

**AN ANALYSIS OF COMMUNICATION NETWORK IN RELATION  
TO FOOD CONSUMPTION PRACTICE OF RURAL  
HIGH SCHOOL GIRLS**

*Duplicate*

*by*

**Karuna Kumari**

*(L-85-H.Sc.-183-M)*

**Thesis**

Submitted to the Punjab Agricultural University  
in partial fulfilment of the requirements  
for the degree of

**MASTER OF SCIENCE**

**IN**

**HOME SCIENCE EDUCATION & EXTENSION**  
(Minor Subject : Foods and Nutrition, Journalism)

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College of Home Science  
**PUNJAB AGRICULTURAL UNIVERSITY**  
**LUDHIANA-141 004**  
**1987**

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**1987**



Title of the Thesis

An Analysis of Communication Mediums  
in Relation to Food Information  
of Rural High School Girls

Name of the Student &  
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Major Subject

Home Science Education & Extension

Minor Subject

Food & Nutrition and Journalism

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Degree Awarded

M.Sc.

Year of Award of Degree

1987

Total Pages in the Thesis

57 + 2 Appendices

Name of the University

Andhra Agricultural University,  
Jagdalpur, Dist. Guntur, Andhra Pradesh

To My Parents

For Their Love

And Guidance

The findings of the study indicated that the mother was the most authoritative source for information input and information output. Mother was the second most used source for information input and output. The most used sources for food and nutrition were teacher, textbook and radio. Moderately used sources were science experts, magazines and mother. For storing of information the girls prepared notes from textbooks and took notes during the lecture. Majority of girls shared information with mother. The percentage of information output was found to be moderate for mother and the information was shared in descending order of mother, teacher, father, friends and sister as most used sources. The girls belonging to nuclear families had high percentage of information output. No significant relationship was found between family type and information input. The relationship of other factors was found to be non-significant.

Signature of Advisor

Signature of the Student



Title of the Thesis - "An Analysis of Communication Network in Relation to Food Consumption Practice of Rural High School Girls"

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Degree Awarded - M.Sc.

Year of Award of Degree - 1987

Total Pages in the Thesis- 69 + iv + Appendices

Name of the University - Punjab Agricultural University Ludhiana-141 004, Punjab, India

#### ABSTRACT

Communication plays a vital role in the diffusion of knowledge and new technologies. The new knowledge acquired through research has to be disseminated to people to bring about change in living and to improve upon them. Therefore, this study was undertaken to analyse the communication network in relation to information input, information storage and information output of rural high school girls, factors affecting information input output and relationship of information input-output with appropriate factors. The study was conducted on 150 girls of Xth class of two randomly selected schools of Pusa block of Samastipur district, Bihar. The data were collected with the help of self-constructed questionnaire and analysed with the help of statistical methods.

The findings of the study indicated that the teacher was the most authenticated source for information input and information output. Mother was the second most used source for information input and output. The most used sources for food consumption practices were teacher, textbook and radio; moderately used sources were home science experts, magazines and mother. For storing of information the girls prepared notes from textbooks and took notes during the lecture. Majority of girls shared information with mother, the percentage of information output was found to be moderate for mother and the information was shared in descending order of mother, teacher, father, friends and sister as most used sources. The girls belonging to nuclear families had high percentage of information output in comparison to girls from joint families. There was significant relationship between type and size of family with information input. The relationship of other factors was found to be non-significant.

*S Roy 11/12/87*  
Signatures of Major Advisor

*Karuna Kumari*  
Signature of the Student



## CERTIFICATE I

This is to certify that this thesis entitled "An Analysis of Communication Network in Relation to Food Consumption Practice of Rural High School Girls", submitted for the degree of Master of Science in the subject of Home Science Education and Extension (Minor Subject : Foods & Nutrition and Journalism), of the Punjab Agricultural University, is a bonafide research work carried out by Mrs Karuna Kumari (L-85-HSc-183-M), under my supervision and that no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledged.

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## CERTIFICATE II

### ACKNOWLEDGEMENTS

This is to certify that the thesis entitled "An Analysis of Communication Network in Relation to Food Consumption Practice of Rural High School Girls", submitted by Mrs Karuna Kumari (L-85-HSc-183-M) to the Punjab Agricultural University, in partial fulfilment of the requirements for the degree of Master of Science in the subject of Home Science Education and Extension (Minor Subject : Foods & Nutrition and Journalism) has been approved by the Student's Advisory Committee after an oral examination on the same in collaboration with an External Examiner. I am also obliged to the Indian Council of Agricultural Research for providing me with the financial assistance in form of a Junior Research Fellowship for the present study.

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## ACKNOWLEDGEMENTS

It has been my proud privilege to work under the guidance of Dr (Mrs) S.Roy, Professor-cum-Head, Department of Home Science Education & Extension, College of Home Science, PAU, Ludhiana. But for her keen interest, sustained encouragement, sympathetic counsel, untiring supervision and judicious guidance throughout the period of the investigation, the completion of the present study would have been impossible.

I am grateful to the members of my Advisory Committee, Dr R.S.Tambar, Joint Director, Communication Centre; Dr B.S.Hansra, Associate Professor of Extension Education; Dr B.L.Kwatra, Associate Professor of Foods & Nutrition; Dr S.K.Singla, Associate Professor of Statistics, for critically going through the manuscript and making valuable suggestions.

I am also thankful to the respondents for their cooperation and help in the collection of data.

I am also obliged to the Indian Council of Agricultural Research for providing me with the financial assistance in terms of a Junior Research Fellowship for the present study.

Indeed, the words at my command are inadequate either in form or in spirit to convey my deep sense of appreciation to my parents, brothers, sisters, husband, in-laws all for their constant encouragement patience and sacrifices due to my educational pursuit.

The pains taken and the labour done by S.Dildar Singh, Senior Stenographer, Deptt. of Horticulture, in carefully typing the manuscript are duly acknowledged.

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Nov. 30, 1987.



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## 1.1 Background of the Problem

Communication is the foundation stone on which the entire society is built up. It makes living together possible and acts as a cohesive force which provides bridge for various social groups. The act of communication is a free flow of ideas, facts, feelings and attitudes among the members of various groups. The essence of communication is the ability to listen and understand the interest and concern of each other in various social groups. Thus it is difficult to imagine any kind of interpersonal activities which does not depend upon communication.

Communication is often called the web of society because it holds together the individuals, groups and institutions of which society is comprised. As a broad social process, communication incorporates several essential functions: informing and being informed, persuading and being persuaded, teaching and learning, entertaining and being entertained. Communication is a process in which participants create and share information with one another in order to reach a mutual



## Chapter I

### INTRODUCTION

#### 1.1 Background of the Problem

Communication is the foundation stone on which the entire society is built up. It makes living together possible and acts as a cohesive force which provide bondage for various social groups. The act of communication is a free flow of ideas, facts, feelings and attitudes among the members of various groups. The essence of communication is the ability to listen and understand the interest and concern of each other in various social groups. Thus it is difficult to imagine any kind of interpersonal activities which does not depend upon communication.

Communication, is often called the web of society because it holds together, the individuals, groups and institutions of which society is comprised. As a broad social process, communication incorporates several essential functions; informing and being informed, persuading and being persuaded, teaching and learning, entertaining and being entertained. Communication is a process in which participants create and show information with one another in order to reach a mutual



understanding. This implies that communication is a process of convergence (or divergence) as two or more individuals exchange information in order to move toward each other in the meanings that they ascribe to certain events. We think of communication as a two way process of convergence, rather than as a one way linear act in which an individual seeks to transfer a message to another (Rogers and Kincaid, 1981).

A communication network consists of interconnected individuals who are linked by patterned flow of information. The interpersonal activities are also governed by personal and impersonal source of communication. In communication network linkages get established for performing various activities. The linkages in communication network graphically show who communicates to whom at a given time.

Communication network analysis is defined as a method of research for identifying the communication structure in a system in which relational data about communication flows are analysed by using some type of interpersonal relationships as the units of analysis (Rogers and Kincaid, 1981). Network analysis is a tool that promises to capitalize on the unique ability of diffusion enquiry to reconstruct specific message flows in a system.

In our day to day living there unaccounted messages that are shared with individuals in social system. Some messages are related to welfare of individuals while some can even cause harm.



Messages vary from individual needs like food, shelter, clothing to social security, psychological needs and entertainment, etc. The need for food is essential for survival and consciously or unconsciously certain habits are formed through communication network.

Food habits and food beliefs are among the oldest and most entrenched aspects of any culture. They are influenced by customs, social pattern, economic development, educational level and number of other factors. Food prejudices and false beliefs are known to be impediment in the way of adequate nutrition and thus become noxious especially for well being of vulnerable groups (Subramanyan et al., 1970).

## 1.2 The Problem and its Setting

Like any other practice, consumption of food is also an important scientific practice to be followed by individuals. With respect to this practice much is known about nutritional value of food eaten, nutrients needed by the body and utilization of nutrients for growth and maintenance of the body. What is less known is how food practices are established and how they can be modified. It is true that food consumption practice is governed by economical, psychological, physiological and sociological factors but communication also plays an important role. In view of this the present study entitled

## 1.5 Operational Definitions of the Terms

Communication Network refers to the structural interconnectedness of individuals for seeking, storing and sharing information.



"An Analysis of Communication Network in Relation to Food Consumption Practice of Rural High School Girls" was undertaken with the following objectives :

### 1.3 Objectives of the Study

1.3.1 To analyse the communication network for food consumption practice of rural high school girls with respect to :

- (a) Information input on food consumption
- (b) Information storage on food consumption
- (c) Information output on food consumption

1.3.2 To determine the factors affecting the information input and information output on food consumption practice of rural high school girls

1.3.3 To determine the relationship of selected factors with appropriate information input and output on food consumption practice

### 1.4 Scope of the Study

#### 1.4 Limitations of the Study

The study being an individual research project had the limitations of confining the study to only two rural high schools of Samastipur district of Bihar and to the Xth class girl students only.

### 1.5 Operational Definitions of the Terms

Communication Network refers to the structural interconnectedness of individuals for seeking, storing and sharing information.



Food Consumption Practice refers to the knowledge of rural girls on foods as reflected through interpersonal communication.

Information Input refers to all the communication sources utilized by an individual for acquisition of knowledge on scientific food consumption.

Information Storage refers to the act performed by an individual for storage of scientific knowledge of food consumption for various purposes.

Information Output refers to all the communication sources utilized by an individual for sharing of knowledge on scientific food consumption.

### 1.6 Scope of the Study

The present study, attempted to measure the communication network of the rural high school girls in respect of food consumption behaviour. The high school girls are both at the receiving and responding ends. They receive scientific information from various communication sources. Simultaneously, they also respond through sharing the information with their peer and other members in a social system. This two way process emphasizes the need for effective communication for increasing



the credibility and trustworthiness of the source. The high school girls while at the receiving end go through over vigorous mental exercise in order to retain the scientific information and make attempts to share the information for its innovativeness or to determine the pros and cons of information, with others. Therefore, an attempt was made to seek valuable information on communication network with emphasis on input, storage and output of information on food consumption by rural high school girls. It is hoped that the findings of the study will help the communication planners to develop effective communication strategies for dissemination and adoption of message.

The extension workers of Home Science Colleges who are responsible for transfer of appropriate technologies to the rural client may also find the study to be of use for developing systematic directions for dissemination of information. They may plan to strengthen the effectiveness of source through scientific input by organizing training programmes, camps and giving coverage in mass media. They may also enhance information storage through distribution of print media among educated audience and incorporate innovative and attention seeking messages for quick sharing of information.



## Chapter II

### REVIEW OF LITERATURE

After consulting literature related to the present study the relevant research studies have been reviewed in this chapter under the following headings :

#### 2.1 Information input

#### 2.2 Information storage

#### 2.3 Information output

### 2.1 Information Input

#### 2.1.1 Information input on Home Science practices

Gupta (1973) studied the sources of information of selected improved homemaking practices and found that relatives, radio and local friends were used for obtaining first hand information at awareness stage. At interest stage neighbours, lady health visitor, sewing centre teacher and local friends were used for obtaining most of the information regarding the selected practices. At the final decision stage, the housewives used sources like neighbours and staff of the college of Home Science, lady health visitor, sewing centre teacher



and the staff of Punjab Agricultural University. The personal traits such as age, education, family type, and family occupation did not show significant association with various sources of information used.

The personal-localite sources of information have been found to be playing very important role at three stages, i.e. awareness, interest, the adoption of family planning practices (Puri, 1973), whereas the role of mass media was negligible in all the three stages. They study also indicated that majority of the respondents were aware of various family planning methods and though the women were illiterate but all of them had adopted one or other methods of family planning.

Grewal (1974) concluded that at awareness stage of family planning methods the sources ranked in order of preferences were neighbour, friends and private midwife, husband and family planning clinics. At the interest stage, the top ranking sources were friends, family planning clinics and neighbours. The use of sources of information at adoption stage indicated that family planning clinics, friends, and nurses got the first, second and third rank respectively.

Shukla (1980) found that informal personal sources were used by most of the respondents followed by impersonal sources and formal personal sources respectively at awareness and adoption stage for all the infant care practices.



Radio was the most used impersonal sources. Mother-in-law was the most used informal personal source and health centres the most used formal personal source for all the four infant care practices respectively at the awareness and adoption stage.

In another study Radio was the most used source of communication for practices on preservation of fruits and vegetables, household storage of grains while lady health visitor and husband were the most used source of family planning methods. The credibility of the source indicated that mother was the most credible source for practice on stitching garments (Daljinder, 1984).

Pratibha (1984) conducted a study on information input on child care practices through radio. The findings revealed that the respondents received sufficient level of knowledge on the four selected messages of child care practices, but failed to retain the same upto stipulated period of time in case of message II, III and IV. However, regarding message-I respondents succeeded in retaining the information received for a longer period of time.

The relative effectiveness of three modes of presentation of information on radio through straight talk, discussion and dram resulted in distinct gain in knowledge. Drama was found to be most effective in gaining knowledge immediately

with scientists, experts, lecture and training camps by extension personnel have been reported by Lionberger and Chang (1970), Ahneyri (1973) and Sneti (1974) also.



after exposure, when compared with discussion and straight talk. The straight talk was found to be least effective in comparison to other two modes. The paired 't' test indicated that the gain in knowledge was significant for before exposure to immediate exposure (Roy and Khanna, 1985).

Parimala (1986) conducted a study on broadcast of twelve lessons on nutrition. These lessons were broadcast over AIR, Hyderabad for radio listening groups of village women. Radio was found to be effective in dissemination of message on nutrition.

### 2.1.2 Information Input on Agricultural Practices

Communication pattern of Extension personnels has been reported by Akhouri (1973), Ambastha (1974), Sanoria (1974), Sheti (1974), Balasubramanian (1976) and Babu and Sinha (1985). They found that the extension personnel mostly obtained the information through extension publications, superior officers, meetings, seminars, agricultural university scientists, and research stations in that order. The newspapers, Kisan Mela and research journals served as the least used source. The moderately used sources/channels were training camps and lectures by specialists. They have also reported that radio broadcast was least used as a source of information.

The findings regarding most frequent to moderate use of popular extension journals, experimental farms, consultation with scientists, expert's, lecture and training camps by extension personnel have been reported by Lionberger and Chang (1970), Akhouri (1973) and Sheti (1974) also.



Less use of farm radio broadcast by the extension personnel is in conformity with the findings of Lionberger and Chang (1970) and Akhouri (1973) but is contradictory to the findings of Sheti.

Mathur et al. (1974) in a study entitled "Source utilization and rate of spread of information on high yielding varieties of wheat in a farming community" reported that the farmers showed greater dependence on interpersonal local sources for information and consultation. The sources were relatives, neighbours, friends, village level workers and to some extent IARI personnels. Farmers with lower middle socio-economic status used more of neighbours and friends specially at the initial stages of decision making. Mass media were used by the upper class farmers more than the lower class farmers. Less literate the farmers, more he uses neighbours, friends and relatives as sources of information. Mass media have been mostly used by the farmers from and above primary level of education.

Shete (1974) observed that radio was the moderately used source of farm information by the extension personnel in Maharashtra state. Further these researchers found that the mean information input amount to the extension personnel went on decreasing from state level to village level extension personnel.



Roy (1975) showed that the extension officers in West Bengal were mostly in contact with the farm information with the help of official letters, leaflets, pamphlets, folders, agricultural magazines and official meetings. They sometimes got the agricultural information from books and radio. The extension personnel were ready in contact with training tours, visits, newspapers, commercial agents and education film for obtaining agricultural informations.

Balasubramaniam and Menon (1977) reported that the important sources of information about high yielding varieties of paddy for the extension personnel in Tamil Nadu were State Department of Agricultural University publications and journals, personal visits to researchers, correspondence with scientists, visits to research station and researcher visit to extension personnel in descending order.

Reddy and Singh (1977) found that the VLWs in Karnataka mostly used radio Agricultural Extension officers, package of practices booklets, leaflets and folders (put out by the University of Agricultural Sciences, Bangalore) farm magazines and newspapers and subject matter specialists of the Department of Agriculture in descending order as their sources of farm information.

Ambastha and Singh (1978) conducted a study on Intra-personal Communication Pattern of Extension Personnel. He



found that an extension personnel utilises various sources/ channels for information input out of which departmental meetings, popular extension journals, leaflets and bulletins, consultation with scientists and visit to experimental farms were found to be the most used sources/channels for information input among the extension personnel as a whole.

Gogoi (1984) has found in his study that education, economic motivation, size of operational land holding mass media exposure could explain 63 per cent and 54 per cent of the total variation of information seeking behaviour of farmers in progressive and nonprogressive villages respectively. Thus the model was quite satisfactory. He further studied that age, socio-economic status, mass media exposure epathy extent of adoption of farm innovations socio-metric status in the communication network and attitude regarding information sharing with fellow farmers could explain 58 and 57 per cent of the total variation ;of information sharing behaviour of farmers in progressive and nonprogressive villages respectively declaring the mode as quite satisfactory.

The findings revealed that the farm information flowed from upper to the lower socio-economic strata but not in the reverse direction.

Yadav (1983), Jamal (1984), Sharma (1984), and Thakur (1984) conducted a study on information sources, they



concluded that inter-personal channels, localite and cosmo-polite are most important although several mass media including newspapers, cinemas, magazines and literature, figure in these studies.

## 2.2 Information Storage

Akhouri (1973), Ambastha (1974), Sanoria and Singh (1976) and Pandey(1979) observed that the most commonly used methods for information storage by the extension personnel were by noting down in the common notebooks and by memorizing.

In addition to the above two information storage methods Shete (1974), Balasubramaniam and Menon (1977) and Reddy and Singh (1977) reported that the extension personnel maintained the classified notebook and subjectwise files for the storage of farm information.

## 2.3 Information Output

Patel (1972) reported that individual and group contacts were the first used channels by both groups of 'most effective' and 'less effective' VLWs. But a greater percentage of the most effective group used individual contacts, while a relatively greater proportion of the less effective VLWs used group contacts. In addition 17 per cent of the most effective VLWs used mass media, while more of the less effective VLWs used mass media as the second channel for dissemination of farm information.



Reddy and Patel (1973) observed that individual contact and group contact methods were mostly used and mass media were least used by AEOs for imparting farm knowledge to the farmers.

Akhouri (1973), Ambastha (1974), Shete (1974) and Sanoria and Singh (1976) pointed out that among personal contact methods, office calls and farm/home visits were most commonly used methods of extension personnel for effective information output. However, the increase in the number of office calls and decrease in the number of farm and home visits were observed with the rise in the cadre of extension personnel.

Investigator belongs to this district and, therefore, it was easy to collect data. Moreover, since Home Science education has been introduced in the State of Bihar recently, there is hardly any research work that has been taken up on different areas of Home Science. It was considered necessary to undertake study in Bihar so that the findings can be of use for strengthening formal and non-formal education in Home Science.

### 3.2 Selection of the Schools

The list of government schools was obtained from the Block Education office. There are four rural high schools in Pusa block of Samastipur district, out of which two schools



## Chapter III

### RESEARCH METHODOLOGY

The research methodology is discussed under the following sub-headings :

#### 3.1 Locale of the Study

The study was conducted in purposively selected Pusa block of Samastipur district, Bihar. The primary consideration for the purposive selection of this block was that the investigator belongs to this district and, therefore, it was easy to collect data. Moreover, since Home Science education has been introduced in the State of Bihar recently, there is hardly any research work that has been taken up on different areas of Home Science. It was considered necessary to undertake study in Bihar so that the findings can be of use for strengthening formal and non-formal education in Home Science.

#### 3.2 Selection of the Schools

The list of government schools was obtained from the Block Education office. There are four rural high schools in Pusa block of Samastipur district, out of which two schools



were selected randomly. These schools were Government Girls High School, Pusa and Kasturba Gandhi Government Girls High School, Wani.

Mother, Father, Brother, Sister,

Relatives, Friends, Neighbours

### 3.3 Selection of Respondents

A complete list of the students in Xth class was obtained from the class teachers. There were 100 students in Government Girls High School, Pusa and 50 students in Kasturba Gandhi Girls High School, Wani. All the 150 students of the two schools were selected as respondents.

### 3.4 Selection of Sources for Information Input and Output

An exhaustive list of sources of information was prepared by consulting relevant literature and past studies. The sources were categorised for information input sources and information output sources. The list was subjected to experts from the field of communication to get their opinion on relevant sources applicable to rural high school girls for seeking and sharing information on food consumption. On the basis of consensus of the experts 14 sources were identified for information input and ten sources for information output.

These sources were then classified under relevant categories. For information input the categories along with the sources are as follows :



### 1. Personal Sources : from the field of Foods and Nutrition

#### (a) Informal personal Sources :

Mother, Father, Brother, Sister,  
Relatives, Friends, Neighbours

#### (b) Formal Personal Sources :

Teacher, Principal, Home Science experts

#### (c) Impersonal Sources :

Radio, Newspaper, Magazine, Textbook

The information output, the category of impersonal sources were not applicable and, therefore, only the personal sources with informal personal sources and formal personal sources were retained with the list of sources mentioned above.

### 3.6 Construction of Research Instrument

#### 3.5 Selection of Food Consumption Aspects following parts was

With the help of the experts from the discipline of Foods and Nutrition the aspects of food consumption were identified. This included meaning of food, functions of food, sources of nutrients, deficiency diseases and their prevention, method of cooking, food sanitation, food fads and fallacies. These seven aspects were included in the study as indicators of food consumption practices.

Several statements related each aspect of food consumption practices was formulated on a five point scale to determine its appropriateness. These statements were then

actively performed by high school girls for scoring of



subjected to ten experts from the field of Foods and Nutrition (Appendix-A).

The rating scale was assigned the following score values :

|                   |   |   |
|-------------------|---|---|
| Strongly agree    | - | 5 |
| Agree             | - | 4 |
| Undecided         | - | 3 |
| Disagree          | - | 2 |
| Strongly disagree | - | 1 |

The statements with 30 and above scores were selected for inclusion in the final questionnaire (Appendix-B).

### 3.6 Construction of Research Instrument

The questionnaire consisting of following parts was constructed as an instrument for data collection :

#### **Part-I : Information Input on Food Consumption**

The statements selected with the help of the judges were categorised under relevant aspect of food consumption. For each of the aspects along with statements, all the selected sources were listed as information input.

#### **Part-II : Information Storage**

This part consisted of statements related to the activity performed by high school girls for storing of



information on food consumption for future reference and revision.

### **Part-III : Information Output on Food Consumption**

The statements, selected for Part-I were used for this part also but the information output was restricted to personal sources of information, i.e. informal personal sources and formal personal sources.

### **Part-IV : Personal and Social Variables**

This part dealt with questions on family characteristic of the respondent, individual orientation towards food consumption and infrastructure facilities of the village.

The questionnaire was initially prepared in English (Appendix-C) and later translated in Hindi. The questionnaire was pre-tested on 25 non-sampled rural high school girls of Chakslem Girls High School, Patori, district Samastipur, Bihar for clarity of questions. Few minor alternations were made in the final questionnaire (Appendix-D).

### **3.7 Collection of Data**

The investigator visited the selected schools and met the Principal with an introductory letter from Major Advisor (Appendix-E) to explain the purpose of the study. Permission



was obtained from the Principal to administer the questionnaire during school hours.

With the help of the class teacher the questionnaire was administered to all the students of one school on the same day during the pre-decided timing. The students were first explained the purpose of the study and necessary instructions were given for filling the questionnaire. Approximately one hour was required to complete the questionnaire.

### 3.8 Analysis of Data

The data were analysed under the following headings :

#### 3.8.1 Personal and Village Information of Rural High School Girls

This consisted of type and size of family, occupation of father and mother, individual orientation towards food consumption and infrastructure facilities of the village. For analysing the infrastructure facilities score of one was assigned for existence of facility and zero for non-existence of facility. Thus the score ranged from 0-36. These score ranges were then distributed into the following categories :

| Infrastructure facilities | Score Range |
|---------------------------|-------------|
| Less facilities           | Upto 12     |
| Moderate facilities       | Upto 24     |
| More facilities           | Upto 36     |



Number and percentages were worked out for analysing personal and village information of rural high school girls.

### 3.8.2 Communication Network for Each Practice of Food Consumption

The 14 sources included as communication input and 10 sources as communication output were analysed for each of the practice of food consumption with the help of input - output scores. Based on the scores obtained ranks were assigned to each source for each practice.

### 3.8.3 Communication Network Analysis

#### (A) Information Input

The information input consisted of 14 sources for seeking information on seven aspects of food consumption by rural high school girls. The use of different information sources were measured with the help of information input index which consisted of following two parts :

#### 1. Information Input Score

This was derived by counting total number of girls using each source for all the seven aspects of food consumption. The grand total was divided by seven aspects of food consumption. The formula used is as follows :

$$\text{Information input score} = \frac{\text{Total no. of girls using each source for all the aspects of food consumption}}{\text{Seven aspects of food consumption}}$$



## 2. Percentage Information Input

The information input score were divided by total number of respondents and multiplied by 100 to obtain percentage information input by using the following formula :

$$\text{Percentage information input} = \frac{\text{Information input score}}{\text{Total number of respondents}} \times 100$$

The information input score and percentage information input for each source was used for analysing information input of respondents.

## 3. Amount of Information Input

The fourteen sources of information input were assigned the score value of one. Thus the information score ranged from 1-14. This range was divided into three categories for amount of information input with following score distribution.

| Amount of information input | Score distribution |
|-----------------------------|--------------------|
| Low information input       | Upto 5             |
| Moderate information input  | Upto 10            |
| High information input      | Upto 14            |

## 2. Amount of Information Storage

Number and percentages were worked out of girls for each information input category.



#### 4. Extent of Use of Information Input

The number of girls for seven aspects of food consumption for each of the 14 information input were added up and divided by seven food consumption aspects. The values ranged from 20.00 to 113.95. This score range was divided in following three categories for extent of use information input by using the formula of  $3/\sqrt{F}$

| Extent of use of information input | Score distribution |
|------------------------------------|--------------------|
| Most used information input        | 67-113             |
| Moderately used information input  | 42-67              |
| Least used information input       | 20-42              |

The sources used for seeking information were listed in the respective categories.

#### (B) Information Storage

1. Number and percentage were worked out for the eight statements on storage of information and ranks were assigned.

#### 2. Amount of Information Storage

The few information storage sources were assigned score value of one and the scores ranged from 1-8. The score range



was divided into three categories for amount of information storage as follows :

| Amount of information storage | Score distribution |
|-------------------------------|--------------------|
| Low information storage       | Upto 3             |
| Moderate information storage  | Upto 6             |
| High information storage      | Upto 8             |

### (C) Information Output

1. The information output consisted of ten sources of sharing information. The information output index was developed as per methodology explained under information input and the same procedure was followed to report percentage of respondents for each information output source.

#### 2. Amount of Information Output

The few information output sources were assigned score value of one and the scores ranged from 1-10. The score range was divided into three categories for amount of information output as follows :

| Amount of information output | Score distribution |
|------------------------------|--------------------|
| Low information output       | Upto 3             |
| Moderate information output  | Upto 7             |
| High information output      | Upto 10            |



Number and percentages were worked out of girls for each information output category.

### 3. Extent of Use of Information Output

The methodology adopted for use of information input was followed for analysing this part of data. However, there were only ten sources and, therefore, the scores ranged from 15.2-80.0. This range was divided into three categories with the help of formula  $3/\sqrt{F}$  and the categories along with score distribution is given below :

| Use of information output          | Score distribution |
|------------------------------------|--------------------|
| Least used information output      | 15-30              |
| Moderately used information output | 30-61              |
| Most used information output       | 61-80              |

The sources used for sharing information were listed in the respective categories.

#### 3.8.3 Factors Affecting Information Input and Output

Number and percentages were worked out for factors on type and size of family, occupation of father and mother, individual orientation and infrastructure facilities of the village for information input and output.



### 3.8.4 Relationship of Factors with Relevant Information Input and Output

The relationship was determined between the selected factors and information input and output with the help of Chi-square. The level of significance was tested at 0.05 level.

The findings reported in this study are based on data collected from 150 rural high school girls of Pusa block, Mandlaux, Bihar. The results of the study have been presented and discussed under the following headings :

- 4.1 Personal and village information of rural high school girls
- 4.2 Communication network for food practices of food consumption
- 4.3 The communication network of rural high school girls on food consumption practices
  - 4.3.1 Information input
    - 4.3.2 Amount of information input
    - 4.3.3 Extent of use of information input
    - 4.3.4 Total information storage on food consumption practices
      - 4.3.5 Amount of information storage
      - 4.3.6 Information output
        - 4.3.7 Amount of information output
        - 4.3.8 Extent of use of information output
        - 4.3.9 Comparison of information input and output on food consumption practice



## FINDINGS AND DISCUSSION

The findings reported in this study are based on data collected from 150 rural high school girls of Pusa block, Samastipur, Bihar. The results of the study have been presented and discussed under the following headings :

- 4.1 Personal and village information of rural high school girls
- 4.2 Communication network for each practices of food consumption
- 4.3 The communication network of rural high school girls on food consumption practices
  - 4.3.1 Information input
  - 4.3.2 Amount of information input
  - 4.3.3 Extent of use of information input
  - 4.3.4 Total information storage on food consumption practices
  - 4.3.5 Amount of information storage
  - 4.3.6 Information output
  - 4.3.7 Amount of information output
  - 4.3.8 Extent of use of information output
  - 4.3.9 Comparison of information input and output on food consumption practice



- 4.4 Factors affecting information input and output of food consumption practices
- 4.5 Relationship of factors with appropriate information input and output on food consumption practices

#### 4.1 Personal and Village Information of the Rural High School Girls

##### 4.1.1 Family Type and Size :

The background information of the respondents presented in Table 1 shows that 53.34 per cent of the rural high school girls belonged to joint family and the rest were from nuclear families. The family size shows that 47.34 per cent of the girls were from large size family and 40.66 per cent from medium size family.

##### 4.1.2 Occupation of Father and Mother :

The occupation of the father shows that 51.33 per cent were in government service, 34.66 per cent in farming. The rest were in business, agricultural labour and other occupation categories. In case of mothers 77.30 per cent were housewives, 20.00 per cent in government service and a negligible percentage in agricultural labour.

##### 4.1.3 Individual Orientation :

It was presumed that the high school girls will vary



Table 1

Number and Percentage Distribution of Respondents  
According to Personal Information

(N = 150)

| Background information           | Distribution of Respondents |       |
|----------------------------------|-----------------------------|-------|
|                                  | N                           | %     |
| <b>Type of Family :</b>          |                             |       |
| Nuclear                          | 70                          | 46.66 |
| Joint                            | 80                          | 53.34 |
| <b>Size of Family :</b>          |                             |       |
| Small size (upto 4 members)      | 18                          | 12.00 |
| Medium size (5-8 members)        | 61                          | 40.66 |
| Large size (More than 8 members) | 71                          | 47.34 |
| <b>Occupation of Father :</b>    |                             |       |
| Farming                          | 52                          | 34.66 |
| Business                         | 11                          | 7.33  |
| Government service               | 77                          | 51.33 |
| Agricultural labourer            | 2                           | 1.34  |
| Other occupation                 | 8                           | 5.34  |
| <b>Occupation of Mother :</b>    |                             |       |
| Housewife                        | 116                         | 77.33 |
| Government service               | 30                          | 20.00 |
| Agricultural labourer            | 4                           | 2.64  |

## 4.1.4 Infrastructure Facilities :

The rural high school girls of the two schools were from 32 villages and the type of facilities available were



in their orientation towards food consumption and, therefore, data were obtained on this aspect. The information reveals that 89.33 per cent were of the opinion that listening of radio programme is informative (Table 2). Discussion with teacher was also found to be useful by 88.66 per cent and 88.00 per cent considered textbooks to be reliable source of information. Less percentage of girls reported sharing of knowledge with friends to enhance learning (81.33) discussion with peer group to be beneficial for seeking additional information (76.66) and family members as authenticated source of information.

These findings clearly indicate that high school girls had an understanding of the sources of information and their credibility. They considered the formal sources like teacher to be authenticated. Even in case of radio, newspaper, magazine and textbooks they were conscious that radio talk was given by a person, who possessed knowledge on foods. Similarly, the newspaper articles, magazine articles and textbooks were also written by experts and, therefore, the girls showed greater confidence in these sources. The high school girls did not consider peer groups and family members to be of much importance for seeking or sharing information on foods.

#### 4.1.4 Infrastructure Facilities :

The rural high school girls of the two schools were from 32 villages and the type of facilities available were



Table 2

Number and Percentage of Respondents on Individual  
Orientation for Food Consumption Practices

(N = 150)

| Statement on Individual Orientation  | Distribution of Respondents * |       |
|--|-------------------------------|-------|
|  | N                             | %     |
| Listening to radio programme is informative  | 134                           | 89.33 |
| Discussion with teachers on various aspects of food helps to clarify doubts              | 133                           | 88.66 |
| Textbooks are reliable source of information of food                                     | 132                           | 88.00 |
| Keeping record of relevant articles on food is useful for future reference               | 128                           | 85.33 |
| The food consumption behaviour is formed under the guidance of mother                    | 126                           | 84.00 |
| Underlining of important points in note book helps in memorization                       | 125                           | 83.33 |
| Newspaper and magazine articles on nutrition are easy to understand                      | 124                           | 82.66 |
| Sharing of knowledge on foods with friends enhances learning                             | 122                           | 81.33 |
| Discussion with peer groups on foods is not beneficial in seeking additional information | 115                           | 76.66 |
| Information on foods from family members is more authenticated than from teachers        | 114                           | 76.00 |

\* Multiple responses were analysed for information input on each

of the seven aspects of food consumption practices. For three

of the aspects, i.e. meaning of food, food fads and fallacies

absolute score were worked out because only one statement under



analysed. It was presumed that the type of facilities may affect the information input and output. The number of facilities ranged from 8-36. The most common facilities were primary school, availability of letter boxes, grocery shops, private doctors, etc. (Appendix-F).

The extent of existence of infrastructure facilities given in Table 3 shows that ten girls belonged to village with less facilities, 72 girls were from villages with moderate facilities and 68 girls were from villages with more facilities.

Table 3

Extent of Existence of Infrastructure Facilities

| Infrastructure Facilities | Number of Respondents |
|---------------------------|-----------------------|
| Less facilities           | 10                    |
| Moderate facilities       | 72                    |
| More facilities           | 68                    |

#### 4.2 Communication Network for Each Practices of Food Consumption

The data were analysed for information input on each of the seven aspects of food consumption practices. For three of the aspects, i.e. meaning of food, food fads and fallacies absolute score were worked out because only one statement under



each aspect was included in the instrument, whereas for the other four aspects, i.e. balanced diet, source and function of nutrient, disease and their prevention, method of cooking, more number of statements were included and, therefore, average scores were worked out on the basis of scores. The ranks were assigned to the sources.

The data presented in Table 4 shows that for meaning of food highest rank was obtained by teacher followed by textbook and radio for information input, whereas for information output the ranks were in order of teacher mother and father. The teacher was found to be the most authenticated source for information input and output.

The average scores and ranks of information input output on source and function of nutrient also show that teacher obtained the top rank for information input, followed by textbook and radio. It is interesting to note that for information output father obtained first rank friends and mother respectively obtained second and third rank. For sharing the information on sources of information and functions of nutrients personal sources of information likes father, friends and mother were considered to be important by rural girls (Table 5).

The ranking presented in Table 6 for sources of obtaining and sharing information by rural high school girls shows that the teacher obtained first rank on information input.



Table 4

Scores and Ranks of Information Input Output on  
Meaning of Food

| Sources                             | Input |      | Output |      |
|-------------------------------------|-------|------|--------|------|
|                                     | Score | Rank | Score  | Rank |
| <b>I. Informal Personal Sources</b> |       |      |        |      |
| Mother                              | 53    | 7    | 68     | 2    |
| Father                              | 55    | 6    | 66     | 3    |
| Brother                             | 28    | 10.5 | 64     | 4    |
| Sister                              | 25    | 12   | 54     | 6    |
| Relatives                           | 20    | 13   | 12     | 10   |
| Friends                             | 28    | 10.5 | 60     | 5    |
| Neighbours                          | 12    | 14   | 40     | 8    |
| <b>II. Formal Personal Sources</b>  |       |      |        |      |
| Teacher                             | 122   | 1    | 76     | 1    |
| Principal                           | 40    | 9    | 16     | 9    |
| Home Science experts                | 70    | 4.5  | 46     | 7    |
| <b>III. Impersonal Sources</b>      |       |      |        |      |
| Radio                               | 88    | 3    |        |      |
| Paper                               | 51    | 8    |        |      |
| Magazine                            | 70    | 4.5  |        |      |
| Textbook                            | 120   | 2    |        |      |



Table 5

Average Scores and Ranks of Information Input Output on  
Sources and Functions of Nutrient

| Sources                             | Average Input |      | Average Output |      |
|-------------------------------------|---------------|------|----------------|------|
|                                     | Score         | Rank | Score          | Rank |
| <b>I. Informal Personal Sources</b> |               |      |                |      |
| Mother                              | 54.22         | 6    | 75             | 3    |
| Father                              | 53.55         | 7    | 82             | 1    |
| Brother                             | 33.77         | 10.5 | 55             | 6    |
| Sister                              | 30.22         | 12   | 62             | 5    |
| Relatives                           | 22.7          | 13   | 18             | 10   |
| Friends                             | 35.66         | 9    | 80             | 2    |
| Neighbours                          | 17.33         | 14   | 50             | 7    |
| <b>II. Formal Personal Sources</b>  |               |      |                |      |
| Teacher                             | 111.33        | 1    | 74             | 4    |
| Principal                           | 33.77         | 10.5 | 19             | 9    |
| Home Science experts                | 62.88         | 5    | 45             | 8    |
| <b>III. Impersonal Sources</b>      |               |      |                |      |
| Radio                               | 80.11         | 3    |                |      |
| Paper                               | 45.88         | 8    |                |      |
| Magazine                            | 67.66         | 4    |                |      |
| Textbook                            | 103.11        | 2    |                |      |



Table 6

Average Scores and Ranks of Information Input Output  
on Balanced Diet

| Sources                             | Average<br>input score | Rank | Average<br>output score | Rank |
|-------------------------------------|------------------------|------|-------------------------|------|
| <b>I. Informal Personal Sources</b> |                        |      |                         |      |
| Mother                              | 57                     | 6    | 72                      | 3    |
| Father                              | 48                     | 7    | 80                      | 1    |
| Brother                             | 35                     | 9    | 50                      | 6    |
| Sister                              | 27                     | 12   | 60                      | 5    |
| Relatives                           | 18.5                   | 13   | 16                      | 9    |
| Friends                             | 33.5                   | 10   | 70                      | 4    |
| Neighbours                          | 12                     | 14   | 48                      | 7    |
| <b>II. Formal Personal Sources</b>  |                        |      |                         |      |
| Teacher                             | 102                    | 1    | 74                      | 2    |
| Principal                           | 33                     | 11   | 12                      | 10   |
| Home Science experts                | 62                     | 5    | 40                      | 8    |
| <b>III. Impersonal Sources</b>      |                        |      |                         |      |
| Radio                               | 79.5                   | 4    |                         |      |
| Paper                               | 46.0                   | 8    |                         |      |
| Magazine                            | 94.5                   | 2.5  |                         |      |
| Textbook                            | 94.5                   | 2.5  |                         |      |



The magazines and textbooks obtained the equal rank. Neighbour, relatives and sister obtained low rank for information input. Father obtained the first rank followed by teacher and mother for information output. This would mean that girls shared more information with their fathers.

For the aspect on food, fads and fallacies the teacher obtained the first rank followed by textbook and radio for information input (Table 7). For information output mother obtained the first rank followed by friends and teachers. This would mean that this aspect was shared with mother by rural high school girls.

The ranking of information input on method of cooking shows that teacher obtained the first rank followed by textbook and radio under impersonal sources (Table 8). For information output also teacher obtained the first rank followed by mother and friends. This would mean that for information input informal personal sources were found to be less used by the rural high school girls in comparison to formal personal sources and impersonal source. Girls did not use family members, friends, neighbours and relatives for seeking information on method of cooking.

Table 9 shows that for information input on deficiency diseases and prevention, teacher obtained first rank and textbook and radio obtained second and third rank. For information output father obtained first rank followed by teacher and mother.



Table 7

Scores and Ranks of Information Input Output  
on Food, Fads and Fallacies

| Sources                             | Input<br>scores | Rank | Output<br>score | Rank |
|-------------------------------------|-----------------|------|-----------------|------|
| <b>I. Informal Personal Sources</b> |                 |      |                 |      |
| Mother                              | 60.0            | 5    | 98.0            | 1    |
| Father                              | 43.0            | 9    | 68.0            | 4    |
| Brother                             | 37.0            | 11   | 58.0            | 6    |
| Sister                              | 39.0            | 10   | 65.0            | 5    |
| Relatives                           | 20.0            | 14   | 22.0            | 9    |
| Friends                             | 45.0            | 7    | 80.0            | 2    |
| Neighbours                          | 23.0            | 13   | 38.0            | 8    |
| <b>II. Formal Personal Sources</b>  |                 |      |                 |      |
| Teacher                             | 105.0           | 1    | 70              | 3    |
| Principal                           | 36.0            | 12   | 15              | 10   |
| Home science experts                | 68.0            | 4    | 42              | 7    |
| <b>III. Impersonal Sources</b>      |                 |      |                 |      |
| Radio                               | 80.0            | 3    |                 |      |
| Paper                               | 44.0            | 8    |                 |      |
| Magazine                            | 57.0            | 6    |                 |      |
| Textbook                            | 96              | 2    |                 |      |



Table 8

Average Scores and Ranks of Information Input Output  
on Method of Cooking

| Sources                             | Average<br>input<br>scores | Rank | Average<br>Output<br>scores | Rank |
|-------------------------------------|----------------------------|------|-----------------------------|------|
| <b>I. Informal Personal Sources</b> |                            |      |                             |      |
| Mother                              | 58.2                       | 6    | 82.36                       | 2    |
| Father                              | 47.25                      | 8    | 67.66                       | 4    |
| Brother                             | 34.25                      | 12   | 63.37                       | 6    |
| Sister                              | 41.00                      | 10   | 64.44                       | 5    |
| Relatives                           | 25.25                      | 13   | 17.88                       | 9    |
| Friends                             | 43.5                       | 9    | 75.92                       | 3    |
| Neighbours                          | 25.0                       | 14   | 42.00                       | 8    |
| <b>II. Formal Personal Sources</b>  |                            |      |                             |      |
| Teacher                             | 106.5                      | 1    | 83.33                       | 1    |
| Principal                           | 40.5                       | 11   | 15.0                        | 10   |
| Home science experts                | 70.25                      | 4    | 45.0                        | 7    |
| <b>III. Impersonal Sources</b>      |                            |      |                             |      |
| Radio                               | 74.00                      | 3    |                             |      |
| Paper                               | 49.50                      | 7    |                             |      |
| Magazine                            | 67.50                      | 5    |                             |      |
| Textbook                            | 99.00                      | 2    |                             |      |



Table 9

Average Scores and Ranks of Information Input Output  
on Deficiency Disease and Prevention

| Sources | Average<br>Input<br>scores | Rank | Average<br>Output<br>scores | Rank |
|---------|----------------------------|------|-----------------------------|------|
|---------|----------------------------|------|-----------------------------|------|

**I. Informal Personal Sources**

|            |       |    |       |   |
|------------|-------|----|-------|---|
| Mother     | 54.66 | 6  | 80.87 | 3 |
| Father     | 50.66 | 7  | 85.82 | 1 |
| Brother    | 37.33 | 12 | 67.36 | 4 |
| Sister     | 43.33 | 9  | 65.66 | 5 |
| Relatives  | 25.66 | 14 | 15.33 | 9 |
| Friends    | 43.00 | 10 | 18.66 | 8 |
| Neighbours | 33.66 | 11 | 45.43 | 6 |

**II. Formal Personal Sources**

|                      |        |    |       |    |
|----------------------|--------|----|-------|----|
| Teacher              | 121.33 | 1  | 82.00 | 2  |
| Principal            | 31.66  | 13 | 13.33 | 10 |
| Home Science experts | 62.33  | 5  | 30.67 | 7  |

**III. Impersonal Sources**

|          |        |   |  |  |
|----------|--------|---|--|--|
| Radio    | 86.33  | 3 |  |  |
| Paper    | 48.00  | 8 |  |  |
| Magazine | 66.66  | 4 |  |  |
| Textbook | 109.00 | 2 |  |  |



This means that while the girls sought information from teacher on deficiency disease and prevention but they shared information with father.

Table 10 scores and ranks of information input on food sanitation shows that teacher obtained the first rank followed by textbook and radio. For information output mother obtained the first rank followed by friends and teacher.

The findings related to individual food practices and sources of information input and output showed that teacher was the key source of information input for all the practices perhaps this would be attributed to the course in Home Science and credibility of the source for seeking information. Being students they also found textbook and radio to be credible source. The informal personal sources relatively obtained low ranks for seeking information which may mean that the girls did consider these sources to be important.

Father was found to be important source for sharing information. On many aspects of foods, while informal personal sources obtained low input ranks but these sources relatively obtained high ranks for sharing information. This meant that the girls shared information with family members, neighbours and peer groups.



Table 10

**Scores and Ranks of Information Input Output  
on Food Sanitation**

| Sources                             | Input<br>scores | Rank | Output<br>scores | Rank |
|-------------------------------------|-----------------|------|------------------|------|
| <b>I. Informal Personal Sources</b> |                 |      |                  |      |
| Mother                              | 56.0            | 6.0  | 85.00            | 1    |
| Father                              | 52.0            | 7.0  | 65.00            | 5    |
| Brother                             | 32.0            | 11.5 | 60.00            | 6    |
| Sister                              | 36.0            | 10.0 | 66.0             | 4    |
| Relatives                           | 23.0            | 13.0 | 20.00            | 9    |
| Friends                             | 44.0            | 9.0  | 82.00            | 2    |
| Neighbours                          | 22.0            | 14.0 | 42.00            | 8    |
| <b>II. Formal Personal Sources</b>  |                 |      |                  |      |
| Teacher                             | 109.0           | 1.0  | 76.0             | 3    |
| Principal                           | 32.0            | 11.5 | 17.00            | 10   |
| Home Science experts                | 63.0            | 5.0  | 45.00            | 7    |
| <b>III. Impersonal Sources</b>      |                 |      |                  |      |
| Radio                               | 86.0            | 3.0  |                  |      |
| Paper                               | 46.0            | 8.0  |                  |      |
| Magazine                            | 69.0            | 4.0  |                  |      |
| Textbook                            | 101.0           | 2.0  |                  |      |

(1974) and Daljinder (1984) have also indicated greater dependency on formal personal sources for seeking information on practices selected in their respective studies.



### 4.3 Communication Network of Rural High School Girls on Food Consumption Practices

#### 4.3.1 Information Input : Relation to Input Scores and Percentage Input Obtained by Respondents

The information input given in Table 11 shows that high percentage of girls used sources like teacher (75.66), textbook (68.82) and radio (54.60) for seeking information. Except for principal under the formal personal source and newspaper under impersonal sources, all other sources were used by comparatively higher percentage of girls in comparison to informal personal sources. Mother was used as source by 37.43 per cent followed by 29.56 per cent for father.

The teacher was the most authenticated information input as formal personal source. The informal personal sources were found to be less used by the rural high school girls in comparison to formal personal source and impersonal sources. This would mean that the girls did not use family members, friends, neighbours and relatives for seeking information on food consumption. Since the respondents were school going girls, the input on food consumption was from teacher may be because of the content was included in their course. This could be supplemented with textbook.

Past studies by Saini (1970), Gupta (1973), Grewal (1974) and Daljinder (1984) have also indicated greater depending on formal personal sources for seeking information on practices selected in their respective studies.



Table 11

Information Sources in Relation to Input Scores and  
Percentage Input Obtained by Respondents

| Information Sources                 | Input<br>Score | Percentage<br>Input |
|-------------------------------------|----------------|---------------------|
| <b>I. Informal Personal Sources</b> |                |                     |
| Mother                              | 56.15          | 37.43               |
| Father                              | 44.35          | 29.56               |
| Brother                             | 33.85          | 22.56               |
| Sister                              | 34.50          | 23.00               |
| Relatives                           | 31.15          | 20.76               |
| Friends                             | 39.95          | 25.96               |
| Neighbourers                        | 20.71          | 13.80               |
| <b>II. Formal Personal Sources</b>  |                |                     |
| Teacher                             | 113.50         | 75.66               |
| Principal                           | 17.50          | 31.66               |
| Home Science experts                | 65.49          | 43.66               |
| <b>III. Impersonal Sources</b>      |                |                     |
| Radio                               | 81.90          | 54.60               |
| Newspaper                           | 47.10          | 31.40               |
| Magazine                            | 60.68          | 40.45               |
| Textbook                            | 102.23         | 68.82               |



The findings also show that radio was the third used most source of information input for food consumption. The reason for greater use of radio by the girls for getting information on these would be that in Nari Jagat programme of All India Radio, Patna. There is coverage of different aspects of food and the girls may be listening to this programme regularly. Since radio was found to be an effective information input the message communicated through this source needs to be strengthened for conveying scientific information to rural girls.

Study on information input through radio undertaken by Rana (1984) revealed that the respondents received sufficient level of knowledge on the four selected messages of child care practices. Similarly, broadcast of twelve lessons on nutrition was also found to be effective in dissemination of messages (Parimala, 1986). The findings of the present study on radio as information input is in agreement with the past studies. Under the personal informal source, mother was the most used source of communication for food consumption with maximum scores in food fads and fallacies.

The reason for using mother as a source of communication could be well supported with the fact that the girls learn about the various aspects of food consumption under the guidance of mother.



This finding is supported with the findings of the study of Gupta (1973), Kaur (1984), where mother was found to be the most used source for homemaking practices.

#### 4.3.2 Amount of Information Input

The information received from different sources by rural high school girls on food consumption was further analysed for amount of information input. The data in Table 12 shows that 65.33 per cent of the girls were in moderate amount of information input and 24.00 per cent were in high information input. Only a small percentage of 10.67 were in low amount of input.

Table 12

Amount of information Input in Relation to Number and Percentage Distribution of Respondents

(N=150)

| Amount of Information Input | <u>Distribution of Respondents</u> |       |
|-----------------------------|------------------------------------|-------|
|                             | N                                  | %     |
| Low information input       | 16                                 | 10.67 |
| Moderate information input  | 98                                 | 65.33 |
| High information input      | 36                                 | 24.00 |

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### 4.3.3 Extent of Use of Input on Food Consumption Practices

Table 13 shows the extent of use of information input sources, the most used source category the sources in descending order were teacher, textbook and radio. Under moderately used sources home science experts, magazines, mother, newspaper, and father were in descending order. The least used sources category had friends, sister, brothers, neighbours, and Principal in descending order of scores.

The findings of the present study is supported with the findings of the study by Pandey (1985) where the neighbours, friends, family members and village extension workers were the most used sources; relatives, farmers of other villages were moderately used source; whereas, radio, agro-films, agro-exhibitions, agricultural extension officers, farm journals/magazines were least used sources. The newspaper was not at all used source because the farmers included as respondents were illiterate.

Table 13

#### Extent of Use of Information Input Sources

| Most used sources | Moderately used sources | Least used sources |
|-------------------|-------------------------|--------------------|
| Teacher           | Home science experts    | Friends            |
| Textbook          | Magazine                | Sisters            |
| Radio             | Mother                  | Brother            |
|                   | Newspaper               | Neighbours         |
|                   | Father                  | Principal          |



#### 4.3.4 Information Storage

Multiple responses were obtained for the statement on information storage and the data have been presented in Table 14. Ranking of statements indicate that for storing of information, preparing notes from the textbook obtained first rank, followed by taking notes during the lecture and then underlining the points while teacher revised the lecture.

Storage of information through sharing notes of classmates for making own notes, underlining points while discussing notes with friends received low ranking. These findings show that the high school girls had greater confidence in performing those acts for storing information which they could do by themselves. These findings are in agreement with the findings of Aukhori (1973), Ambastha (1974), Sanoria (1974), Balasubramanian (1976), Ambastha and Singh (1978) and Babu and Sinha (1985) on communication pattern of extension personnels, where subject-wise file was maintained for memorizing and storing the information.

#### 4.3.5 Amount of Information Storage :

The amount of information stored by the high school girls was found to differ as is evident from Table 15. Moderate amount of information was stored by 52.00 per cent, high amount by 42.66 per cent and low amount by 5.33 per cent. It could be concluded that high school girls stored moderate to high



Table 14

Information Storage in Relation to Ranks and Number  
of Respondents

(N = 150)

| Statements on Storage                                    | Rank | Number of Respondents * |
|--|------|-------------------------|
| Prepared notes from the textbook                         | 1    | 122                     |
| Took notes during the lecture                            | 2    | 120                     |
| Underlined the points while teacher revised the lecture  | 3    | 118                     |
| Underlined the points while revising the notes at home   | 4    | 115                     |
| Listed important points while revising the lesson        | 5    | 114                     |
| Noted important points on separate papers                | 6    | 111                     |
| Underlined the points while discussing note with friends | 7    | 103                     |
| Shared notes of classmates for making own notes          | 8    | 80                      |

\* Multiple responses



amount of information on food storage for review and future reference.

Table 15

Amount of Information Storage in Relation to  
Number and Percentage of Respondents

| Information storage categories | Distribution of Respondents |       |
|--------------------------------|-----------------------------|-------|
|                                | N                           | %     |
| Low information storage        | 8                           | 5.33  |
| Moderate information storage   | 78                          | 52.00 |
| High information storage       | 64                          | 42.66 |

#### 4.3.6 Information Output :

With regard to sharing of information through output it was observed that the highest percentage of girls (53.33) shared information with mother followed by teacher (51.33) and then father (48.85). The other sources like friends, brother, sister, neighbours, Home Science experts were also used for sharing information but relatives and principal were the least used for sharing information. At the information output stage the percentage output of personal informal sources were found to be higher than personal formal sources. It could be summarized that teacher was the most suitable source for sharing the information for all the areas of food consumption. May be because the teacher teaches in the class on food so the girls clear



Table 16

Information Sources in Relation to Output Scores and  
Percentage Output Obtained by Respondents

| Information Sources | Output score | Percentage Output |
|---------------------|--------------|-------------------|
|---------------------|--------------|-------------------|

### I. Personal Informal Sources

|            |       |       |
|------------|-------|-------|
| Mother     | 80.00 | 53.33 |
| Father     | 73.28 | 48.85 |
| Brother    | 59.50 | 39.66 |
| Sister     | 62.28 | 41.52 |
| Relatives  | 17.30 | 11.50 |
| Friends    | 66.00 | 44.00 |
| Neighbours | 43.50 | 29.00 |

### II. Personal Formal Sources

|                      |       |       |
|----------------------|-------|-------|
| Teacher              | 77.00 | 51.33 |
| Principal            | 15.20 | 10.13 |
| Home Science experts | 41.00 | 27.33 |

| Amount of Information output | Distribution of Respondents |       |
|------------------------------|-----------------------------|-------|
|                              | N                           | %     |
| Low information output       | 20                          | 13.33 |
| Moderate information output  | 102                         | 68.00 |
| High information output      | 28                          | 18.66 |



their doubts from teacher to share the information. Mother was also the most reliable source and they guide and shared knowledge with their girls. Friends also obtained high rank for sharing the information.(Table 16).

Past studies by Aukhori (1973), Ambastha (1974), Sanoria (1974), Balasubramanian (1976) and Babu and Sinha (1985) have also indicated that most extension personnel shared their information by farm and home visit, meetings, film show, circular letters, farmers training, meeting and telephone calls.

#### 4.3.7 Amount of Information Output :

The data on amount of information output were analysed on the basis of total information output explained in the previous paragraph. The amount of information output given in Table 17 shows that 68.00 per cent had moderate information output. Only a small percentage of 18.66 and 13.33 per cent respectively and high and low amount of information output.

Table 17

Amount of Information Output in Relation to  
Number and Percentage of Respondents

(N = 150)

| Amount of information output | Distribution of Respondents |       |
|------------------------------|-----------------------------|-------|
|                              | N                           | %     |
| Low information output       | 20                          | 13.33 |
| Moderate information output  | 102                         | 68.00 |
| High information output      | 28                          | 18.66 |



#### 4.3.8 Extent of Use of Output on Food Consumption Practices

Table 18 shows the extent of use of information output sources, the most used sources category the sources in descending order were mother, teacher, father, friends and sister. Under the moderately used sources, brothers, neighbours and home science experts, were in descending order. The least used sources were in descending order relatives and principals.

Table 18

##### Extent of Use of Information Output Sources

| Most used sources | Moderately used sources | Least used sources |
|-------------------|-------------------------|--------------------|
| Mother            | Brother                 | Relatives          |
| Teacher           | Neighbours              | Principal          |
| Father            | Home Science experts    |                    |
| Friends           |                         |                    |
| Sister            |                         |                    |

#### 4.3.9 Comparison of Information Input and Output on Food Consumption Practices

The data presented in Table 19 shows that more percentage of girls obtained (37.43) and shared (53.83) information from mother under informal personal sources than any other sources. Father, brother, sister, friends and neighbours were less percentage of information input than information output. But the percentage of information input from relative was more than the information output.



Table 19

Comparison of Information Input and Output  
on Food Consumption Practices

| Information Sources                 | Percentate<br>Input | Percentage<br>Output |
|-------------------------------------|---------------------|----------------------|
| <b>I. Informal Personal Sources</b> |                     |                      |
| Mother                              | 37.43               | 53.33                |
| Father                              | 29.56               | 48.85                |
| Brother                             | 22.56               | 39.66                |
| Sister                              | 23.00               | 41.52                |
| Relatives                           | 20.76               | 11.50                |
| Friends                             | 25.96               | 44.00                |
| Neighbours                          | 13.80               | 29.00                |
| <b>II. Formal Personal Sources</b>  |                     |                      |
| Teacher                             | 75.66               | 51.33                |
| Principal                           | 31.66               | 10.13                |
| Home Science Experts                | 43.66               | 27.33                |



Under the formal personal source more percentage of information input (75.66) and output (51.33) was found by the teacher than principal and home science experts. From both cases information input was more than information output.

So the findings shows that teacher was more information input and output under formal personal source. Teacher teaches in the class and also shared more information with the girls. Then under informal personal source mother had highest information input and output. Mother was most reliable source for information input and information output.

#### 4.4 Factors Affecting Amount of Information Input and Output

The various personal factors and village infrastructure facilities affecting amount of information input and output were analysed and data in Table 20 shows that almost an equal percentage of girls from nuclear and joint families had moderate information input. A comparatively high percentage of girls from nuclear families also had high information input in comparison to girls from joint families. Perhaps this could be attributed to greater person to person relationship in nuclear families which contributed to high input.

For the information output more percentage of girls from joint family had moderate information output, but nuclear families girls had more high percentage information output in comparison to joint families girls. This shows that nuclear families more interpersonal communication take place.



Table 20

## Factors Affecting Amount of Information Input and Output

| Factors                            | Information Input |        |          |       | Information Output |       |          |       |      |       |
|------------------------------------|-------------------|--------|----------|-------|--------------------|-------|----------|-------|------|-------|
|                                    | Low               |        | Moderate |       | High               |       | Moderate |       | High |       |
|                                    | N                 | %      | N        | %     | N                  | %     | N        | %     | N    | %     |
| <b>Type of Family :</b>            |                   |        |          |       |                    |       |          |       |      |       |
| Nuclear (N=70)                     | 8                 | 11.42  | 45       | 64.28 | 17                 | 24.28 | 8        | 11.42 | 20   | 28.57 |
| Joint (N=80)                       | 10                | 12.50  | 53       | 66.25 | 17                 | 21.25 | 12       | 15.00 | 8    | 10.00 |
| <b>Size of Family :</b>            |                   |        |          |       |                    |       |          |       |      |       |
| Small family (N=18)                | 3                 | 16.67  | 9        | 50.00 | 6                  | 33.33 | 5        | 27.78 | 4    | 22.22 |
| Medium family (N=61)               | 5                 | 8.19   | 41       | 67.22 | 15                 | 24.59 | 8        | 13.12 | 14   | 22.94 |
| Large family (N=71)                | 8                 | 11.26  | 48       | 67.60 | 15                 | 21.14 | 7        | 9.85  | 10   | 14.09 |
| <b>Occupation of Father :</b>      |                   |        |          |       |                    |       |          |       |      |       |
| Farming (XI=52)                    | 4                 | 7.69   | 35       | 67.31 | 13                 | 25.00 | 5        | 9.62  | 8    | 15.38 |
| Business (XI=11)                   | 2                 | 18.18  | 6        | 54.54 | 3                  | 27.27 | 3        | 27.27 | 3    | 27.27 |
| Government Service (N=77)          | 8                 | 10.38  | 50       | 64.93 | 19                 | 24.69 | 9        | 11.68 | 15   | 19.48 |
| Agricultural labourers (N=2)       | 1                 | 50.00  | 1        | 50.00 | 0                  | 0.00  | 1        | 50.00 | 0    | 0.00  |
| Others (N=8)                       | 1                 | 12.50  | 6        | 75.00 | 1                  | 12.50 | 2        | 25.00 | 2    | 25.00 |
| <b>Occupation of Mother :</b>      |                   |        |          |       |                    |       |          |       |      |       |
| Housewives (N=116)                 | 8                 | 6.89   | 84       | 72.41 | 24                 | 20.68 | 11       | 9.48  | 19   | 16.38 |
| Government service (N=30)          | 5                 | 16.67  | 13       | 43.33 | 12                 | 40.00 | 6        | 20.00 | 9    | 30.00 |
| Agricultural labourers (N=4)       | 3                 | 75.00  | 1        | 25.00 | 0                  | 0.00  | 3        | 75.00 | 0    | 0.00  |
| <b>Infrastructure Facilities :</b> |                   |        |          |       |                    |       |          |       |      |       |
| Less facilities (N=10)             | 0                 | 0.00   | 4        | 40.00 | 6                  | 60.00 |          |       |      |       |
| Moderate facilities (N=72)         | 2                 | 2.77   | 50       | 27.78 | 20                 | 69.45 |          |       |      |       |
| More facilities (N=68)             | 14                | 20.58  | 44       | 64.71 | 10                 | 64.71 |          |       |      |       |
| <b>Individual Orientation :</b>    |                   |        |          |       |                    |       |          |       |      |       |
| Low orientation (N=1)              | 1                 | 100.00 | 0        | 0.00  | 0                  | 0.00  |          |       |      |       |
| Moderate orientation (N=10)        | 2                 | 20.00  | 3        | 30.00 | 5                  | 50.00 |          |       |      |       |
| High orientation                   | 13                | 28.35  | 95       | 69.95 | 31                 | 22.30 |          |       |      |       |



Data in Table 20 shows that most number of girls of medium and large families had moderate information input. A comparatively high percentage of girls from medium and large families also had high information input in comparison to girls from small families. Perhaps this could be attributed to greater person to person relationship in medium families which contributed to high input.

In relation to output data also shows that an equal percentage of girls belonged to medium and large families had moderate information output in comparison with small family. The medium and large families girls had also high information output. This shows that medium and large families girls had more interpersonal sharing attributes than small families girls.

In relation to occupation of father data indicate that more percentage of girls (67.31 and 64.23), their father's occupation was farming and government service, came under moderate information input, then 27.27 and 25.00 per cent of girls, their father's occupation was business and farming come under high information output. This shows that fathers who were in government service and farming give more information to their girls than the fathers who were in other occupation.

For information output the result was also same the girls, their father's occupation was government service and farming were in moderate information output and 19.48 and 15.00 per cent of girls of same families came under high



information output. This shows that the fathers who were in government service share more information than the fathers who were in other occupations.

In relation to occupation of mother the data shows that majority of girls, their mothers occupation were housewives under moderate information input, and also they had high information input. Because mother has more important role, they guide their girls by various ways in household practices. Mother was a reliable source.

The mother's occupation also show the effect on information output. The girls whose mothers were housewives devote more time for sharing the information with their daughters. The more percentage of girls, their mothers occupation were housewives came under moderate information output.

In relation to individual orientation the data shows that more percentage of girls whose high individual orientation had high information input and high information output. Individual orientation show the determination of the individuals. It affects the information input and output both.

The data shows where there were more facilities and moderate facilities, the more percentage of girls had moderate information output. Facilities affects the information output. This shows that where more facilities are available, girls gain more information from them and this affects the information input.



#### 4.5 Relationship of Factors with Appropriate Information Input and Output on Food Consumption Practices

The relationship of amount of information input and output was found to be statistically significant at 0.05 level of significance for type of family and mother's occupation (Table 21). This would show that irrespective of type of family whether nuclear or joint the girls took information from family members and also shared the same. Similarly, irrespective of occupation of mother the girls sought and shared information.

Table 21

Relationship of Amount of Information Input Output with Factors

| Factors                   | X <sup>2</sup> value for |        |
|---------------------------|--------------------------|--------|
|                           | Input                    | Output |
| Type of family            | 8.58*                    | 8.24   |
| Size of family            | 2.57NS                   | 10.79* |
| Father's occupation       | 11.63 NS                 | 7.81NS |
| Mother's occupation       | 26.21*                   | 23.18* |
| Individual orientation    | 14.2*                    | 4.2NS  |
| Infrastructure facilities | 21.46*                   |        |

\* Significant at 0.05 level of significance.

NS = Not significant

The size of the family was non-significant for information input but significant for output. There was an interaction of girls for sharing information with family members. Father's



occupation was found to be non-significant both for input and output. The individual orientation was significant for seeking information but not significant for sharing the information.

The infrastructure facilities were also significantly related to information input meaning higher the structural differentiation higher the seeking of information.

of the knowledge and new technologies. The new knowledge acquired through research has to be disseminated to people to bring about changes in living and to improve upon them. A large proportion of malnutrition, ignorance regarding health care practices and economic deprivation of women can be removed if the necessary knowledge in nutrition health care and simple appropriate technologies in home science are made available to people. As far as the communication dimension is concerned, an Analysis of Communication Network in Relation to Food Consumption Practices of Rural High School Girls was considered important to contribute to an understanding of the problem and, therefore, the study was undertaken. Further the analysis of communication network, particularly information seeking and information sharing behaviour at individual level of village high school girls may help in developing the communication strategies for home science extension training programme.

Therefore, the study was undertaken with the following objectives:



## Chapter V

### 5.1 Objectives of the Study

To analyse the communication network for food consumption practices of rural high school girls.

#### SUMMARY

(a) Information input on food consumption

(b) Information storage on food consumption

Communication plays a vital role in the diffusion of the knowledge and new technologies. The new knowledge acquired through research has to be disseminated to people to bring about changes in living and to improve upon them. A large proportion of malnutrition, ignorance regarding health care practices and economic deprivation of women can be removed if the workable knowledge in nutrition health care and simple appropriate technologies in home science are made available to people. As far as the communication dimension is concerned "An Analysis of Communication Network in Relation to Food Consumption Practice of Rural High School Girls" was considered important to contribute to an understanding of the problem and, therefore, the study was undertaken. Further the analysis of communication network, particularly information seeking and information sharing behaviour at individual level of village high school girls may help in developing the communication strategies for Home Science extension training programme.

Therefore, the study was undertaken with the following objectives :



## 5.1 Objectives of the Study

1. To analyse the communication network for food consumption practices of rural high school girls with respect to :
  - (a) Information input on food consumption
  - (b) Information storage on food consumption
  - (c) Information output on food consumption
2. To determine the factors affecting the information input and information output on food consumption of rural high school girls;
3. To determine the relationship of selected factors with appropriate information input and output on food consumption

## 5.2 Methodology

The study was conducted in purposively selected Pusa block of Samastipur district, Bihar. Two schools, namely, Government Girls High School, Pusa, and Kasturba Gandhi Government Girls High School, Wani were randomly selected. The sample consisted of 100 rural girls of Xth class from Government Girls High School, Pusa and 50 girls of Xth class from Kasturba Gandhi Girls High School, Wani.

A list consisting of 14 information input sources and 10 information output sources were prepared on the basis of past studies and opinion of experts. The food consumption aspects were selected on the basis of opinion of experts from the discipline of Foods and Nutrition.



A self constructed structured questionnaire was used for collecting data. Appropriate statistical tests were used for analysing and interpreting data.

### 5.3 Findings

The major findings of the study were :

#### 5.3.1 Personal and Village Information of Rural High School Girls

1. Majority of girls belonged to joint families and their family size was large. 51.33 per cent girls fathers occupation were government service and 34.66 per cent in farming. In case of mothers 77.30 per cent were housewives, and 20.00 per cent in government service. High school girls varies in their individual orientation towards food consumption. The finding shows that 89.33 per cent were of the opinion that listening of radio programme is informative. Discussion with teacher was also found to be useful by 88.66 per cent and 88.00 per cent considered textbook to be reliable source of information. The most common infrastructure facilities were primary school, availability of letter boxes, grocery shops, private doctors, etc. Majority of girls belonged to village of moderate facilities.

#### 5.3.2 Communication Network for Each Practices of Food Consumption

2. The teacher obtained the first rank for information input and output sources for meaning of food. For the practice



sources and function of nutrient, balanced diet, deficiency diseases and their prevention, highest information input rank was obtained by the teacher and father for highest information output rank.

3. In food<sup>fads</sup> and fallacies and food sanitation practices highest rank was obtained by teacher as information input and mother as information output.

### 5.3.3 Communication Network of Rural High School Girls on Food Practice

#### A. Information Input :

4. The teacher was the most used formal personal source for seeking information followed by textbook and radio.

5. Differences were observed for seeking information from formal personal sources for the selected food practices. However, mother was used as a source for highest number of food practices.

6. The informal personal sources were found to be used less in comparison to formal personal source and impersonal source by rural high school girls.

7. The rural high school girls basically had moderate amount of information input on food consumption practices.

8. The extent of information input on food consumption showed that the most used sources were teacher, textbook and radio; moderately used sources were home science experts,



magazines, mother, newspaper and father in descending order and the least used sources were friends, sister, brothers, neighbours and principal in descending order of scores.

#### **B. Information Storage :**

9. The storage of information revealed that girls prepared notes from the textbook, took notes during the lecture and underlined the points while teacher revised the lecture.

10. High school girls stored moderate to high amount of information on food for the purpose of review and future reference.

#### **C. Information Output**

11. The mother was the most used informal personal source for sharing information followed by teacher and father. Personal informal sources were found to be used more than personal formal sources.

12. The percentage amount of information output was also found to be moderate. A very small percentage of girls indicated high and low amount of information output.

13. The extent of use of information output indicated that in descending order were mother, teacher, father, friends and sister as most used sources. The least used sources in descending order were relatives and principals.



#### 5.3.4 Factors Affecting Information Input, Output of Food Consumption Practices

14. An equal percentage of girls from nuclear and joint families had moderate information input. The girls belonging to nuclear families had high percentage information output in comparison to girls from joint families.

15. The girls who belonged to the father occupational category as government service showed high information input as well as output in comparison to those whose father's occupation was farming and other occupations.

16. Majority of girls were in moderate information input and output categories and the occupation of mother of these girls were housewife.

17. Majority of girls whose high individual orientation had high information input and output.

18. The girls belonging to moderate information input category had more infrastructure facilities.

#### 5.3.5 Relationship of Factors with Appropriate Input and Output on Food Consumption Practices

19. There were significant relationships between type of family, mother's occupation with information input and information output. There was non-significant relationship between father's occupation with information input and output. But there is significant relationship of individual orientation, infrastructure



facilities with information input and also significant relationship of size of family with information output.

#### 5.4 Recommendations for Further Studies

1. In the present study teacher was the highest information input perhaps because of inclusion of Home Science subject at high school level. Therefore, there is a need to undertake study on non-Home Science students to find out their information input pattern on food consumption practices. There is also a need to delete teacher as formal source of information input and then undertake the study.

2. It is recommended that a similar study on non-school girls may be undertaken where textbook will not be included as information source. This will reveal important information for Home Science Extension trainees to identify the source and develop appropriate communication strategies.

#### 5.5 Recommendations for Improving Information Input and Output

1. Radio was found to be an important source of information input and, therefore, the foods content through radio broadcast needs to be strengthened.

2. While mother was an important source of information input, father was an important source of information output.



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The Home Science extension training programme needs to strengthen the training input both for mother and father. The training will enable the mothers to gain scientific knowledge on food practices and then contribute to interpersonal network between mother and daughter. Similarly since father was found to be an important source for sharing information, the level of knowledge of father has to be increased on food consumption practices. This will help to improve the source credibility.

3. Magazines were also found to be used to a fairly large extent by girls for seeking information. This directs the subject matter specialists to contribute scientific articles thus increasing the credibility of one of the formal impersonal sources.

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Appendix-A

Thakur, A.K. (1984). "Communication Profile of the Farmers of Kashipur Block in Nainital District", Unpublished M.Sc. thesis, HGPUAT, Pantnagar

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Key : Strongly agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly disagree (SD)

| Statements on Food Consumption Behaviour  | Rating Scale |   |    |   |    |
|---|--------------|---|----|---|----|
|   | SA           | A | UD | D | SD |
| 1. Nutritionally adequate diet is essential for maintaining good physical health  |              |   |    |   |    |
| 2. Good health depends on consumption of balanced diet which provides necessary nutrients to the body                         |              |   |    |   |    |
| 3. An adequate diet includes food from each food group  |              |   |    |   |    |
| 4. Food groups perform the functions of providing energy, building body tissues and protecting body against diseases          |              |   |    |   |    |
| 5. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet         |              |   |    |   |    |
| 6. Foods are composed of many substances called nutrients, that are essential for various functions and processes in the body |              |   |    |   |    |
| 7. Body building foods are milk, meat, fish, egg, pulses, nuts  |              |   |    |   |    |
| 8. The food we eat, primarily consists of cereals which are good sources of carbohydrates and they provide energy to our body |              |   |    |   |    |
| 9. Foods such as milk, egg, green leafy vegetables and fruits are needed by our body for protection against diseases          |              |   |    |   |    |



### Appendix-A

Statements related each aspect of Food Consumption Practices

Rating Scale for Judges Statements  
on Food Consumption Practices

-0-0-0-

**Direction :** Following are the statements on food consumption practices. Please ( ) mark the appropriate column for measuring the appropriateness of the statement

**Key :** Strongly agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly disagree (SD)

| Statements on Food Consumption Behaviour   | Rating Scale |   |    |   |    |
|--|--------------|---|----|---|----|
|  | SA           | A | UD | D | SD |
| 1. Nutritionally adequate diet is essential for maintaining good physical health   | -            | - | -  | - | -  |
| 2. Good health depends on consumption of balanced diet which provide necessary nutrients to the body                           | -            | - | -  | - | -  |
| 3. An adequate diet includes food from each food group   | -            | - | -  | - | -  |
| 4. Food groups perform the functions of providing energy, building body tissues and protecting body against diseases           | -            | - | -  | - | -  |
| 5. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet          | -            | - | -  | - | -  |
| 6. Foods are composed of many substances called, nutrients, that are essential for various functions and processes in the body | -            | - | -  | - | -  |
| 7. Body building foods are milk, meat, fish, egg, pulses, nuts   | -            | - | -  | - | -  |
| 8. The food we eat, primarily consists of cereals which are good sources of carbohydrates and they provide energy to our body  | -            | - | -  | - | -  |
| 9. Foods such as milk, egg, green leafy vegetables and fruits are needed by our body for protect us against diseases           | -            | - | -  | - | -  |



- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 10. Pulses are good sources of protein and B vitamins  | - | - | - | - | - |
| 11. Milk is called a complete food because it is a good source of protein, calcium and other nutrients           | - | - | - | - | - |
| 12. Use of green leafy and yellow vegetables are essential in the diet for good eye sight                        | - | - | - | - | - |
| 13. Parboiled rice contains more Thiamene than milled rice   | - | - | - | - | - |
| 14. Local fruits like Amla, guava and lemon are good sources of vitamin C and they help in forming healthy gums  | - | - | - | - | - |
| 15. During the growing age, body needs more of iron and, therefore, the diet must include green leafy vegetables | - | - | - | - | - |
| 16. Application of principles of cooking while preparing meals help in retaining nutritional quality of food     | - | - | - | - | - |
| 17. Prolonged cooking or discarding excess water after cooking lower the nutritive value of all vegetables       | - | - | - | - | - |
| 18. To prevent the loss of vitamins, in vegetables, the vegetables should be first washed and then cut           | - | - | - | - | - |
| 19. Food sanitation is an important aspect of good health  | - | - | - | - | - |
| 20. Drinking of milk after eating fish develops white patches on the body  | - | - | - | - | - |
| 21. Any other statement that you would like to suggest   | - | - | - | - | - |



## Appendix-B

The Statements with 30 and above scores on  
Food Consumption Practices

### Statements

1. Nutritionally adequate diet is essential for maintaining good health
2. Good health depends on consumption of balanced diet which provide necessary nutrients to the body
3. Food groups perform the functions of providing energy, building body tissues and protecting body against diseases
4. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet
5. Foods are composed of many substances called, nutrients, that are essential for various functions and processes in the body
6. Body building foods are milk, meat, fish, egg, pulses, nuts
7. The food we eat, primarily consists of cereals which are good sources of carbohydrates and they provide energy to our body
8. Foods such as milk, egg, green leafy vegetables and fruits are needed by our body for protecting us against diseases
9. Pulses are good sources of protein and B vitamins
10. Sugar and fat present in food provide energy and increases the digestibility of food
11. Milk is good source of calcium
12. Vegetable protein is of superior quality in comparison to animal protein
13. Use of green leafy and yellow vegetables are essential in the diet for good eye sight
14. Parboiled rice contains more Thiamine than milled rice
15. Local fruits like amla, guava and lemon are good source of vitamin C and they help in forming healthy gums



Questionnaire

16. During the growing age, body needs more of iron and, therefore, the diet must include green leafy vegetables
17. Prolonged cooking or discarding excess water after cooking lower the nutritive value of all vegetables
18. Fried food provides more energy than same food cooked by other method
19. Application of principles of cooking while preparing meals helps in retaining nutritional quality of food
20. To prevent the loss of vitamins in vegetables the vegetables should be first washed and then cut
21. Food sanitation is an important aspect of good health
22. Drinking of milk after eating fish develops white patches on the body

1. Nutritionally adequate diet is essential for maintaining good physical health. Yes/No

2. Good health depends on consumption of balanced diet which provides necessary nutrients to the body. Yes/No

3. Food groups perform the functions of providing energy, building body tissues and protecting body against disease. Yes/No

4. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet. Yes/No

5. Foods are composed of many substances called nutrients, that are essential for various functions and processes in the body. Yes/No

6. Body building foods are milk, meat, fish, egg, pulses, fruits. Yes/No



## Appendix-C

### Questionnaire

#### (A) 1st Part

##### **General Informations :**

Name of School \_\_\_\_\_ Name of Student \_\_\_\_\_  
Name of Block \_\_\_\_\_ Father's Name \_\_\_\_\_  
Name of Village \_\_\_\_\_

**General Instructions :** There is no any right or wrong answer. Only you have to ( ) mark in your answer. You can mark more than one place where you think appropriate

| Statements on Food Consumption Practices | Do you know about the statement (Yes/No) | If yes, then from which source or sources did you get the information :<br><br>Radio/Newspaper/Magazine/Textbook/Teacher/Principal/Home Science Experts/Mother/Father/Brother/Sister/Relatives/Friends/Neighbours |
|--|--|---|
|--|--|---|

- |   |        |
|---|--------|
| 1. Nutritionally adequate diet is essential for maintaining good physical health  | Yes/No |
| 2. Good health depends on consumption of balanced diet which provide necessary nutrients to the body                          | Yes/No |
| 3. Food groups perform the functions of providing energy, building body tissues and protecting body against diseases          | Yes/No |
| 4. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet         | Yes/No |
| 5. Foods are composed of many substances called nutrients, that are essential for various functions and processes in the body | Yes/No |
| 6. Body building foods are milk, meat fish, egg, pulses, nuts   | Yes/No |



7. The food we eat, primarily consists of cereals which are good sources of carbohydrates and they provide energy to our body Yes/No
8. Foods such as milk, egg, green leafy vegetables and fruits are needed by our body for protecting us against diseases Yes/No
9. Pulses are good sources of protein and B vitamins Yes/No
10. Sugar and fat present in food provide energy and increases the digestibility of food Yes/No
11. Milk is good source of calcium Yes/No
12. Vegetable protein is of superior quality in comparison to animal protein Yes/No
13. Use of green leafy and yellow vegetables are essential in the diet for good eye sight Yes/No
14. Parboiled rice contains more Thiamine than milled rice Yes/No
15. Local fruits like amla, guava and lemon are good source of vitamin C and they help in forming healthy gums Yes/no
16. During the growing age, body needs more of iron and, therefore, the diet must include green leafy vegetables Yes/No
17. Prolonged cooking or discarding excess water after cooking lower the nutritive value of all vegetables Yes/No
18. Fried food provides more energy than same food cooked by other method Yes/No
19. Application of principles of cooking while preparing meals helps in retaining nutritional quality of food Yes/No
20. To prevent the loss of vitamins in vegetables the vegetables should be first washed and the cut yes/No
21. Food sanitation is an important aspect of good health Yes/No
22. Drinking of milk after eating fish develops white patches on the body Yes/No



## B.

| Statements on Food Consumption Practices  | Do you know about the statement (Yes/No) | After receiving the information on each statement with whom did you share the information: Teacher/Principal/Home Science Experts/Mother/Father/Brother/Sister/Relatives/Friends/Neighbours |
|---|--|---|
| 1. Nutritionally adequate diet is essential for maintaining good physical health  | Yes/No                                   |   |
| 2. Good health depends on consumption of balanced diet which provide necessary nutrients to the body                          | yes/No                                   |   |
| 3. Food groups perform the functions of providing energy, building body tissues and protecting body against diseases          | Yes/No                                   |   |
| 4. A diet that provides essential nutrients in the right amount to meet body's essential need is called balanced diet         | Yes/No                                   |   |
| 5. Foods are composed of many substances called nutrients, that are essential for various functions and processes in the body | Yes/No                                   |   |
| 6. Body building foods are milk, meat, fish, egg, pulses, nuts  | Yes/No                                   |   |
| 7. The food we eat, primarily consists of cereals which are good sources of carbohydrates and they provide energy to our body | Yes/No                                   |   |
| 8. Foods such as milk, egg, green leafy vegetables and fruits are needed by our body for protecting us against diseases       | yes/No                                   |   |
| 9. Pulses are good sources of protein and B vitamins  | yes/No                                   |   |



C. Communication Processing

10. Sugar and fat present in food provide energy and increases the digestibility of food Yes/No
11. Milk is good source of calcium Yes/No
12. Vegetable protein is of superior quality in comparison to animal protein Yes/No
13. Use of green leafy and yellow vegetables are essential in the diet for good eye sight Yes/No
14. Parboiled rice contains more Thiamine than milled rice Yes/No
15. Local fruits like amla, guava and lemon are good source of vitamin C and they help in forming healthy gums Yes/No
16. During the growing age, body needs more of iron and, therefore, the diet must include green leafy vegetables Yes/No
17. Prolonged cooking or discarding excess water after cooking lower the nutritive value of all vegetables Yes/No
18. Fried food provides more energy than same food cooked by other method Yes/No
19. Application of principles of cooking while preparing meals helps in retaining nutritional quality of food Yes/No
20. To prevent the loss of vitamins in vegetables the vegetables should be first washed and then cut yes/No
21. Food sanitation is an important aspect of good health yes/No
22. Drinking of milk after eating fish develops white patches on the body Yes/No



### C. Communication Processing

Assessing that you get information on various aspects of food, what all did you do to retain the information. Please ( ) mark before the statement(s) that you did.

1. Took notes in the class during the lecture
2. Underlined the important points in the notes while the teacher was revising the lecture
3. Underlined the important points while revising the notes at home
4. Underlined the important points while discussing with friends
5. Sharing of notes of class mates for making your own notes
6. Make your own notes from the textbook
7. Listing of important points for quick revision
8. Noting down important points on recipe file

### B. Infrastructure Facilities of the Village

Direction : Please ( ) mark those facilities that are available in your village

Facilities

Availability  
Available Not Available

#### 1. General Facilities

Block office

Post office

Pank

Cooperative Society

Any other



## A. Family Characteristics

### 1. Family structure and composition

(a) What type of family do you belong to :

- Nuclear family
- Joint family

(b) How many members are there in your family :

- Upto four members
- Five to eight members
- More than eight members

### 2. Family Occupation

#### Father's Occupation

#### Mother's Occupation

- |                 |                        |
|-----------------|------------------------|
| (a) Agriculture | (a) Housewife          |
| (b) Business    | (b) Government service |
| (c) Service     | (c) Labour             |
| (d) Labour      | (d) Any other          |
| (e) Any other   |                        |

## B. Infrastructure Facilities of the Village :

Direction : Please ( ) mark those facilities that are available in your village

#### Facilities

Availability  
Available    Not Available

### 1. General Facilities :

Block office

Post office

Bank

Cooprative Society

Any other

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



C. Individual Value Orientation

## 2. Educational Facilities:

College

High School

Primary school

Balwari

Any other

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## 3. Health Facilities :

Hospital

Primary Health Centre

Private Doctor

Any other

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## 4. Miscellaneous Facilities :

Adult Education Centre

Pucca Road

Charcha Mandal

Letter Box

Grocery Shope

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



C. Individual Value Orientation

1. Listening to nutrition programme on radio is information
2. The newspaper and magazine articles on nutrition are easy to understand
3. The school library should purchase relevant books rather than light reading magazines
4. Text books are the most reliable sources for information on nutrition
5. Keeping a record of relevant article on nutrition is useful for future reference
6. Sharing of nutrition articles with friends enhances learning
7. Taped radio talks on nutrition education can be heard at convenient time for better understanding of the content
8. Underlining of important points in the text book helps to memorize the points
9. The information on nutrition should be from authenticated sources
10. Discussing about nutrition with teachers help to clarify doubts
11. Additional information on nutrition cannot be obtained by discussing topics with peer group



सामान्य जानकारीयों:

विद्ययालय का नाम: .....

प्रकांड का नाम: .....

गाँव का नाम: .....

सामान्य निर्देश: यहाँ पर कोई लही या गलत उत्तर नहीं है। सिर्फ आपकी (✓) निशान लगाना है, अपने उत्तर में, आप एक से अधिक ( ) निशान भी लगा सकते हैं, जहाँ पर आप आवश्यक समझते हैं।

भोजन ग्रहण करने की आदतों पर कथं य

क या आप इस कृत्य के बारे में जानते हैं

| हाँ   | नहीं | हाँ  | नहीं | रैडियो      | अखबार | पत्रिका | टेकस्ट बुक | शिक्षक    | प्रधानाध्यापक |
|---|------|------|------|-------------|-------|---------|------------|-----------|---------------|
| 1. शरीर को स्वस्था बनाने के लिए पौष्टिक भोजन आवश्यक है।   | हाँ  | नहीं | हाँ  | गृह विज्ञान | माता  | पिता    | भाई बहन    | रिश्तेदार | दोस्त पड़ोसी  |
| 2. अंग स्वास्थ्य संतुलित भोजन के उपयोग पर निर्भर करता है, जो शरीर को आवश्यक पौष्टिक तत्व प्रदान करते हैं।       | हाँ  | नहीं | हाँ  | रेडियो      | अखबार | पत्रिका | टेकस्ट बुक | शिक्षक    | प्रधानाध्यापक |
| 3. विभिन्न प्रकार के भोजन शरीर को ऊर्जा, मांसपेशियों का निर्माण एवं बिमारियों से शरीर की सजा प्रदान करते हैं।   | हाँ  | नहीं | हाँ  | गृह विज्ञान | माता  | पिता    | भाई बहन    | रिश्तेदार | दोस्त पड़ोसी  |
| 4. भोजन जिसमें शरीर संचालन हेतु आवश्यक तत्व उचित मात्रा में उपलब्ध रहते हैं उसे संतुलित आहार कहते हैं।          | हाँ  | नहीं | हाँ  | रेडियो      | अखबार | पत्रिका | टेकस्ट बुक | शिक्षक    | प्रधानाध्यापक |
| 5. भोजन बहुत से पदार्थों से बना होता है, जिसे पोषक तत्व कहते हैं जो शरीर के विभिन्न क्रियाओं के लिए आवश्यक हैं। | हाँ  | नहीं | हाँ  | गृह विज्ञान | माता  | पिता    | भाई बहन    | रिश्तेदार | दोस्त पड़ोसी  |
| 6. भोजन जो शरीर के मांसपेशियों को बनाते हैं मुख्यतः दूध, मांस, मूली, अण्डा, दाल हैं।                            | हाँ  | नहीं | हाँ  | रेडियो      | अखबार | पत्रिका | टेकस्ट बुक | शिक्षक    | प्रधानाध्यापक |

अन्ना का नाम

पिता का नाम

अगर हाँ तो आप किस स्त्रोत एवं स्रोतों से जानकारी प्राप्त करते हैं।



भोजन ग्रहण करने की आदतों पर कृतव्य

क या आप इस कृतव्य  
के बारे में जानते हैं

आगर हों तो आप किस स्त्रोत एवं स्त्रीतो से जानकारी प्राप्त करते हैं

7. भोजन जो हमलोग खाते हैं वे मुख्यतः अनाज वर्ग के हैं जो कार्बोहाइड्रेट का प्रमुख स्त्रोत हैं, एवं शरीर को ऊर्जा प्रदान करते हैं।

8. दूध, अण्डा, हरी साग सब्जियाँ और फल शरीर को बीमारियों से सुरक्षा प्रदान करने के लिए आवश्यक है।

9. दाल प्रोटीन का प्रमुख स्त्रोत है।

10. आहार में शामिल चीनी एवं तेल ऊर्जा प्रदान करते हैं एवं भोजन को ग्राह्यता को बढ़ाते हैं।

11. दूध कैल्शियम एवं प्रोटीन का प्रमुख स्त्रोत है।

12. वनस्पति प्रोटीन, प्राणि प्रोटीन को तलना में निम्न कोटि को होते हैं।

13. आहार में हरी एवं पौली सब्जियों का व्यवहार आवश्यक हैं, लेसन की दृष्टि प्रदान करते हैं।

हो नहीं

हो नहीं

हो नहीं

हो नहीं

हो नहीं

हो नहीं

हो नहीं

रेडियो  
माता

रेडियो  
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माता

अबबारा  
पिता

अबबारा  
पिता

अबबारा  
पिता

अबबारा  
पिता

अबबारा  
पिता

अबबारा  
पिता

अबबारा  
पिता

पत्रिका  
भाई

पत्रिका  
भाई

पत्रिका  
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पत्रिका  
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पत्रिका  
भाई

टेक्स्ट बुक  
बहन

टेक्स्ट बुक  
बहन

टेक्स्ट बुक  
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शिक्षक  
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शिक्षक  
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रिश्तेदार

प्रधानाध्यापक  
दोस्त

प्रधानाध्यापक  
दोस्त

प्रधानाध्यापक  
दोस्त

प्रधानाध्यापक  
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प्रधानाध्यापक  
दोस्त

प्रधानाध्यापक  
दोस्त

प्रधानाध्यापक  
दोस्त

गृह विज्ञान  
पढ़ोसी

गृह विज्ञान  
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पढ़ोसी

गृह विज्ञान  
पढ़ोसी



भोजन ग्रहण करने की आदतों पर क़ाय

14. उबला हुआ चावल, मील की चावल की उपेक्षा अधिक थार्मिन प्रदान करते हैं।

15. शानीय फल या आंवला, अमरुद, नींबू विटामिन सी का प्रमुख स्रोत हैं, और स्वस्थ मसूढ़ों के निर्माण में सहायक होता है।

16. बढ़ती उम्र में शरीर को अधिक मात्रा में लोहा की आवश्यकता होती है, इसलिए आहार में हरी साग-सब्जियाँ लेना आवश्यक है।

17. अधिक समय तक पकते रहने से या पकाने के पश्चात्त बचे पानी को निवाल देने से सभी साग-सब्जियों के पैक्टिक मूल्य कम हो जाते हैं।

18. तेल हुए भोजन अधिक ऊर्जा प्रदान करते हैं बनिस्पत उसी भोजन को दूसरे पकाये गये तरीकों द्वारा बनाने से।

19. भोजन बनाने के समय उसके सिद्धांतों के व्यवहार से उसके पैक्टिक तत्व नष्ट नहीं होते हैं।

20. सब्जियों के विटामिन को नष्ट होमि से बचाने के लिए पहले सब्जियों को धोना चाहिए, उसके बाद काटना चाहिए।

| हाँ | नहीं | अगर हाँ तो आप किन स्रोत एवं स्रोतों से जानकारी प्राप्त करते हैं।                             |
|-----|------|--|
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | हाँ  | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |
| हाँ | नहीं | रेडियो माता अखबार पत्रिका भाई टे. स्ट. बहन शिक्षक रिश्तेदार प्रधानाध्यापक गृह विज्ञान पड़ोसी |



भोजन ग्रहण करने की आदतों पर कृतय

हां

नहीं

अगर हां तो आप दिन स्रोत एवं स्रोतों से जानकारी प्राप्त करते हैं ।

21. भोजन की सफाई, अच्छे स्वास्थ्य के लिए आवश्यक है ।

हां

नहीं

रेडियो  
माता

अबुबा  
पिता

पत्रिका  
भाई

टेबल-बुक  
बहन

शिक्षक  
रिश्तेदार

प्रधानाध्यापक  
दोस्त

गृह विज्ञान  
पड़ोसी

22. मजली खाने के बाद दूध पीने से शरीर पर सफेद धब्बे उभर आते हैं, इसका कोई वैज्ञानिक कारण नहीं है ।

हां

नहीं

रेडियो  
माता

अबुबा  
पिता

पत्रिका  
भाई

टेबल-बुक  
बहन

शिक्षक  
रिश्तेदार

प्रधानाध्यापक  
दोस्त

गृह विज्ञान  
पड़ोसी



(रब)

भोजन ग्रहण करने को आदती पर कतव्य

क्या जानें हुए कतव्य है  
बार में जानते हैं

सूचना प्राप्त है कि वे पदार्थ प्रत्येक 5 वें तब्य को  
आण्डिसिद्धि सुधु जांटे हैं।

1. शरीर को स्वस्थ बनाये रखने के लिए पौष्टिक भोजन आवश्यक है।

अच्छा स्वास्थ्य संतुलित भोजन के उपयोग पर निर्भर करता है, जो शरीर को आवश्यक पौष्टिक तत्व प्रदान करते हैं।

विभिन्न प्रकार के भोजन शरीर को ऊर्जा, मांसपेशियों का निर्माण एवं कोमारियों से शरीर को सुखा प्रदान करते हैं।

भोजन जिसमें शरीर संचालन हेतु आवश्यक तत्व उचित मात्रा में उपलब्ध रहते हैं उसे संतुलित आहार कहते हैं।

भोजन बहुत से पदार्थों से बना होता है, जिसे पोषक तत्व कहते हैं जो शरीर के विभिन्न क्रियाओं के लिए आवश्यक हैं।

भोजन जो शरीर के मांसपेशियों को बनति हैं मुख्यतः दूध, मांस, मछली, अंडा, दाल हैं।

भोजन जो हमलोग खाते हैं वे मुख्यतः अनाज वर्ग के हैं जो कार्बोहाइड्रेट का प्रमुख स्रोत हैं एवं शरीर को ऊर्जा प्रदान करते हैं।

|           |               |             |      |      |     |     |
|-----------|---------------|-------------|------|------|-----|-----|
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |
| शिक्षक    | प्रधानाध्यापक | गृह विज्ञान | माता | पिता | भाई | बहन |
| रिश्तेदार | दोस्त         | पड़ोसी      |      |      |     |     |



भोजन ग्रहण करने की आदतों पर वस्तव्य

क्या आप इस वस्तव्य

के बारे में जानते हैं

सूचना प्राप्त होने के पश्चात् 3 प्रत्येक 5 वस्तव्य को आ दिस

साथ दांते हैं ।

| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान वि. माता | पिता | भाई | बहन |
|-----|------|-----------|---------------|----------------------|------|-----|-----|
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |
| हां | नहीं | शिक्षक    | प्रधानाध्यापक | गृह विज्ञान          | पिता | भाई | बहन |
| हां | नहीं | रिश्तेदार | दोस्त         | पढ़ोसी               | पिता | भाई | बहन |

8. दूध, अण्डा, हरी साग - सब्जियां और फल शरीर को बीमारियों से सुखा प्रदान करने के लिए आवश्यक है ।

9. दाल प्रोटीन का प्रमुख स्रोत है ।

10. आहार में शामिल चीनी एवं तेल उर्जा प्रदान करते हैं एवं भोजन की ग्राह्यता को बढ़ाते हैं ।

11. दूध कैल्शियम एवं प्रोटीन का प्रमुख स्रोत है ।

12. वनस्पति प्रोटीन, प्राणि प्रोटीन दो जलना में निम्न दोटि स्त्रो के होते हैं ।

13. आहार में हरी एवं पीली सब्जियों का व्यवहार अशुभ है, जो अच्छी दृष्टि प्रदान करते हैं ।

14. ब्रखx उबला हुआ चावल, मील की चावल की अपेक्षा अधिक धार्मिन प्रदान करता है ।

15. स्थानीय फल यथा आंवला, अमरुद, नींबू विटामिन सी का प्रमुख स्रोत हैं, और स्वस्थ मसूढ़ों के निर्माण में सहायक होता है ।







(ग) भोजन के बारे में सभी तरह की जानकारियां होने के बाद आप याद रखने के लिए क्या करते हैं ।

निर्देश: — कृपया निम्नलिखित कठकों में (२५) निशान लगाये । जिसे आप करते हैं: —

- 1. अपने वर्ग ~~रूम~~ में नोट तैयार करते हैं ब अध्यापक पढ़ाते हैं ।
- 2. अध्यापक के द्धराने पर मुख्य बातों के नीचे निशान लगाते हैं ।
- 3. धार में पढ़ने के समय मुख्य बातों के नीचे निशान लगाते हैं ।
- 4. मुख्य बातों के नीचे निशान लगाते हैं जब अपने दोस्तों से वार्ता करते हैं ।
- 5. अपनी नोट कापी तैयार करने के लिए दोस्त की कापी से सहायता लेते हैं ।
- 6. अपनी पुस्तक से नोट तैयार करते हैं ।
- 7. जल्दी से द्धराने के लिए सभी मुख्य बातों की एक साथ लिख लेते हैं ।
- 8. मुख्य बातों को अपने व्यंजन पुस्तिका में नोट कर लेते हैं ।



द्वितीय अध्याय  
=====

क-

पारिवारिक लक्षण

1. परिवार की संरचना एवं संघटन

क. आज किस तरह के परिवार में रहते हैं ।

——— केन्द्रीय परिवार

——— संयुक्त परिवार

ख. आपके परिवार में कुल कितने सदस्य हैं ।

——— चार सदस्य तक

——— पाँच से आठ सदस्य तक

——— आठ से अधिक

ग. कृपया अपने भाई और बहन की संख्या बतावें ।

——— भाइयों की संख्या

——— बहनों की संख्या

घ. परिवार का व्यवसाय : ———

पिता का व्यवसाय

——— कृषि

——— व्यवसाय

——— सरकारी सेवा

——— अन्य

——— मजदूर

माता का व्यवसाय

——— गृहणी

——— सरकारी सेवा

——— मजदूर

——— अन्य



आपके गांव की सुविधायें :-

निर्देश— कृपया ( ) निशान लगायें जो सुविधायें आपके गांव में उपलब्ध है ।

| सुविधायें                 | उपलब्धता |             |
|---------------------------|----------|-------------|
|                           | उपलब्ध   | उपलब्ध नहीं |
| 1. प्रखण्ड कार्यालय       | —        | —           |
| डाक्टर                    | —        | —           |
| बैंक                      | —        | —           |
| सहकारी समिति              | —        | —           |
| अन्य कोई                  | —        | —           |
| 2. शैक्षणिक सुविधायें     |          |             |
| महाविद्यालय               | —        | —           |
| माध्यमिक विद्यालय         | —        | —           |
| प्राथमिक विद्यालय         | —        | —           |
| बालबाड़ी                  | —        | —           |
| अन्य कोई                  | —        | —           |
| 3. चिकित्सा सुविधायें     |          |             |
| अस्पताल                   | —        | —           |
| प्राथमिक चिकित्सा केन्द्र | —        | —           |
| प्राईवेट डाक्टर           | —        | —           |
| अन्य कोई                  | —        | —           |
| 4. अन्य सुविधायें :-      |          |             |
| युवा शिक्षा केन्द्र       | —        | —           |
| पक्का सड़क                | —        | —           |
| युवा मंडल                 | —        | —           |
| पत्र मंजूना               | —        | —           |
| किराना दो दुकान           | —        | —           |



वैयक्तिक मूल्यांकन : ———

1. पोषण कार्यक्रम के बारे में सुनना, सूचना प्रदान करता है ।
2. अज़बार एवं पत्रिका से पोषण के बारे में समझना आसान है ।
3. विद्यालय पुस्तकालय की मनोरंजक पत्रिका खरीदने के बजाय अध्यापन की किताब खरीदने चाहिए ।
4. पोषण के विषय में जानकारी के लिए टेक्स्ट बुक ही उचित साधन हैं ।
5. पोषण के संबंध में अभिलेख रखना भाविष्य के लिए उपयोगी है ।
6. दोस्तों के साथ पोषण-सामग्री का व्यवहार जानकारी बढ़ता है ।
7. पोषण शिक्षा पर रेडियो चर्चा का टेप अवकाश के समय में अधिक जानकारी के लिए सुना जा सकता है ।
8. टेक्स्ट बुक में महत्वपूर्ण बिन्दुओं की रेखांकित करने से उन बिन्दुओं पर पुनर्विचार में मदद मिलता है ।
9. पोषण की सूचना विशिष्ट स्रोत से प्राप्त होना चाहिए ।
10. शिक्षकों के साथ पोषण संबंधी विचार-विमर्श मन के संदेह को दूर करता है ।
11. बिना 'पीयर ग्रुप' (समूह) के विचार से पोषण के संबंध में अधिकाधिक सूचना नहीं मिल सकता है ।



Appendix-F

Type and Number of Infrastructure Facilities Available  
in the Village

| Type of Facility           | Number of villages<br>with facilities<br>(N = 36) |
|----------------------------|---|
| Block Office               | 8   |
| Post Office                | 16  |
| Bank                       | 14  |
| Cooperative Societies      | 17  |
| Educational Facilities :   |   |
| College                    | 3   |
| High School                | 12  |
| Primary School             | 36  |
| Health Facilities :        |   |
| Hospital                   | 3   |
| Primary Health Centre      | 15  |
| Private doctor             | 25  |
| Welfare Facilities :       |   |
| Adult Education Centre     | 20  |
| Charcha Mandal             | 15  |
| Miscellaneous Facilities : |   |
| Road                       | 28  |
| Letter Box                 | 32  |
| Grocery Shop               | 36  |



# Appendix-G

## Relationship of Amount of Information Input and Output with Family Type

| Family type    | Information Input |          |      | Information Output |          |      |
|----------------|-------------------|----------|------|--------------------|----------|------|
|                | Low               | Moderate | High | Low                | Moderate | High |
| Nuclear family | 8                 | 45       | 197  | 8                  | 42       | 20   |
| Joint family   | 10                | 53       | 17   | 12                 | 60       | 8    |

$$X^2=8.58; \text{ d.f.}=2 \quad 0.05$$

$$X^2=8.24; \text{ d.f.}=2, \quad 0.05$$



Relationship of Amount of Informtion Input,  
and Output with Family Size

| Family size                  | Information Input |          |                              | Information Output |          |      |
|------------------------------|-------------------|----------|------------------------------|--------------------|----------|------|
|                              | Low               | Moderate | High                         | Low                | Moderate | High |
| Small                        | 3                 | 9        | 6                            | 5                  | 9        | 4    |
| Medium                       | 5                 | 41       | 15                           | 8                  | 39       | 14   |
| Large                        | 8                 | 48       | 15                           | 7                  | 54       | 10   |
| $\chi^2=2.57$ ; d.f.=4, 0.05 |                   |          | $\chi^2=10.79$ ; d.f.=4 0.05 |                    |          |      |



(iii)....contd...Appendix-G

Relationship of Amount of Information Input and Output with Occupation of Father

| Occupation of Father   | Information Input |          |      | Information Output |          |      |
|------------------------|-------------------|----------|------|--------------------|----------|------|
|                        | Low               | Moderate | High | Low                | Moderate | High |
| Farming                | 4                 | 35       | 13   | 5                  | 39       | 8    |
| Business               | 2                 | 6        | 3    | 3                  | 5        | 3    |
| Govt. Service          | 8                 | 50       | 19   | 9                  | 53       | 15   |
| Others                 | 1                 | 6        | 1    | 2                  | 4        | 2    |
| Agricultural labourers | 1                 | 1        | 0    | 1                  | 1        | 0    |

$\chi^2=11.63$ ; d.f.=8 0.05

$\chi^2=7.81$ ; d.f.=8, 0.05



Relationship of Amount of Information Input and Output with  
Mother's Occupation

| Occupation of<br>mothers  | Information Input |          |      | Information Output  |          |      |      |
|---------------------------|-------------------|----------|------|---------------------|----------|------|------|
|                           | Low               | Moderate | High | Low                 | Moderate | High |      |
| Housewives                | 8                 | 84       | 24   | 11                  | 86       | 19   |      |
| Govt. Service             | 5                 | 13       | 12   | 6                   | 15       | 9    |      |
| Agricultural<br>labourers | 3                 | 1        | 0    | 3                   | 1        | 0    |      |
| $X^2=26.21; d.f.=4$       |                   |          | 0.05 | $X^2=23.18; d.f.=4$ |          |      | 0.05 |



## Relationship of Amount of Information Input and Output with Individual Orientation

| Orientation | Information Input |          |      | Information Output |          |      |
|-------------|-------------------|----------|------|--------------------|----------|------|
|             | Low               | Moderate | High | Low                | Moderate | High |
| Low         | 1                 | 0        | 0    | 0                  | 1        | 0    |
| Medium      | 2                 | 3        | 5    | 3                  | 4        | 3    |
| High        | 13                | 95       | 31   | 17                 | 97       | 25   |

$\chi^2 = 14.2$ ; d.f. = 4    0.05                       $\chi^2 = 4.2$ ; d.f. = 4    0.05



(vi)....contd...Appendix-G

| Infrastructure<br>facilities | Information Input |          |      |
|------------------------------|-------------------|----------|------|
|                              | Low               | Moderate | High |
| Less                         | 0                 | 4        | 6    |
| Moderate                     | 2                 | 50       | 20   |
| More                         | 14                | 44       | 10   |

$\chi^2=21.46$ ; d.f.=4.7 0.05

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