

## Short Communication

### RELATIVE EFFECTIVENESS OF THREE MODES OF FARM BROADCAST

Mass media has played an important role in the dissemination of farm innovations. The gap between the research centre and farmers is bridged by communicating the latest technologies through mass media like radio, television, films and printed materials.

The farm and rural programmes are presented to the radio listeners by means of various modes such as straight talk, discussion, folk songs, farm news etc. This study was conducted to find out the effectiveness of three modes of farm broadcast in terms of gain in knowledge and knowledge retention.

The study was conducted in three villages viz., Thirupukuzhi, Oothukadu and Musaravakam of Chengai - MGR district of Tamil Nadu. These villages were selected because of existence of more number of farm womens' discussion groups who were

actively involved in dairying.

A sample of 30 farm women were drawn by random sampling procedure from each of the three selected villages.

Scripts were prepared for the three modes viz., interview, straight talk and drama by collecting scientific information on various aspects of 'calf rearing'. After refining the scripts, recording was done in cassettes at All Indian Radio and played through tape recorder sets to the experimental groups.

Data collected in interview schedules were analysed by using 't' test:

The knowledge gained through the different modes assessed by the pre and post-exposure knowledge levels of the three experimental groups, are presented in Table 1.

**Table 1 Knowledge gain due to exposure to three modes**

Sl. No	Treatment	Mean knowledge score		Mean gain in knowledge	Percent of knowledge gained	't' value
		Pre-exposure	Post-exposure			
1	Interview (T <sub>1</sub> )	2.9	16.30	13.40	53.60	5.45**
2	Straight talk (T <sub>2</sub> )	2.8	14.23	11.43	45.72	2.26*
3	Drama (T <sub>3</sub> )	2.86	14.50	11.64	46.56	2.30*

\*\* Highly significant ( $P < 0.01$ )

From Table 1, it could be inferred that knowledge gain score in the interview mode of presentation was 13.40 (53.60%), whereas in the case of straight talk and drama these were 11.43 (45.72%) and 11.64 (46.56%) respectively.

The significant 't' values in all cases indicated the effectiveness of all the three modes tested.

The relative effectiveness of the three treatments in respect of knowledge gain in the overall appraisal, irrespective of age and education showed a significant difference. It could be inferred that the interview mode was rated as more effective in terms of knowledge gain followed by drama and straight talk in that order. The finding is in conformity with the results of Knight and Singh (1974).

The interview mode of presentation has the emotional appeal of attracting the audience. Similarly in the case of drama mode, because of various lively characters it might have enthused the listeners leading to knowledge gain. The least effective

mode was straight talk and the reason could be that it was monotonous.

The retention of knowledge after 15 days of exposure to the treatments were assessed and these scores were compared with the quantum forgotten. The mean values and percentages are presented in the Table 2.

The results (Table 2) revealed that interview mode had the highest knowledge retention score of 10.2 (76.11% followed by drama 8.83 (75.86%) and straight talk 8.3 (72.61%). The mean proportion of forgetfulness of the message was found to be 25.14 percent.

The relative effectiveness of the three treatments in respect of retention of knowledge irrespective of age and education showed significant difference. Of the three treatments interview mode was the most effective, followed by drama and the least effective was straight talk with respect to knowledge retention.

**Table 2 Knowledge retained and forgotten by experimental groups**

Sl. No	Treatment	Mean knowledge gain	Mean knowledge retention after 15 days	Mean knowledge forgotten after 15 days
1	Interview	13.40	10.2 (76.11)	3.2 (23.89)
2	Straight talk	11.43	8.3 (72.61)	3.13 (27.39)
3	Drama	11.64	8.83 (74.86)	2.81 (24.14)

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**Reference**

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