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**THE MAGAZINE SHOW:
NON-FORMAL SEGMENT OF THE
RADIO EDUCATION TEACHERS TRAINING BROADCAST**

**Evaluation Report Prepared for
USAID/NEPAL**

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I. INTRODUCTION

USAID/Nepal commissioned this study of the "Magazine Show" segment of the Radio Education Teachers Training program in order to determine how many people in rural Nepal are, in fact, listening to the program, what kind of impact it is having on them, and how the show might be improved in the next phase of the project, RETT II. The study was contracted for a period of ten weeks.

A panel of three, our two study team members together with Mr. Bishwa Nath Aryal of the Curriculum, Textbook, and Supervision Development Center, Ministry of Education and Culture, analyzed the Magazine Show scripts and taped programs according to analytical criteria we developed.

Our team leader and three research assistants spent two weeks each in Dhading and Ilam districts conducting interviews with a random sample of the general public, teachers who have been enrolled in the RETT course, and other teachers who have not participated in RETT.

These same three research assistants then worked tirelessly for a month to complete the tabulation and compiling of the field data.

This draft has been written after much discussion and scrutinizing of the data. It also has depended heavily on the information and ideas gathered from discussions with a number of persons here in Kathmandu, whose names are listed in the appendix. It would be impossible to adequately acknowledge here the help we have received from so many people during the course of this study. However, we would like to express our sincere appreciation to Mr. Murari Adhikari, Chief, and Mr. B.B. Singh, Producer, and all the other staff persons at RETT Project Office, Sanothimi, who have given much of their time and been very open and frank in discussions with us.

We would also like to express our gratitude to Mr. Bishwa Nath Aryal of CTSDC who contributed so much of his time to our script analysis panel.

Thanks are also due to the Research Assistants Messrs Gopal Gurung, J.B. Gurung and Asta Man Luidhacharya who worked very hard to complete the field work in time despite an unusually long monsoon.

Last but not least we would like to thank Dr. Paul Kaplan, advisor to No-Frills, who gave us so many valuable suggestions. Working after hours, and without any financial compensation whatsoever, he advised and critiqued our work from the proposal stage onwards. His help has been invaluable to us.

II. EXECUTIVE SUMMARY

A. The Radio Education Teacher Training Project (RETT I) Project

The Radio Education Teacher Training Project--the first phase of which was begun in 1978 and completed October 5, 1983--is a project designed to provide a cost-effective means of training primary school teachers who have neither passed their School Leaving Certificate exam, nor received any other teacher training. The project is a joint HMG/USAID project, for which Southern Illinois University provided technical assistance for the first phase. The broadcast year which began August 29, 1983, is the third full year of operation. RETT examinations were administered for the first time in June, 1983.

B. The Magazine Show

This 20-minute interlude between the two, 20-minute formal education sections of the RETT broadcast hour, was designed to serve as a break for the enrolled teachers. It consists of dialogues on various topics of development interest, cultural notes, music, and the Teacher's Corner, a time in which the questions which have been sent in by enrolled teachers are answered over the air.

C. Purpose of this Study

The purpose of this study was to test USAID/Nepal's hypothesis that the Magazine Show has a "far wider listening audience" than just those teachers who are enrolled in the RETT upgrading course. If this is, in fact, the case, then the Magazine Show would be revealed to be a potentially powerful, non-formal educational tool for rural development.

The objectives of the study were designed to allow us to inform the project: who is listening to the Magazine Show broadcasts, and why; what benefits they are receiving by listening to the show; and how the show could be improved upon in the second phase of the project, RETT II.

D. Conclusions

1. The Magazine Show is listened to by a large number of people--42% of the roughly half of the population who are radio-listeners; a quarter of those 42% are daily listeners. Yet the show has low name recognition, even among the teachers who have been enrolled in the RETT course.
2. There are problems in the quality of broadcast reception in the field: a constant humming, or whining noise is heard on the 60-meter band (the only band on which this program is transmitted); and there have been frequent interruptions in the broadcast due to technical difficulties.

3. The scripts for the program vary greatly in quality. Subject-wise, Children's Stories and Women's Education are markedly more effective than Population Education and Resource Conservation. Criteria-wise, the scripts are much better at introducing the topics and the main points than they are at making conclusions or practical recommendations.
4. Both the language used and the concepts introduced are too sophisticated for much of the rural audience--or even the teachers--to be able to understand.
5. There is serious doubt that this or any development-oriented/educational program on Radio Nepal is yet effective as an educational tool.
6. The administrative problems of distributing, collecting, and then re-distributing the project radios and Self-Instructional Materials (SIMs) books are proving quite difficult for the District Education Offices to deal with.
7. Due to an unclear sense of direction, the Magazine Show has thus far suffered from lack of leadership or purpose. It has no staff of its own, and the RETT Project staff's main responsibilities lie with the formal part of the broadcast. The scripts are being written by outsiders, which contributes to the inconsistency in their quality.
8. The Magazine Show is in a highly enviable position among development/educational programs on Radio Nepal. It gets more air time - 20 minutes x 6 days a week, at prime time - than other, better known programs. It is in an ideal position to become a popular, educational program.

E. Recommendations

1. Cultivate the name and the identity of the Magazine Show by introducing some innovations and a livelier format. Conduct and tape interviews in the field with teachers and community people for inclusion in the program.
2. Investigate the possibility of transmitting the RETT/Magazine Show on either 41-meter or 31-meter band. Discover and promptly correct the cause of the interruptions in program transmission.
3. Scripts should be field tested regularly.
4. Eliminate unnecessary literary words from the scripts; academic concepts and generalizations should be avoided and more emphasis given to concrete examples which villagers can relate to and translate into action.

5. Radios should be sold to the enrolled teachers at cost on an installment basis. This would simplify the administrative procedures for the District Education Offices, reduce costs of the project, and be an attractive opportunity for the teachers to acquire a quality radio of their own. SIM books should be given, not loaned, to the teachers.
6. All levels and aspects of the Magazine Show should be coordinated and produced by the RETT staff itself--research, writing, field testing, and producing. This will require additional staff.
7. Even without expanding the Magazine Show staff, the RETT offices are too small for the present requirements of the project. They need to be expanded.
8. The Magazine Show can and should take the lead in effective, innovative educational programming, thereby creating the model for other programs to follow. A little excitement, a little character, may be all that is required to gain not only a larger listening audience, but also an attentive audience.

III. BACKGROUND

The Radio Education Teacher Training Project is a relatively young one, still in a formative, flexible stage. The new broadcast year 1982-83, which began on August 28, 1983, is just the third year of full operation for the project's upgrading program for primary school teachers who have not passed the School Leaving Certificate exam. Revisions of the formal education part of the curriculum were made during the pilot year of 1980-81, and again during the first year of regular operation, 1981-82. In June of this year examinations were administered to the participating teachers for the first time.

The "Magazine Show," (it's name in Nepali was just recently changed from "Bibidh Karyakram," or "Miscellaneous Program," to "Parijat Karyakram," referring to a multi-colored flower) was originally designed merely to provide a break for the teachers during the one-hour long RETT broadcast. It is a 20-minute, non-formal educational segment, consisting of dialogues on various topics, cultural notes, and music and stories, which is presented between the two 20-minute formal halves of the program, I.E., from 5:50 to 6:10 p.m., six days a week.

Because of the newness of the project, this Magazine Show has, to date, naturally received less emphasis and attention than the formal education part of the teacher training broadcast. Earlier this year, USAID/Nepal got the impression that the Magazine Show has a "far wider listening audience" than simply those teachers actually enrolled in the course.

This, despite the fact that the RETT Program is broadcast on only one meter band, the 60-meter band, while Radio Nepal's regular programming is transmitted on the remaining bands.

The purpose of this study was to test this hypothesis about the show's large listening audience, the idea being that if this turned out to be the case, that the Magazine Show would have been revealed to be a potentially powerful, non-formal educational tool for rural development.

In order to be able to fully utilize the potential of this tool, the study was also to evaluate the content and format of the Magazine Show, and to carry out a survey, in two districts, of the listeners' assessments of the program. This study was also to investigate what other research has been done on other educational/informational radio programs in Nepal, so that the directors and planners of the Magazine Show could learn from that experience.

The objectives of the study were designed to allow us to inform the project: who is listening to the Magazine Show broadcasts, and why; what benefits they are receiving by listening to the show; and how the Magazine Show could be improved upon in the second phase of the Project, RETT II.

As a useful and relevant adjunct to the main study, it was requested by USAID/Nepal that a survey be conducted on the availability of radios in the rural areas of Nepal where the study was conducted.

IV. MAGAZINE SHOW SCRIPT ANALYSIS: METHODOLOGY

The first two weeks on contract (August 7 - 21) were spent analyzing the scripts of the Magazine Show broadcasts, as well as preparing the interview schedules for the field survey.

We were able to obtain from the RETT Project Office copies of 51 program scripts from 1982-83. We also acquired three complete weeks of broadcasts from April, 1983, on cassette tape, plus one week of broadcasts from the new session which began in August.

These 51 scripts--actually 48, since three turned out to be duplicates--represent the entire available collection, as some scripts were lost during the process of moving the offices of the project to Sanathimi. Officials of the project informed us that this selection process was a random one, having no correlation with chronological order, author, topic, quality, or any other criteria. Those lost were lost by chance, so we may operate on the assumption that what we have is a random sample of scripts.

We may say, therefore, that the scripts in hand represent a random sample of all those scripts used in the 1982-83 broadcast year. The tapes, which are of three consecutive weeks' broadcasts in April, and one week's broadcasts in August, do not, of course, represent a random sample. The reason we required the tapes is this: A 20-minute Magazine Show may be made up of two or three different scripts. We have no way of knowing which scripts were juxtaposed together, or what material may have been used to provide a link or transition between them. Furthermore, as in the classroom it is important to note how a teacher provides continuity and reinforcement of material from one lesson to the next, similarly it is important to hear and assess how the Magazine Show is put together.

For this we needed to hear not only several 20-minute shows, as they were actually broadcast, but also to hear a sequence of shows, in order to see what degree of continuity and cyclical reinforcement of content or themes there was. Although it may have been ideal to make a random selection of such tapes (or sequence of tapes), this was not possible due to the fact that the master tapes had been routinely erased in order to record the following week's programs, the project not having enough tapes to keep them on file.

We developed a set of analytical criteria, first by reading a sample of scripts and listening to a sample of the taped broadcasts, and then by constructing a rating sheet for use in evaluating a representative sample of the scripts on hand. The rating sheet provided the tool by which our panel of three experts analyzed and evaluated the scripts, according to the seventeen criteria which were developed.

The three-membered panel consisted of our team leader, who has had long and wide-ranging experience in non-formal education, research, and extension work; the assistant team leader, an expatriate who is fluent in written as well as spoken Nepali, and has considerable experience in both teaching and teacher training in the schools of rural Nepal; and a curriculum expert from the MOEC's Curriculum, Textbook and Supervision Development Center, who was recommended to us by Dr. Kedar Nath Shrestha, Chief of CTSOC.

After individually and independently surveying and evaluating the scripts-- 3 each from these subject areas: Literacy, Population Education, Resource Conservation, Women's Education, Health Education, Children's Literature, and General Knowledge (includes programs on Nepali holidays and culture, history, news in the world of science, Things Teachers Should Know, etc.)--- according to the judgemental criteria of the rating sheet, the three panel members compared notes, arrived at some conclusions, and tabulated their data (included in the appendix). This information has provided invaluable input into this report.

V. FIELD SURVEY : METHODOLOGY

As directed in the scope of work, our team conducted the field survey in two districts. Our original plan had been to use the districts of Ilam, in the Eastern Region, and Makwanpur, in the Central Region. However, due to the fact that Makwanpur had not been included in this year's RETT program, it was decided to substitute Dhading (also in the Central Region) for Makwanpur. After field testing in Kabhre District on August 21, quite a number of revisions were made in the interview schedules. After these revisions were completed, and the interview schedules mimeographed, the field team, consisting of Team Leader Dhan Bahadur Gurung and three research assistants, left for Dhading on Monday, August 28. (RETT program broadcasting resumed the same day, after having been postponed from August 17).

Due to an unusually heavy monsoon for the month of September, and all the difficulties of transportation which this created, the field team was not able to complete their work and return to Kathmandu from Ilam until Tuesday, September 27, three days later than planned.

For the purposes of the study, RETT listeners were grouped into three categories :

1. teachers enrolled in the RETT upgrading course in either 1981-82 or 1982-83, who had a radio loaned to them by the RETT project (known in the study as ET, enrolled teachers);
2. teachers who have not been enrolled in RETT (known in the study as UET, unenrolled teachers);
3. anyone else who listens to the program (known in the study as GP, general public).

Note that in our proposal we had suggested a fourth category of non-teachers who listened to RETT program at an enrolled teacher's house, i.e., on a project radio. We discarded this category, mainly because it was observed that there was very little such "demonstration effect" going on, and that, in fact, enrolled teachers generally prefer to listen alone.

Those people interviewed in groups 1 and 2 - that is, all of the teachers - were a purposive sample. Group 3 - the general public - was a random sample.

Upon arrival in the district headquarters of Dhading Besi and Ilam, respectively, we acquired a list of RETT-enrolled teachers from the District Education Office. After studying the list of enrollees, we devised a route plan which would allow for the meeting and interviewing of the maximum possible number of enrolled teachers within the time available. Although the target group of this study is, ultimately, those people not enrolled in the upgrading program who are listening to RETT/Magazine Show, we felt it important to seek out the teachers as their opinions and impressions of the program would provide valuable input for the study.

We interviewed any and all enrolled teachers whose schools fell on our route - and who we were able to locate. This did prove to be something of a problem. As it turned out, more than half of the teachers on our planned route were, for one reason or another, not at school on the day our team arrived. Some of them we were able to track down at home, but many of them were either not at home, or their homes were too far off of our route for us to be able to go there. The result was that of the 37 enrolled teachers we had hoped to meet and interview (21 in Dhading and 16 in Ilam), we were only able to interview 16 of them (11 and 5, respectively).

We also interviewed other teachers at the school of enrolled teachers, as well as teachers encountered either at other schools or during the course of conducting the random sample, general public survey. All in all, 72 unenrolled teachers were interviewed (41 Dhading, 31 Ilam).

Along the way, at tea shops, chautara resting spots, or simply on the trail itself, a random survey was conducted. If someone answered that they never listen to the radio, their number was merely recorded, and that was the end of their interview. Others were asked the preliminary questions, and some questions about general radio listening. If they were radio listeners then we hoped to determine whether or not they were familiar and/or listened to the RETT/Magazine Show. We did anticipate some problems with this effort, as was pointed out in our proposal.

We anticipated, and correctly so, that virtually no one in the rural areas identifies any radio show with its name. Whereas if you ask people "Do you listen to such-and-such a program?" they will, in fact, in many cases, not only say "Yes", but truly recognize the name, if you ask them the open-ended question "What program do you listen to?" rare, indeed, is the villager who will be able to offer any answer at all. The result is, if you choose the open-ended question tactic, your results will show that hardly anyone at all is listening to the radio, even though the radio is often playing even while you are conducting the interview! If you suggest the names of programs, allowing people to simply answer "Yes, I listen to that", then it becomes impossible to accurately

sort out those who really listen, and those who simply didn't want to say "No".

The case of the RETT/Magazine Show, because it is the only show in Radio Nepal's broadcast day which is presented on only one meter band, while at the same time regular programming is being broadcast on the remaining meter bands, seemed to offer a unique method of cross-checking, to see if people were really listening or not. If an interviewee replied that yes, he or she did listen to the Magazine Show, but earlier, and then again after re-checking, had made it clear that he or she listened to Radio Nepal only on the 31 meter band, then we would be able to discard that "Yes" answer. Our discovery was, however, that - with no exceptions - no one interviewed, be they teacher or general public, has any awareness at all of what a meter band is, or what Radio Nepal means when it says it is being broadcast on 792 kHz Medium Wave, and in the 31, 60 and 90-meter bands. The people simply have no idea what this means. If you ask them, where on the dial do they listen to Radio Nepal, they generally answer, "Oh, I just turn it until it comes in clear".

Another problem in carrying out a field survey in rural Nepal is the near-impossibility of conducting private interviews. Although every effort was made to conduct the interviews with one individual, invariably everyone else nearby gets involved and some persons seek to coach the interviewee as to how he should answer the questions. This could undoubtedly have biased some of the answers, though it is difficult to say in which direction.

Despite the methodological problems outlined above, our series of questions did, we feel confident, sort out the true listeners from those who do not, in fact, listen to the RETT/Magazine Show. Those people who do listen were then given the entire interview.

The results of all these interviews show us: 1) what percentage of the population-at-large (at least in Ilam and Dhading Districts), a) owns a radio, or b) has regular access to a radio; and 2) what percentage of that listening audience-at-large listens to the RETT broadcast Magazine Show.

One aspect of our field survey methodology which was not mentioned in our proposal, was the carrying with us of an RETT project radio - the same model which is distributed to the enrolled teachers. With this we were able to monitor the quality of the program's reception while in the field.

As mentioned above, the enrolled teachers' sample consisted of 16 interviews and the unenrolled teachers' sample consisted of 72. Group 3, the general public sample, consisted of 422 interviews, of whom 215 were "non-listeners, i.e. people who said they don't

listen to the radio, and therefore were not questioned any further. The remaining 207 individuals were interviewed (91 in Dhading, 116 in Ilam).

Among the 207 "listeners" who were interviewed in the general public survey, there were no females. Although as many women as were met along the trail were asked whether they listen to the radio or not, without exception they replied "No". Several factors may have contributed to this fact: 1) Our random sample was conducted along the trails and at the cross roads of rural Nepal, outside the district centers. To the extent that the women remain in the house or on the farm, they are likely to be under-represented in a sample of people on the road; 2) those women who were "listeners" may simply not have wanted to be interviewed; 3) our team leader and all three research assistants were male; 4) women may well, in fact, be less-likely "listeners" than men.

In order to prevent this problem arising, we had considered using all women research assistants - (there are real cultural problems with having a "mixed team" on the trail in conservative, rural Nepal). The fact that the survey had to be conducted during the monsoon, when conditions on the trail are certainly less than pleasant, made this unfeasible. Those women who may have admitted they listened to the radio and agreed to be interviewed by another women, may well have said "No, I don't listen to the radio", simply to avoid being interviewed by our male research assistants.

When we talk of our total sample, then, it must be remembered that this was an all-male sample. This no doubt introduces a certain degree of bias into the results, although, again, to determine the exact nature or direction of this bias without further research would be difficult.

All in all, we made every effort to maximize the number of interviews, and, with the exception of the problem encountered in trying to interview women, we feel that our sample represents the best possible random sample of individuals found on the trail in these two Districts.

(Among the teachers, there were 6 women interviewees, one enrolled and five unenrolled).

TABLE NO. 1

TOTAL SAMPLE

		Dhading	Ilan	Total
GROUP 1	Enrolled teachers	11	5	16
GROUP 2	Unenrolled teachers	41	31	72
GROUP 3	General Public: non-listeners (no further questioning)	129	86	215
	General Public: Listeners	91	116	207
Total		272	238	510

VI. SUMMARY: CONCLUSIONS AND RECOMMENDATIONS

A. Popularity of the Magazine Show

Although the Magazine Show has low name recognition, and is less popular than most other shows - many of which have been on the radio for years - still 42% of the radio-listening public, and 58% of the teachers who haven't been enrolled in RETT, do listen to the show.

Teachers, as a group, prefer the show because of its relevance to education, but their interest in the Magazine Show is secondary to their interest in the RETT Program as a whole. In fact, the Magazine Show is not even recognized as a separate entity by the teachers enrolled in the RETT course, nor do many of them recognize the name. Nevertheless, as evidenced by the large amount of mail received from them and read over the air, they do appreciate this "intermission" between the formal parts of the broadcast hour.

There is little evidence that enrolled teachers are spreading the word about the program, most people who listen to the show found out about it by chance. The general public listens to the show because their radios are on - it's prime time - and the program is what happens to be broadcast at the time.

Recommendations:

Cultivate the Magazine Show's identity as a unique part of the RETT Program hour. Talk more about the show during the broadcasts, and invite letters and questions not only about the RETT course, but about the Magazine Show as a whole. Open it up to the public.

Add a "roving reporter" to the Magazine Show. Interviews could be recorded in the field with enrolled teachers, teachers who have completed the RETT course in previous years, and villagers who are either suffering from the problems or who have profited from solutions to the kinds of development issues being discussed on the Magazine Show. The impact of this would be two-fold :

1. All RETT enrolled teachers, hearing their peers on the air, would feel they are important; it would give added prestige to the whole training program.
2. Being a rather innovative step in so far as Radio Nepal is concerned, it would greatly increase the listeners' interest. It might be an important step in breaking the pattern of passive listening which we have observed is so common among the rural listening audience studied.

B. Quality of Broadcast Reception

There is, in Dhading and Ilam anyway, a distinct and constant humming noise which interferes with reception on 60-meter band (the only band the show is transmitted on).

Frequent interruptions in the broadcasts have been noted during field observations.

Recommendations:

The question of which meter band(s) to broadcast the RETT Program on should be further explored. It is our impression that either 41-meter or 31-meter band would offer clearer reception than does the 60-meter band presently being used.

C. Quality of Scripts

The teaching items - the content of the topical programs such as Resource Conservation, Population Education, Health Education, etc. - are generally accurate, up to date, and highly relevant to both the teachers, and the rural audience-at-large. Where the scripts fall down is in their structure and implementation.

Many, quite probably a large majority of rural radio listeners, would have difficulty in understanding the Magazine Show's programs because

of the level and style of language used. We believe that this is true for many of the teachers, as well. (We also believe it is true for the other development-related programs on Radio Nepal).

The concepts being presented are often too sophisticated for the rural audience they are supposed to reach.

The scripts are strong in their introduction of the topic, and in making their main points clear; dialogue characters are also strong, and speak in colloquial style, though literary vocabulary interspersed often nullifies the effectiveness of their style.

The scripts are weak in reviewing the main points and in making practical recommendations for action.

Reading of the scripts on the air is inconsistent in quality; some seem to be insufficiently rehearsed.

Recommendations:

- i. Eliminate unnecessary literary words (by using colloquial equivalents whenever available). Any literary (sanskritized) terms actually necessary to the lesson should be adequately explained.
2. There should be less emphasis on academic concepts or generalizations (how many cubic meters of Nepal's top soil wash away each year) and more emphasis on how the issues are manifested in the village (decrease of fertility in Ram Bahadur's village).
3. Scripts should be field tested regularly, and appropriate revisions made.
4. Main points in a script should be adequately reviewed; scripts should be short and sweet, and not try to cover too much material.
5. Recommendations for how the listener can act on what he has learned need to be made; and these recommendations should be practical/accessible to the villagers.
6. Use professional readers; more attention should be given to proof-read scripts.

D. Composition of 20-minute Shows

No records of each day's program has been kept. Thus there are no accurate records of which scripts were broadcast when, or in what sequence.

Recommendation:

1. An accurate, complete log book of each day's broadcast should be kept. It should include cross-logging of scripts by subject/topic. All scripts on file could be numbered for easy reference in the log. In the files for each subject, (Women's Education, etc.) a record could be kept listing the teaching items and objectives, concepts, and terms (vocabulary items) which have been taught. This will enable sequential lessons to be planned and produced.

E. Effectiveness of the Magazine Show as an Educational Tool

We were not able to formally test the listeners' comprehension or retention of the material presented in the Magazine Show. Yet there is little evidence to indicate that they do learn or retain much from it. (Similarly, the enrolled teachers were able to retain very little from the formal education broadcasts, according to the RETT Final Evaluation). This is consistent with the observed pattern of passive listening habits. Our hypothesis is that the enrolled teachers who passed the RETT exam earlier this year did so, not by retaining material from the radio broadcasts, but by memorizing the SIM books which were loaned to them.

Recommendations:

1. Observe the results of the upcoming RETT examination in June, 1984 in terms of how well the teachers do on the questions relating to the 4th and 5th class curriculum. Since this curriculum has no accompanying SIM materials, this will be a test of how effective radio education is without supplementary reading materials.
2. Introduce a livelier format to the Magazine Show.
3. Offer some incentives for the enrolled teachers to listen attentively. (Example: Announce questions during the show; teachers may send in their answers and receive credit for correct answers which is then added to their exam scores at the end of the course).
4. RETT Project may want to consider including some teaching items presently covered by the Magazine Show in the "Rural Education" section of the formal curriculum. This would, presumably, give the enrolled teachers more incentive to understand and retain these materials. However, this may possibly overcrowd the formal curriculum. Furthermore, we would emphasise the importance of improving the quality of the scripts regardless of which section of the program they are to be included in.

F. Administration: Radios and SIM books

The administrative aspects of distributing, collecting, and then redistributing the radios and the SIM books seems to be a real burden for the District Education Offices. They also lack the proper storage space or repair facilities to do the job properly. It was reported that approximately half of the project radios in Dhading District are not working properly. And our finding is that very few of the teachers have returned their SIMs; most of them were not under the impression that they were supposed to.

Recommendation:

1. We propose that the radios should be sold to the enrolled teachers at cost, on an installment basis. Loaning the radios creates the problems mentioned above. Distributing them free of cost would create different problems (How to ensure that prospective enrollees are not simply interested in acquiring a free radio? Would they be motivated to maintain them properly?).

Since the radios are duty-free, and therefore relatively inexpensive, it would be an attractive opportunity for the teachers to acquire a quality radio. If the cost of a radio is US \$25, the teachers could fully pay off the cost-price in 12 months at the rate of Rs.30 per month. Since the radios would be their own property and would not be a gift, there would be every incentive to maintain them well. The teachers should also provide their own batteries.

The payments could simply be deducted from the teachers' monthly salaries; as primary school teachers, 100% of their salaries are paid directly by MOEC, via the DEOs.

2. We strongly urge that the SIM books be printed in sufficient quantities so that they may be given, and not loaned, to the teachers.

G. Administration and Staffing of the Magazine Show

After a series of discussions with the production staff at the RETT office in Sanothimi, the picture which became clear is this: The staff there feels somewhat detached from the Magazine Show, and, in fact, somewhat surprised that it is even running. To the extent that it is running, it is doing so without much sense of direction, either in terms of leadership or purpose. This is not so because the staff there are being negligent of their duties; they feel that the burden of this Magazine Show was more or less dropped in their laps, without the benefit of being given any additional staff, or of their receiving any credit for the added responsibility. They feel it was an additional component of the RETT Program which just somehow came to fall under their jurisdiction.

No one at RETT/Sanothini has the job of writing scripts for the Magazine Show. Although, originally, scripts were written by RETT staff persons, at some point the practice of hiring outsiders to write scripts and pay them an honorarium of Rs.80 per script began. It seems this was an informal procedure and never made official policy. With this practice of paying outsiders to write scripts having become routine, it isn't too surprising if permanent RETT staff members have lost interest in writing scripts for the show, especially when one remembers it wasn't their direct responsibility to do so in the first place.

The feeling of the present Chief of the RETT Project is that the best scripts will be those written by outside experts, since the project staff lack either the expertise or the incentive to write good scripts. He also feels that there is no need for the project to be able to write the scripts themselves anyway.

It is our conclusion, however, after careful consideration, that it would be to the RETT Project's benefit to assemble and hire a team of individuals for its own staff who could research and write all the scripts for the Magazine Show from "inside". The reasons for this are :

1. When outsiders are hired to write a single script, they may well not be aware of the goals and target audience of the show. Even if they are told of the goals, (and they may not be since there is no Magazine Show director or coordinator, as such) the nature of their position as an outsider means that they have no real, personal interest in the show and are less likely, therefore, to be really committed to producing quality scripts than a RETT staff member would be.
2. The converse of this is that if a Magazine Show director were appointed, with one or more script writers on his team, then that director could oversee the research, writing, field-testing and revising of scripts, as well as their sound production. He could thereby assure that the style and level of the programs was, indeed, appropriate to the rural audience.
3. Perhaps the most important point here is that allowing the situation to persist where outsiders are receiving an honorarium for doing work which RETT staff members do not and cannot receive any additional benefits for, over and above their salary, is not good for the morale and esprit du corps of the entire project staff. This could undoubtedly affect the quality of the formal as well as the non-formal part of the broadcast.

Recommendations:

1. All levels and aspects of the Magazine Show should be coordinated and produced by the RETT staff itself. This means not only the production, but the research, development and writing of the scripts as well.

2. This will require additional staff. Two or more persons should be recruited who are experienced in the non-formal education sector and are highly sensitive to the problems of language difficulty, to form a Magazine Show script-writing staff. One of these will be the director or coordinator of this section. They would visit whatever offices, projects, libraries, etc. are needed in order to collect the required information to compile scripts on the various topics to be presented. It must be made certain that they have the necessary support in terms of transportation for doing this research, and for field testing the scripts after they have been written.

H. Office Space for RETT Project

The Chief and other members of RETT Project staff feel strongly that there is insufficient working space in their Sanothimi office. Script writers for the next phase of formal curriculum programs (4th and 5th class materials) do not have adequate work space at present. Certainly, if more staff were to be taken on for the Magazine Show, office space is going to be in critically short supply.

Recommendation:

1. The possibility of the World Bank's upcoming education project providing the funding for construction of additional office space adjacent to the present RETT Project office has been mentioned. The RETT Project itself, MOEC, and USAID should make the necessary efforts to procure this funding, if it is, in fact, available.
2. If under RETT II there is to be any expatriate advisor staff person(s), their office should also be situated in Sanothimi. This would decrease the feeling of isolation held by many of the RETT Project staff. Having all the offices in a single location might also prevent the future occurrence of problems stemming from poor communications, such as running out of blank tapes and having to erase the already-recorded programs in order to record new programs.

I. Radio Listening and Ownership

About half of the adult, male population of rural Nepal listens to the radio. Roughly 30% of the households in Dhading and Ilam Districts have radios. Radio ownership is on the increase in the hilly, rural areas of the country.

Villagers prefer listening to the radio during the evening and morning hours; and they prefer Radio Nepal to other stations, even in Ilam which is a border area (this may well not hold true for Terai or Far West Districts where the Nepali language is not widely spoken).

The Magazine Show, therefore, being aired as it is 6 times a week for 20 minutes each evening during prime time, has real potential for becoming a popular, educational program.

Recommendations:

1. Cultivate the name and popularity of the Magazine Show, as suggested previously.
2. (Though it is outside the scope of this study): Reduce, if not eliminate altogether, the customs duty or excise tax on radios, in recognition of the fact that they are at least as much an educational tool as a luxury item.

J. Conclusion: Passive Listening

If the primary task of this study was to find out whether or not the Magazine Show does have, in fact, a "far wider listening audience" than simply those teachers who are actually enrolled in the course, then to state the finding is easy: Yes, there is. Including this year's group, something like 4500 teachers have been enrolled in RETT. Our finding is that 42% of the radio listeners in rural areas listen to the show at least sometimes. Even accepting that this may be true only for the adult, male population, and allowing for wide margins of error, we are still talking about hundreds of thousands of listeners, not merely, a few thousand.

To rest on that point without probing further, however, would render this finding meaningless. What we have discovered here is a pattern of radio listening habits among rural Nepalis which is very passive. It is beyond the scope of this study to go into the reasons for this, but it is definitely within the scope of this study to consider the implications of this; and this we have done in the report.

What we mean by this "passive radio listening habit" is this: the rural people who listen to the radio, be it their own or someone else's, listen indiscriminately. They don't give much preference to any one program over another, with the exception of the news, and folk music shows. Practically no one is looking at his watch (if he has one) and thinking "Oh, it's time for Such-and-Such Show to come on", and then going to turn on the radio, sitting down and listening.

People tend to turn on the radio, or gather around a radio, whenever they are in the house, tea shop, etc. Do they listen to this program or that program? Yes, they do. The radio may stay on for hours at a time; one program after another comes over the air. The radio is tuned in constantly; people's minds tune in only when something catches their attention: the jingle signalling the news, a pleasant folk tune, a fiery dialogue or play.

Thus, the idea that some people might be tuning into Radio Nepal (and specifically on the 60-meter band) at 5:50 p.m. in order to listen to the Magazine Show defies the nature of rural Nepal's listening habits.

It is not that people don't hear what is being broadcast; obviously they do. Yet, the information presented to them over the radio is received passively. As was pointed out in the RETT Project Final Evaluation Report, "there is no sense of urgency ... to remember, understand or apply the information they hear ..." (p.42). This was said of the teachers, but it is equally true for the radio-listening population as a whole.

We wholly support and echo the finding of the Butterworth team, in its Final Evaluation Report that Radio Nepal has vast potential to become a powerful and effective tool for development. Its observation that "the fragmented and uncoordinated condition of development broadcasting (in Nepal) clearly diminished its effectiveness" is true. (p.48)

There are no hints or indications of any upcoming efforts to coordinate development programming under the umbrella of Radio Nepal or any other office. Recognizing that any change or improvement in this situation may be a long time coming, we strongly urge the RETT/Magazine Show to take the lead in effective, innovative programming, and let itself be a model for others to follow; a small well-developed node around which better broadcasting can crystallize.

The Magazine Show - or any show - need not be controversial to be lively; a little excitement, a little character, may be all that is required to gain not only a large, but an attentive audience.

VII. FINDINGS AND DISCUSSION

- OBJECTIVE 1 : Who is listening to the Magazine Show?
GENERAL FINDINGS : 49% of our general public sample are radio listeners;
- 42% of those who listen to the radio (21% of the total sample) listen to the Magazine Show at least sometimes;
 - 26% of those who listen to the show or 5% of the total sample - are daily listeners of the Magazine Show;
 - 59% of those who listen to the show or 12% of the total sample - listen daily or at least several times a week to the

Who are included in this "radio listener" category? As mentioned in the section on field methodology, they were, in our sample, 100% male; mostly married (84%) and mostly having children (93% of those married). It is a relatively well-educated group by the standards of a country where at least 76% of the population is illiterate. While 13% of our radio listeners have had no education, 17% have passed their high school SLC Exam, and a good many of those have gone on for higher education.

Listenership is much higher among the teachers. While 100% of our teachers - both enrolled and unenrolled - say they are radio listeners, 58% of them listen to the RETT/Magazine Show.

It has already been discussed in this report the fact that Nepali radio listeners are not in the habit of identifying radio programs by name; and that this is consistent with the observation that they are, in general, very passive radio listeners: the radio is on, they enjoy the fact that it is on, but they are not overly concerned with or aware of what exactly is being broadcast. Possible exceptions to this norm are the news and, in the countryside, folk music shows.

Nevertheless, the consistent patterns evident in the "popularity ratings" of various of Radio Nepal's programs (see Table 12, Objective 9) demonstrate solidly that some shows have much higher name recognition, and therefore presumably higher listenership as well. In our interviews, before we ever got around to asking about RETT or the Magazine Show in particular, the interviewees were asked what programs they listened to regularly. The RETT program rated low compared to the other programs mentioned.

TABLE NO. 2

RETT PROGRAM LISTENERSHIP (When asked "What programs do you listen to regularly?")

	General Public			Unenrolled Teachers		
	No.	% of 207	Rank	No.	% of 72	Rank
Listen to RETT	69	33%	14th of 14 programs	39	54%	8th of 15 programs
Listen to Magazine Show*				25	35%	14th of 15 programs

*GP sample was not asked directly about Magazine Show

One conclusion to be made from the study--both from the data as well as the observations of the field team, is that the "Magazine Show" suffers from lack of name recognition. As indicated in the above table, there are many teachers listening to the RETT program who were unfamiliar with the name--with either name, it should be said, since the Nepali name for the show was changed from its former "Bibidh Karyakram" to "Parijat Karyakram" with the resumption of RETT broadcasts on August 28.

The same pattern can be seen in both the GP data regarding what program people listen to between 5:30 and 6:30 p.m.

TABLE NO. 3

RETT PROGRAM LISTENERSHIP (when asked "What do you listen to 5:30-6:30 p.m.?")

	GP	
	No.	% of 207
No. of "RETT listeners" (answer to initial question)	98	47%
No. of "RETT listeners" who knew the name "Magazine Show"	53	26%
No. of "RETT listeners" who proved (after further questioning) to be familiar with RETT/Magazine Show	86	42%

As mentioned earlier in the general findings, the idea that people may turn on the radio at a specific time in order to listen to any particular show has proved untrue. Similarly, there is little evidence that it is any different at 5:30 in the evening, the only time all day when people have a choice of which program to listen to over Radio Nepal. Although roughly a third of those who listen to Radio Nepal at this time of day listen to both shows, virtually no one is aware of the fact that two different shows are being broadcast simultaneously. This is, perhaps, not surprising, given the general ignorance about meter bands.

Nevertheless, while the listening rate at this hour of day is nearly equal for the GP as well as the UET samples, the teachers do give marked preference to RETT/Magazine Show in comparison to the general public:

TABLE NO. 4

RADIO LISTENERSHIP AT 5:30 -- 6:30 P.M.

	GP (207)		UET (72)	
	No.	%	No.	%
Listener at this hour to Radio Nepal	166	80 %	58	81 %
Non-listeners	41	20 %	14	19 %
	207	100 %	72	100 %

TABLE NO. 5

5:30 PROGRAM PREFERENCE

	GP (207)		UET (72)	
	No.	%	No.	%
Children's Program	143	65 %	36	50 %
Children's Program <u>only</u>	68	33 %	19	26 %
RETT/Magazine Show	98	47 %	39	54 %
RETT/Magazine Show <u>only</u>	23	11 %	16	22 %
Both Shows	75	36 %	23	32 %

There is every reason to believe that the teachers' preference for the RETT/Magazine Show has to do with the formal, and not the non-formal part of the broadcast.

Even the enrolled teachers, when asked how much interest they took in the twenty-minute non-formal part of the RETT broadcast known as the Magazine Show were, for the most part non-plussed; only after the interviewers mentioned some of the topics or parts of the show did they realize what they were being asked about. The "Magazine Show", as a separate entity, has not yet made much of an impression on the listeners. It should be noted, of course, that it is much newer than most of the other programs on Radio Nepal.

OBJECTIVE 2 : Why are people listening to the Magazine Show?

GENERAL FINDING : Because it happens to be the program coming over the air. Exception is the teachers, whose preference for the program was discussed above.

When asked to make any qualitative judgement of the show, responses were universally of the "It's nice" or "It's O.K." type of answer, whether they be from teachers or non-teachers. When asked what they get out of listening to the show, typical answers are "It's educational," or "You can learn new things." Many people had no response at all.

We asked the question "How did you find out about the RETT program, which is broadcast at 5:30 in the evening" to find out to what extent teachers were recommending the program to other people. The results show that most people found about the program "by chance." It is interesting to note, however, that of the 12 persons in the general public sample who said that they had been told about the show by a teacher, 11 of them were among those who knew the name "Magazine Show." Perhaps since they had had the show recommended to them, they were more attentive listeners.

TABLE NO. 6

HOW LISTENERS FIRST FOUND OUT ABOUT SHOW

	GP				UET	
	All RETT Listeners	% of 98	Those knowing Name "Mag. Show"	% of 53	All RETT Listeners	% of 42
By Chance	73	74%	33	62%	24	57%
From Teachers	12	12%	11	21%	10	24%
From Friends/Neighbors	7	7%	5	9%	4	10%
Other	6	6%	4	8%	4	10%
	98	100%	53	100%	42	100%

OBJECTIVE 3 : How often do people listen to the Magazine Show

GENERAL FINDING : Roughly half of those in our sample who listen to the Magazine Show--59% of the general public and 50% of the unenrolled teachers--listen to the show at least several times a week.

TABLE NO. 7

HOW OFTEN PEOPLE LISTEN TO MAGAZINE SHOW (asked only of those who listen to it)

	GP		UET	
	No.	% of RETT Listeners	No.	% of RETT Listeners
Daily	22	26 %	14	33 %
Often (several times/wk.)	28	33 %	7	17 %
Sometimes	36	42 %	21	50 %
	86	100 %	42	100 %

No single respondent was enthusiastic about the program. There is no one who waits for 5:50 to come around for the reason that that is when the Magazine Show comes on. Again it must be stated that this is in keeping with the general pattern of radio listening habits here.

Radio Nepal returns to the air at 5:30 p.m. (after signing off at 4 p.m.) and, according to our data, about 80% of the radio listeners tune in at this time. On any given day, it appears, 60% of those radios will be tuned in to the Children's Program and 40% to the RETT broadcast. As RETT continues, the Magazine Show comes on at 5:50 and is heard until 6:10. The radios stay on; "listeners" may or may not be attentively tuned in to what is being broadcast.

OBJECTIVE 4 : Is the pedagogical content accurate or not?

GENERAL FINDING : Yes

Script analysis: The criterion "General Information: accurate or inaccurate" received the highest rating of the 16 criteria. With the exception of the Literacy scripts, there was nothing to be faulted in terms of the correctness of the material being presented.

In the case of Literacy, it was felt that the inaccuracy of the pedagogical content was a product of the subject's too simplistic presentation, all of which stemmed from apparently unclear goals about the purpose of the literacy program. Neither the reasons for becoming literate, nor the problems in doing so were dealt with directly in the scripts.

The subjects which rated the highest in accuracy of information and up-to-dateness of information (the criterion receiving the next highest rating) were those which tended to fall way down in quality of presentation. Population Education and Resource Conservation suffered from this problem.

OBJECTIVE 5 : (a) Is the message content understandable or not, and to what extent. Factor: Quality of broadcast reception.

GENERAL FINDING : Most listeners seem satisfied with Radio Nepal's reception in general, (and the Magazine Show in particular in the case of the enrolled teachers). Field observation using the RETT-distribution radio was that a constant whining or humming sound is almost always present on 60-meter band reception. Furthermore, there were frequent interruptions in the RETT/Magazine Show broadcast.

Field Survey :

TABLE NO. 8

QUALITY OF RECEPTION

	ET (16)		UET (72)		GP (207)	
	No.	%	No.	%	No.	%
Radio Nepal in general: Reception clear Problems	12	75%	56	78%	164	79%
	4	25%	16	22%	40	19%
	16	100%	72	100%	204	98%
RETT/Magazine Show: Reception clear Problems	12	75%				
	4	25%				
	16	100%				

During the month our team was in the field, we were able to monitor the RETT broadcast on 14 evenings. During 6 of those broadcasts there were some interruptions in the program. The interruptions were as if a blank tape were being played, and not as if the station itself were off the air due to a power failure or other reason. Discussions with the Engineer at Radio Nepal and the technical staff at RETT/Sanothimi would seem to indicate the problem stems from poor jack connections during the airing of the tapes at Radio Nepal. We monitored a couple of the tapes from the days in question at the RETT office in Sanothimi and found them to be alright. This problem needs to be further investigated and an immediate solution found.

The question of which meter band to broadcast the RETT program on has been a subject of concern and debate since the program's inception.

According to observation made in the field over the period of a month, the quality of reception on 60-meter band is, at least in Ilam and Dhading (which would seem to indicate roughly the eastern half of the country), markedly inferior to that on 31-meter band.

We are aware that during the evening, 31-meter band comes in much clearer in Ilam and Dhading than does 60-meter band, does not automatically infer that the same is true in other parts of the country. Shortwave transmission is a complex and many-faceted subject. It may be that 60-meter band gives quite satisfactory reception in the west and far west of the country. Nevertheless, given the finding of the Final Evaluation Report (P.50) of the RETT Project that 72% of the enrolled teachers had problems hearing the broadcast due to poor reception (or radio malfunction problems), and our observation of there being a lot of extraneous noise on 60-meter band, we would strongly urge that the question of which band to utilize for RETT/Magazine Show be still further explored.

While monitoring the broadcasts in the field, it was also noticed on a couple of occasions that there is still some "bleeding" of the Children's Program (from 90, 31-meter, and Medium Wave) onto the 60-meter band while RETT is on the air. According to our information, the USAID-donated equipment which should have remedied this problem has already been installed. This point needs further investigation.

OBJECTIVE 5 : (b) : Is the message content presented in the Magazine Show understandable or not, and to what extent? Factor: The degree of sandkritization of vocabulary and syntax.

GENERAL FINDING : Many, quite probably a large majority, of rural radio listeners would have difficulty in understanding the Magazine Show because of the level and style of language used.

Script Analysis: Of all 16 criteria which were analyzed, "vocabulary used" received the lowest score of any, indicating that this area needs to be given high priority in any effort to improve the quality of the show. "Syntax used" rated better (11th out of 16), indicating that efforts have been made to keep the level of the language somewhat simple.

Indeed, the impression of the panelists was that the dialogues sounded, for the most part, colloquial in style. The problem was the appearance of literary, or sanskritized words in the midst of such colloquial speech, which not only sounded awkward in many cases, but is likely to prevent the message from getting across. It should be added that, of all 16 categories, "vocabulary used" showed the widest range of scores among subjects. Children's Stories were rated as having the simplest vocabulary (3.4) while Resource Conservation had the most sophisticated (7.8). This wide range indicates that efforts have been made in the case of some scripts to keep the vocabulary simple, but that these efforts have been most inconsistent. Some scripts clearly were at a college graduate's level.

There are undoubtedly a whole set of problems which come with trying to present development or educational material in the Nepali language over the radio, or in any medium. Let us even leave aside the fact that approximately half of the population speak Nepali as a second language.

The language itself is just beginning to develop as a modern language. (All languages are continually developing, continually adding new vocabulary, this is not our concern. It is the fact that the Nepali language, as other aspects of this country and culture, has been slower to develop than other languages which has caused these problems to come about). There is a certain amount of vocabulary which has to be created and added to the language in order to allow its speakers to discuss and describe our modern world. In countries where education has become widespread and literacy is the rule, rather than the exception, it is relatively easy to introduce new vocabulary. But in Nepal, where education is just now becoming available to everyone and illiteracy is still much more common than literacy, the situation is quite different. Even those who are literate here have little chance to read anything due to the lack of books and newspapers in the countryside. Thus their opportunities for expanding (or even practicing) their vocabulary are extremely limited. For most, the radio is their only such opportunity.

The result is a kind of double-bind: If you use sophisticated vocabulary, the vast majority of the people can't understand you; if you don't add any new, or literary words at all, then it may be impossible to discuss the topics which are vital to the issues of the day.

It is clear, then, that certain terms do need to be introduced into the language and become part of people's vocabulary. And yet, every effort to insure that there is not unnecessary use of literary vocabulary must be made if we are to be serious about presenting development programs over the radio to a mass audience.

If a new term is important enough to be included in a script, then it warrants an adequate amount of explanation during the course of that script. If the program on any given topic are planned and presented sequentially, then it would be possible to explain new terms in one or two broadcasts, and then to assume that they are now part of the listeners' vocabulary for future programs.

If there is a choice between a colloquial and literary word (a few examples pheri or punaha for again; dinu or pradan garnu for give; saekada maa or pratishat for percent) why not opt for the colloquial term and maximize the listeners' interest and chances for gaining anything from the message of the program? And if literary terms do need to be introduced, let them be explained clearly and adequately.

Survey Findings :

TABLE NO. 9

DEGREE OF DIFFICULTY OF LANGUAGE USED IN MAGAZINE SHOW

		Enrolled Teachers	Un-enrolled Teachers	General Public
Can you understand (the language of) the Magazine Show?	Yes	87%	91%	76%
	No/Not Well	13%	9%	24%
		100%	100%	100%
Can the other villagers understand?	Yes	31%	30%	38%
	No/Not Well	68%	64%	62%
		100%	94%*	100%

*Other 6% gave no response

We asked the interviewees both about themselves and about "the other villagers" regarding the extent to which they could understand the language used in RETT/Magazine Show. We did this based on the assumption that while people would be reticent to admit that they, themselves, had difficulty understanding the program, they might feel freer to express that when asked about other people. The findings as shown in the above

table reveal little variation between the answers given by teachers and non-teachers when asked about "other villagers". From this we can state with confidence that almost two-thirds of the people who listen to the radio think that most of the population have difficulty in understanding the Magazine Show. (It is our observation, too, that people's answers on this would not have been significantly different had we asked the same question about any development or educational program on Radio Nepal).

It is the unanimous feeling of our field team, based on their observations while in the field, that even most of the teachers themselves, while they would not say so, would have at least some difficulty in understanding the level of Nepali used on the show.

Nearly all of the teachers, when asked why the villagers couldn't understand the program except with difficulty, cited their lack of education as the reason.

OBJECTIVE 5 (c) : Is the message content presented in the Magazine Show understandable or not, and to what extent? Factor: Level of sophistication of the concepts being presented.

GENERAL FINDINGS : Much of the material is too difficult for a rural audience, by reason of the concepts involved being too sophisticated.

Script Analysis: The criterion of "Concepts presented" was, when averaged for all of the subjects, rated poorly, 14th out of 16. The panel's assessment was that the concepts were generally too sophisticated for the audience.

There was, as in the case of many of the criteria, significant difference in the quality of the scripts from subject to subject. Women's Education, notably, and Children's Stories were rated highly by our panel. It was felt, however, that the Children's Stories were less effective than they might have been had some kind of moral, or conclusion been offered at the end. This could easily have been done without raising the level of sophistication of the story itself.

Literacy also received good, low ratings (1 being the best rating) for this criterion. However, the panel felt that this was a matter of undersell; an overly simplistic approach to the subject which was, therefore, not convincing.

The concepts and entire message of the Population Education and Resource Conservation scripts were, generally, way over the heads of any rural audience. There was too much new vocabulary, much of it tied up with new concepts, and all of it inadequately explained, if at all.

The General Knowledge category, which includes things on the culture and history of Nepal, as well as 'What's new in the world of science'-type programs should have been low on the sophistication scale, but in fact came in just behind Resource Conservation on the high end of the scale.

The science news pieces read like a direct translation out of an English magazine, while the culture and history pieces sounded as if they had been borrowed from the Gorkhapatra, the government newspaper, which reads at a very sophisticated level.

What needs to be done is to "translate" both the language and the concepts required to deliver the message into a language which the villagers can understand. We feel that this can certainly be accomplished, and that our recommendations regarding hiring a Magazine Show writing staff and routinely field testing the scripts, if carried out, would contribute substantially to meeting this goal.

It needs to be kept in mind by the script writers that it is in no way necessary for the villagers to understand the entire scope of a project or program, such as Population/Family Planning or Resource Conservation in order to be able to fulfill their role in the program. Their world view needs to be expanded, but this cannot, we feel, be done by presenting facts such as what the population of Nepal as a whole will be in 20 years, or how many cubic meters of Nepal's top soil are washing away into the Bay of Bengal every year. The villager's world is the village---the primary school teacher who is the target of RETT training is really no exception--and explanations which depend on a larger worldview cannot be meaningfully understood by him, much less acted upon.

A more effective approach might well involve the use of the "roving reporter" which we have recommended. Certainly teachers and other villagers have seen and experienced the effects of erosion: An interview with such people coming over the radio might help listeners realize these are nationwide phenomena. An interview with a farmer who has been helped by a resource conservation project might help to enlist the listeners' interest and support of such projects more than any other kind of publicity.

OBJECTIVE 5 (d) : Is the message content presented in the Magazine Show understandable or not, and to what extent? Factor: Quality of presentation of material.

GENERAL FINDINGS: Scripts vary widely in quality. The dialogue format is used often, and the characters were generally believable and convincing. Most of the scripts were weakest on these points: reviewing the main points, offering recommendations for action, and maintaining interest throughout the script.

TABLE NO. 10

COMPARATIVE RATINGS OF VARIOUS CRITERIA USED IN
EVALUATING SCRIPTS (RELEVANT TO PRESENTATION)

Analytical Criteria	Average for all Subjects* (10 Best, 1 Worst)	Rank Overall (Among 16)
Main points are clear	5.26	6th
Introduction of topic	5.22	7th
Characters are identifiable and real	5.03	8th
Reviewing of main points	4.62	12th
Recommendations for action	4.52	13th
Maintains interest	4.29	15th

*Highest and lowest scores omitted when calculating average

The pattern which emerged while analyzing the scripts was one of a dialogue between two characters where the setting and the situation are clear, and the main ideas are introduced well. Many of the scripts were, however, too long to maintain interest anyway, even if they had stronger conclusions.

As with many of the criteria analyzed, Children's Stories and Women's Education were rated higher than the other subjects. Children's Stories rated highly in all of the categories mentioned in Table No. 9 except "recommendations for action." The fact that any kind of lesson or moral was conspicuous by its absence in all of these stories was mentioned above in the discussion of objective 5(b). One problem identified in one of the Women's Education scripts is one which should be a constant concern of the script writers: This script informs women of some of their legal rights regarding getting a share of the property in the case of marriage separation--all well and good. But the advice, strongly urged upon them, to seek out advice at the Women's Legal Services Committee seems quite irrelevant given that the only address offered is "Pulchowk, Lalitpur." It would be different if there were a Legal Services Committee "in your district center." Recommendations for action must be practical and relevant for the rural audience.

Tape Analysis: Monitoring the program tapes (the actual recordings, not as they come over the air) showed that there is inconsistency in the quality of the shows. The reading of the scripts, in some cases, seems to be haphazard and insufficiently rehearsed. In a few instances, it appears that the typed scripts had not been proofread before being read over the air.

It is the contention of RETT production staff that outsiders hired to write scripts have, at their own insistence, come in to read parts in the production of the dialogues which they have written, even though they lack experience in this field. If this is in fact true, and this is resulting in less than professional quality productions, then this practice needs to be stopped.

OBJECTIVE 6 : Is the impact of the various topics proportional to the time allotted to them or not? What portion of the Magazine Show is given to various topics?

GENERAL FINDINGS : None.

Since the tapes of nearly all of last year's Magazine Shows had been erased due to the lack of sufficient tapes (this problem has been corrected now), and since no log books have been kept of the content of each day's broadcast, it is impossible to determine this information.

It is our recommendation that an accurate log book be maintained, not only to enable evaluation of the effectiveness of the programming to be done, but also to allow better planning of future programs.

It is our observation, albeit based on incomplete data, that more attention needs to be given to the sequencing of programs; the Health Education piece should build on what was presented in the previous piece, and lead on to the next one.

The proportion of development scripts to light entertainment (songs, poems, etc.) to RETT enrolled teachers-related question-and-answer sessions seems to be about right. It should not be forgotten that the original, sole purpose of the Magazine Show was to serve as a break for the teachers in the middle of the formal education segments of the program. To overburden the Magazine Show with too much development or educational material would defeat this original purpose.

OBJECTIVE 7 : Is the message content useful and relevant to the villagers and, therefore, to rural development?

GENERAL FINDINGS : Yes, highly relevant.

Script Analysis: The findings of the panel that the ideas and material presented in the scripts are highly relevant both to the target audience--the enrolled (and therefore, unenrolled) teachers--and to the general rural audience-at-large.

Again, the problem is that these relevant ideas have not been presented in a package which is accessible or interest-provoking for the listening audience. The contrast between what is trying to be communicated and the effectiveness of that communication can be seen in the following table:

TABLE NO. 11

SCRIPT ANALYSIS CRITERIA WITH HIGHEST RATINGS

Rank (among 16)	Criteria	Average score for all subjects (10 best, 1 worst)
1st	General information presented: accuracy	6.30
2nd	General information presented: up-to-dateness	5.98
3rd	Concepts presented: relevance to teachers	5.80
4th	Concepts presented: relevance to rural audience	5.78

SCRIPT ANALYSIS CRITERIA WITH LOWEST RATINGS

16th	Vocabulary used: degree of sanskritization	4.28*
15th	Script maintains interest	4.29
14th	Concepts presented: degree of sophistication	4.48*
13th	Conclusion/recommendations for action	4.52

*These scores were inverted from their original values so that they could be directly compared with the other scores. On the scoring sheet "1" was best and "10" was worst for these criteria.

Field Survey: Although there were occasional references to relevance or irrelevance among the responses given to questions by the individuals in our survey, what actually comes through clearly is that relevance of a program is not an articulated concern of the vast majority of listeners. This is consistent with their passive listening habits.

New Era, in its study of radio as a development tool (part of the Baseline Study for Population Education Programmes in Nepal) found that few people act on any of the messages heard in development related programs on the radio: only 5% of their radio owners and 2% of the illiterate radio owners in their sample said that they had ever acted on a "development message." (Table 23 and 24).

It is clear, then, that this is not a weakness of just the Magazine Show, but of all development programs on Radio Nepal.

OBJECTIVE 8 : What changes would listeners like to see in either the format or the content of the Magazine Show?

GENERAL FINDINGS : A majority of our sample either felt that no changes were necessary, or that they couldn't say whether they were necessary or not.

TABLE NO. 12

GENERAL PUBLIC RECOMMENDATIONS FOR CHANGES IN MAGAZINE SHOW

	No.	% of RETT Listeners
No changes needed	21	24%
No answer/couldn't say	29	34%
Changes are needed	36	42%
	86	100%

Of those 42% who did recommend changes, many of the answers were non-specific, such as "It should be improved." 19% of those suggesting changes did recommend that the program take on a livelier format, and 7% wanted to see the show offer programs "relevant to this modern age."

It is our observation that while few, if any, of the listeners are really excited by the programs offered on the Magazine Show, they are not, as a rule, able to articulate the reasons why this is so, nor make concrete suggestions for how it could be made more interesting.

OBJECTIVE 9 : How do the listeners assess the Magazine Show as compared to other educational/informational radio program?

GENERAL FINDINGS : The Magazine Show is much less popular than many other of Radio Nepal's offerings, most notably (among educational/informational programs) the Agriculture Program (in particular) and the Rural Program (as a whole), of which the Agriculture Program is but one part; and the thrice-weekly Education Program. When asked to compare the quality of the Magazine Show with these other, more popular programs, most people say it is on a par with them, and very few answer that the other shows are better or more interesting.

TABLE NO. 13

POPULARITY OF SOME RADIO NEPAL PROGRAMS

(Percentage of radio listeners who listen to shows regularly)

	General Public		Unenrolled Teacher	
	No.	% of Sample	No.	% of Sample
News	190	92 %	62	86 %
Rural Program	155	75 %	51	71 %
Commercial Service (music)	134	65 %	37	51 %
Children's Program	131	63 %	45	62 %
Agriculture Program	124	60 %	48	67 %
Religious Program	122	59 %	39	54 %
Education Program	109	53 %	48	67 %
Police Program	108	52 %	31	43 %
Royal Army Program	105	51 %	32	44 %
School Broadcast Program	91	44 %	43	60 %
External Service (Eng.)	80	39 %	29	40 %
Women's Program	77	37 %	-	-
Drama (Saturday)	76	37 %	30	42 %
RETT Program	69	33 %	39	54 %
Others	31	15 %	-	-

TABLE NO. 14

COMPARATIVE QUALITY OF MAGAZINE SHOW
WITH LISTENERS' OTHER FAVORITE PROGRAM(S)

	GP (RETT List.)		UET (RETT Listeners)	
	No.	%	No.	%
Magazine Show is better/ more interesting	28	33 %	4	9 %
Magazine Show is on a par with other programs	57	66 %	28	64 %
The other shows are better	-	-	4	10 %
No response	1	1 %	8	18 %
	86	100 %	44	100 %

It was our observation that, as we were seen as being the representatives of RETT Project in one way or another, the people we interviewed (especially, perhaps, the teachers) would have been quite reluctant to speak too critically of either the RETT broadcast as a whole, or the Magazine Show in particular.

Among the enrolled teacher group, 13 out of 16 answered that they listened with interest to the Magazine Show when they were enrolled in the course and that they plan to listen again this year (this was two separate questions). Yet few of these same teachers recognized the name (either name) of the show when it was first brought up in the interview. It is our opinion that this is due more to the lack of critical, attentive listening than it is to any attempt to give misleading answers in an effort to please the interviewers.

OBJECTIVE 10 : What is the experience of other education/information radio programs in Nepal, and how can the Magazine Show profit from that experience?

GENERAL FINDINGS : Several programs have been on the air for many years-- up to 17 years in the case of the Agriculture Program and Education Program-- with very little having been done in the way of evaluation, or change of format of the programs. Field testing of scripts seems to be unheard of. And, while listenership may be high, the number of listeners acting on any of the messages communicated in these programs is quite low.

We have mentioned the ways in which the Magazine Show can profit from that experience in our recommendations: Introduce new concepts and vocabulary sequentially, in a style of language which the villagers can understand; field test scripts regularly, and evaluate their effectiveness; be clear not only about the main ideas of the program, but also how the villagers can act on them; and make certain that these recommendations are practicable.

There is great competition among various programs for air time on Radio Nepal; even the ever-popular Agriculture Program is only broadcast for 15 minutes, four evenings a week. Relatively, the Magazine Show is in an enviable position, getting prime time airing for 20 minutes, six evenings a week. If the program can be properly staffed and coordinated, it would seem to be an ideal opportunity to break out of the stereotyped mold which most of the development programs have fallen into, and to produce a dynamic, stimulating show.

OBJECTIVE 11 : Does the Magazine Show serve satisfactorily as a break for the teachers (between the two formal education halves of the program)?

FINDINGS : No definitive answer. While, on the one hand, the teachers seem unaware that this 20-minute intermission has a name and identity of its own, on the other hand, they are aware of the kinds of programs being broadcast during this time, and are very appreciative of the Teacher's Corner, when the questions they have mailed in are answered over the air.

The Magazine Show could help cultivate its own image and popularity by soliciting not only questions from the teachers about the RETT Project, but more general questions and suggestions about the show itself, how people feel about it, and what suggestions they have for its improvement. Inaugurating a "roving reporter", we feel, would, by allowing teachers to hear their fellow teachers being interviewed on the radio from their own school or village, make a real contribution to the Magazine Show.

OBJECTIVE 12 : What, if any impact, is the Magazine Show having on unenrolled teachers?

GENERAL FINDINGS : The RETT/Magazine Show is clearly more popular among the unenrolled teachers than it is among the general public, by 54% to 42%. However, as with the enrolled teachers, awareness of the Magazine Show as a separate entity is somewhat low. Indications are that the unenrolled teachers are tuning in for the educational value to be gained from listening to the formal part of the RETT broadcast, and that the Magazine Show is of secondary consideration.

When asked to comment on the Magazine Show, 32 of the 42 teachers (76%) who listen to the RETT/Magazine Show remarked that it was "nice". The remaining ten were divided equally among those who said "It's O.K." and those who had no comment at all.

OBJECTIVE 13 : What changes would teachers like to see in the content or format of the program?

GENERAL FINDINGS : Half of the enrolled teachers felt that no changes were needed, and half suggested that making some changes would be good. Of the teachers suggesting changes, the largest number were in favor of simplifying the language.

TABLE NO. 15

CHANGES SUGGESTED IN MAGAZINE SHOW BY ENROLLED TEACHERS

	No.	% of sample
Writing style should be changed	2	12 %
Language should be simplified	5	31 %
Speakers need to slow down	2	12 %
New topics should be added	1	6 %
Can't specify	1	6 %
No changes necessary	8	50 %
	19	*

* (More than one response OK)

OBJECTIVE 14 : What is the motivation for enrolling in RETT?

GENERAL FINDINGS : The teachers are genuinely interested in upgrading their teaching skills and gaining new knowledge.

We were interested in this question as a further cross-check on the size of the listening audience of the RETT/Magazine Show. Our theory was that if teachers are not enrolling in the course simply to get the extra Rs.45/- month which comes if one successfully completes the course, then there

would be every reason to expect that unenrolled teachers may also be listening to the broadcast. It appears that this is the case.

It must be considered, too, that the opportunity of getting a radio, even if only for a year, may also be an important incentive for enrolling for the course. There is some evidence to support this, though it is not conclusive.

TABLE NO. 16
PERCENTAGE OF TEACHERS HAVING THEIR OWN RADIO

	No. (sample size)		% of sample
Unenrolled teachers	45	(72)	62 %
RETT enrolled teachers	8	(16)	50 %

The fact that the enrolled teachers are less likely to own a radio than the unenrolled teachers (i.e. teachers-at-large) may indicate that the opportunity of getting a project radio may be a significant motivating factor in influencing teachers to enroll in RETT. The fact that the unenrolled teachers are also listening to the broadcast leads us to conclude that there is much more attractiveness in the program than just getting a radio; there are no negative effects of the radio-access-motivation factor.

OBJECTIVE 15 : What motivates unenrolled teachers to listen to the Magazine Show?

GENERAL FINDINGS : They are interested in improving their teaching skills, and the program (the whole RETT Program, that is) being school-related, is of interest to them.

Teachers show high preference for the other school-related programs on the air, School Broadcast Program (the daily program at 2 p.m. designed for in-class use) and the Education Program (which covers a variety of topics, Monday and Thursday evenings at 7 p.m., and Saturday mornings at 8:40 a.m.). Although, the RETT hour is less popular with the teachers than either of these other shows (see the table given with the discussion of Objective 9), it still ranks 8th among the 15 programs they were asked about.

There is little evidence to suggest that the Magazine Show itself, as distinct from the RETT Program, is luring the teachers to tune in to the radio at this time. Yet neither are they critical of it, and, they do enjoy the chance to gain new knowledge which the show offers.

OBJECTIVE 16 : Is the non-formal Magazine Show successful as an educational tool? (What implications are there for the formal part of the RETT program?).

GENERAL FINDINGS : A qualified no. (Implications are discussed below).

It fell outside the scope of this study to evaluate what and how much the Magazine Show listeners are learning or retaining from the show. Yet our observation is that there is nothing to indicate that people are learning or retaining any more from this segment of the show than the enrolled teachers are from the formal part of the program. The Final Evaluation Report of the RETT Project indicates that generally less than a third of the teachers interviewed could answer the questions which were based on the radio broadcast. (Table 1, pp. 50, 51)

Given the findings of the Final Evaluation Report, and our observations about the passive listening habits of Nepali radio listeners, it was a pleasant surprise to be informed by the RETT office that approximately 60% of those enrolled teachers who sat for the RETT exam in June, 1983, have passed the exam. We would offer an hypothesis to explain this : that the teachers are passing the exam because they have carefully studied, in most cases memorized, the SIM books, and not because they have learned or retained the teaching items from the RETT broadcast. In discussion with RETT officials in Sanathini, this point was raised, and it was confirmed that it would be possible to pass the exam if one only memorized the lessons in the SIM texts.

In line with this, it is interesting to note that when the enrolled teachers were asked if they would like to have had SIM-type materials to accompany the Magazine Show's topical programs, 12 out of 16 (75%) said "Yes". 7 of those 12 gave as their reason for wanting these that they "would be helpful in understanding the content". The conclusion is that the teachers feel secure with the books in hand, but have not yet developed the listening habits necessary to fully utilize the radio broadcasts as a method of learning.

There will be a good chance to test this hypothesis this year: 4th and 5th class materials are being added to the formal RETT curriculum, and the programs will be broadcast in April, May and June, 1984. There will be no SIMs distributed for this curriculum, as they have not been developed yet. The RETT exam in June will cover this part of the curriculum, as well as the regular part of the curriculum which does have supporting SIMs. It will be of interest to note how the teachers fare on the SIM and non-SIM parts of the exam.

Consideration should be given to including some incentives for the enrolled teachers to not only listen to the daily RETT broadcasts, but to listen to them attentively. One possibility would be to have questions read over the air towards the end of the program, which the teachers can write the answers to and send them into RETT, Sanothimi. Points earned for those questions could be added to the exam marks.

OBJECTIVE 17 : What percentage of the households in rural Nepal have radios or regular access to radios?

GENERAL FINDINGS : 25% to 32% of the households in the rural areas of Ilam and Dhading have radios. Approximately half--49% was the figure for our general public sample--of the population (or at least, the adult, male population) listen to the radio.

We attempted to derive the figure for radio ownership by two different methods, in order to cross-check our data. The two tables are given here :

TABLE NO. 17

NUMBER OF RADIO OWNERS AND RADIO LISTENERS IN DHADING AND ILAM

(Direct questioning of persons in random sample)

	Dhading	Ilam	Total sample														
Non-listeners (non-owners)	129 (59%)	86 (43%)	215 (51%)														
Listeners	<table border="1"> <tr> <td>with own radio</td> <td>59 (27%)</td> <td>91 (41%)</td> </tr> <tr> <td>don't own radio</td> <td>32 (14%)</td> <td></td> </tr> </table>	with own radio	59 (27%)	91 (41%)	don't own radio	32 (14%)		<table border="1"> <tr> <td>78 (37%)</td> <td>116 (57%)</td> </tr> <tr> <td>38 (20%)</td> <td></td> </tr> </table>	78 (37%)	116 (57%)	38 (20%)		<table border="1"> <tr> <td>137 (32%)</td> <td>207 (49%)</td> </tr> <tr> <td>70 (17%)</td> <td></td> </tr> </table>	137 (32%)	207 (49%)	70 (17%)	
with own radio	59 (27%)	91 (41%)															
don't own radio	32 (14%)																
78 (37%)	116 (57%)																
38 (20%)																	
137 (32%)	207 (49%)																
70 (17%)																	
Total sample size	220 (100%)	202 (100%)	422 (100%)														

It can be seen by looking at this table that the incidence of radio ownership is considerably higher in Ilam than it is in Dhading. Given Ilam's relatively advanced state of development and close proximity to India, this is not too surprising. The wide range between the two districts in terms of both radio listeners (Ilam 57%, Dhading 41%) and households with radios (Ilam 37%, Dhading 27%) indicates it would be risky to try to extrapolate those figures for the country as a whole.

4/2

The data gathered from our indirect survey - asking each of our respondents about the number of households and radios in his village - is in the following table.

TABLE NO. 18
PERCENTAGE OF VILLAGE HOUSEHOLDS WITH RADIOS IN DHADING AND ILAM
(Indirect Survey) *

	Estimate of Gen./Public			Estimate of Teachers(ET+UET)		
	Dhading	Ilam	Total	D	I	Total
Number of respondents who could not answer	3(of 91)	23(of 116)	26(of 207)	2(52)	4(36)	6(88)
Average percentage of households with radios	26%	29%	28%	24%	26%	25%

* Persons were asked how many households there are in their village, and how many radios. Percentage was calculated for each answer, and all of these were averaged to arrive at the district-wise figures.

Thus, we have three figures for radio ownership; of the individuals contacted in our random sample along the trails and crossroads of Ilam and Dhading Districts, 32% of those interviewed have a radio in their household. That same random sample of the general public, when asked to estimate the number of houses in their village (many people do know this figure for the ward they live in) and the number of radios (they can usually tell you by name who has radios), came up with the collective figure of 28% of the households having radios, with little variation between the two districts. All of the teachers were also asked these same questions and the average percentage of their tallies ~~was~~ 25%, three points lower than the villagers' estimate. Since a good number of the teachers are "outsiders" in the community in which they are now living and working, we would tend to give more credence to the general public's estimate than to the teachers'.

The fact that the range of these three answers is not very wide would indicate that what we have is a pretty good estimate of the rate of radio ownership in the area surveyed, i.e., within and up to two days' walk from the district center towns of Dhading and Ilam districts. The number was higher than any of us involved in the study had guessed it might be; but the members of the field team (all of whom are originally from truly rural areas of Nepal) were infact surprised to find how many radios actually are in the villages these days. Evidently, radio ownership in the rural areas has become much more common than previously.

As a cross-check on our data for radio listenership, we may compare with the findings of New Era in its population baseline study: in this study it was found that 48% of the men listen to the radio-- only one percentage point off from our 49% listenership rate (remember, our sample was all men). Incidentally, New Era found that 28% of the women listen to the radio. (Table 20, p.44)

It is interesting to note that 100% of the teachers in our sample-- enrolled and unenrolled--described themselves as radio listeners; and that 69% of them listen at least several times a week, if not daily. This figure underlines, again, the fact that the teachers are a potentially strong force for development, not only because of their occupation, but because they are generally available to hear whatever message is communicated over the radio.

TABLE NO. 19

NUMBER OF RADIO OWNERS AND RADIO LISTENERS AMONG TEACHERS

	Dhading		Ilam		Total	
Non-listeners (non-owners)	0	(0%)	0	(0%)	0	(0%)
Listeners:	have own radio	27(52%)	26(72%)	36(100%)	53(60%)	88(100%)
	don't own radio	25(48%)	10(28%)		35(40%)	
TOTAL Sample		52(100%)		36(100%)		88(100%)
Listen often or daily		38(73%)		23(64%)		61(69%)

OBJECTIVE 18 : What are the habits of radio-listeners in terms of time of day, station and meter band, and program preferences?

GENERAL FINDINGS : Listeners prefer the morning and evening times; after that comes night, and afternoon is the least preferred time for listening. There is virtually no awareness or understanding of meter bands among teachers or the public-at-large; no one knows on which meter band they listen to Radio Nepal.

Radio Nepal is clearly the most popular station, even in Ilam, which is much closer to Radio Kurseong than it is to Radio Nepal in Kathmandu. Nevertheless, there are a significant number of people who find that the other stations they listen to (and 67% listen to other stations in addition to Radio Nepal) come in clearer than does Radio Nepal. This is even true in Dhading District, where 25% of those who listen to other stations report that other stations come in clearer.

TABLE NO. 20

NUMBER WHO LISTENS TO STATIONS BESIDES RADIO NEPAL

	General Public				All Teachers			
	D	I	Total	%	D	I	Total	%
Listen to other Stations and R. Nepal	60	78	138	67%	36	30	66	75%
Listen only to Radio Nepal	31	38	69	33%	16	6	22	25%
	91	116	207	100%	52	36	88	100%

TABLE NO. 21

FAVORITE STATIONS AMONG ALL TEACHERS * WHO LISTEN TO STATIONS BESIDES RADIO NEPAL (BY DISTRICT)

Dhading District STATION	No.	% of listeners of other stations	Ilam District STATION	No.	% of listeners of other stations
All-India Radio	31	86 %	All-India Radio	21	70 %
BBC (Hindi)	28	78 %	Radio Kurseong	19	63 %
Radio Sri Lanka	14	39 %	BBC (Hindi)	18	60 %
Radio Kurseong	13	36 %	Radio Sri Lanka	5	17 %
Other Stations	7	19 %	Other	5	17 %
	93	**		68	**

* Figures were similar for general public

** (More than one answer could be given)

The news is by far the most popular program. It is followed by the Rural Program, and its component, the Agriculture Program. Tables showing the percentage of listeners who regularly listen to certain programs were given under the heading for Objective 9.

VIII. LIST OF TABLES

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A P P E N D I C E S

ENGLISH VERSION OF INTERVIEW SCHEDULE FOR GENERAL PUBLIC

(WITH DISTRICT WISE DATA)

NO-FRILLS DEVELOPMENT CONSULTANCY

1983

ENGLISH VERSION OF INTERVIEW SCHEDULE FOR GENERAL PUBLIC

(WITH DISTRICT-WISE DATA)

1. SERIAL NO.

2. NAME

3. PANCHAYAT - WARD

SAMPLE: MALE 207 FEMALE 0
DISTRICT: Dhading 91 ILAM 116
ONLY RADIO LISTENERS WERE
INTERVIEWED

4. AGE

20-30 YEARS	52-41	(93)	45%
31-40	19-31	(50)	24%
41-50	9-18	(27)	13%
51-above	11-26	(37)	17%
	91-116	(207)	100%

5. MARITAL STATUS

		NO. OF CHILDREN			
		0	1 to 3	4 - 5	6-more
Married	76-98 (174)	9-5 (14)	38-43 (81)	15-26 (41)	14-24 (38)
Unmarried	15-18 (33)	x	x	x	x
91-116 (207)					

6. Who else lives with you? (How many in household)

		Live alone	5	6 to 8	9 or more
Married	(174)		43 - 40 (83)	6 - 10 (16)	4 - 3 (7)
Unmarried	(33)	(3)	8 - 10 (18)	2 - 7 (9)	2 - 1 (3)

7. Educational Background (Asked only of radio listeners)

	Dhading	Ilam	Total	%
Uneducated	7	20	27	13 %
Primary School	34	44	78	38 %
Middle School	14	11	25	12 %
High School not SLC	19	23	42	20 %
SLC Pass	8	2	10	5 %
Certificate (IA)	3	7	10	5 %
Diploma	6	6	12	7 %
TOTAL	91	116	207	100 %

8. Do you own your own radio? (Asked only of radio listeners)

Yes	59	78	137	66 %
-----	----	----	-----	------

8.(a) If yes, what kind?

	Dhading	Ilam	Total	%
Indian	24	30	54	39 %
Japanese	33	43	76	55 %
Other	2	5	7	5 %
	59	78	137	100 %

8.(b) Where did you buy it?

	Dhading	Ilam	Total	%
Kathmandu	22	11	33	24 %
India	12	12	24	17 %
Other	8	34	42	31 %
Friends	17	21	38	27 %
	59	78	137	100 %

8.(c) How many meter bands does it have?

9. If no (no radio) do you listen to the radio? (70 said yes, others were not interviewed).

Where do you listen?

	Dhading	Ilam	Total	% of non-radio owning listeners
Relatives	6	12	18	26 %
Neighbours	10	17	27	39 %
Tea Shop	2	4	6	9 %
Panchayat	0	0		
School	0	0		
Not fixed	14	5	19	27 %
	32	38	70	100 %

10. If you listen, how often do you listen to the radio?
(can answer more than one)

		% of total reports							
Frequency		Morning				Afternoon			
Every Day	(325)	40-59	99	30 %	22	37	59	18 %	
Often during week		17-12	29		8	5	13		
Sometimes		25-32	57		13	21	34		
	totals (589)	82-103	185	31 %	43	63	106	18 %	
		Evening				Night			
Everyday		36-55	91	28 %	31	45	76	23 %	
Often during week		16-12	28		8	7	15		
Sometimes		28-34	62		13	13	26		
	totals	80-101	181	31 %	52	65	117	20 %	

11. What meter band do you listen to Radio Nepal on (at different times of day)

12. When you listen to Radio Nepal are you able to get it clearly?

	Dhading	Ilam	Total	% of sample
It comes in clearly	80	84	164	79 %
It doesn't come in clear	11	29	40	19 %
Can't say	0	3	3	1 %
	91	116	207	100 %

13. If you have trouble with reception, what times of day does this occur and on what meter band?

percentage of 57 reports

Morning				Afternoon				Evening				Night			
2	8	10	18 %	8	17	25	44 %	5	12	17	30 %	1	4	5	9 %

14. When you listen to Radio Nepal, which programs do you listen to regularly, and why?

	Dhading	Ilan	Total	%
News	85	105	190	92 %
Rural Program	96	69	155	75 %
Commercial Service (music)	63	71	134	65 %
Children's Program	58	73	131	63 %
Agriculture Program	75	49	124	60 %
Religious Program	53	69	122	59 %
Education Program	47	62	109	53 %
Police Program	45	63	108	52 %
Royal Army Program	47	58	105	51 %
School Broadcast Program	39	52	91	44 %
External Service (English)	32	48	80	39 %
Women's Program	24	53	77	37 %
Drama (Saturday)	35	41	76	37 %
RETT Program	27	42	69	33 %
Others	15	16	31	15 %

15. How many houses are there in this village?
(what do you mean by "village"?)

How many houses in the Ward?

16. How many radios would you say there are in this village?

17. Besides Radio Nepal, what other radio stations do you listen to?
(can answer more than one)

STATION	Nepali				Hindi				English
	Dh	Ilam	tot	%	Dh	Ilam	tot	%	Tot.
Radio Kurseong	12	65	77	37 %	6	26	32	18 %	
All India Radio	47	41	108	52 %	37	32	69	33 %	
Akash Vaani	0	11	11	5 %	5	0	5	2 %	
B.B.C.	5	20	29	12 %	28	35	63	30 %	1
Radio Moscow	2	3	5	2 %	1	1	2		
Radio Beijing	3	4	7	3 %	3	2	5	2 %	
Radio Ceylon	0	9	9		32	39	71	34 %	
Bibidh Bharati					1	1	71		

Don't listen to other stations: 31 38 69 33% of all listeners
Listen: 60 78 138 67% of all listeners

18. How do these other stations reception compare with Radio Nepal's?

	Dhading	Ilam	Total	%
Radio Nepal comes in clearer	35	30	65	47 %
Radio Nepal is somewhat clearer	2	1	3	2 %
Reception is equal	8	9	17	12 %
The other station is clearer	15	33	48	35 %
No response	0	5	5	4 %
	60	78	138	100 %

Note: 33 of 78 listeners in Ilam (42%) believe other stations come in clearer. Not too surprising given the close proximity of Radio Kurseong. More surprisingly, perhaps is that 15 of 60 (25%) in Dhading gave the same answer.

19a. Do you listen to Radio Nepal around 5:30 - 6:30 in the evening?

	Dhading	Ilam	Total	% of 207
Yes, I do	76	90	166	80 %
No, I don't	15	26	41	20 %
	91	116	207	100 %

19b. If yes, what program do you listen to?

	GENERAL PUBLIC SAMPLE			% of 207	THOSE KNOWING NAME "MAGAZINE SHOW"			% of 53
	Dhading	Ilam	Total		Dhading	Ilam	Total	
Children's program only	38	30	68	33 %	-	-	-	
RETT only	8	15	23	11 %	3	13	16	30 %
Children's and RETT (both)*	30	45	75	36 %	15	22	37	70 %
Neither	15	26	41	20 %	-	-	-	
	91	116	207	100 %	18	35	53	100 %

* Note that this is possible for two reasons: Listeners may make a choice of the two shows by changing meter bands (although our observation is that this is a rare occurrence, as people generally just turn the radio on without any particular program in mind). The other reason is that RETT broadcasts sometimes 4 and sometimes 6 days a week, but never 7; furthermore, it doesn't broadcast during the Dasain and monsoon vacations (15 and 60 days respectively). On days when RETT doesn't broadcast, Children's Program is heard on all meter bands.

(Thus total listenership of:)

	Dhading	Ilam	Total	% of 207	COMMENT
Children's Program	68	75	143	69 %	relatively more pop. in Dhading than Ilam 75% - 65%
RETT	38	60	98	47 %	relatively more pop. in Ilam than Dhading 52% - 42%
Don't listen this hour	15	26	41	20 %	high % non-listeners in Ilam 22% - 16% Dhading

If RETT was mentioned or indicated in 19, continue with these questions.

20. How did you find out about the RETT program which is broadcast in the evening?

	ALL RETT LISTENERS				THOSE KNOWING NAME "MAG. SHOW"			
	Dhading	Ilam	Total	% of 98	Dhading	Ilam	Total	% of 53
By chance	30	43	73	74 %	11	22	33	62 %
From friends/ neighbors	3	4	7	7 %	2	3	5	9 %
From teachers	4	8	12	12 %	4	7	11	21 %
Other	1	5	6	6 %	1	3	4	8 %
	38	60	98	100 %	18	35	53	100 %

21. What do you think of the program?

	ALL RETT LISTENERS			
	Dhading	Ilam	Total	%
It's very good program	5	6	11	11 %
It's an average program	17	33	50	51 %
Educ./new knowledge	1	4	5	5 %
Improves teaching	7	7	14	14 %
Helps children in their studies	0	4	4	4 %
Doesn't benefit us	0	1	1	1 %
Can't say/ no answer	8	5	13	13 %
	38	60	98	100 %

22. Do you know about the "Magazine Show" (Bibidh Karyakram/Parijat Karyakram) which is broadcast as part of the RETT Program? If so, what do you think of it.

	Dhad Ilam Tot % of 98 % of 207					THOSE WHO KNOW MAGAZINE SHOW				
	Dhad	Ilam	Tot	% of 98	% of 207	Dhad	Ilam	Tot	% 53	
Know of it	18	35	53	54 %	26 %	Interesting	14	24	38%	72%
Don't know	20	25	45	46 %	22 %	Educational	12	23	35	66%
						Relevant to rural life	9	13	22	42%
	38	60	98	100 %	48 %		35	60	95	*

*Can give more than one answer

23. Those who are ^{not} familiar with the name "Magazine Show", should be asked if they have heard these segments of the show (in 5:30-6:30 time slot)

Asked of 45 "don't know's" from question 22.

	Dhading	Ilam	Total	% of 134
Women's Education	11	11	22	17 %
Population Education	12	8	20	15 %
Literacy	3	8	11	8 %
Children's Stories	14	16	30	22 %
Teachers Q-Answer	8	11	19	14 %
Songs, Poems	11	9	20	15 %
Resource Cons.	4	2	6	4 %
Nepali Holidays/Customs	2	4	6	4 %
Total Number of Respondants	17	16	33	
Number not at all familiar with Magazine Show	3	9	12	27% of the 45 don't knows
	20	25	45	12% of the 98 RETT listeners

24. In your opinion, how often do the villagers listen to the Magazine Show, and how well can they understand it?

Note: Sample now reduced to 86: 98 "RETT listeners" minus 12 who don't know "Magazine Show" at all

ALL RETT LISTENERS				
	Dhading	Ilam	Total	% 86
Villagers listen regularly	25	28	53	63 %
Don't know of other people listening	10	23	33	38 %
	35	51	86	100 %

Asked of those who said people listen:

ALL RETT LISTENERS				
	Dhading	Ilam	Total	%
Those who listen can probably understand	9	11	20	38 %
They probably can't understand	16	17	33	62 %
	25	28	53	100 %

25. How easy or hard is it for you to understand this Magazine Show?

ALL RETT LISTENERS				
	Dhading	Ilam	Total	%(86)
Understand it easily, the style is good	26	39	65	76 %
Don't understand it well, reason is the lang. used	7	6	13	15 %
I can just get something out of it	2	6	8	9 %
	35	51	86	100 %

26. What do the other villagers say about this program?

	Dhading	Ilam	Total	% (86)
You gain new knowledge/ it's educational	4	2	6	7 %
It's average	7	8	15	17 %
Relevant to rural life	1	0	1	1 %
Entertaining	1	0	1	1 %
Can't understand it	2	0	2	2 %
Don't know	20	41	61	71 %
	35	51	86	100 %

27. Since you first found out about the program, how often have you listened to it?

	ALL RETT LISTENERS				KNOW NAME "MAGAZINE SHOW"			
	Dhading	Ilam	Total	% (86)	Dhading	Ilam	Total	% (53)
Always	7	15	22	26 %	4	10	14	26 %
Often	12	16	28	33 %	6	15	21	40 %
Sometimes	16	20	36	42 %	3	10	13	34 %
	35	51	86	100 %	13	35	48	100 %

28. How have you benefitted (or not) by listening to this program?

	Dhading	Ilam	Total	% (86)
Benefitted	33	44	77	90 %
Not benefitted	0	0	0	-
No answer	2	7	9	10 %
	35	51	86	100 %

How have you benefitted

	Dhading	Ilam	Total	%
It's educational	6	6	12	16 %
<i>gain new knowledge</i>	6	13	19	25 %
It's an OK program	2	0	2	3 %
No reason	19	25	44	57 %
	33	44	77	100 %

29. Has anyone else listened along with you to this program?
If so, what are their comments?

	TOTAL			
	Dhading	Ilam	Total	%
Own family	10	1	11	13 %
Friends	6	4	10	12 %
Neighbors	7	11	18	21 %
No one else	5	14	19	22 %
No answer/don't know	7	21	20	33 %
	35	51	86	100 %

- 29a. Reaction of fellow listeners (asked of 39)

	TOTAL			
	Dhading	Ilam	Total	%
Interesting	17	9	26	67 %
Educational	0	0	0	
Relevant to Village Life	1	0	1	3 %
New knowledge	0	1	1	3 %
They gave no reaction	4	4	8	21 %
Couldn't understand program	1	2	3	8 %
	23	16	39	100 %

30. How do the other programs like Rural Programs, etc., broadcast on Radio Nepal compare with the Magazine Show?

	TOTAL			
	Dhading	Ilam	Total	%
Magazine Show is better	12	16	28	33 %
Similar in quality	23	34	57	66 %
It's not as good as other	0	1	1	1 %
No answer				
	35	51	86	100 %

31. What changes might improve the Magazine Show?

	TOTAL			
	Dhading	Ilam	Total	%
No answer/can't say	13	16	29	34 %
No changes needed	7	14	21	24 %
New approach (entertaining, educational, Livlier format: new types of topics)	4	12	16	19 %
Increase time	3	2	5	6 %
Simplify language	1	2	3	3 %
Give programs relevant to modern age	4	2	6	7 %
Be relevant to Village life	2	2	4	5 %
Discussions need to be short/clear	1	1	2	2 %
	35	51	86	100 %

32. RETT is broadcasting again starting Bhadra 22 (August 28) do you intend to listen or not? Why?

	TOTAL			
	Dhading	Ilam	Total	%
Intend to listen	26	46	72	84 %
No desire	9	0	9	10 %
Don't know	0	5	5	6 %
	35	51	86	100 %

Reason to listen

	Dhading	Ilam	Total	%
Interesting	1	3	4	6 %
Educational	5	13	18	25 %
Relevant to village life	0	1	1	1 %
Can gain new knowledge	9	10	19	26 %
Improved teaching skill	0	6	6	22 %
No reason given	1	13	14	19 %
	16	46	62	100 %

	Dhading	Ilam	Total	%
<u>Reason not to listen</u>				
Lack of time	3	0	3	33 %
Not relevant	1	0	1	11 %
Old stuff				
Nothing gained	1	0	1	11 %
No reason	3	0	3	33 %
No radio	1	0	1	11 %
	5	0	9	100 %

33. What do you have to say about the language and style used on Radio Nepal?

	Dhading	Ilam	Total	% of 207
It's very good, simple, etc.	40	15	55	27 %
It's OK to some extent understandable	17	61	78	38 %
It's difficult and hard to understand	10	9	19	9 %
It's really difficult to understand	1	1	2	1 %
Can't say	8	2	10	5 %
No answer	15	28	43	20 %
	91	116	207	100 %

34. Now we have asked you a lot of questions do you have any suggestions or thoughts on this or any other subject?

	Dhading	Ilam	Total
Nothing to say	41	55	96
RETT is good, needs to be improved	5	3	8
RETT has had good effect on teacher / study	1	0	1
RETT type programs should be increased	5	2	7
May RETT be improved and successful	1	0	1
Question/answer programs be increased	2	0	2
Radio Nepal's reception is poor	10	11	21
Magazine Show is not so interesting to village	1	0	1
Other	7	0	7
No answer at all	18	45	63
	91	116	207

ENGLISH VERSION OF INTERVIEW SCHEDULE FOR UNENROLLED TEACHERS

(WITH DISTRICT-WISE DATA)

NO-FRILLS DEVELOPMENT CONSULTANCY

KATHMANDU

1983

UNENROLLED TEACHERS

ENGLISH VERSION OF INTERVIEW SCHEDULE WITH RAW DATA

- 1. CODE NUMBER
- 2. NAME
- 3. AGE

MALE 67

FEMALE

Age up to 25			Age 26 - 35			Age 36 - 45			Age 46 - over		
Dhading	Ilam	Total	Dhading	Ilam	Total	Dhading	Ilam	Total	Dhading	Ilam	Total
26	6	32	11	19	30	4	6	10			(0)

4. Name of School

5. Fanchayat Name _____ Ward No. _____

DISTRICT:	Dhading	Ilam	Total	%
	41	31	72	100%

6. MARITAL STATUS

	Dhading	Ilam	Total	%
Unmarried	8	8	11	15 %
Married	33	28	61	85 %
	41	31	72	100 %

NUMBER IN HOUSEHOLD

0 - 5 Person
6 - 8
9 - above

Dhading	Ilam	Total	%
16	8	24	33%
11	14	25	35%
14	9	23	32%
		72	100%

7. EDUCATION BACKGROUND

Uneducated
Primary
Middle School
High School (Test Pass)
SLC Passed
SLC Failed
Certificate
BA or Above

Dhading	Ilam	Total	%
0	0	0	
0	0	0	
2	4	6	8 %
8	1	9	12½%
16	19	35	49 %
5	4	9	12½%
3	2	5	7 %
7	1	8	11 %
41	31	72	100 %

8. What additional training have you completed?

	Dhading	Ilam	Total	%
Normal Training	10	10	20	28 %
4 - H Club Training	3	1	4	6 %
Others	-	-	-	-
No other Training	28	20	48	67 %
	41	31	72	100 %

9. Where all have you traveled outside of your own district?

					<u>REASONS</u>			
	Dhading	Ilam	Total	%	No Special Reason	Personal Business	School Tour	For Training
Kathmandu	31	9	40	56%	13+3 = 16	5+0 = 5	10+3 = 13	3+2 = 5
Pokhara	12	0	12	17%	2+0 = 2	-	4+0 = 4	
Narayanghat	10	0	12	14%	-	4+0 = 4	3+0 = 3	
Elsewhere	34	16	50%	69%	5+2 = 7	5+2 = 7	4+4 = 8	3+6 = 9
Biratnagar	1	11	12	17%	1+3 = 4	0	0+3 = 3	
Jhapa	0	12	12	17%	0+4 = 4	0+6 = 6	0+4 = 4	
Ilam	2	2	4	6%	2+0 = 2	-	-	
Dharan	1	2	3	4%	1+1 = 2	0+1 = 1	0+1 = 1	0+1 = 1
No travel	3	4	7	10%				

10. How long have you been in teaching? Why did you choose teaching?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>		<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
0- 5 years	22	8	30	42%	Eco. Difficulties	3	12	15	21%
6-10 years	10	8	18	25%	Service	26	10	36	50%
11 above	9	15	24	33%	No other work	3	1	4	6%
	41	31	72	100%	My interest	7	6	13	18%
					No answer	2	2	4	6%
						41	31	72	100%

11. Besides teaching, what other occupations or business do you engage in?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Farming	41	30	71	99%
Retail Shop	6	2	8	11%
Other	0	1	1	1%
	47	33	80	*

* More than one response possible.

12. Does your household own its own Radio?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Yes	23	22	45	62%
No	18	9	27	37%
	41	31	72	100%

If yes, what model?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Indian	5	3	8	18%
Japanese	17	16	33	73%
Other	1	3	4	9%
	23	22	45	100%

If yes, where did you buy it?

	Dhading	Ilam	Total	%
Kathmandu	16	0	16	36%
In the village from friend	2	9	11	24%
Morang, (Biratnagar)	0	5	5	11%
Ilam	0	3	3	17%
Elsewhere	5	5	10	22%
	23	22	45	100%

13. If you don't have a radio but listen to the radio, where do you listen?

	Dhading	Ilam	Total	% of non-owners
At relatives	2	2	4	15%
At neighbor's	8	4	12	44%
At School	-	-	-	-
Village Panchayat Office				
Tea Shop	0	1	1	4%
At another teacher's house	6	2	8	30%
Elsewhere	2	0	2	7%
	18	9	27	100%

14. If you listen to the radio, how often do you listen?

	Dhading	Ilam	Total	% of all listeners
Daily	24	18	42	58%
Often (but not daily)	6	1	7	10%
Only sometimes	11	12	23	32%
	41	31	72	100%

15. When you are listening to Radio Nepal, at which times do you listen on which meter bands?

16. When you listen to Radio Nepal, are you getting good, clear reception?

	Dhading	Ilam	Total	%
Good, clear reception	30	26	56	78%
Unsatisfactory reception	11	5	16	22%
	41	31	72	100%

17. If you are getting unsatisfactory reception, at which times and on which meter bands are you having these problems?

	Total Responses	31m	60m	90m	41m	MW
Morning	16	7+7 = 14				1+1 = 2
Afternoon	8	2+2 = 4	2+0 = 2			0+2 = 2
Evening	12	1+1 = 2	3+1 = 4	0+1 = 1	0+1 = 1	2+2 = 4
Night	4	1+1 = 2	1+1 = 2			

18. Which of Radio Nepal's programmes do you listen to regularly? (Can answer more than one).

	Dhading	Ilam	Total	%
1. News	38	26	62	86%
2. Rural Program	33	18	51	71%
3. Agriculture Program	31	17	48	67%
4. Education Program	29	19	48	67%
5. Children's Program	28	17	45	62%
6. School Broadcast Program	31	12	43	60%
7. Religious Program	20	19	39	54%
8. RETT Program	25	14	39	54%
9. Commercial Service (Music)	29	8	37	51%
10. Military Program	21	11	32	44%
11. Police Program	21	10	31	43%
12. Drama (Saturday)	20	10	30	42%
13. External Service (English)	19	10	29	40%
14. Magazine Show Program	16	9	25	35%

- 19.(a) Which stations besides Radio Nepal do you listen to? Why?

	No. of listeners			Nepali	Hindi	Other
	Dhad.	I.	Tot.			
1. All-India Radio	25	18	43	18+15=33	13+9=22	
2. BEC (Hindi)	24	15	39	6+5=11	20+10=30	
3. Radio Kharsyang (Kurseong)	9	17	26	9+17=26	2+0= 2	
4. Radio Sri Lanka	13	5	18	3+0=3	12+5=17	
5. Akash - Vani	4	2	6		4+2= 6	
6. Ribidh Bharati	3	3	6	1+0=1	3+2= 5	
7. Others	-	-	-			
8. No response	11	5	16			
	89	65	154			

No. who don't listen to
Other Stations: 16

No. who listen to other stations: 56

19.(b) Reason for listening to other stations

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>
News	26	15	41
Entertainment	12	5	17
Other	1	8	9
	<hr/>	<hr/>	<hr/>
	39	28	67

More than one response O.K.

20. Could you say about how many houses are in this village? (and what you mean by "village") or how many in the Ward?

21. How many radios would you say are (in the village)?

22. Can you tell us the reason you listen to the programs which mentioned above as ones you regularly listen to?

23.(a) Do you listen to Radio Nepal around 5:30 - 6:30 in the evening?

	Dhading	Ilam	Total	%
Yes, I listen	34	24	58	81%
No, I don't	7	7	14	19%
	41	31	72	100%

24.(a) If yes, which program do you listen to?

	Dhading	Ilam	Total	% of 5:30 listeners
Children's Program only	8	5	13	22 %
RETT/Magazine Show* only	14	2	16	28 %
Children's and RETT Magazine*	11	12	23	40 %
(Don't know)	1	5	6	10 %
	34	24	58	100 %

* All responses of "RETT", "Magazine Show", or both are included.

Thus total listenership of :

	Dhading	Ilam	Total	%
Children's Program	19	17	36	50 %
RETT/Magazine Show	25	14	39	54 %
No response/unsure	1	5	6	8 %
Don't listen this hour	7	7	14	19 %

Multiple responses make
total over 100 %

24.(b) As part of the RETT broadcast there is also a program called the "Magazine Show". Did you know this? (Asked of all 5:30 listeners except those who listen to Children's Programs only)

	Dhading	Ilam	Total	% of 45	% of sample
Know "Magazine Show"	25	17	42	93%	58 %
Don't know it	1	2	3	7%	42 %
	26	19	45	100%	100 %

25. If you listen to the Magazine Show, how did you first find out about it?

	Dhading	Ilam	Total	% of 42
By chance	14	10	24	57 %
From other teachers	6	4	10	24 %
From friends/relatives (other than teachers)	2	2	4	10 %
Other	3	1	4	10 %
	25	17	42	100 %

26. Are there people in this village who listen to the Magazine Show or not?

	Dhading	Ilam	Total	%
Yes	10	9	19	45 %
No	7	2	9	21 %
No answer	8	6	14	33 %
	25	17	42	100 %

If there are, what is their reaction?

	Dhading	Ilam	Total	% of "Yes" answer
Good	8	7	15	79 %
New knowledge	0	2	2	11 %
Just OK	1	0	1	5 %
Language too hard	1	0	1	5 %
	10	9	19	100 %

27. When you listen to this Magazine Show, who else listens along with you?

	Dhading	Ilam	Total	%
Relatives	6	5	11	76 %
Neighbors	9	9	18	43 %
No answer	10	3	13	31 %
	25	17	42	100 %

What do they think of the show?

	Dhading	Ilam	Total	% of those listeners
Its OK	10	5	15	52 %
Relevant to rural life	0	1	1	3 %
Don't know	5	8	13	45 %
	15	14	29	100 %

28. Since you found out about this Magazine Show, how often have you listened to it?

	Dhading	Ilam	Total	%
Daily	7	7	14	33 %
Often (not daily)	4	3	7	17 %
Sometimes	14	7	21	50 %
	25	17	42	100 %

29. What do you think of this Magazine Show?

	Dhading	Ilam	Total	%
It's clearly understandable	-	-	-	-
It's difficult to understand	-	-	-	-
It's nice	18	14	32	76 %
It's just OK	4	1	5	12 %
No response	3	2	5	12 %
	25	17	42	100 %

30. Have you heard any of the following programs? (Asked of these not knowing name "Magazine Show" to see if they in fact have heard it)

	Dhading	Ilam	Total	%
Women's Education	-	-	-	-
Population Education	0	1	1	
Literacy	0	1	1	
Children's Stories	0	1	1	
Teacher's Corner	0	1	1	
Nepali Holidays of Culture				

No. of persons responding positively 2 2

No. of persons not all familiar with the show 1 1

Asked of the 3 5:30 listeners who didn't know "Magazine Show"

31. In your opinion, can the villagers understand the Magazine Show?

	Dhading	Ilam	Total	% of 44
Can easily understand	8	5	13	30 %
Difficult for them to understand	17	11	28	63 %
No answer	0	3	3	7 %
	25	19	44*	100 %

*(42 + 2 persons added from question 30 = 44)

What reason?

Reason they can understand	Dhading	Ilam	Total	% of 13
Clear reception	1	2	3	23 %
Simple language	5	3	8	62 %
Especially interesting	2	0	2	15 %
	8	5	13	100 %

Reason they have difficulty	Dhading	Ilam	Total	% of 28
Unclear reception	0	0	0	-
Language too sophisticated	2	2	4	14 %
They are uneducated	14	9	23	82 %
Programs not interesting	1	0	1	4 %
	17	11	28	100 %

32. How difficult is it for you to understand this Magazine Show? Why?

	Dhading	Ilam	Total	%
Not difficult	21	19	40	91 %
Difficult	4	0	4	9 %
	25	19	44	100 %

Why?

Reason it's not difficult	Dhading	Ilam	Total	%
Language used is simple	4	6	10	25 %
Clear reception	8	1	9	22 %
No reason given	9	12	21	52 %
	21	19	40	100 %

Reason it's difficult	Dhading	Ilam	Total	%
Unclear reception	3	0	3	75 %
Not interesting	1	0	1	25 %
	4	0	4	100 %

33. How does this Magazine Show compare with the other programs on Radio Nepal which you regularly listen to?

	Dhading	Ilam	Total	%
Easy to understand/worthwhile	3	1	4	9 %
Difficult but worthwhile	-	-	-	-
Difficult and not worthwhile	2	0	2	5 %
It's OK	14	14	28	64 %
Other programs are more important	1	1	2	5 %
No response	5	3	8	18 %
	25	19	44	100 %

34. Please give us your suggestions and opinions about Radio Nepal.

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
It's OK and it's good	12	12	24	33 %
Should modernize programs	4	4	8	11 %
Include more interesting programs	8	6	14	19 %
No response	1	6	7	10 %
Don't know	16	3	19	26 %
	<hr/>	<hr/>	<hr/>	<hr/>
	41	31	72	100 %

35. What do you think of both the language and the style of Radio Nepal?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
It's OK/It's good	30	22	52	72 %
Words, style/language should be consistent	2	1	3	4 %
Should be shorter/clearer	3	2	5	7 %
Nothing to say	4	1	5	7 %
No response	2	5	7	10 %
	<hr/>	<hr/>	<hr/>	<hr/>
	41	31	72	100 %

36. What else do you have to say about this interview or otherwise?

ENGLISH VERSION OF INTERVIEW SCHEDULE FOR ENROLLED TEACHERS

(WITH DISTRICT-WISE DATA)

NO-FRILLS DEVELOPMENT CONSULTANCY

KATHMANDU

1983

ENROLLED TEACHERS

ENGLISH VERSION OF INTERVIEW SCHEDULE WITH RAW DATA

MALE 15 FEMALE 1

1. CODE NUMBER

2. NAME

3. SCHOOL

4. VILLAGE PANCHAYAT WARD NO :

5. DISTRICT : DHADING 11 ILAM 5

	Dhading	Ilam	Total	%
Married	10	2	12	75 %
Unmarried	1	3	4	25 %
	11	5	16	100 %

7. How many in your household?

	Dhading	Ilam	Total	%
0 - 5	5	2	7	43 %
6 - 8	3	0	3	19 %
9 - above	3	3	6	38 %
	11	5	16	100 %

8. Educational Background

	Dhading	Ilam	Total	%
Uneducated	-	-	-	-
Primary	-	-	-	-
Middle - School	3	0	3	19 %
10th Class	2	3	5	31 %
SLC failed	5	1	6	38 %
SLC passed	1	1	2	13 %
	11	5	16	100 %

9. What other training have you had?

	Dhading	Ilam	Total	%
Normal	2	0	2	13 %
4 H Club	0	1	1	6 %
Other	4	1	5	31 %
No other training	5	3	8	50 %
	11	5	16	100 %

10. Besides your own district, where else have you travelled? Why?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>
Kathmandu	9	1	10 %
Chitwan	5	-	5 %
Gorkha	6	-	6 %
Nuwakot	5	-	5 %
Kaski	1	-	1 %
Syangja	1	-	1 %
Bhairahawa	1	-	1 %
Pokhara	-	-	-
Birgunj	1	-	1 %
India	2	1	3 %
	<u>31</u>	<u>2</u>	

	<u>REASON</u>				<u>NO TRAVEL</u>			
	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Study	1	2	3	19%	1	0	1	6 %
School tour	6	3	9	56%				
Work/Business	1	0	1	6%				
	<u>8</u>	<u>5</u>	<u>13</u>	<u>94%</u>				

11. How long have you been in the teaching occupation? Why did you take it up?

<u>YEARS TEACHING</u>					<u>REASON</u>				
	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>		<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
0 - 5 years	2	2	4	25%	Econ.	2	0	2	13 %
6 -10 years	7	2	9	56%	Diff.				
11 - above	2	1	3	79%	To do service	7	5	12	75 %
	<u>11</u>	<u>5</u>	<u>16</u>	<u>100%</u>	Especially interested in it	2	0	2	13 %
						<u>11</u>	<u>5</u>	<u>16</u>	<u>100 %</u>

12. What other economic activities do you engage in?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Agriculture	11	5	16	100 %
Retail Store	0	1	1	6 %
Other	-	-	-	-
	<u>11</u>	<u>6</u>	<u>17</u>	<u>*</u>

* (Can answer more than one)

13. When did you enroll in the RETT course?

	Dhading	Ilam	Total	%
2038 - 39 (1981-82)	4	1	5	31 %
2039 - 40 (1982-83)	7	4	11	69 %
	11	5	16	100 %

14. Did you take the RETT examination which was given this past June?

	Dhading	Ilam	Total	%
Yes	9	4	13	81 %
No	2	1	3	19 %
	11	5	16	100 %

15. If no to (14), do you intend to take the exam in the future?

	Dhading	Ilam	Total	% of these not taking test
Yes	1	1	2	67 %
No	-	-	-	-
Can't say	1	0	1	33 %
	2	1	3	100 %

16. How did you come to enroll in RETT?

	Dhading	Ilam	Total	%
DEO or Headmaster selected me	8	4	12	75 %
I requested to be included	1	0	1	6 %
Teacher friends recommended it to me	2	0	2	12 %
Other	0	1	1	6 %
	11	5	16	100 %

17. Have you tried to encourage any teacher-friends to enroll in RETT?
If yes, what argument did you give?

	Dhading	Ilam	Total	%
Yes	11	4	15	94 %
No	0	1	1	6 %
	11	5	16	100 %

REASON GIVEN FOR ENROLLING OTHERS TO

	Dhading	Ilam	Total	% of "Yes"
Can increase your teaching abilities	7	3	10	67 %
Can acquire new knowledge	2	1	3	20 %
Chance to become tenured	1	-	1	7 %
Get Rs. 45/- month after passing	-	-	-	-
Other	1	0	1	7 %
	11	4	15	100 %

18. What was your reason for enrolling in RETT?

	Dhading	Ilam	Total	%
Can increase teaching abilities	11	4	15	94 %
Can acquire new knowledge	-	-	-	-
Get Rs.45/- per month after passing	0	1	1	6 %
	11	5	16	100 %

19. What did you gain from the RETT course?

	Dhading	Ilam	Total	%
Increased teaching abilities	11	5	16	100 %
New knowledge	-	-	-	-
Monthly allowance of Rs. 45/-	-	-	-	-
Chance to listen to the radio	-	-	-	-
	11	5	16	100 %

20. Do you have your own radio at home?

	Dhading	Ilam	Total	%
Yes	4	4	8	50 %
No	7	1	8	50 %
	11	5	16	100 %

21. If Yes to (20), what kind? Where did you buy it? Which meter bands does it have?

	Dhading	Ilam	Total	% of owners
Indian	1	0	1	12 %
Japanese	1	4	5	63 %
School Distribution UNICEF	1	0	1	12 %
Other	1	0	1	12 %
	4	4	8	100 %

	Dhading	Ilam	Total	% of owners
Kathmandu	1	1	2	24 %
Biratnagar	0	1	1	12 %
From Friend	1	2	3	38 %
India	1	0	1	12 %
DEO's Office *	1	0	1	12 %
	4	4	8	100 %

* UNICEF radio given to school - only 1 teacher, he uses for personal use.

22. If you don't have your own radio, do you listen to the radio?
If so, where?

(8 had their own - Question was asked of the 8 who don't

	Dhading	Ilam	Total	% of non-owners
Yes, I listen	7	1	8	100 %
No, I don't	0	0	0	-
	7	1	8	100 %

Place (can name more than one)	Dhading	Ilam	Total	% of non-owners
Relatives	-	-	-	-
Neighbors	4	1	5	63 %
Tea Shop	-	-	-	-
Village Panchayat Office	-	-	-	-
School	3	0	3	37 %
Elsewhere	1	-	1	100%
	8	1	9	100%

- 22.(a) How many houses are there in this village?

Village

Ward

- (b) How many radios would you say there are in the village?

23. If you listen to the radio, how often do you listen?

	Dhading	Ilam	Total	%
Daily	5	4	9	56 %
Often (several times/week)	3	0	3	19 %
Only sometimes	3	1	4	25 %
	11	5	16	100 %

24. When do you listen to the radio, what time of day do you listen?
(can answer more than one)

	Dhading	Ilam	Total	% of 36 responses
Morning	6	5	11	31 %
Afternoon	5	1	6	16 %
Evening	9	3	12	33 %
Night	6	1	7	19 %
	26	10	(36)	100 %

25. Meter Band preferences.
26. When you listen to Radio Nepal, are you getting clear reception or not?

	Dhading	Ilam	Total	%
Clear reception	8	4	12	75 %
Unsatisfactory reception	3	1	4	25 %
	11	5	16	100 %

27. If you are not getting clear reception at all times, what times of day and on which meter bands do you have problems?
28. When you were enrolled in the RETT course and listened to the program on Radio Nepal, did you have any problems in being able to listen clearly to the program?

	Dhading	Ilam	Total	%
Yes, problems	3	1	4	25 %
No, no problems	8	4	12	75 %
	11	5	16	100 %

If yes, what kind of problems?

	Dhading	Ilam	Total	%
Interruptions in the broadcast	2	0	2	50 %
Reception not clear	1	1	2	50 %
	3	1	4	100 %

- 29.(a) If you were enrolled the year before last (1981-82), did you listen to the RETT program this past year, too. (Asked of the 5 enrolled 1981-82)

	Dhading	Ilam	Total	% of 1981 List
Yes	2	1	3	60 %
No	2	0	2	40 %
	4	1	5	100 %

- 29.(b) The RETT broadcasts have resumed since August, 28th. Do you plan on listening to the program again this year?

	Dhading	Ilam	Total	%
Plan to listen	8	5	13	81 %
Don't plan to listen	3	0	3	19 %
	11	5	16	100 %

29.(c) If you do plan to listen, why?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
New knowledge	7	2	9	69 %
Increase teaching abilities				
I am interested in it	1	1	2	15 %
It's useful	0	2	2	15 %
	<hr/>	<hr/>	<hr/>	<hr/>
	8	5	13	100 %

29.(d) If you don't plan to listen, why?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
The same programs are repeated	-	-	-	-
Because I've already completed the training	-	-	-	-
The broadcast time isn't/no free time	3	0	3	100
	<hr/>	<hr/>	<hr/>	<hr/>
	3	0	3	100

30. When you were enrolled in RETT, how much interest did you take in the "Magazine Show" which is broadcast in the middle of the RETT Show?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Listened with interest	8	5	13	81 %
Did not listen with interest	3	0	3	19 %
	<hr/>	<hr/>	<hr/>	<hr/>
	11	5	16	100 %

If you did find it interesting, for what reason?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
It was good	1	0	1	8 %
It was interesting as well as entertaining	5	3	8	62 %
New knowledge	2	2	4	30 %
	<hr/>	<hr/>	<hr/>	<hr/>
	8	5	13	100 %

If not, why not?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
No reason given	1	0	1	33 %
Reception wasn't clear	2	0	2	67 %
	<hr/>	<hr/>	<hr/>	<hr/>
	3	0	3	100 %

- 30.(a) To be asked of those who don't seem very familiar with the Magazine Show: On the Magazine Show, programs like Women's Education, Children's Literature, Resource Conservation, etc. were broadcast - did you hear these programs?

QUESTION/ANSWER (all answers unanimous)

	Dhading	Ilam	Total	% of 3
Yes, heard	3	0	3	100 %
How clear ? - clear	3	0	3	100 %
How understandable ? Good	3	0	3	100 %
What did you think of it ? Good	3	0	3	100 %
Should be continued in future ? Yes	3	0	3	100 %
If continued, what new topic should be added?	3	0	3	100 %
Don't know	3	0	3	100 %

31. How would you assess the programs broadcast on the Magazine Show?

	Dhading	Ilam	Total	%
Up-to-date	3	4	7	54 %
Educational	10	3	13	100 %
Old, dated material	1	0	1	8 %
	14	7	21	*

* (Can answer more than one)

32. How well do you think other teachers could understand this Magazine Show?

	Dhading	Ilam	Total	%
Can understand it clearly	7	5	12	75 %
Only to some extent	4	0	4	25 %
Can't understand it	-	-	-	-
	11	5	16	100 %

33. How well do you think the villagers could understand the Magazine Show?

	Dhading	Ilam	Total	%	Reason
Can understand it clearly	1	4	5	31 %	
Only to some extent	5	1	6	37 %	
Can't understand it	5	0	5	31 %	Because they
	11	5	16	100 %	are uneducated (9.

34. How well can you understand the Magazine Show?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Can understand it clearly	9	5	14	87 %
Only to some extent	1	0	1	6 %
Can't understand it	1	0	1	6 %
	11	5	16	100 %

35. In your opinion, for the future, should any changes be brought about in the Magazine Show or not? Why or why not?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Should be changed	7	1	8	50 %
No changes needed	4	4	8	50 %
	11	5	16	100 %

REASONS FOR CHANGES (more than one answer OK)

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
In writing style	1	1	2	12 %
Language should be simplified	5	0	5	31 %
Speakers need to slow down	2	0	2	12 %
Can't specify	1	0	1	6 %
New topics should be added	1	0	1	6 %

REASONS CHANGES NOT NEEDED (more than one answer OK)

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Language of style are OK	2	2	4	25 %
All worthwhile topics have been included	2	4	6	37 %

36. Do you have anything else to say about the Magazine Show?

	<u>Dhading</u>	<u>Ilam</u>	<u>Total</u>	<u>%</u>
Nothing to add	8	4	12	75 %
Should increase broadcast time	0	1	1	6 %
Should repeat programs	-	-	-	-
Should make language simpler	2	0	2	13 %
Language in poem and play should be	1	0	1	6 %
	11	5	16	100 %

37. Besides RETT broadcast, what other of Radio Nepal's shows do you listen to regularly?

(More than one OK)	Dhading	Ilam	Total	%
News	9	4	13	81 %
Rural Programs	7	4	11	69 %
Commercial Service (Music)	6	3	9	56 %
Children's Program	8	4	12	75 %
Agricultural Program	8	3	11	69 %
Religious Program	6	3	9	57 %
Education Program	9	5	14	87 %
Police Program	5	2	7	44 %
Royal Army Program	7	2	9	56 %
School Broadcast Program	10	5	15	94 %
External Service (English)	5	2	7	44 %
Other	0	1	1	6 %

38. Why do you like to listen to the program you mentioned above?
(More than one OK)

	Dhading	Ilam	Total
New knowledge	5	2	7
New news	2	0	2
Relevant to rural life	0	3	3
Helps us in teaching profession	4	0	4
Program is interesting	2	0	2
	13	5	18

39. This Magazine Show broadcast as part of RETT is in fact quite similar to some other programs like Rural Program, Agricultural Program, Children's Program, etc. In your opinion, of these, which is the best program and why?

Program	Dhading	Ilam	Total	%	Reasons Given (some named more than one program)*
Agricultural Program	6	0	6	38%	Gives knowledge relevant to farmers (6 + 0 = 6)
School Broadcast	1	1	2	13%	Helpful to us in teaching profession (1 + 3 = 4)
News	1	0	1	6%	Worthwhile (1 + 0 = 1)
Children's Program	3	2	5	31%	
Rural Program	1	1	2	13%	Relevant to rural life (1 + 1 = 2)
Educational Program	1	1	2	13%	Increase knowledge (1 + 1 = 2)
	13	5	18*	*	

*More than one answer given in two cases

40. If you compare the Magazine Show with your above-mentioned favorite program, how does it compare? Why?

	Dhading	Ilam	Total	%
Similar in quality	9	4	13	81 %
Can't say	2	1	3	19 %
	11	5	16	100 %

Reasons (can answer more than one)

	Dhading	Ilam	Total	%
New knowledge	4	1	5	38 %
Entertaining	1	0	1	8 %
Beneficial to rural folk	2	1	3	23 %
Language is simple	2	0	2	15 %
It's interesting	0	2	2	15 %
It's helpful for our teaching	0	1	1	8 %
	9	5	14	100 %

41. Do you have any suggestions for making the Magazine Show as interesting as other programs?

	Dhading	Ilam	Total	%
Add new programs (subjects)	1	0	1	6 %
Increase broadcast time	-	-	-	-
Simplify language	2	0	2	13 %
Add programs on school programs	0	1	1	6 %
Nothing to say	8	4	12	75 %
	11	5	16	100 %

42. Of the various programs broadcast on the Magazine Show, which ones are the most interesting and memorable?

	Dhading	Ilam	Total	%	REASON
Women's Education	2	0	2	13%	
Population Education	5	0	5	31%	
Literacy	4	1	5	31%	Need to raise literacy rate (3 + 1 = 4)
Children's Stories	3	3	6	38%	
Teachers, Questions-Answers	6	0	6	38%	
Songs	2	0	2	13%	Entertainment (1 + 1 = 2)
Programs about Nepali holidays, culture etc.	3	1	4	25%	Good information about culture (1 + 1 = 2)
					No reason (2 + 2 = 4)
	25	5	30	*	

* (Can answer more than one)

43. No written materials (SIMs) were provided for the Magazine Show; do you think they should distribute these kinds of materials? Why?

	Dhading	Ilam	Total	%
Should be distributed	9	3	12	75 %
Not necessary	0	0	0	0
Can't say	2	2	4	25 %
	11	5	16	100 %

Reasons they should be given out	Dhading	Ilam	Total	%
Acquire new knowledge	1	1	2	17 %
Would continue to be helpful in future	1	0	1	8 %
Would be very helpful in understanding	7	0	7	58 %
Would help us in teaching profession	0	2	2	17 %
	9	3	12	100 %

44. When you listened to the Magazine Show, did anyone else listen along with you? If so, what did they think of it?

OTHER LISTENERS	Dhading	Ilam	Total	%	OTHER LISTENERS REACTION		
					Dhading	Ilam	Total %
Friends or other members of household	2	1	3	19%	Program was OK		
Teachers	1	0	1	6%	3	2	5 100%
Neighbors	0	1	1	6%			
Sub-total: Other Listeners	3	2	5	31%			
No one else listened	8	3	11	69%			
	11	5	16	100%			

45. Besides Radio Nepal, what other stations do you listen to?

	Dhading	Ilam	Total	Nepali	Hindi	English
Radio Kurseong	4	2	6	4+2 = 6	1+1 = 2	
All India Radio	6	3	9	6+3 = 9	1+1 = 2	
Akash Vaani	1	1	2		1+1 = 2	
R.B.C.	4	3	7	0+1 = 1	4+2 = 6	0
Radio Beijing	1	0	1	1+0 = 1		
Radio Moscow	-	-	-			
Radio Sri Lanka	1	0	1		1+0 = 1	
Listen Other Stations	6	4	10			
Non-listeners	5	1	6			
	11	5	16			

46. How would you compare the quality of reception of these other station(s) with Radio Nepal?

Asked of listeners of other stations	Dhading	Ilam	Total	% of listeners
Radio Nepal is clearer	2	2	4	40 %
Other station is clearer	1	1	2	20 %
Equal	3	1	4	40 %
	6	4	10	100 %

47. In this village, which radio station is most popular, and, generally, which program do the villagers enjoy listening to?

	Dhading	Ilam	Total	%
Radio Nepal	9	5	14	88 %
No answer	2	0	2	12 %
	11	5	16	100 %

Popular Programs	Dhad.	Il.	Tot.	%	REASONS
Agricultural Prog.	2	1	3	21%	Relevant to villagers level ((2+1=3)
Rural Program	3	1	4	29%	It's related to agriculture (3+1=4)
Songs/Music	3	1	4	29%	Entertainment (3+1=4)
Education Program	1	0	1	7%	Easy to understand (1)
News	0	1	1	7%	Important (1)
Children's Program	0	1	1	7%	Easy to understand (1)
	9	5	14	100 %	

48. On the subject of Radio Nepal: actually, how clear and understandable are the programs being broadcast, and how simple is the language and style being employed?

(Can answer more than one)	NEWS			
	Dhading	Ilam	Total	% of 46
Language style is simple	7	3	10	20 %
Clearly understood	10	5	15	31 %
Interesting	6	4	10	20 %
Only literate people can understand	1	0	1	2 %
General rural people can't understand well	8	5	12	27 %
	32	17	49	100 %

(Can answer more than one)

DEVELOPMENT PROGRAMS

	Dhading	Ilam	Total	% of 46
Language style is simple	6	3	9	20 %
Clearly understood	8	4	12	27 %
Interesting	6	4	10	22 %
Only literate people can understand	4	0	4	9 %
General rural people can't understand well	6	5	11	24 %
	30	16	46	100 %

(Can answer more than one)

RELIGIOUS PROGRAMS

	Dhading	Ilam	Total	% of 46
Language style is simple	5	4	9	20 %
Clearly understood	7	4	11	24 %
Interesting	7	5	12	26 %
Only literate people can understand	5	0	5	11 %
General rural people can't understand well	5	4	9	20 %
	29	17	46	100 %

In your opinion, how could Radio Nepal programming be improved?

	Dhading	Ilam	Total	%
Don't know	6	4	10	63 %
Simplify the language	4	1	5	31 %
	1	0	1	6 %
	11	5	16	100 %

49. Do you have anything to add on this or any other subject?

	Dhading	Ilam	Total	%
Nothing to say	5	3	8	50 %
No response	3	0	3	19 %
Employers should be given to simplifying the language	1	0	1	6 %
More interesting programs should be included	1	0	1	6 %
Textbooks should be provided	0	1	1	6 %
Help should be provided for School Building	1	0	1	6 %
	0	1	1	6 %
	11	5	16	100 %

LIST OF PERSONS INTERVIEWED

FOR STUDY

Mr. Haribol Khanal

Language Specialist
Radio Education Teacher Training Project, Sanothimi

Mr. B.B. Singh

Producer
Radio Education Teacher Training Project, Sanothimi

Mr. Chirinjibi Karmacharya

Information Officer
Department of Agriculture, Kathmandu

Dr. Kathleen Goodman

Self-Instructional Specialist
SIU Contract Team
Radio Education Teacher Training Project, Sanothimi

Dr. Kedar Nath Shrestha

Chief
Curriculum, Textbook and Supervision Development Center, MOEC
Harihar Bhawan

Mr. Mana Prasad Wagley

Former Chief
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MAGAZINE SHOW SCRIPT ANALYSIS
COMPARATIVE TOTALS BY SUBJECT

Criteria (range)	Average score for each subject area (3 scripts)								Average for script	Best script	Worst script
	General Knowledge	Children's Stories	Population Education	Literacy	Women's Education	Resource Conservation	Health Ed. (only 2)	Criteria for			
1. General information (10 wholly accurate, 1 many errors)	7	6.3	6.6	4.4	5.7	6.6	6.3	6.30	Gen.. Know. Script G.K.1	1. Scr. 2 G.K. G.K.	
2. General information (10 very up to date, 1 out of date)	5.7	5	5.9	6.1	6	7.2	6.2	5.98	Health	Res. Comp. Sci.	
3. Focus: range (10 wide audience, 1 narrow)	4.9	6.7	5.3	5.9	5.2	4.1	6.5	5.56	Child Stor.3	R.C. Hea. *	
4. Focus: Level									Lit.2	Hea. 2	
5. Vocab used (10 hi Sanskrit, 1 vernacular)	7.1	3.4	5.6	4	5.4	7.8	6.5	5.72	Child St. 2	Pop. Ed. G.K.	
6. Syntax (10 hi Sanskrit, 1 Vern.)	6.8	4.1	4.5	3.7	5	7.1	6	5.28	Women's Ed.1	Chil. Lit. R.C.	
7. Concepts: (10 hi sophisticate 1 Universal)	6.3	4.4	5.7	4.7	4.7	7	6.2	5.52	Ch.Lit 2	Lit. Lit. R.C.	
8. Concepts: (10 explained, 1 unexplained)	5.3	5.4	4.6	4.3	5.8	4.8	4.7	4.96	G.K.1	Lit. Lit.	
9. Concepts: (10 relevant to target 1 irrel)	5.6	6.2	6	5.8	5.4	4.2	6.7	5.80	Ch.Lit 3	Lit. Lit.	
10. Concepts: (10 rel. for gen. audience, 1 irrelevant)	4.6	6.3	6.3	5.1	6.7	4.7	6.5	5.78	G.K.1	Lit. Lit.	
11. Characters (10 identifiable, 1 thin, unreal)	-	4.8	5.1	5.2	6	-	4.7	5.03	Ch.Lit 2	Lit. Lit.	
12. Introduction of topic (10 strong, 1 weak)	4.6	5.4	5.7	5.2	5.5	5.4	4	5.22	G.K.2	Lit. Lit.	
13. Main points clear (10 strong, 1 weak)	5.7	6.1	4.7	5.1	5.4	5.4	4.7	5.26	Ch.Lit 3	Lit. Lit.	
14. Main points reviewed (10 strong, 1 weak)	6	5.1	3.9	4.1	5	4.6	4.3	4.62	Ch.Lit 2	Lit. Lit.	
15. Conclusion for action/recommendations (10 strong, 1 weak)	5.9	3.2	5	4.2	6	3.8	3.7	4.52	G.K.1	Lit. Lit.	
16. Maintains interest (10 strong, 1 weak)	4.3	5.9	3.9	3.8	4.9	3.1	4.3	4.29	Ch.Lit 3	Lit. Lit.	
17. Completeness (10 strong, 1 weak)	5.9	6.1	5	4.9	4.8	4.2	4.2	4.96	Ch.Lit 3	Lit. Lit.	
No. of Best Scores	2	6	1	1	4	1	1				
No. of Worst Scores	1	2	2	2	0	7	4				

(Two ties for 'Worst' scores explains why 18 worst scores for only 16 categories)

*6. Three tied: Health 2, Resource 1, General Knowledge 2

SCRIPT ANALYSIS
High and Low Scores within Each Subject Area

Q. # Criteria	Gen. Knowledge		Child. Stories		Popl. Educ.		Literacy		Women's Educ.		Resour. Cons.		Health Educ.	
	Hi	Low	Hi	Low	Hi	Low	Hi	Low	Hi	Low	Hi	Low	Hi	Low
1. Accuracy of info. 10 Best	8.7	6	6.5	6	7	6	5.3	3.3	6.7	5	6.7	6.3	8.3	4.3
2. Up-to-dateness of info. 10 Best	8.3	4.3	5.5	4.5	6.7	5.3	6.7	5.3	7.3	5	7.7	6.7	7.7	4.7
3. Range of Audience 10 Best	5.7	4	7	6.3	5.7	5	6.7	4.3	5.7	5	4.7	3.7	8	5
4. Sanskritization of lang. 1 Best	7.3	6.7	3.7	3	6.7	3.7	4.3	3.7	6	4.7	8	7.7	8	5
6. Sanskritization of syntax 1 Best	7.3	6	4.3	3.7	5	4	4.3	3	5.3	4.7	7.3	7	7.3	4.7
7. Sanskritization of concepts 1 Best	7.3	5	5.7	3.7	7	5	5.7	4	5	4.3	7.3	6.7	7.7	5
8. Explanation of concepts 10 Best	6	4.7	6.3	4.7	5.7	3.7	4.7	4	6	5.3	5.3	4	5	4.3
9. Relevance of concepts to teachers 10 Best	7	3.7	6.7	6	7	5.3	6.3	5	6	4.7	4.7	3.7	7.3	6
10. Relevance to rural audience 10 Best	6	3.7	6.7	6	6.7	6	5.7	4.3	7.3	5.7	5	4	6.7	6.3
11. Realness of characters 10 Best	x	x	5.3	4.3	5.7	4.7	6.3	4.3	7	4.7	x	x	(4.7)	
12. Quality of introduction 10 Best	5	4	5.7	4.7	7	4.3	5.7	4.7	6.3	5	6	4.7	4	4
13. Clarity of main points 10 Best	7.3	4.5	7	5.7	5	4.3	6	3.7	6	5	5.7	5	5	4.3
14. Review of main points 10 Best	6.3	5.7	6.3	4	4	3.7	5	3	5.7	4.3	5.7	4	4.3	4.3
15. Conclusion 10 Best	6.3	5.3	5.3	2	5.3	4.7	5	3.7	7	5.3	4	3.7	3.7	3.7
16. Maintenance of interest 10 Best	5.3	3.3	6.7	5.3	4	3.7	4.7	2.7	6	4.3	3.7	2.7	5.7	3
17. Completeness 10 Best	6.7	5	6.7	5.7	5.7	4.7	6	3	6	4	4.7	3.7	4.7	3.7

SCORING SHEET BY SUBJECT AREA
POPULATION EDUCATION

Q. # Criteria (range)

1. Gen. information (10 wholly accurate, 1 many errors)
2. Gen. information (10 very up to date, 1 out of date)
3. Focus: range (10 wide audience, 1 narrow)
4. Focus: Level
5. Vocab used (10 Hi Sanskrit, 1 Vernacular)
6. Syntax (10 Hi Sanskrit, 1 Vernacular)
7. Concepts: (10 Hi sophisticate, 1 universe 1)
8. Concepts: (10 well explained, 1 unexplained)
9. Concepts: (10 relevant to target, 1 irrel)
10. Concepts: (10 relevant for gen. rural audience)
11. Characters (10 identifiable, 1 thin, unreal)
12. Intro. of topic (10 strong, 1 weak)
13. Main points clear (10 strong, 1 weak)
14. Main points reviewed (10 strong, 1 weak)
15. Conclusion for action (10 strong, 1 weak)
16. Maintains interest (10 strong, 1 weak)
17. Completeness (10 strong, 1 weak)

	1			2			3			Aver. Overall	
		Aver.			Aver.			Aver.			
1.	9	5.7	7	7	6.7	9	4.5	6	6.6		
2.	3	6.7	5.3	7	6.7	7	4.6	5.7	5.9		
3.	5	6.5	5.3	3	5	7	5.5	5.7	5.3		
4.	7	6.7	6.7	7	6.3	3	4.4	3.7	5.6		
5.	4	x	4.5	3	5.7	3	4.5	4	4.5		
6.	8	6.7	7	9	7	4	5.6	5	5.7		
7.	2	4.7	4.3	4	5.7	3	4.4	3.7	4.6		
8.	7	4.6	5.7	7	7	8	3.5	5.3	6		
9.	7	5.7	6.3	5	6.7	8	6.6	6.7	6.3		
10.	4	3.7	4.7	3	5	6	4.7	5.7	5.1		
11.	8	3.6	5.7	8	7	3	5.5	4.3	5.7		
12.	3	4.6	4.3	2	5.8	5	4.5	4.7	4.7		
13.	2	3.6	3.7	1	4.4	3	3.6	4	3.9		
14.	5	4.7	5.3	5	4.7	6	3.6	5	5		
15.	2	3.6	3.7	3	4.4	3	3.6	4	3.9		
16.	2	3.6	3.7	3	4.4	3	3.6	4	3.9		
17.	6	4.7	5.7	3	4.7	6	2.6	4.7	5		

COMMENTS: Script # 1. Focus: men only; too long, too many statistics (and 2038 census data not used)
 poorly written for target group.
 Script # 2. Over their heads, no focus, too much material, too many stats.
 Script # 3. Women made fun of (?) - why should the woman always be the ignorant one?
 too many stats - why not use analogy? Disc. of economic matters make this
 material in interesting but a sophisticated part of it.

RESOURCE CONSERVATION

SCORING SHEET BY SUBJECT AREA

SCRIPT ANALYSIS

Q. #	Criteria (range)	1	Aver	2	Aver	3	Aver	Overall
1.	Gen. information (10 wholly accurate, 1 many errors)	5 7 8	6.7	3 8 9	6.7	6 8 5	6.3	6.6
2.	Gen. information (10 very up to date, 1 out of date)	5 7 8	6.7	5 8 9	7.3	6 8 9	7.7	7.2
3.	Focus: range (10 wide audience, 1 narrow)	5 3 6	4.7	5 5 2	4	4 5 2	3.7	4.1
4.	Focus level							
5.	Vocab used (10 hi Sanskrit, 1 Vernacular)	7 8 8	7.7	6 8 9	7.7	7 8 9	8	7.8
6.	Syntax (10 hi Sanskrit, 1 Vernacular)	6 8 8	7.3	6 8 7	7	6 8 7	7	7.1
7.	Concepts: (10 hi sophisticate 1 universe 1)	7 7 8	7.3	6 7 8	7	7 5 8	6.7	7
8.	Concepts: (10 well explained, 1 unexplained)	4 6 2	4	7 7 2	5.3	6 7 2	5	4.8
9.	Concepts: (10 relevant for gen. rural audience)	5 3 6	4.7	5 5 2	4	4 5 2	3.7	4.2
10.	Concepts: (10 relevant to gen. rural audience)	4 5 6	5	5 7 3	5	4 5 2	3.7	4.7
11.	Characters (10 identifiable 1 thin, unreal)	x x x	x	x x x	x	x x x	x	x
12.	Intro. of topic (10 strong, 1 weak)	5 7 5	5.7	5 7 2	4.7	6 6 6	6	5.4
13.	Main points clear (10 strong, 1 weak)	5 5 5	5	4 6 7	5.7	5 7 5	5.7	5.4
14.	Main points reviewed (10 strong, 1 weak)	6 4 2	4	5 6 1	4	5 7 5	5.7	4.6
15.	Concl. for action (10 strong, 1 weak)	6 3 2	3.7	3 6 2	3.7	4 6 2	4	3.8
16.	Maintains interest (10 strong, 1 weak)	3 4 2	3	3 4 1	2.7	4 6 1	3.7	3.1
17.	Completeness (10 strong, 1 weak)	2 4 5	3.7	3 5 6	4.7	- 7 6	4.3	4.2

COMMENTS: Script # 1. Text needs to be revised; useful info. for rural audience but needs modification. Classic case of "over their heads" - sounds as if translated directly from USAID paper I counted 16 words (in 1½ pp.) not normally known to rural people (and unexplained).

Script # 2. Info. needs rewriting to be useful - only aimed at 3 districts; few could understand it anyway

Script # 3. Too narrow - needs to be made more interesting - In one paragraph; sq. miles, sq. km., hectares; in another: acre/feet, cubic meter, sq. km. "totally confusing", too many useless statistics.

GENERAL KNOWLEDGE (INCLUDES FESTIVALS, ETC.)

SCORING SHEET BY SUBJECT AREA

SCRIPT ANALYSIS

Q# Criteria(Range)

	1			Aver.	2			Aver.	3			Aver.	Over All
1. Gen. information (10 wholy accurate, 1 many errors)	8	10	8	8.7	7	6	6	6.3	10	4	4	6	7
2. Gen. information (10 very up to date, 1 out of date)	8	10	7	8.3	5	3	5	4.3	5	3	5	4.2	5.7
3. Focus: range (10 wide audience, 1 narrow)	7	2	8	5.7	6	1	5	4	2	8	5	5	4.9
4. Fbcus Level													
5. Vocab used (10 hi Sanskrit 1 Vernacular)	7	8	5	6.7	4	10	8	7.3	10	5	7	7.3	7.1
6. Syntax (10 hi Sanskrit, 1 Vernacular)	7	7	4	6	4	10	8	7.3	10	5	6	7	6.8
7. Concepts: (10 hisophisticate, 1 universe 1)	7	10	5	7.3	4	5	6	5	10	4	6	6.7	6.3
8. Concepts: (10 well explained, 1 unexplained)	7	3	6	5.3	6	7	5	6	5	3	6	4.7	5.3
9. Concepts; (10 relevant to target, 1 irrel)	7	6	8	7	7	6	5	6	2	3	6	3.7	5.6
10. Concepts:(10 relevant for gen. rural audience)	5	6	7	6	4	1	6	3.7	2	4	6	4	4.6
11. Chracters (10 identifiabale 1 thin, unreal)	-	-	-	-	-	-	-	-	-	-	-	-	-
12. Intro. of topic (10 strong, 1 weak)	3	3	6	4	6	3	6	5	5	6	3	4.7	4.6
13. Main points clear (10 strong, 1 weak)	x	2	7	4.5	6	9	7	7.3	5	5	5	5	5.7
14. Main points reviewed (10 strong 1 weak)	7	3	7	5.7	6	7	6	6.3	9	5	4	6	6
15. Concl. for action (10 strong, 1 weak)	6	x	6	6	7	5	7	6.3	8	4	4	5.3	5.9
16. Maintains interest (10 strong, 1 weak)	6	3	7	5.3	6	1	6	4.3	1	4	5	3.3	4.3
17. Completeness (10 strong, 1 weak)	8	5	7	6.7	4	5	6	5	10	3	5	6	5.9

Script #1. Bad translations (from English) make this otherwise interesting idea rather ineffective.

- Simplifications needed in writing.

#2. More elaboration with examples needed; quite useful(program),=more info and elaboration needed.

- Bad.

#3. Pretty well-written for a certain audience.

- More elaboration is necessary; not so useful for future broadcast.

CHILDREN'S STORIES

SCORING SHEET BY SUBJECT APFL

SCRIPT ANALYSIS

Q. # Criteria (range)	1			Aver.	2			Aver.	3			Aver.	Overall
	1. Gen. information (10 wholly accurate, ' many errors)	7	7	5	6.3	6	6	x	6	7	6	x	
2. Gen. informajion (10 very up to date, ' out of date)	4	6	x	5	4	5	x	4.5	4	7	x	5.5	5
3. Focus: range 10 wide audience, 1 narrow.	6	6	7	6.3	4	7	9	6.7	5	8	8	7	6.7
4. Focus level													
5. Vocab used (10 hi Sanskrit, 1 Vernacular)	4	4	3	3.7	5	4	2	3.7	4	3	2	3	3.4
6. Syntax (10 hi Sanskrit, 1 Vernacular)	5	3	5	4.3	5	4	4	4.3	4	3	4	3.7	4.1
7. Concepts: (10 hi sophisticate, 1 universe 1)	4	7	6	5.7	6	3	2	3.7	3	6	3	4	4.4
8. Concepts: (10 well explained, 1 unexplained)	5	3	6	4.7	5	6	8	6.3	5	6	5	5.3	5.4
9. Concepts: (10 relevant to target, 1 irrel)	6	8	6	6.7	4	6	8	6	4	8	6	6	6.2
10. Concepts: (10 relevant for general rural audience)	6	7	6	6.3	5	7	8	6.7	5	7	6	6	6.3
11. Characters (10 identifiable 1 thin. unreal)	5	7	4	5.3	4	4	6	4.7	5	4	4	4.3	4.8
12. Intro. of topic (10 strong, 1 weak	5	4	7	5.7	8	3	7	6	2	4	8	4.7	5.4
13. Main points clear (10 strong, 1 weak)	7	7	7	7	4	6	7	5.7	5	6	6	5.7	6.1
14. Main points reviewed (10 strong, 1 weak)	6	6	7	6.3	4	4	x	4	5	3	6	4.7	5.1
15. Concl. for action (10 strong, 1 weak)	3	7	6	5.3	1	5	1	2.3	2	3	1	2	3.2
16. Maintains interest (10 strong, 1 weak)	6	8	2	5.3	5	7	8	6.7	5	7	5	5.7	5.7
17. Completeness (10 strong, 1 weak)	4	8	7	6.3	4	7	5	5.3	5	7	8	6.7	6.1

COMMENTS: Script # 1. No lesson is pointed out; dialogue could have been much more interestingly written.
 "Happily even after." Not bad.
 Script # 2. More attention to dialogue and sentence structure would make for more interesting story.
 No conclusion is mentioned, thus no educ. value.
 An interesting story: no ending/moral; characters stereotyped but good.
 Script # 3. Whole story needs rewriting to be made more interesting; no moral at end.
 Does this story have a moral? Can non-Brahmin/Chhetri kids understand
 feminine verbs and adjectives?

Q.# Criteria (Range)

	1	Aver.	2	Aver.	3	Aver.	Overall
Gen. information (10 wholly accurate, . many errors)	5	4.7	3	3.3	3	5.3	4.4
2. Gen. information (10 very up to date, 1 out of date)	7	6.3	7	5.3	7	6.7	6.1
3. Focus: range (10 wide audience, 1 narrow)	8	6.7	7	4.3	6	6.7	5.9
4. Focus Level							
5. Vocab used (10 hi Sanskrit, 1 Vernacular)	5	4.3	5	3.7	4	4	4
6. Syntax (10 hi Sanskrit, 1 Vernacular)	4	4.3	2	3	3	3.7	3.7
7. Concepts: (10 hi sophisticate, 1 universe 1)	6	4.3	5	5.7	5	4	4.7
8. Concepts: (10 well explained, 1 unexplained)	3	4.7	3	4	3	4.3	4.3
9. Concepts: (10 relevant to target, 1 irrel)	9	6.3	7	5	6	6	5.8
10. Concepts; (10 relevant for gen. rural audience)	5	5.7	3	4.3	3	5.3	5.1
11. Characters (10 identifiable, 1 thin unreal)	6	6.3	4	4.3	3	5	5.2
12. Intro. of topic (10 strong, 1 weak)	6	5.3	6	4.7	6	5.7	5.2
13. Main points clear (10 strong, 1 weak)	7	6	3	3.7	4	5.7	5.1
14. Main points reviewed (10 strong, 1 weak)	3	4.3	2	3	4	5	4.1
15. Conclusion for action (10 strong, 1 weak)	3	3.7	4	4	6	5	4.2
16. Maintains interest (10 strong, 1 weak)	4	4.7	1	2.7	2	4	3.8
17. Completeness (10 strong, 1 weak)	6	5.7	1	3	6	6	4.9

- COMMENTS: 1. Only touches reasons for being literate. Disc. of caste was OK but lacked depth - Hari did not admit there was any problem (makes the guy look stupid w/o admitting reality of caste prejudice)
 - Rewriting is needed to make more interesting; dialogue needs restructuring.
2. No reasons given for being literate besides the threat of YAMRAJ! ! Cut idea w/no completeness at all - for 5½ pp !!
3. Only reason given: JOB; no consideration of villagers difficulties in coming to class, only mention (Old folks) - what about 15-30 age group?
 - Rewriting suggested to make it more clear.

HEALTH EDUCATION

SCORING SHEET BY SUBJECT AREA

SCRIPT ANALYSIS

Q. # Criteria (range)

1. Gen. information (1) wholly accurate, 1 many errors)
2. Gen. information (10 very up to date, 1 out of date)
3. Focus: range (10 wide audience, 1 narrow)
4. Focus level
5. Vocab used (10 hi Sanskrit, 1 Vernacular)
6. Syntax (10 hi Sanskrit, 1 Vernacular)
7. Concepts: (10 hi sophisticate, 1 universe 1)
8. Concepts: (10 well explained, 1 unexplained)
9. Concepts: (10 relevant for gen. rural audience)
10. Concepts: (10 relevant to gen. rural audience)
11. Characters (10 identifiable 1 thin, unreal)
12. Intro. of topic (10 strong, 1 weak)
13. Main points clear (10 strong, 1 weak)
14. Main points reviewed (10 strong, 1 weak)
15. Concl. for action (10 strong, 1 weak)
16. Maintains interest (10 strong, 1 weak)
17. Completeness (10 strong, 1 weak)

	1			Aver.	2			Aver.	Aver. of 2 Scripts
1.	4	4	5	4.3	8	8	9	8.3	6.3
2.	5	5	4	4.7	7	7	9	7.7	6.2
3.	4	6	5	5	7	7	10	8	6.5
4.									
5.	6	4	5	5	8	7	9	8	6.5
6.	6	4	4	4.7	8	6	8	7.3	6
7.	7	3	5	5	6	8	9	7.7	6.2
8.	7	3	3	4.3	6	6	3	5	4.7
9.	6	4	8	6	7	5	10	7.3	6.7
10.	6	5	8	6.3	7	3	10	6.7	6.5
11.	4	3	7	4.7	x	x	x		(4.7)
12.	4	5	3	4	3	7	2	4	4
13.	5	5	3	4.3	4	7	4	5	4.7
14.	5	4	4	4.3	5	5	3	4.3	4.3
15.	3	3	5	3.7	5	4	2	3.7	3.7
16.	4	3	2	3	6	6	5	5.7	4.3
17.	5	3	3	3.7	6	5	3	4.7	4.2

COMMENTS: Script # 1. Actual educational material is less than other conversations. Needs rewrite. more than 1p. wasted. Biscuits given good press! Hurriedly written w/no rewriting.
 Script # 2. Rewriting essential (writing too sophisticated).
 Poor presentation of vital subject.

* There were only two Health Education Scripts in the entire set of 51 scripts available. Therefore it was impossible to utilize three scripts for analysis.

WOMEN'S EDUCATION
SCORING SHEET BY SUBJECT AREA

SCRIPT ANALYSIS

Q. # Criteria (Range)

1. Gen. information (10 wholly accurate, 1 many errors)
2. Gen. information (10 very up to date, 1 out of date)
3. Focus: range (10 wide audience, 1 narrow)
4. Focus: Level
5. Vocab used (10 hi Sanskrit, 1 Vernacular)
6. Syntax (10 hi Sanskrit, 1 Vernacular)
7. Concepts (10 hi sophisticate, 1 universe 1)
8. Concepts: (10 well explained, 1 unexplained)
9. Concepts: (10 relevant to target, 1 irrel)
10. Concepts: (10 relevant for gen. rural audience)
11. Characters (10 identifiable, 1 thin, unreal)
12. Intro. of topic (10 strong, 1 weak)
13. Main points clear (10 strong, 1 weak)
14. Main points reviewed (10 strong, 1 weak)
15. Conclusion for action (10 strong, 1 weak)
16. Maintains interest (10 strong, 1 weak)
17. Completeness (10 strong, 1 weak)

	1	Aver	2	Aver	3	Aver	Overall
1. Gen. information (10 wholly accurate, 1 many errors)	8 5 3	5.3	6 7 7	6.7	3 6 6	5	5.7
2. Gen. information (10 very up to date, 1 out of date)	9 4 4	5.7	9 6 7	7.3	3 7 5	5	6
3. Focus: range (10 wide audience, 1 narrow)	7 5 3	5	6 5 6	5.7	3 6 6	5	5.2
4. Focus: Level							
5. Vocab used (10 hi Sanskrit, 1 Vernacular)	7 6 5	6	5 5 6	5.3	3 5 6	4.7	5.4
6. Syntax (10 hi Sanskrit, 1 Vernacular)	4 6 5	5	5 5 6	5.3	3 4 7	4.7	5
7. Concepts (10 hi sophisticate, 1 universe 1)	4 4 6	4.7	6 4 5	5	4 4 5	4.3	4.7
8. Concepts: (10 well explained, 1 unexplained)	7 5 6	6	5 7 4	5.3	5 6 7	6	5.8
9. Concepts: (10 relevant to target, 1 irrel)	8 3 6	5.7	7 4 7	6	2 6 6	4.7	5.4
10. Concepts: (10 relevant for gen. rural audience)	10 5 7	7.3	8 6 7	7	4 6 7	5.7	6.7
11. Characters (10 identifiable, 1 thin, unreal)	8 6 5	6.3	7 6 3	7	2 6 6	4.7	6
12. Intro. of topic (10 strong, 1 weak)	6 5 5	5.3	6 6 7	6.3	4 4 7	5	5.5
13. Main points clear (10 strong, 1 weak)	7 5 6	6	2 7 7	5.3	3 6 6	5	5.4
14. Main points reviewed (10 strong, 1 weak)	4 5 6	5	4 6 7	5.7	1 5 7	4.3	5
15. Conclusion for action (10 strong, 1 weak)	8 6 7	7	5 6 6	5.7	4 5 7	5.3	6
16. Maintains interest (10 strong, 1 weak)	7 5 6	6	1 5 7	4.3	2 4 6	4	4.8
17. Completeness (10 strong, 1 weak)	7 6 5	6	1 5 7	4.3	2 4 6	4	4.8

- COMMENTS: Script # 1. Unnecessary sanskritization (why pradean garnu for dinu, e.g.? Much on legal Services Committee - only address given is Pulchok! How useful is this info? Best script yet - but recommendations need be practical. Concluding remarks needed to have more educative value; not recommended for future (broadcast)
- Script # 2. 6 pp. ! Too much - loses all its value. And too sanskritized vocabulary - needs be reduced for future use
- Script # 3. Boring; old, not credible - some modifications needed for future use.

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