

THE SETTING OF THE STUDY

In this section we shall present the socio-economic and physical features of Kolhapur District, Shahuwadi Taluka, Village Sarud and Shri. Shiv-Shahu Mahavidhyalaya Sarud like location, climate, historical background, area, population and its educational and cultural heritage which influences the uses of different communication media.

Brief History of the District Kolhapur-

Kolhapur history can be broadly divided into three periods: early Hindu period, Muslim period and Maratha period. Since 1700 A.D. Kolhapur is one of the oldest cities in the country.¹

The heroic conquests by Shivaji of various forts held by Adilshah of Bijapur in the neighbourhood of Kolhapur, like Panhala and Vishalgad in 1659, increased the commercial and political importance of Kolhapur. Panhala fort was, for many years, the virtual capital of Kolhapur State. But at the turn of the last century, to be precise in A.D. 1884, the Kolhapur throne was received by Rajarshi Shahu Chhatrapati. That laid the foundation of a new modern era. During his rule, he touched every aspect of social and economic life of his subject.

In 1884, Kolhapur as a state had six sub-divisions namely Karvir, Panhala, Shirol, Ajra, Gadhinglaj and Bhudargad. The state was merged in the year 1948. At the time of 1971 census, the district has 12 tahsils comprised of 1093 villages and 11 towns. Since then the number of tahsils in the district has remained unchanged.²

Location of Kolhapur District-

Kolhapur District lies between 15° and 17° north latitude and 73° and 74° east longitude. It is bounded on the north by Sangli District, on the west by the Ratnagiri District and on the south and east by the Belgaum District of Karnataka State.³ The Kolhapur District covers an

area of 8,047.0 sq. Kms. and has a population of 2,506,330 as per 1981 census. It ranks 23rd in area and 9th in population among the 26 districts of Maharashtra State. Kolhapur is one of the smallest district in the state in respect of area and fairly on the high side in respect of population. The district is a part of the Deccan table-land with an average height of 1865ft above sea level. It is at the tail end of Maharashtra State.

Drainages in District-

From north to south the district is drained by Warna, Panchganga, Dudhganga, Vedganga and Hiranyakeshi rivers. Panchganga meets Warna and Krishna near Narsebawadi. Panchganga is formed by four streams; Kasari, Kumbhi, Tulsi and Bhagawati. Local tradition mentions of an underground stream Saraswati which together with the other four streams become five and thus they form Panchganga, a union of five rivers.⁴

Climate-

Kolhapur District enjoys a temperate climate throughout the year not being subject to the extremes of cold or heat. It has an average rainfall of about 40 inches. The district gets rain from the south-west as well as from the north-east monsoons. Throughout the district the rain falls from May to November. However, except the rainy season of 1988, rainfall has decreased drastically. It is followed by cold weather from November to February and by hot weather from March to May.⁵

Population-

As per 1981 census, the population of Kolhapur district stands at 2,506,330 including 1,273,881 males and 1,232,449 females. This makes 3.99 percent of state's population over 2.62 percent of its areas. Among the 12 tahsils in the district, Karvir tahsil (605,931) is the

most populous. Out of total population in the district 1,884,308 lives in the countryside and remaining 622,022 in the towns. The Kolhapur district registered a growth rate of 22.38 % during the decade 1971-81. The decade added 454,281 persons to the 1971 population of the district.⁶

Literacy-

Any person who is able to both read and write with understanding in any language is recorded as a literate by the Indian census. The latest 1981 census revealed that 45.36 % of the total population in the district is literate against the state average literacy rate of 47.18%. Among the various district in the state Kolhapur district ranks 13th terms of literacy rate.⁷

Availability of Educational Amenities-

Educational amenity is available in 1,192(99.33%) villages in the district and these villages contain 99.76% of the rural population of the district.

The situation regarding schools is the best in the seven tahsils out of the twelve tahsils. In these tahsils hundred percent villages have educational facilities namely, Karvir, Hatkanagale, Shirel, Chandgad, Bhudargad, Bavda and Shahuwadi. In the remaining tahsils the situation regarding schools is good i. e. Panhala(98.35%), Kagal (98.81), Gadhinglaj(98.89%), Ajra(96.63%) and Radhanagari(99.12%) only 8 villages have not educational facilities.⁸ This indicates that Maharashtra government has given importance to the basic literacy programme.

Communications, Post and Telegraph-

In the district, 736(61.33%) villages have the availability of bus stop and they serve more than three fourth (76.58%) of the rural population

of the district. Among the remaining 464 villages it is available within a distance of 5 Kms. in respect of 312 villages at a distance of 5-10Kms., in respect of 108 villages and beyond 10 Kms. for 44 villages.⁹

More than two-fifth (46.33%) of the inhabited villages in the district have post and telegraph facility and these villages cover 72.51% of the rural population of the district. 644 villages in the district do not have facility of post offices. Among them, it is available within a distance of 5Kms for 422 villages, at a distance of 5-10 Kms. for 163 villages, and beyond 10 Kms. for the remaining 59 villages in the district.¹⁰

Staple Food-

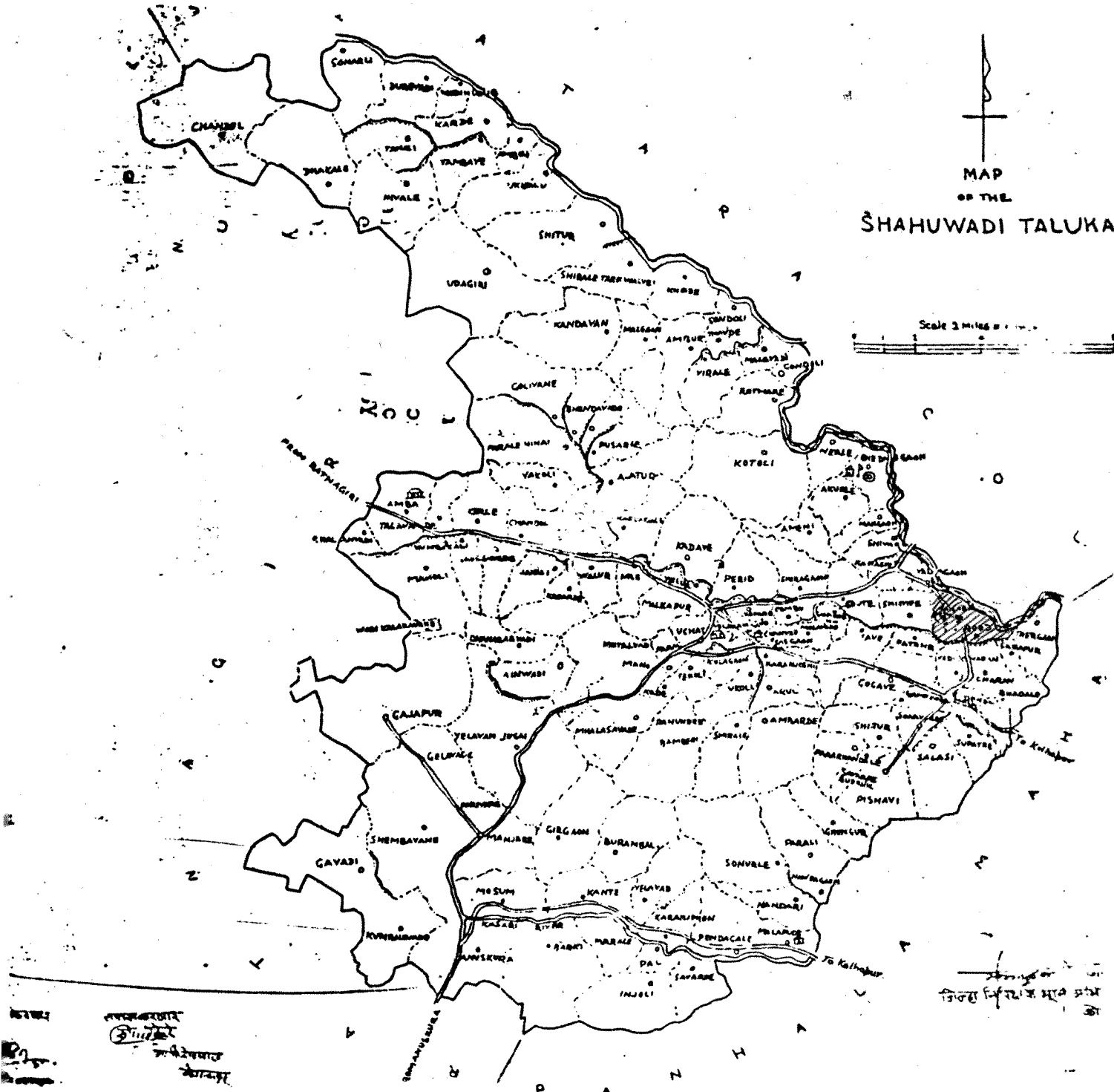
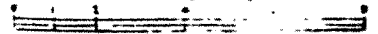
Kharif and Rabbi are the two main cultivating seasons in the district. In the western zone of the district, constituting of Shahwadi, Bavda, Panhala, Radhanagari, Ajara and Chandgad tahsils grow Kharif crops viz. Paddy, Ragi, Jawar, Nachni, Sugarcane and Groundnut. The central zone consists Karvir, Panhala east, Kagal, Radhanagari and Gadhinglaj Tahsil grow Jawar, Maize, Wheat, Sugarcane, Groundnut and Tobacco. The eastern zone consisting of Hatkanangale, Shiral and Kagal east grow Jawar, Maize and Wheat.¹¹

Places of Tourists Importance-

Kelhapur is a pilgrimage centre because of the Mahalaxmi Temple. A large number of visitors visit this temple. In addition to the Mahalaxmi temple, there are large number of pilgrimage places like Jyotiba, Narsinhwadi, Bahubali, Kedarling, Devatwadi and Triabeli. Panhala and Vishalgad are important historical places of Maharashtra. Panhala is also a hill station. A large number of visitors visit this place when they come to Kelhapur. All these places give scope for trading and allied activities like hotels, handicrafts, leather industry, small

MAP
OF THE
SHAHUWADI TALUKA

Scale 3 Miles



Location of Saoud

शुद्धी निदेशक मंत्रालय
पुणे

पुणे जिल्हा
शुद्धी निदेशक मंत्रालय
पुणे

scale engineering industries and other fancy articles, etc.¹²

Location of Shahuwadi Taluka-

Shahuwadi taluka is located at the north-west tail end of Kolhapur district and it is known as rural and developing taluka. It was formerly known as Chanwad Mahal until King Chhatrapati Shahu Maharaja of Kolhapur renamed it by giving his own name to it.¹³ The total area of Shahuwadi taluka is 1044 sq. Kms. and comprises of 134 villages with a total population of 1,38,490 as per the 1981 census.¹⁴ It is bounded on the north by Sangli district, east by Panhala tahsil and south-west by Ratnagiri district.

Paddy, Jowar, Wheat, Sugarcane and vegetable like bringals, chillies and pulses are the main crops in Shahuwadi taluka.

The average rainfall in Shahuwadi taluka is 140 centimeters per year. The climate is not extreme but temperate or moderate.¹⁵

The Village Sarud-

The village Sarud is located near the north-east boundry of Shahuwadi taluka. Similarly it is located near the meeting point of rivers Warna and Kadavi. It covers 809.00 hectoros of area and its population is 4991 as per the 1981 census. The estimated population in 1987 is 9,189. It has amenities of primary, middle and higher education, post office, K.D.C. Bank, Bank of India, telephone, Primary health centre and bus transportation. There is also a touring theatre and video centre which are the main and regular source of entertainment. This village is connected to Malakapur, Kophapur, Islampur and Chandoli by roads.

Sugarcane is the main commercial crop while Paddy, Jowar and Wheat are the stable crops in Sarud. It is also a Bazaar place from the sarrounding villages. Bazaar is held every Tuesday.



Shri. Shiv-Shahu Mahavidhyalay-

Shri. Shiv-Shahu Mahavidhyalay is located at Sarud and is nearly about 40 Kms. from Kolhapur and on the west side of the 'Kolhapur-Chandeli' bus route and nerthe-west from the Sarud bus stop.

Formerly, there was no college or educational institution. So after S.S.C., students from this area could not continue their education. With the objective of promoting higher education the 'Kanasa Khora Shikshan Prasarak Mandal' established this college on 15th June 1983.¹⁷ In the very first year there were 100 students and 10 lecturers and 4 office staff. Today there are nearly 600 students in this college and 40 staff including office clerks.

College Activities and Student performance-

This collect has a N.S.S. unit from the academic year 1984-85 which includes 40 students every year. College has arranged educational tours every eyear. Last year college was arraigned Goa Tour including 52 students. There is also adult education centre which serves education for adults from the sorrounding area.

THEORIES IN COMMUNICATION RESEARCH

In this section we shall briefly discuss the most prominent theories underlying research in communication. It is important to know how these theories have grown out of more general perspectives on the ways people encounter and use the mass media.

SOCIO-PSYCHOLOGICAL THEORIES-

1) Catharsis Theory-

The central theme of catharsis theory is that people in the normal course of daily life build up frustrations that eventually lead them to engage in aggression.¹⁹ Catharsis is the relief of such frustrations through vicarious participation in others' aggression. Aggressive tendencies, then, are effectively controlled by psychological and social mechanisms involved in vicarious experience. Seymour Feshbach is the most prominent proponent of the catharsis approach. For the catharsis theorist, viewing violent television content provides audiences with vicarious aggressive experiences. This serves as a harmless vehicle for relieving their feelings of hostility or frustration. The basic prediction made by catharsis theory, then, is that exposure to violent television content decreases the probability of violent behaviour by TV viewers.²⁰ This view is contrary to the popular view that TV viewing increases crime and delinquency among the children. ✓

2) Reinforcement Theory-

The central assumption of this specific theory of effects is that television portrayals of violence reinforce whatever established pattern of violent behaviour that viewers bring with them to the media situation.²¹ Klapper, the major proponent of reinforcement theory, contends that television and other media violence usually does not produce significant increase or decrease in the probability of audience aggression.²²

Reinforcement theorists look to such factors as cultural norms and values, social roles, personality characteristics, and family or peer influences as the primary determinants of violent behaviour.²³ These and other psychological and social factors are also said to determine the effects of violent media portrayals. For example, viewers' norms and attitudes should guide the perceptions of violent television programmes.

3) Observational Learning Theory-

This theory, as developed primarily by Bandura and Walters, rests on the assumption that people can learn aggressive behaviour by observing aggression in media portrayals and under certain conditions, model their behaviour after media characters.²⁴ Observational learning theorists do not contend that audience members will automatically perform the aggressive acts they have learned.²⁵ This theory is a special case of the individual differences perspective, but also includes aspects of the social categories and social relations perspectives.²⁶ For example, one form of social relationship considered by observational learning theorists is the extent to which viewers encounter real social situations that are similar to those presented in television programs. Encountering similar interactional situations increases the likelihood of performance of aggressive behaviour learned from observation of violent media characters.

SOCIOLOGICAL THEORIES-

1) The Triple M Theory-

The essentials of the theory are 'mass society, mass media and mass culture' and has created a triangle labeled "triple M theory".²⁷

'Mass society' refers to a type of society in which the

relations between individuals have assumed a mass character. Mass society, furthermore, is an industrial society. With successive technological advances, especially in the field of communication, the economics of mass media and the polity of such societies demand that a successively broader audience be reached and, hence the level of performance be directed more and more toward a common denominator of taste. One result of this process, as the proponents of this theory assert, is the hint of mass culture or popular culture.²⁸ As the individuals lose a coherent sense of self in such societies, their anxieties increase. They search for new faiths to provide anchors.

Mass culture represents the cultural correlates of mass society and mass media.²⁹

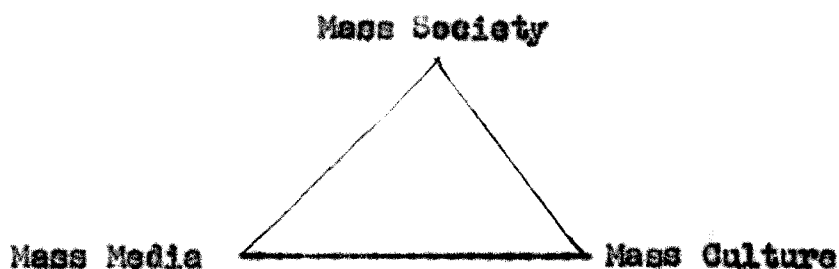


Figure 1; Triple M Model.

2) Technological Determinism

Modern civilization is the history of new technological inventions—the steam engine, printing press, television, and the automobile have created for modern humanity these new conditions.³⁰ Research and development, which have set conditions for modern technology and thus for cultural and social change are self-generating. One of its most quoted advocates, Harold Innis, suggested that historically, fundamental breakthrough in technology are first applied to the process of communication.³¹



Figure 2: Technological Determinism Model.

Technological determinism school of thought made its popular appearance in the writings of Marshall McLuhan in the 1960s. He argued that "the things on which words were written down count more than the words themselves." ³²

The theory of technological determinism suffers from two inherent weaknesses. First, it views only one aspect of a medium- its material or technological determinist view of mass media and culture is based on the historical evidence with no dynamic of its own and also entirely is based on Western experience.

3) Political Economy Theory-

Among the many proponents of this theory are new Marxists, the new Left, or just simply those with socialist views of society. In essence, the political economy theory is a socialist strategy in a general sense. But like the students of the mass society theory and technological determinism school of thought, the writers of this tradition, too, have their own varieties.

In triple M theory the triangle-circle of mass culture, mass media and mass society is closed. The political economy theory questions the cognitive sense of closing this circle and substantiates the supposition that the media of mass communications are not so much a cause of mass culture as a tool to shape it.³³

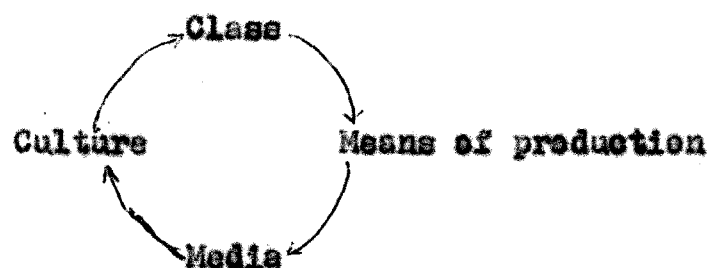


Figure 3 : Political Economy Model.

To summarize, the political economy theorists base their analysis of the media and culture on the notion that the dominant ideas in a society are those of the dominant class and that the class which is the dominant cultural and spiritual power. Thus, they concentrate on the basic structural and economic foundation of society.

4) Cultural/ Systemic or Structural functional Theories

Many communication scientists have realised that the Socio-cultural system in which the media operate have to be studied. In other words such researchers adopt a cultural systemic or structural functional perspective for studying the communication media. However, such studies are rare and countable on finger tips.³⁴

METHODOLOGY IN COMMUNICATION RESEARCH

Sociology of mass communication is a new branch of Sociology. It draws its methods and techniques mainly from the social science research methods and techniques. It has also added new methods and techniques of communication study as survey research, public opinion, content analysis, systemic analysis, participant observation case study.

Mass communication research is the scientific study of the mass communications behavior of human beings, usually in current situations requiring the gathering of primary quantitative information. It also includes the study of the communicators, their media and the content of their message.³⁵

Some important research methods are discussed as follows-

1) SURVEY-

Survey research would involve questionnaires, but the data might also be acquired by interviewing native speakers³⁶. In survey research the scientific sample is studied to gather demographic information or sociological facts as well as psychological information opinions and attitudes. The survey is frequently used to determine relationships of sex and age to television program viewing.

Some researchers as Edelsky(1977) used the survey method in order to explicate the rules for talking like a lady. Edelsky asked native speakers to indicate whether specific behaviors were more likely to be performed by men in general, women in general, or both men and women with equal likelihood.³⁷

2) Naturalistic observation:-

According to Gusan(1980) the naturalistic observational method consists of observing and recording(e.g.) writing down, tape recording,

(scribing) behavioral regularities and inferring rules from

these regularities³⁸. In the observational method one may actually observe the communicative behavior as it is originally executed and /or one may watch a video tape, listen to an audio-tape and /or read a transcript .

In this method the researcher exerts no control over the environment or communication, he observes communication in its natural setting and he does not analyse any interaction in which he was directly involved.

In naturalistic observations, the behavior is actual rather than self constructed as in the self-reflective method. It has also the potential for being quantifiable. that is, one can report when and how often specific behavior occurred, or did not occur and or whether nonoccurrences were repaired sanctioned, or resulted in change.

3) FIELD STUDY:-

The research method in which independent and dependent variables are related and hypotheses tested, is the field study.³⁹ In this method an attempt is made to establish causal relationships between independent and dependent variable . But the field study is difficult to control because variables other than those studied may affect the measured or dependent variable without the researcher's being able to know what really happened .

4) PUBLIC OPINION RESEARCH:-

According to Agee, Ault and Emery (1979) this method is useful for communicators who are interested in knowing the state of public opinion out themselves or their medium.⁴⁰ Publishers who want to know how the public feels about their newspaper, magazines or books. Broadcasters and producers are equally sensitive to public approval. Public relations advertising specialists want to know if they have succeeded in a favorable image for their companies or products in the

public mind. Surveys of attitudes held by specific customers groups, and by the public generally, give them some answers.

5] CONTENT ANALYSIS:-

Much can be learned about a publication merely by studying its contents. Content analysis provides a clue to an editor's or writer's intentions and to the kind of audience a publication or broadcast attracts. According to Agee, Ault and Emery (1979) this form of research can be especially valuable when more precise kind of research are inappropriate or unavailable.⁴¹ For example, a content analysis of German wartime broadcasts gave the Allies useful clues to the enemy's war strategy. An analysis of Soviet cold war propaganda helped the U.S. Information Agency in the formulation of its own propaganda, since it revealed the themes that were currently being stressed and enabled them to combat them. We shall now pass on to the methodology of the present study.

METHODOLOGY OF THE PRESENT STUDY

There are many fields of research in communication like audience research, use and gratification / attitudinal and opinion studies, content analysis, etc. The present study in the field of communication The methodology used is of survey research.

The present study of relationship between communication media and under graduate students necessarily refers to a rural setting. For the purpose of the study, a sample of one hundred respondents consisting of fifty males and fifty females was chosen from various back ground and villages located in shahuwadi Taluka and Kolhapur District studying in sarad college. The purpose of selecting hundred respondents is that conclusions can be drawn conveniently and classification becomes easy.

An Undergraduate students from the rural college has been chosen as a unit of analysis and an attempt has been made to understand the association between the undergraduates of rural college and various communication media,

The variables taken into account for the Present study are religion caste, sex, and age of the respondents, occupation of their parents, rating of family, education of respondents and their parents, newspaper reading radio listening, film viewing, TV viewing and magazine reading of respondents. Here an attempt has been made to study the relationship between communication media and sex, age, caste, income, education, business and Physical characteristics of Prospective spouses.

OPERATIONAL DEFINITIONS:-

Before explaining as to how a sample was selected and how the data were collected the researcher would like to define briefly some of the terms which have been used in the present study.

1) Communication:- Definition of communication include five fundamental factors- a) an initiator, b) a recipient. c) a vehicle, d) a message and

e) an effect Thus in its most general term Communication denotes a process in which an initiator emits or sends a message via some vehicle to some recipient and produces an effect-⁴²

ii) Media- By the term media, we should be referring to all of means all of the devices, technologies, etc. utilized for acquiring, storing transporting, displaying "messages" ⁴³

iii) Student- 1) One who attends an educational institution of Higher secondary (Pre University Course /XIth Std) or and higher level, 2) A person engaged in study, especially one doing independent study⁴⁴

RESEARCH DESIGN-

The research procedures used in the present study were as follows-

The Objectives of study-

The general objective of the present research work is to study the communication media and its influence on the under graduate students of a rural college. The specific objectives of the study were as follows.

- 1) To study the socio-economic back-ground of undergraduate students and its relationship with the use of communication media
- 2) To study the use of different communication media like newspaper, radio, Tv films and magazines.
- 3) To understand the rate of different media on their socialization.
- 4) To study the social and cultural influence on them: strengthening traditional norms, values, feelings and attitudes.
- 5) To study the educational influence of communication media on college students.

SAMPLING:-

Sampling involved the selection of under graduate respondents from Sarud college, located in Shahuwadi taluka who were living in adjoining villages.

1) Selection of college:-

In the selection of college the main purpose was to select college which is situated exclusively in the rural area. Moreover, a place which is not industrially developed and urbanized. All the students of this college come from the rural areas. The main reasons in the selection of this college was as follows-

Firstly, the Sarad college is situated in Shahuwadi taluka which has a totally rural area and hence backward in all respects.

Secondly, villages coming under Shahuwadi taluka are predominantly agricultural and hence representing the traditional rural structure

Thirdly, majority of the village from this taluka are not linked by roads and State Transport buses as well as modern communication media such as newspaper, Tv. films and magazines.

Fourthly, this college was freely accessible to the researcher since he works as a lecturer of sociology in this college.

On the basis of above mentioned qualitative criteria, college was chosen for the present study.

2) Selection of Respondents-

The next step in the sampling was to select respondents, i.e., under graduate students of rural college since they were conceived to be the units of analysis in the present study. The method used for the selection of respondents was "systematic sampling". Thus, the researcher requested the Principal to give a list of under graduate students who were studying in this college in the year 1987-88. Two separate lists were prepared, one for the male and other for the female respondents. Respondents were selected from both the faculties i.e. Arts and commerce and both wings i.e. Junior and Senior. Efforts were also made to include undergraduate students of various age groups, educational levels, castes and of varied socio-economic background of family.

To study the total universe of all under-graduate students was a physical impossibility. However, a list of under-graduate students who were learning in the year 1987-88 was obtained from the Sarud college. Two separate lists of 200 male and 60 female students were prepared with a view of probing into the problems of a sample of 50 male and 50 female respondents was chosen with the help of sampling technique. Later on respondents addresses were obtained from the college office.

METHODS AND TECHNIQUES OF DATA COLLECTION:-

Schedule Method:- The data were obtained mainly by administering an anonymous schedule method. A great precaution was taken while preparing the schedule simple clear and unambiguous language was used. Complicated terms were avoided. The schedule was constructed in Marathi because all the respondents were college students who do not understand English very well. The schedule was a structured one, having open-ended as well as close-ended questions. The schedule was divided into two parts. The first part of the schedule consisted of questions regarding religion, caste, sex, age, education, occupation and income. In short socio-economic background of the respondents was the main focus. The second part of the schedule consisted of question regarding relationship between under-graduate students and different communication media such as newspapers, radio, films, TV. and magazines.

PRE TESTING OF THE SCHEDULE:-

The schedule, after structured, was shown to the research guide. His suggestions were taken into account and it was restructured and modified accordingly. The schedule was pretested on ten respondents, five male and five female from the same college. In the light of this

experience some questions were modified and some /other were dropped all together.

Marathi medium was use^d for the interview. The questions were asked in a sequence. Alternatives were included. Indirect questions were also asked to get the correct reply. Actual questions were framed and generally more than one questions were asked to get the complete information about a particular aspect Filling of each schedule took about twenty-five to thirty minutes.

Code Book:-

All the scheduls was followed by the preparation of a code book All coding was done in code numbers Then data were transfered to code sheets. A tabulation plan was made according to the requirements of various aspects of the study. The code-sheet was useful for interpretation of tables in the light of requirements of the study.

EXPERIENCES AND DIFFICULTIES IN THE FIELD WORK

The researcher did not face any problems for establishing close contact or rappert with the under gradmate students of Sarud college because he was working as a lecturer of socbeology at the same college. So all the students of this college were knew to him very well. So they gave him response frankely for the purpose of study . The researcher faced some prablems while filling the schedule Students enquired as to why the researcher was taking their interview & what is the purpose of this interview? What is M.Phil course? What is use of this course? and so an Some respondents were reluctant to giving information on family background But when researcher totad the respondents frankly and Politley about the purpose of the study and were also assured that information given by them would be used strictly for resarch and academic purposes only and would be kept strictly confidential, all the respondent gave information without reservation .

Then it was been found that students were anxious about giving interview many dependents requested the researcher to show them the results of the study after its completion .

CASE STUDY METHOD:-

For the present study, researcher has also used case study method because the benefits of this method are great . The researcher got detailed information about the life of a student, and his family. To enquire about Communication Media and Under graduate students one has to refer to the parents, neighbours, friends, playmates who saw him as child. Thus the personal interview is useful in data collection. Other things in life can be observed regarding the behaviour of student. The case studies give full Knowledge about the particular subject . Its other usefulness are as follows.

- 1) Conclusions can be reached after studying the various aspects of life of the students and his family.
- ii) Help in sampling:- The method assists in the classification of units The character of a particular unit is fixed and then it helps to classify them and other units of similar type under determined heading.
- iii) Use of several Techniques :- In this method Several techniques can be allowed to use such as interview, questionnaire, documents, letters, diaries and useful data.
- iv) Helps to understand the study subject :- The researcher pre-commencing the main part of the research, selects ten units and studies the case and hence he understands the subject qualitatively.
- v) Experience of the researcher is vast:- The researcher has to study different aspects of human life. In case studies his field is not restricted like the statistician. He studies various tendencies and

circumstances in his life. Thus he gains vast knowledge.

vi) Study of process:-

A technique can be used to study things but to deal with dynamic and mobile data need intensive approach through case study method

vii) Analysis of factors:-

It is also an use ful method because all collected data are integrated and analysed . It is useful to observe each case and affecting factors according to the family background.

The benefits of case study are immense for the study . For the study researcher has selected eight respondents consisting of four male and four female from different socio-economic background after ~~after~~ after careful observation Researcher visited their home three to four times and discussed with the family members of respondents about different subjects such as income, occupation, education and relation with communication media and their effects on them Sometimes the researcher visited their homes during morning time and some times during evenings because he wanted to observe their morning and evening activities their habits, their friends and relationship with other members in the community.

At the beginning when the researcher visited some homes the family members become self conscious and bit confused But after entering into their house he tried to be friendly with the members of the family and explained the reason which had brought him there . Then educated people were convinced and responded freely but uneducated people were surprised and unclear about the aim of the study. Some families offered a warm ^{welcome offering tea} informally with them researcher tried to come to the point. Then in the course of the discussion researcher tried to get all the other required answers to his questions as listed in the schedule. It look improper to write down the answers of every question before the

respondents as it causes uneasiness and doubt among them. But after returning back researcher had noted important information. This work of data collection took a period of three months.

When researcher had completed his investigation regarding communication Media and Undergraduate Students of a Rural college and other personal things of life he expressed his gratefulness and thanks to all the families for their help and co-operation. Researcher feels that the case study method is very useful method for data collection in social science research.

Thus with the double use of the schedule method and case study method the researcher analysed the data and tried to understand the various factors associated with the communication Media and Under-graduate students of a Rural college.

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