4 | 3 | 2 | 1 | 0 |
21. If you do not have TV at home where do you go to watch TV Programmes?
- | | | | | | | |
|-------|--------------------|---|---|---|---|---|
| (i) | Friends' house | 4 | 3 | 2 | 1 | 0 |
| (ii) | Community hall | | | | | |
| (iii) | Relations' house | 4 | 3 | 2 | 1 | 0 |
| (iv) | Information centre | 4 | 3 | 2 | 1 | 0 |
22. What do you prefer to have?
- | | | | | | | |
|-------|----------------------|---|---|---|---|---|
| (i) | Radio | 4 | 3 | 2 | 1 | 0 |
| (ii) | Newspapers/magazines | 4 | 3 | 2 | 1 | 0 |
| (iii) | Television | 4 | 3 | 2 | 1 | 0 |

Please select the number of your choice as given below; and encircle the number against each item:

- | | |
|-------------------------------|----------|
| <i>To a very great extent</i> | <i>5</i> |
| <i>To a great extent</i> | <i>4</i> |
| <i>To some extent</i> | <i>3</i> |
| <i>To a small extent</i> | <i>2</i> |
| <i>Almost to no extent</i> | <i>1</i> |

23. You take part in election by
- | | | | | | | |
|-------|-----------------------|---|---|---|---|---|
| (i) | Canvassing | 5 | 4 | 3 | 2 | 1 |
| (ii) | Discussion | 5 | 4 | 3 | 2 | 1 |
| (iii) | Standing for election | 5 | 4 | 3 | 2 | 1 |
| (iv) | Do not take part | 5 | 4 | 3 | 2 | 1 |
24. What are the major points of discussion in the elected bodies?
- | | | | | | | |
|-------|--------------------------------------|---|---|---|---|---|
| (i) | Disputes | 5 | 4 | 3 | 2 | 1 |
| (ii) | Fixing Financial obligations | 5 | 4 | 3 | 2 | 1 |
| (iii) | Conduct common festivals | 5 | 4 | 3 | 2 | 1 |
| (iv) | Information exchange for Development | 5 | 4 | 3 | 2 | 1 |

25. Who has the authority in the village?
- | | | | | | | |
|-------|---------------------|---|---|---|---|---|
| (i) | Village headman | 5 | 4 | 3 | 2 | 1 |
| (ii) | Youth leaders | 5 | 4 | 3 | 2 | 1 |
| (iii) | Women's association | 5 | 4 | 3 | 2 | 1 |
| (iv) | Men's association | 5 | 4 | 3 | 2 | 1 |
| (v) | Rich families | 5 | 4 | 3 | 2 | 1 |
| (vi) | Some clans | 5 | 4 | 3 | 2 | 1 |
26. What are the celebrations that you have in your village?
- | | | | | | | |
|-------|------------------|---|---|---|---|---|
| (i) | Sunday gathering | 5 | 4 | 3 | 2 | 1 |
| (ii) | Dances | 5 | 4 | 3 | 2 | 1 |
| (iii) | Weddings | 5 | 4 | 3 | 2 | 1 |
| (iv) | Deaths | 5 | 4 | 3 | 2 | 1 |
| (v) | Harvest | 5 | 4 | 3 | 2 | 1 |
| (vi) | Others | 5 | 4 | 3 | 2 | 1 |
27. Does the village market affect your life?
- | | | | | | | |
|-------|--------------------|---|---|---|---|---|
| (i) | Economically | 5 | 4 | 3 | 2 | 1 |
| (ii) | Socially | 5 | 4 | 3 | 2 | 1 |
| (iii) | Information inputs | 5 | 4 | 3 | 2 | 1 |
28. Does your village have following social entertainments?
- | | | | | | | |
|-------|------------------------|---|---|---|---|---|
| (i) | Dances | 5 | 4 | 3 | 2 | 1 |
| (ii) | Community TV. | 5 | 4 | 3 | 2 | 1 |
| (iii) | Games | 5 | 4 | 3 | 2 | 1 |
| (iv) | Cleaning Projects | 5 | 4 | 3 | 2 | 1 |
| (v) | Community Picnics | 5 | 4 | 3 | 2 | 1 |
| (vi) | Religious celebrations | 5 | 4 | 3 | 2 | 1 |
| (vii) | Clubs | 5 | 4 | 3 | 2 | 1 |
29. The changes that are taken place in individual life style, family and village are due to
- | | | | | | | |
|-------|-------------------------|---|---|---|---|---|
| (i) | Education | 5 | 4 | 3 | 2 | 1 |
| (ii) | Interaction with people | 5 | 4 | 3 | 2 | 1 |
| (iii) | Economic growth | 5 | 4 | 3 | 2 | 1 |
| (iv) | Television | 5 | 4 | 3 | 2 | 1 |
| (v) | Radio | 5 | 4 | 3 | 2 | 1 |
| (vi) | Newspapers | 5 | 4 | 3 | 2 | 1 |

Part III

TELEVISION AND CULTURE

Please select the number of your choice as given below; and encircle the number against each item:

To a very great extent	5
To a great extent	4
To some extent	3
To a small extent	2
Almost to no extent	1

30. What are the changes do you find after the coming of TV. in your family/ village?

(i) Food habits	5	4	3	2	1
(ii) Education	5	4	3	2	1
(iii) Change of dressing	5	4	3	2	1
(iv) Recreation	5	4	3	2	1
(v) Sleeping habits	5	4	3	2	1
(vi) Friendship	5	4	3	2	1
(vii) Celebrations	5	4	3	2	1
(viii) Marketing	5	4	3	2	1
(ix) Preservation	5	4	3	2	1
(x) Values/Attitudes	5	4	3	2	1
(xi) Worship	5	4	3	2	1
(xii) Village administration	5	4	3	2	1
(xiii) Others	5	4	3	2	1
(xiv) Not applicable	5	4	3	2	1

31. When does your family come together?

(i) Eating	5	4	3	2	1
(ii) Praying	5	4	3	2	1
(iii) Watching TV	5	4	3	2	1
(iv) Celebrations	5	4	3	2	1
(v) Others	5	4	3	2	1

32. Apart from your home where do you eat?

(i) Hotel	5	4	3	2	1
(ii) Teashop& Jadoh stall	5	4	3	2	1
(iii) Relations' house	5	4	3	2	1
(iv) Others	5	4	3	2	1

Please select the number of your choice as given below and encircle the number against each item:

<i>Above Rs. 500</i>	<i>4</i>
<i>> Rs. 300 < Rs. 500</i>	<i>3</i>
<i>> Rs. 100 < Rs. 300</i>	<i>2</i>
<i>Up to Rs. 100</i>	<i>1</i>
<i>Never</i>	<i>0</i>

33. How much do you spend for a month on?

(i) Beetle leaves & nuts	4	3	2	1	0
(ii) Smoking	4	3	2	1	0
(iii) Drinks	4	3	2	1	0
(iv) Gambling	4	3	2	1	0
(v) Video shows	4	3	2	1	0

Please select the number of your choice as given below; and encircle the number against each item.

<i>To a very great extent</i>	<i>5</i>
<i>To a great extent</i>	<i>4</i>
<i>To some extent</i>	<i>3</i>
<i>To a small extent</i>	<i>2</i>
<i>Almost to no extent</i>	<i>1</i>

34. In your family who is responsible for looking after the children in the absence of your mother?

(i) Father	5	4	3	2	1
(ii) Aunt	5	4	3	2	1
(iii) Uncle	5	4	3	2	1
(iv) Sister	5	4	3	2	1
(v) Brother	5	4	3	2	1
(vi) Others	5	4	3	2	1

Part IV

TELEVISION AND EDUCATION

Please select the number of your choice as given below; and encircle the number against each item.

<i>To a very great extent</i>	5
<i>To a great extent</i>	4
<i>To some extent</i>	3
<i>To a small extent</i>	2
<i>Almost to no extent</i>	1

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 35. | TV is useful for the development of your family and village in | | | | | |
| | (i) Education | 5 | 4 | 3 | 2 | 1 |
| | (ii) Information about other's culture | 5 | 4 | 3 | 2 | 1 |
| | (iii) Improved social relationships/
Participation | 5 | 4 | 3 | 2 | 1 |
| | (iv) Empowerment | 5 | 4 | 3 | 2 | 1 |
| | (v) Improved agricultural methods
(Improved seeds, pesticides,
fertilizers) | 5 | 4 | 3 | 2 | 1 |
| | (vi) Improved agricultural tools
(Tractors, pump-sets, sprayers,
tillers) | 5 | 4 | 3 | 2 | 1 |
| | (vii) Loans and subsidies | 5 | 4 | 3 | 2 | 1 |
| | (viii) Improved nutrition/child care | 5 | 4 | 3 | 2 | 1 |
| | (ix) Health care (vaccination,
Family planning, sanitation
and hygiene) | 5 | 4 | 3 | 2 | 1 |
| 36. | Educational Television Programmes help | | | | | |
| | (i) Elders to educate themselves | 5 | 4 | 3 | 2 | 1 |
| | (ii) Children to learn better | 5 | 4 | 3 | 2 | 1 |
| | (iii) Teachers are helped to teach
Better/supplement them | 5 | 4 | 3 | 2 | 1 |
| | (iv) To influence and create interest
in students | 5 | 4 | 3 | 2 | 1 |
| | (v) To learn at own pace | 5 | 4 | 3 | 2 | 1 |
| | (vi) To comprehend | 5 | 4 | 3 | 2 | 1 |

37.	Educational Television programmes creates awareness to					
(i)	Educate oneself and children	5	4	3	2	1
(ii)	Send children to good schools	5	4	3	2	1
(iv)	Send children for higher education	5	4	3	2	1
(iv)	Develop more knowledge in their chosen field	5	4	3	2	1
(v)	Get specific information	5	4	3	2	1
38.	The educational TV programmes of preference is:					
(i)	Narration cum Demonstration	5	4	3	2	1
(ii)	Lecture-based and supported by visuals	5	4	3	2	1
(iii)	Dramatization	5	4	3	2	1
(iv)	Documentary	5	4	3	2	1
39.	Educational TV Programmes provide information on					
(i)	Preservation of environment	5	4	3	2	1
(ii)	Science and Technology	5	4	3	2	1
(iii)	National Integration	5	4	3	2	1
(iv)	Great Personalities	5	4	3	2	1
(v)	Teaching methodology	5	4	3	2	1
(vi)	Animal kingdom	5	4	3	2	1
40.	TV programmes on education provide.					
(i)	Concreteness	5	4	3	2	1
(ii)	Enrichment	5	4	3	2	1
(iii)	Opportunity to increase Creative Power by encouraging Learning by doing	5	4	3	2	1
(iv)	Visuals that help to remember and retain	5	4	3	2	1
(v)	Opportunity to capture attention	5	4	3	2	1
(vi)	Interest in education and Participation in children's Education	5	4	3	2	1
(vii)	Opportunities to change in Attitude and behaviour	5	4	3	2	1
(viii)	Influence and stimulate Students' interest	5	4	3	2	1
(ix)	Wide variety of learning activities	5	4	3	2	1
(x)	Clarity	5	4	3	2	1

41.	TV Programmes on education bring to classes					
(i)	Inaccessible processes, Materials, events and objects	5	4	3	2	1
(ii)	Visual sources	5	4	3	2	1
(iii)	Provide direct contact – cut Through physical barriers	5	4	3	2	1
(iv)	Clarity and create conceptual thinking	5	4	3	2	1

Part V

TELEVISION AND ECONOMIC CONDITIONS

42. What is your family's monthly income?
- (i) Up to Rs. 1000
 - (ii) Rs. 1001 – Rs. 2000
 - (iii) Rs. 2001 – Rs. 5000
 - (iv) Rs. 5001 and above
43. Do you own land?
- (i) Yes
 - (ii) No
44. If yes, what type of crop do you grow?
- (i)
 - (ii)
 - (iii)
45. If you do not own land where do you work?
- (i) Work on lease land
 - (ii) Other people's land
 - (iii) Other types of work
 - (iv) Help at home
 - (v) Do not work

Select the number of your choice as given below; and encircle the number against each item.

To a very great extent 5
To a great extent 4
To some extent 3
To a small extent 2
Almost to no extent 1

46. What type of tools do you use to cultivate the land?
- | | | | | | | |
|-------|--|---|---|---|---|---|
| (i) | Bullocks/cows | 5 | 4 | 3 | 2 | 1 |
| (ii) | Ploughs | 5 | 4 | 3 | 2 | 1 |
| (iii) | Mechanical implements
(Tillers, pump-sets, sprayers,
tractors) | 5 | 4 | 3 | 2 | 1 |
| (iv) | Others | 5 | 4 | 3 | 2 | 1 |

47. What are the other types of work besides agriculture that you do?
- | | | | | | |
|-------------------------------|---|---|---|---|---|
| (i) Cutting wood | 5 | 4 | 3 | 2 | 1 |
| (ii) Collecting honey | 5 | 4 | 3 | 2 | 1 |
| (iii) Weaving | 5 | 4 | 3 | 2 | 1 |
| (iv) Cooking | 5 | 4 | 3 | 2 | 1 |
| (v) Teaching | 5 | 4 | 3 | 2 | 1 |
| (vi) Business | 5 | 4 | 3 | 2 | 1 |
| (vii) Government related work | 5 | 4 | 3 | 2 | 1 |
| (viii) Others | 5 | 4 | 3 | 2 | 1 |
48. How many hours in a day do you work? *(Please encircle the correct number)*
- (i) > 8 hours
(ii) 8 hours
(iii) < 8 hours
49. Who manages the expenditures?
- | | | | | | |
|---------------------|---|---|---|---|---|
| (i) Mother | 5 | 4 | 3 | 2 | 1 |
| (ii) Father | 5 | 4 | 3 | 2 | 1 |
| (iii) Sister | 5 | 4 | 3 | 2 | 1 |
| (iv) Brother | 5 | 4 | 3 | 2 | 1 |
| (v) Mother & Father | 5 | 4 | 3 | 2 | 1 |
| (vi) Others | 5 | 4 | 3 | 2 | 1 |
50. You save money for
- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| i. Children's education | 5 | 4 | 3 | 2 | 1 |
| ii. Children's future | 5 | 4 | 3 | 2 | 1 |
| iii. To buy a house, land, furniture | 5 | 4 | 3 | 2 | 1 |
| iv. Travel | 5 | 4 | 3 | 2 | 1 |
| v. Medical expense | 5 | 4 | 3 | 2 | 1 |
| vi. Do not save | 5 | 4 | 3 | 2 | 1 |
51. You spend extra money on
- | | | | | | |
|--------------------------------|---|---|---|---|---|
| vii. Weddings | 5 | 4 | 3 | 2 | 1 |
| viii. Death | 5 | 4 | 3 | 2 | 1 |
| ix. Religious celebrations | 5 | 4 | 3 | 2 | 1 |
| x. Buying TV. or other gadgets | 5 | 4 | 3 | 2 | 1 |
| xi. Education | 5 | 4 | 3 | 2 | 1 |
| xii. Others | 5 | 4 | 3 | 2 | 1 |
52. How much of money do you spend for the following:
- | | | | | | |
|----------------------|---|---|---|---|---|
| xiii. Food | 5 | 4 | 3 | 2 | 1 |
| xiv. House Rent | 5 | 4 | 3 | 2 | 1 |
| xv. Children's study | 5 | 4 | 3 | 2 | 1 |
| xvi. Medical expense | 5 | 4 | 3 | 2 | 1 |
| xvii. Others | 5 | 4 | 3 | 2 | 1 |

53.	How much do you spend in a month on watching TV /videos?					
	xviii. Less than Rs. 100	5	4	3	2	1
	xix. Between Rs. 100 – 500	5	4	3	2	1
	xx. Above Rs. 500	5	4	3	2	1

Part VI

TELEVISION

Please select the number of your choice as given below; and encircle the number against each item:

<i>Very often</i>	<i>4</i>
<i>Often</i>	<i>3</i>
<i>Sometime</i>	<i>2</i>
<i>Seldom</i>	<i>2</i>
<i>Never</i>	<i>0</i>

54. Do you have TV at home?
(i) Yes
(ii) No
55. Do you prefer
(i) Black and white TV.
(ii) Colour TV.
56. If you do not have TV at home where do you go to watch TV Programmes?
- | | | | | | |
|-------------------------|---|---|---|---|---|
| (i) Friends' house | 4 | 3 | 2 | 1 | 0 |
| (ii) Community hall | 4 | 3 | 2 | 1 | 0 |
| (iii) Relations' house | 4 | 3 | 2 | 1 | 0 |
| (iv) Information centre | 4 | 3 | 2 | 1 | 0 |
57. You favourite programmes on TV.
- | | | | | | |
|-----------------------------|---|---|---|---|---|
| (i) Music | 4 | 3 | 2 | 1 | 0 |
| (ii) Sports | 4 | 3 | 2 | 1 | 0 |
| (iii) News/Discussion | 4 | 3 | 2 | 1 | 0 |
| (iv) Educational Programmes | 4 | 3 | 2 | 1 | 0 |
| (v) Films/Serials | 4 | 3 | 2 | 1 | 0 |
| (vi) Quiz | 4 | 3 | 2 | 1 | 0 |
| (vii) Others | 4 | 3 | 2 | 1 | 0 |
| (viii) Not applicable | 4 | 3 | 2 | 1 | 0 |
58. How many hours in a day do you watch TV?
(i) Up to one hour
(ii) 2 – 4 hours
(iii) More than 4 hours
(iv) Not at all

59. Which hour of the day do you watch TV?
- | | | | | | | |
|-------|-------------------|---|---|---|---|---|
| (i) | Morning/Afternoon | 4 | 3 | 2 | 1 | 0 |
| (ii) | Evening/Night | 4 | 3 | 2 | 1 | 0 |
| (iii) | Late night | 4 | 3 | 2 | 1 | 0 |

Please select the number of your choice as given below; and encircle the number against each item.

- | | |
|-------------------------------|---|
| <i>To a very great extent</i> | 5 |
| <i>To a great extent</i> | 4 |
| <i>To some extent</i> | 3 |
| <i>To a small extent</i> | 2 |
| <i>Almost to no extent</i> | 1 |

60. Watching various Programmes on TV. helps to have
- | | | | | | | |
|-------|----------------------|---|---|---|---|---|
| (i) | Entertainment | 5 | 4 | 3 | 2 | 1 |
| (ii) | Information | 5 | 4 | 3 | 2 | 1 |
| (iii) | Education | 5 | 4 | 3 | 2 | 1 |
| (iv) | National integration | 5 | 4 | 3 | 2 | 1 |
| (v) | Social acceptance | 5 | 4 | 3 | 2 | 1 |
| (vi) | Others | 5 | 4 | 3 | 2 | 1 |

APPENDIX II

PERSONAL EXPERIENCE OF THE RESEARCH SCHOLAR IN THE RESEARCH PROCESS

Little did the present research scholar know what it entails to undertake research studies in order to obtain a Ph.D degree. The topic of the research was “Television as a Medium of information for Social Change – A Study of Rural Meghalaya.” She was with the hope of helping the rural dwellers to have a comfortable life along with the other counterparts of the society in our mother land India and abroad. With this aim in mind she was looking out for a department to register her name for the study. After much probing, she was advised to approach the department of Library Science and Information, North-Eastern Hill University, Shillong. She met the then head of the department, who was none other than the late Prof. Veena Saraf and communicated the desire to pursue this study and the reason to do the studies in the above department. Convinced by the researcher’s earnest enthusiasm, she assured her that she will do all her best to get her enrolled in the department since the subject ‘Mass Media’ was not a cognitive subject.

A day of hope dawned when the researcher was informed by the head that she was able to obtain necessary permission to start a research study on Mass Media in the same department. The scholar’s joy was unimaginable. She started her work from the grass root level to appear for the interview and for the pre synopses seminar. In 2002 she was registered and the study went on smoothly. She was kept busy with the pilot research work and had travelled to Delhi to collect literature for reviewing, without knowing the place. She stayed there for 21 days and travelled every day bravely all alone to Jamia Millia University and JNU and for photocopying the selected literature. It was really an adventurous trip for her. When she looks back on the journey she shivers in her boots, as she reads the news and watches television, of the unwanted incidents that takes place in Delhi.

As the research was in progress the researcher met with natural and man made hurdles. She and her guide fell sick during different years. The new assignment of teaching a different subject in the College of Teacher Education hindered and slowed down the research work. The years 2004 and 2005 were adventurous years for the scholar when she set out to collect raw data from six villages of the three districts, i.e., East Khasi Hills, Jaintia Hills and West Garo Hills. She had experienced immense joy coupled with unimaginable difficulties. Her first long journey by bus began on 2nd December with her sister Lilly to Garo hills. With full of enthusiasm they started visiting the villages which had television and began to contact people with the questionnaire. She found the people very loving and enthusiastic to fill in the questionnaire. They stayed close to the village for two weeks and collected the dully filled in questionnaire. Her observation of this village was that people were economically, fairly sound and they had different types of jobs apart from agriculture. Most of their houses were decent thatched houses. People were friendly and

welcoming and the researcher had the opportunity of tasting delicious food prepared by the respondents. After a few days she went to the villages, where there was no television. It was pathetic to notice the poverty of the people. The villages were not electrified and there was no proper road. People had to walk for hours to reach a market in order to buy their essential goods. The researcher and her companion left the place mingled with joys and sorrow. They were joyful because they managed to get all the filled in questionnaires which were 100 in number. They were also sad to see the miseries of the people, she wanted to help them, yet she could not do anything at that time to solve their problems. The researcher thanked them and returned to Shillong.

The next few villages to be visited by the researcher were in Jaintia Hills. She visited Tluh, the village with television where there were over hundred houses. She found that people were economically sound compared with that of Garo villages. There were a number of houses with television sets so she had to visit the houses where there was television. Here too the researcher found that people were cordial and ready to co-operate with the requests made to them. One interesting event that took place in this particular village was that a gentle man with television in his house was furious when the translator and the researcher began to talk about the impact of television. He said that it was ruining the children's future. Work was left undone because his family members were glued to the television set. He also said that he would break the set if he had the right to do it. The researcher took the opportunity to educate him in the use of television. The next visit was to visit neighbouring villages without television. On hearing about her visit to a village called Mukain, the people would not let her go to that village because, according to them, the river was haunted by evil spirit since four people were drowned when they were crossing through the bridge, so she had to go to other villages. There was no road at all except the open fields, where the truck (shaktiman) found the way between the slushy fields for it was raining and slippery. The jeep of the researcher swaying from one side to the other, throwing the people off their seats though the distance between Tluh to Mukhain was only 25 kilometers it took 3 1/2 hours to reach the place. It was a life and death experience to the researcher and thought she would never be alive to go back home or dare to experience similar journey.

On the 2nd of January the researcher and the translator went to Krang and Shaid for the data collection. The people of the villages were informed well in advance and so it was not difficult for them to meet the people. In Krang, the village with television facility, people were together and the translator explained the purpose of their visit and distributed the questionnaire, the respondents wanted to know how would this research help them and so the researcher asked them in what way they would like to be helped, the reply was to provide them with a television set, which the researcher replied positively. On the same day she visited the headman of the village 'Shaid' explained the reason for their visit. The headman graciously undertook the responsibility of meeting the people and helped in getting the work done. After a week both the village headmen collected the questionnaire and submitted the same to the researcher. The journey to these villages was not too tiresome since it was not too far away from the city.

The biggest set back that the researcher experienced was the untimely demise of her supervisor. The raw data that had been collected was tabulated and submitted to the supervisor. The supervisor had planned to work together with the researcher, but unfortunately she was diagnosed with cancer and expired within a year after having suffered from severe pain. This was the darkest period of the researcher's life. Not knowing what to do since the time for the submission was coming close, the researcher approached Dr. P. Hangsing for guidance and he had accepted very generously to help her to complete her research even though he was not aware of the research. She specially appreciates the extra hours spent to make it possible for her to present the pre-submission at the earliest and to his family members especially to the small children of Dr. Hangsing, for their sacrifices to be away from their father when he had to attend to her work. The researcher owes her debt of gratitude to him who has played a vital role in the completion of the thesis. The researcher was reminded of the saying that "If one door is closed ninety nine doors are opened." Prof. A.S. Chandel the husband of the late Prof. Veena Saraf, told the researcher at the crematorium that he would complete the work which Prof. Veena had started. True to his word, Prof Chandel meticulously corrected the work and made valuable suggestions in order to improve the quality of the thesis. Another person who played a vital role in this work is Dr. N.P. Goel, lecturer from the department of Adult Continuing Education who, with his patience, gentle and listening personality helped the researcher with the statistics. The researcher also remembers Prof. S.K Mishra for his selfless attitude to help the researcher whenever she approached him. There were many other friends and colleagues who had supported the researcher in this important work. She owes her debt of gratitude to all those who had generously helped to complete her research at the earliest. The researcher remains ever grateful to God the Almighty, to Dr. Hangsing and to all those who have helped her in big and small ways. She asks God to bless each of them with His Choicest Blessings.

PARTICULARS OF THE CANDIDATE

NAME : MARY A. F.
DEGREE : DOCTOR OF PHILOSOPHY
DEPARTMENT : LIBRARY AND INFORMATION SCIENCE
TITLE OF DISSERTATION : TELEVISION AS A MEDIUM OF
INFORMATION FOR SOCIAL CHANGE:
A STUDY OF RURAL MEGHALAYA

DATE OF PAYMENT OF ADMISSION : 7th DECEMBER 2001

APPROVAL OF RESEARCH PROPOSAL

1. BPGS
2. SCHOOL BOARD

REGISTRATION NO. AND DATE : 652 OF 31.MAY,2002

DUE DATE OF SUBMISSION : 31st OF May 2008.


Head

Head

Department of Library
And Information Science
Jorhat University

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