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# UNIT 17 AUDIENCE RESEARCH

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## 17.0 INTRODUCTION

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In the preceding unit, we have seen that the knowledge of audience profile is an important and useful input in planning a programme. It is needless to emphasise that the basis of a successful programme is the understanding of the needs of the target audience by the programme producer. In this unit, we will discuss as to what the term 'Audience Research' means. How does it help a programme planner in devising a programme so that a large number of people among the target group access the message with the desired impact? We will also discuss the secondary and primary sources of data collection. In addition, different methods of data collection, steps to classify, tabulate and analyse data will also be detailed to help you undertake audience research.

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## 17.1 OBJECTIVES

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After going through this unit, you will be able to:

- discuss the relevance and utility of audience research in programme planning;
- define the concept of audience profile;
- differentiate between formative and summative evaluation;
- describe the sources of audience research ;
- explain the different methods of data collection; and
- identify steps for data analysis.

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## 17.2 WHAT IS AUDIENCE RESEARCH ?

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Audience Research primarily implies "ascertaining the reach, exposure, composition and environmental context of various mass media in relation to potential audience." It can be described as collection and analysis of data to provide feedback to broadcasting organisations. This feedback helps in programme planning, policy formulation and qualitative improvements.

A media planner needs complete and latest information about the audience profile to guide him/her in designing and producing programmes and also in attaining the objectives of the programmes. For example, a broadcaster needs to know and understand adequately:

- what does the audience know, e.g., the awareness level of high school boys and girls about AIDS or environment protection;
- which message, in what measure and in what format, (drama, talk, feature, documentary or a discussion with a medical practitioner) would be suitable for effective projection of a theme for different segments of audience;
- what type of people (audience) and how many of them are likely to listen the programme;
- whether the programme was effective or not; an assessment after the programme is over.

Audience Research aims at seeking reliable answers to these types of questions for producing effective programmes. It helps in deciding:

- utility/usefulness of a particular programme;
- media strategy to be adopted;
- message/content to be included;
- economics of the entire venture; and
- efficacy of the communication strategy and the medium selected.

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## 17.3 AUDIENCE PROFILE

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While talking about audience profile for audience research, you would like to know the meaning of 'audience', and what does it convey in mass communication process. You may be aware that major elements of communication are communicator (source); message (content); channel (medium); receiver (audience) effect and feedback. If we carefully examine these elements, we shall find that the primary focus of all other elements is the 'receiver' of communication. In mass media parlance, every person reading newspapers, watching a film in a cinema hall, listening to a radio programme or watching a television show is known as 'audience'. These mass media audiences are generally heterogeneous in nature, i.e., they consist of people of both sexes, different age groups, social status, etc. They are anonymous and thus unknown to each other and physically separated from communicator, both in terms of time and space.

In a broad sense the 'audience profile', includes the composition of the audience, its needs, preferences, lifestyle and media availability. Let us discuss these components one by one.

### 17.3.1 Audience Composition

Before planning and designing a programme, we need a variety of information about the demographic, social, cultural, economic and other characteristics of the people living in the area. It means detailed information about demographic and socio-economic characteristics, e.g., sex, age, literacy levels, economic status, linguistic composition, marital status, ethnic status, mortality, fertility behaviour, migrations, etc., of the audience. Then, we would like to know the number of households living in the area and how many of them are in urban or rural area, the composition of these households, i.e., how many are men, women and children, the group they largely distributed into? How many of them are educated, and up to what levels. What is the mother tongue of the people living in the area? What other languages do they understand and speak? Understanding the composition of the audience helps in planning for different variety and formats of the programmes.

### 17.3.2 Media Availability

If we have to produce a programme in the coverage area of a station, the first information we need is the 'Spread' of the coverage zone of the station. By Spread, we mean the area both rural and urban, covered by the transmitter of the station. It is also known as 'reach' or the extent of availability of different mass media in the defined coverage area. For example, in respect of radio, it may mean, the number of radio sets, the number of households owning radio sets, type of sets available, e.g., AM (medium wave/short wave) and FM sets, the number of radio stations or channels operating in the area; their reception quality, and clarity of signal or reception, etc. If people do not have the required types of radio/TV sets or the reception of the broadcasting station is not clear on the set, then they cannot listen or watch the programme. This type of problem was faced by All India Radio at the time of introduction of FM channels and installation of FM transmitters as FM sets were not available with listeners.

### 17.3.3 Audience Needs

The listening/viewing habits of the people are influenced by a number of needs such as educational, informational, emotional, commercial, cultural, entertainment, etc. Our tastes and preferences are also conditioned by our physical and cultural environment or milieu. Therefore, knowledge about all these constitutes a significant element of the audience profile.

Relevance and topicality of the subject discussed in a programme for the audience also matters a lot. For example, in a drought-prone area or a desert region, if a radio programme tells the people as to how to grow paddy, which requires plenty of irrigation facility and a lot of water supply, it may either get no response from the audience or provoke cynicism. However, a programme showing paddy cultivation in a desert area, in Rajasthan, for example, where irrigation facility has become available because of the Indira Gandhi Canal, may evoke a positive response. In addition, the audience response also depends on the nature of information provided, for example, most of the smokers may be aware about the effects of smoking and that they should quit smoking. They would like to know how they can do it. If a programme tells them only about the bad affects of smoking, but does not suggest how to quit smoking, it may not evoke requisite interest and attention.

### 17.3.4 Audience Lifestyle

In a multi-media situation, when people have varied media choices, it is essential for any media planner to have detailed information about programme timings and people's conveniences. This information helps in planning the nature and type of programme. The treatment duration of the programme and the time of broadcast to reach out to a wider audience. If the programme is meant for the working population who return home late in the evening and have limited leisure hours and prefer light entertainment, this information would be of great help to the programme planner. It may also help in deciding the format of the programme, whether the message should be conveyed through a documentary, play, feature, talk or music.

### 17.3.5 Audience-Media Credibility

Who controls the media? How much freedom do the programme producers enjoy in planning and presenting programmes? What types of issues do they take up and discuss? These perceptions, to a great extent, influence the audience attitudes and shape their listening and viewing behavior. For example, if there is a general perception among the people that the government controlled media would not immediately announce the news of death of a VVIP, listeners would instead switch on to the private or foreign stations where they can get prompt and authentic information. Similarly, in the case of a controversial issue, if the medium does not present the views of all the sections involved, the audience may not react positively to it.

Credibility of the resource person/expert also makes a great deal of difference in the audience response to a programme. If a medical specialist or a celebrity tells the audience about the preventive steps to be taken to control the outbreak of a disease, more and more people among the audience may accept his/her advice. But, if the same advice is given by a lay presenter, it may not be taken seriously. Thus audience profile would not be complete if it does not contain information about audience perception of media credibility.

#### Check Your Progress: 1

- Note: 1) Use the space below for your answers.  
2) Compare your answers with those given at the end of this unit.

1) What constitutes Audience Profile?

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2) What do you understand by the term demographic characteristics?

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3) How does information about the Audience Lifestyle help the programme planner?

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## 17.4 TYPES OF EVALUATION

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As soon as a programme planner or producer decides that a programme is to be prepared on a particular theme or a subject, s/he starts pondering over as to who would be its target audience; what are its socio-demographic characteristics; what are their literacy and comprehension levels; what are the particular needs of this group; etc. Thus, Audience research comes into picture the moment a programme is conceived.

At the planning stage, many more questions start confronting the producer. For example, whether the programmes would be able to carry the intended message to the audience? What could be the possible hurdles in its being received satisfactorily? How could these be tackled? Whether the audience would react positively or negatively or just ignore the programme? If the programme is a long continuous serial, regularly broadcast in parts at requisite intervals, such questions assume greater importance as timely changes/revisions need to be made.

When a programme is broadcast to communicate a message, the primary aim of the producer is that the audience should be interested in it, give adequate attention to it and properly understand, appreciate as well as use the message. Thus, there are two types of evaluation:

- Formative evaluation
- Summative evaluation

### 17.4.1 Formative Evaluation

The term formative evaluation refers to the systematic collection and analysis of evidence to aid decision making during the planning, design and production stages of a programme, product or system so that revisions can be made. Formative evaluation is used as an aid to planning, i.e., to help decide what to communicate in a broad general area, e.g., health or education. During programme design, it helps by providing data on 'how to communicate' with a particular audience group. Formative evaluation can be undertaken for testing a programme concept, script of a programme, the treatment and duration. In other words, it helps decide which ideas or concepts, titles, characters, sets, story-lines, or strategies will work or not.

Formative evaluation helps to identify the problem, if any and provide what steps can be taken to revise and improve the programme. It provides precise and prompt feedback relating to the content, presentation, production and technical aspects. It helps to verify whether the objectives of the programme are being met or not. Thus Formative evaluation avoids wastage as an idea which does not work can be dropped at the concept stage itself. It may also generate ideas for future programmes as during the course of evaluation some ideas may emerge on which fresh programmes can be produced.

Formative evaluation is also undertaken while setting up a new radio station. **Feed Forward Studies** may be included in this kind of research. These are also known as **Needs Analysis Studies**. Once it is decided to set up a new radio station, such studies are conducted. Soon after the site of the station and the strength of the transmitter is decided and tentative coverage area of the proposed station is worked out, the audience research unit/department is asked to conduct a study to find out:

- the ethno-linguistic-cultural characteristics of the population;
- general geographical traits of the region;
- historical background;
- occupational structure;
- stage of social and economic development of the population and the region;
- needs, aspirations and expectations of the people;
- availability of various media;
- availability of local talent;
- the existing listening pattern; and
- media utilisation pattern of the people.

Based on this data, an initial programme scheme referred to as **Fixed-Point Chart** of the proposed station is designed.

### 17.4.2 Summative Evaluation

Once a programme is broadcast, summative evaluation is undertaken. It aims at assessing what proportion of the intended audience was exposed to the programme, and whether the target audience was able to comprehend and appreciate the programme or not. Whether they found it interesting? Were the listeners able to recall the content /message of the programme or not? What were their view about the presentation, production and technical aspects of the programme? Whether the objectives of the programme were achieved or not? If not, what was missing and so on.

Summative evaluation provides a comprehensive data about the success or failure of a programme. It is different from formative evaluation in terms of the kind of decisions involved. Once the programme has been broadcast, it may not be possible to bring about many changes. However, if the programme in the nature of series, the feedback can be taken into account for further programming. It also helps the media planner to decide whether to continue with the project or not. In summative evaluation findings may take more time as compared to formative evaluation which is more immediate in nature. Moreover, for summative evaluation, the sample size is kept larger than for formative evaluation. However, according to **Alan Hancock**, a well known media planner, when gathered in a systematic way, the data from formative evaluation often provide the basis for the longer range analyses and conclusions characteristic of summative evaluation.

#### Check Your Progress: 2

- Note: 1) Use the space below for your answers.  
2) Compare your answers with those given at the end of this unit.

Tick the following statements as True or False.

- |                                                                              | True | False |
|------------------------------------------------------------------------------|------|-------|
| 1) Media reach and media access are part of audience profile.                |      |       |
| 2) Audience research comes into picture the moment a programme is conceived. |      |       |
| 3) Formative research is undertaken once a programme is broadcast.           |      |       |
| 4) Feed forward studies are also known as Needs analysis studies.            |      |       |
| 5) The sample size for summative evaluation is generally kept large.         |      |       |

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## 17.5 DATA COLLECTION SOURCES

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For undertaking research, data needs to be collected from various sources. These include Secondary Sources and Primary Sources.

### 17.5.1 Secondary Sources

When information is elicited from available literature, it is known as data collection from secondary sources. The secondary sources consist of official/non-official records, both historical and current; state and district gazetteers, census documents, autobiographies, letters, diaries, books, magazines, newspapers, programme transcripts, photographs and so on.

Careful analysis of the data from secondary sources often provides copious details. However, the data procured should be objective and factual. For data regarding the socio-demographic details of population, e.g., sex, age composition, literacy levels, economic status, etc., the latest census records are consulted. Similar information is also available in district census handbooks in the local libraries, and other government offices. To obtain information on history, customs and cultural traditions, practices, etc., the state and district gazetteers, books and research papers/documents, facts and figures prepared by statisticians, anthropologists, sociologists, historians, etc. may be consulted. Available literature on the subject also needs to be examined. Information exchange centres, such as UN agencies, libraries, newspapers and some standard publications are other useful sources of secondary data. Discussions with experts and other people can also provide rich secondary data.

The data collected from secondary sources saves time, money and helps to avoid mistakes. It also provides guidance for preparing blueprint for collection from primary sources from the field. Previous researches also help to assess what problem may come up during data collection and how much new data needs to be collected.

### 17.5.2 Primary Sources

Primary sources refer to the collection of data from the concerned people, i.e., respondents by approaching them personally, over telephone, by writing to them or visiting them at their homes or workplaces. Having carefully worked out the blueprint from the secondary sources data, the researcher goes to the field for tapping first hand sources of information. There are several methods and tools to collect the primary data in a scientific way, which we will discuss in detail in the next section.



Data being collected from people

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## 17.6 METHODS OF DATA COLLECTION

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There are several methods and tools to collect the primary data in a scientific way. Different methods are used for different purposes. Selection of appropriate methods and tools needs adequate background and training in research. Some of the methods can be broadly classified as:

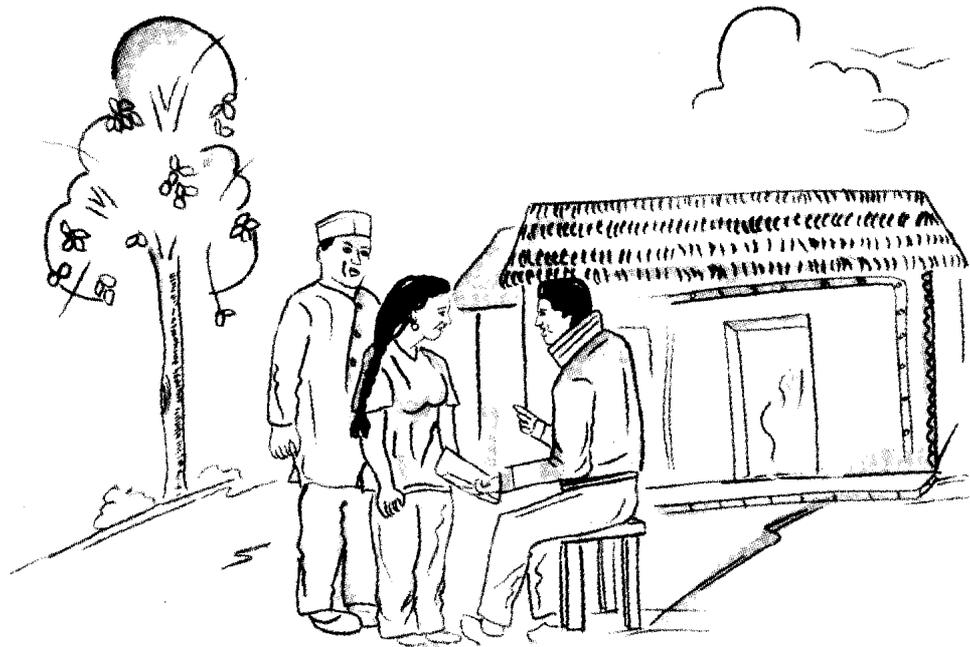
- Survey method;
- Experimental method;
- Diary method;
- Audiometer/ people's meter;
- Focus group discussion; and
- Case study

We shall briefly explain these one by one.

### 17.6.1 Survey Method

Survey is one of the most familiar research methods for undertaking audience analysis, programme ratings, opinion polls, etc. The general objective of survey research is to obtain information about people's attitudes, beliefs, and behaviours by asking them appropriate questions. The data is usually collected from a limited number of people, known as **Sample** by administering questionnaires. A sample is a limited number of individual cases, which form a part of population and through which characteristics of the larger population can be studied. This could be done individually or in-groups through mailed questionnaires, or by personal interviews. Besides, the household sample surveys, 'panel surveys', 'mail surveys' and 'telephone surveys' are some other type of surveys which are conducted depending on the nature of study and availability of resources. Each of these survey methods have their merits and limitations.

The success of a survey in terms of obtaining reliable and valid results depends on a **representative sample** or the selection of right kind of people from the intended population. The findings of the data can be generalised to a whole population.



#### Researcher interviewing respondents

The data in survey research is usually obtained by administering questionnaires or through questions asked in interviews. In any case, questioning the respondents forms the basis of survey research. Success of the survey research depends on the nature and quality of such questions. The questions must be relevant to the issue under study. While framing questions, one must avoid ambiguous, vague and leading questions. The language must be simple and appropriate to the level of respondents. Appropriate questions prompt accurate answers, while faulty or poor framing of questions results in unreliable and inaccurate responses.

### 17.6.2 Experimental Method

Experimentation is a method, which is used to assess the possible effectiveness of media, message, source of message, etc. The 'experiment' is defined as 'controlled inquiry' in which the events are directed towards the desired objectives.

The starting point of any experimentation is formulation of a **hypothesis**. A hypothesis is a tentative proposition about the relationship between two or more observed phenomena. In research terminology, these phenomena are called **variables**. For example, one may hypothesise a relation between age and radio listening, by posting that radio listening is lower among middle age people. Here, age and radio listening are the two variables and the relations between the two form the hypothesis.

An experiment is designed and conducted in order to test a hypothesis. The experimental procedure involves manipulating the variable to see the effect of this manipulation on some other variable of interest. The manipulated variable is called **independent variable**, and the other variable on which the effect of the manipulated variable is observed is the **dependent variable**. The objective of the experiment is to establish casual links between independent and dependent variables.

The experimental method, in its simplest forms, proceeds by:

- (i) administering the independent or manipulated variable to one group of subject, called the experimental group;
- (ii) withholding the application of independent variable to another group, the control group; and
- (iii) observing the differences between the two groups on the dependent variable.

### 17.6.3 Diary Method

The diary method aims to measure listening or viewing in which the respondents fill-in a questionnaire spread over a period of time. In a survey, the most expensive part is the fieldwork, i.e., to find the respondents and to interview them. In a diary method, instead of recording only what they have listened/viewed, researchers ask them to fill-in a diary every day for one, two or more weeks.

The procedure followed in the 'diary method' is that after deciding the sample, the interviewers go to the field and contact the respondents. They ask them if they will fill-in the diary. If yes, a questionnaire is administered to collect the basic information about the respondent (sex, age, occupation, education, radio/TV ownership, listening/viewing, habits, family situation, etc.). Then the respondents are informed how and when to fill in the diary and return the forms. It is important that the diary is filled-in every day, and the forms are sent back or collected by an interviewer, once or twice a week.

### 17.6.4 Audiometer System

It is an electronic device that can be attached to the TV set to automatically record at what time the set is switched on/off, the channel tuned to, and when the listeners has switched to another channel. This 'black box' is called an 'audiometer'. If you install an audiometer in a representative sample of households, you have a meter system which gives you a precise measure of the usage of a TV set, and an idea of what is watched in the household. The measure is very precise in time and there is no error in identifying the channel. Everything is recorded, including even very short viewing by anyone in the TV household. However, the limitation of this system lies in only measuring whether the set is on or off. It does not find out what people actually watch, how many persons were watching, if any at all, and who were those persons (children, adults, visitors in the house).

Some countries have introduced what is called the people's meter' or 'push button meter'. The meter is equipped with a kind of remote control box with buttons. Each member of the family will press his/her own button when s/he starts or stops watching.

So far these gadgets are being used for measuring television ratings. However, these can be used for radio listening in the future.

### 17.6.5 Focus Group Discussion

Focus group discussion (FGD) is one of the quickest ways to collect in-depth qualitative data. This technique has been used extensively in market research. As opposed to survey method, FGDs do not require lengthy procedure of developing questionnaires. A small group consisting of 9-12 participants, led by a trained researcher who acts as facilitator discuss a programme idea or script of a programme. This technique has been especially found useful in formative evaluation as it helps in identifying the areas needing attention in turn facilitating revision and improvement in the programme. FGDs bring out the views and perspectives of the 'real' people who are likely to use the programme. FGDs are also effective mode of data collection for small community radio. The researcher takes the points/areas on a given subject which need probing and goes to the people who closely reflect the criteria of his/her target audience.

S/he keeps the group focussed on the subject for best results. Usually, two or more groups are conducted for any one subject. However, the number of focus groups depends on the issue under study.

### 17.6.6 Case Study

The case study approach is essentially a qualitative mode of data collection used to obtain in-depth information on one subject and to examine several aspects or many characteristics of a single case. By comparison, in survey research, the investigator focuses on fewer characteristics of a large number of subjects. The case study is undertaken to learn all about a particular case at a given point of time. The case study method may provide valuable insights about the subject.

#### Activity

Prepare a questionnaire consisting of about 15-20 questions for the students of high school to elicit information relating to their age, gender, availability of different mass communication media, viewing/listening habits, time spent on radio listening, and content preferences.

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## 17.7 DATA ANALYSIS

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After having collected the data, it becomes necessary to comprehend the entire body of the data. For this, it is necessary to scrutinise, organise and summarise it. The first step to be taken in this direction is to develop exhaustive but mutually exclusive categories, into which data could be classified. For example, answers about age, income, educational level, area of residence, etc., have to be grouped together. These responses in specific categories help to summarise the data to a manageable size to make them meaningful.

### Frequencies and Percentages

Frequency distribution is one of the most fundamental techniques in classifying data. It implies counting of number of times each observation has occurred in the set of data. For instance, how many respondents have agreed with an opinion/ statement, how many farmers listen to agricultural programme regularly, how many times in a week, women listen to programmes for women and so on.

To make the data more meaningful, frequency can be converted into percentages. This can be done by multiplying the frequency with 100 and dividing the product with the total number of cases. This can be done either through by calculators or computers or manually.

After the data has been classified, tabulation is done. This implies classifying frequency of response in each category in the form of tables, charts or graphs.

### Report Writing

Once data have been classified and tabulated, we come to the final stage in a research study: Report writing, where data have to be analysed, interpreted and presented in the form of a report. Since audience research reports are primarily for the consumption of broadcasters, these reports must be brief, to the point and written in simple language. Tabular and graphic presentation makes them easily comprehensible as well as attractive. Lastly, the reports must contain a summary and as far as possible, clearly drawn conclusions and recommendations of the researchers on the subject of study/research for effective implementation.

### Check Your Progress: 3

- Note:**
- 1) Use the space below for your answers.
  - 2) Compare your answers with those given at the end of this unit.

- 1) What are the commonly used methods of data collection?

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- 2) If you are required to find out the listening pattern of the audience in the coverage area of your local broadcasting station, which method would you choose and why?

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## 17.8 LET US SUM UP

In this unit, you have read about audience research which primarily implies ascertaining the reach, exposure, composition and environmental context of various mass media in relation to potential audience. It includes data collection to provide feedback to broadcast organisation to help in programme planning, policy formulation and qualitative improvements. Audience research seeks reliable answers to various queries of the broadcasters and media planners in order to make programmes that are needed and relevant and increase the chances of meeting programme objectives.

The primary focus of all communication is the 'receiver', or the 'audience'. In mass media situation, audiences are generally heterogeneous, scattered and anonymous. An 'audience profile' is a multi-dimensional concept and its scope may vary. However, in a broad sense, it reveals the media availability, audience composition, audience needs, tastes and preferences, audience lifestyle, and, media credibility.

You were exposed to two types of evaluation: formative and summative. Formative evaluation is conducted at planning stages, while summative is undertaken after the broadcast of the programme. Data for constructing audience profile of a broadcasting station or programme may be collected from 'secondary' as well as 'primary' sources. There are several methods and tools to collect primary data in a scientific way. Some of the commonly used methods of data collection are: Sample surveys, Experimental; Diary method; Audiometer/people's meter, Focus group discussion, Case study method etc. After the data have been collected, these are scrutinised, organised, tabulated and presented in a simple language. Recommendations emerging from the interpretation and analysis of data help in enhancing the effectiveness of the programme.

## 17.9 GLOSSARY

<b>Audience composition</b>	:	It refers to different classifications of the individuals or the households, in a television or radio audience, into various categories.
<b>Channel</b>	:	A band of frequencies assigned to a transmitter. In standard broadcasting, the channel is 10 kilocycles wide, 5 kilocycles on either side of the carrier frequency.
<b>Leisure Time</b>	:	Free time after the daily activities of life have been attended to, e.g., listening to radio, reading newspapers and magazines, viewing TV/movie, gossiping, etc.
<b>Mass Medium</b>	:	A medium of communication (e.g., television, radio, press) which has general audience. Under mass medium, the audience cannot be controlled or specified.
<b>Radio/TV household</b>	:	A household that owns any type of model of a radio/TV receiver, even though it is temporarily out-of order or being repaired or not being used for any other reason.
<b>Sample</b>	:	A sample is a limited number of individual cases which from a part of population and through which characteristics of the larger population can be studied.

- Survey design** : Survey design refers to the entire planning of a (sample) survey, inclusive of sample design, choice and training of interviewers, tabulation plans, processing, etc.
- Interview** : Securing information through a professional conversation with an individual for a research study or to aid in social diagnosis of treatment.

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## 17.10 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

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### Check Your Progress: 1

- 1) Audience Profile broadly constitutes the media availability; audience composition; audience needs, tastes and preferences; audience lifestyle and credibility of the source.
- 2) The term demographic characteristics refers to various socio-economic traits of a population, e.g., sex, age, literacy, household composition, economic status, mother tongue, language, marital status, ethnic status, fertility behaviour, level of migration, etc.
- 3) Information on audience lifestyle helps the programme planner in deciding the format of the programme, its duration, time of broadcast, etc.

### Check Your Progress: 2

- 1) True
- 2) True
- 3) False
- 4) True
- 5) True

### Check Your Progress: 3

- 1) Commonly used methods of data collection are:
  - (a) Sample survey;
  - (b) Experimental method;
  - (c) Case study;
  - (d) Focus group discussion;
  - (e) Diary method; and
  - (f) Audiometer/people's meter.
- 2) To ascertain the listening pattern of the audience in the coverage area of my local broadcasting station, I would choose the Sample survey method because in a large scattered population, it is time-consuming and expensive to contact the whole target population to find out their listening viewing/reading patterns. A well-selected representative sample will be a better solution. Diary method and audiometer may also be used, but these methods require much more detailed planning and at times are more expensive. Besides, the data collected through sample surveys would be more comprehensive and detailed.

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## FURTHER READING

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Gough H.(Ed.), *Radio Management in the Small Community*, AIBD Manual for Media Training, AIBD, Kuala Lumpur.

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*Manual on Audience Research* (1992), Audience Research Unit, All India Radio, New Delhi.

Dear Student,

While studying the units of this block, you may have found certain portions of the text difficult to comprehend. We wish to know your difficulties and suggestions, in order to improve the course. Therefore, we request you to fill in and send the following questionnaire to us, which pertains to this block. If you find the space provided insufficient, kindly use a separate sheet.

## Questionnaire

Enrolment No.

1. How many hours did you need for studying the units?

Unit No.	15	16	17
No. of hours			

2. Please give your feedback on the following items based on your reading of the block:

Items	Excellent	Very Good	Good	Poor	Give specific examples, if poor
<i>Conceptual Clarity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Presentation Quality</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Language and Style</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Illustrations Used</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Check Your Progress: Questions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<i>Check Your Progress: Answers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

3. Any other comments:

**Mail to:**  
**Programme Coordinator (PGDAPP)**  
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