

GOVERNMENT OF KARNATAKA
Health & Family Welfare Department

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KARNATAKA STATE AIDS PREVENTION SOCIETY

No 13, 5th Main, 10th Cross, 12th Block, Kumara Park (West), Behind BDA, Bangalore - 20

No.KSAPS/AIDS/IEC/28/000-01

March 26, 2001

Sub: One day training workshop on Data based Media Planning and Materials
 Development for HIV/AIDS Dt:30.03.2001 - reg -

Agenda

9.30 am to 10.00 am	Registration	
10.00 am to 10.10 am	Welcome	Additional Project Director, KSAPS
10.10 am to 10.30 am	Objectives of the Training Workshop and Inaugural Address	Project Director, KSAPS & Commissioner, Health & FW
10.30 am to 10.45 am	Tea break	
10.45 am to 1.00 pm	Information, Education and Communication: Data based Development of IEC strategy	♦ Dr.Bella Mody, UNICEF, New Delhi and Professor, College of Communication, Michigan State University ♦ Participant discussions
1.00 pm to 2.00 pm	Lunch	
2.00 pm to 3.30 pm	(Continued)	♦ Dr.Bella Mody ♦ Participant discussions
3.30 pm to 3.45 pm.	Tea break	
3.45 pm to 4.30 pm	(Continued)	♦ Dr.Bella Mody ♦ Participant discussions
4.30 pm to 5.00 pm	Organising for data based Communication Strategy Development	

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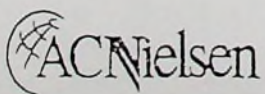
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National Readership Survey 2000

NRS – 2000

(Round 1+2)

All India



IMRB

Indian Market Research Bureau



TG: 15-25 yrs SEC C/D/E in ~~AP~~ & KTKA

12 up to
 Purchase Available from ad
 agencies' data bases
 for your audiences.

Priority A Market Total	Karnataka	(000's)	%
Total Adult Population		34213	
Target Group Population		2972	9
Unweighted Sample Size		1290	
Westernisation			
Level 1		1843	62
Level 2		897	30.2
Level 3		211	7.1
Level 4		21	0.7
Level 5		#	#
Affluence			
Level 1		859	28.9
Level 2		442	14.9
Level 3		856	28.8
Level 4		628	21.1
Level 5		132	4.4
Level 6		35	1.2
Level 7		11	0.4
Level 8		8	0.3
Exposed To Media			
Exposed To Press		1802	60.6
Exposed To Radio		833	28
Exposed To TV		2550	85.8
Exposed To Cinema		1872	63
Exposed To Internet		11	0.4
Media Combinations			
P or T		2725	91.7
P or R		2013	67.7
P or C		2459	82.8
P or I		1802	60.6
T or R		2710	91.2
T or C		2759	92.9
T or I		2550	85.8
R or C		2129	71.7
R or I		842	28.3
C or I		1873	63
P or T or R		2783	93.7
P or T or C		2844	95.7
P or T or I		2725	91.7
P or R or C		2524	84.9
P or R or I		2013	67.7
P or C or I		2459	82.8
T or R or C		2832	95.3
T or R or I		2710	91.2
T or C or I		2759	92.9

R or C or I	2131	71.7
P or T or R or C	2860	96.2
P or T or R or I	2783	93.7
P or T or C or I	2844	95.7
P or R or C or I	2524	84.9
T or R or C or I	2832	95.3
P or T or R or C or I	2860	96.2

Media Duplications

Only Press	28	0.9
Only TV	336	11.3
Only Radio	16	0.5
Only Cinema	76	2.6
Only Internet	#	#
P and T	1627	54.8
P and R	621	20.9
P and C	1214	40.9
P and I	11	0.4
T and R	673	22.6
T and C	1662	55.9
T and I	11	0.4
R and C	575	19.4
R and I	1	0
C and I	9	0.3
P and T and R	520	17.5
P and T and C	1124	37.8
P and T and I	11	0.4
P and R and C	429	14.4
P and R and I	1	0
P and C and I	9	0.3
T and R and C	488	16.4
T and R and I	1	0
T and C and I	9	0.3
R and C and I	1	0
P and T and R and C	384	12.9
P and T and R and I	1	0
P and T and C and I	9	0.3
P and R and C and I	1	0
T and R and C and I	1	0
P and T and R and C and I	1	0

Pop Strata

Town Class		
Top 8 Metros	882	29.7
Other 10 lakh + Towns	#	#
5 to 10 lakh towns	243	8.2
1 to 5 lakh towns	768	25.8
Below 1 lakh towns	1078	36.3

Village Class

5001 +	0	0
2001 - 5000	0	0
1001 - 2000	0	0
Upto 1000	0	0

Socio Economic Class

	#	#
A1+	#	#
A1-	#	#
A2	#	#
B1	#	#
B2	#	#
C	950	32
D	1033	34.7
E1	278	9.3
E2	712	23.9

Some economic class

Max. Some college; skilled worker, he

↓

illit-4 yrs school, she used / unskilled worker

Sex		
Male	1474	49.6
Female	1497	50.4

Age		
15 Yrs. - 19 Yrs.	1325	44.6
20 Yrs. - 24 Yrs.	1273	42.8
25 Yrs. - 34 Yrs.	374	12.6
35 Yrs. - 44 Yrs.	#	#
45 Yrs. +	#	#

Education		
Illiterate	551	18.6
Literate (No School)	34	1.1
School Upto 4 Years	136	4.6
School 5 To 9 Years	815	27.4
SSC/HSC	1023	34.4
Above HSC-Not Graduate	268	9
Graduate-General	122	4.1
Post Graduate-General	11	0.4
Grad/Post Graduate-Professional	11	0.4

Occupation		
Unemployed/Housewife/Retired	1210	40.7
Student	749	25.2
Unskilled Workers	277	9.3
Skilled Workers	360	12.1
Petty Traders	171	5.8
Shop Owners	81	2.7
Businessmen/Industrialists	4	0.1
Self Employed Professionals	#	#
Clerks/Salesmen	96	3.2
Supervisory Level	11	0.4
Officers/Executives-Junior	8	0.3
Officers/Executives-Middle/Senior	4	0.1
Zamindar/Landowner+Cultivator	#	#
Zamindar / Landowner - Non Cultivator	#	#
Farmar / Cultivator But Not Landowner	#	#
Agricultural Labourer	#	#
Herdsmen / Fishermen / Poultry	#	#
Artisan / Craftsmen	#	#
Others	#	#

CWE Profile
CWE Sex

Male	2725	91.7
Female	246	8.3

CWE Age	<i>Chief Wage Earner</i>	
15 Yrs. - 19 Yrs.	40	1.4
20 Yrs. - 24 Yrs.	327	11
25 Yrs. - 34 Yrs.	693	23.3
35 Yrs. - 44 Yrs.	527	17.7
45 Yrs. +	1384	46.6

CWE Education		
Illiterate	720	24.2
Literate (No School)	57	1.9
School Upto 4 Years	308	10.4
School 5-9 Years	973	32.8
SSC/HSC	820	27.6
Above HSC-Not Graduate	89	3
Graduate-General	4	0.1
Post Graduate-General	#	#
Grad/Post Graduate-Professional	#	#

CWE Occupation		
Unemployed/Housewife/Retired	208	7
Student	1	0
Unskilled Workers	701	23.6
Skilled Workers	905	30.5
Petty Traders	562	18.9
Shop Owners	274	9.2
Businessmen/Industrialists	#	#
Self Employed Professionals	3	0.1
Clerks/Salesmen	201	6.8
Supervisory Level	116	3.9
Officers/Executives-Junior	#	#
Officers/Executives-Middle/Senior	#	#
Zamindar/Landowner+Cultivator	#	#
Zamindar / Landowner - Non Cultivator	#	#
Farmer / Cultivator But Not Landowner	#	#
Agricultural Labourer	#	#
Herdsman / Fishermen / Poultry	#	#
Artisan / Craftsmen	#	#
Others	#	#

HH Profile	<i>Head of Household - makes decisions</i>	
HH Sex		
Male	1455	49
Female	1517	51

HH Age		
15 Yrs. - 19 Yrs.	62	2.1
20 Yrs. - 24 Yrs.	283	9.5
25 Yrs. - 34 Yrs.	580	19.5
35 Yrs. - 44 Yrs.	757	25.5
45 Yrs. +	1291	43.4

HH Education		
Illiterate	720	24.2

Literate (No School)	57	1.9
School Upto 4 Years	308	10.4
School 5-9 Years	973	32.8
SSC/HSC	820	27.6
Above HSC-Not Graduate	89	3
Graduate-General	4	0.1
Post Graduate-General	#	#
Grad/Post Graduate-Professional	#	#

HH Occupation

Unemployed/Housewife/Retired	1334	44.9
Student	21	0.7
Unskilled Workers	515	17.3
Skilled Workers	426	14.3
Petty Traders	323	10.9
Shop Owners	182	6.1
Businessmen/Industrialists	#	#
Self Employed Professionals	#	#
Clerks/Salesmen	121	4.1
Supervisory Level	49	1.6
Officers/Executives-Junior	#	#
Officers/Executives-Middle/Senior	1	0
Zamindar/Landowner+Cultivator	#	#
Zamindar / Landowner - Non Cultivator	#	#
Farmer / Cultivator But Not Landowner	#	#
Agricultural Labourer	#	#
Herdsmen / Fishermen / Poultry	#	#
Artisan / Craftsmen	#	#
Others	#	#

DM Profile *Person who decides on expensive purchases*

DM Sex

Male	2465	82.9
Female	507	17.1

DM Age

15 Yrs. - 19 Yrs.	41	1.4
20 Yrs. - 24 Yrs.	304	10.2
25 Yrs. - 34 Yrs.	645	21.7
35 Yrs. - 44 Yrs.	562	18.9
45 Yrs. +	1420	47.8

DM Education

Illiterate	828	27.9
Literate (No School)	73	2.4
School Upto 4 Years	297	10
School 5-9 Years	932	31.4
SSC/HSC	743	25
Above HSC-Not Graduate	81	2.7
Graduate-General	14	0.5
Post Graduate-General	#	#
Grad/Post Graduate-Professional	4	0.1

DM Occupation

Unemployed/Housewife/Retired	463	15.6
Student	10	0.3

Unskilled Workers	647	21.8
Skilled Workers	786	26.5
Petty Traders	510	17.2
Shop Owners	266	9
Businessmen/Industrialists	#	#
Self Employed Professionals	3	0.1
Clerks/Salesmen	176	5.9
Supervisory Level	109	3.7
Officers/Executives-Junior	2	0.1
Officers/Executives-Middle/Senior	#	#
Zamindar/Landowner+Cultivator	#	#
Zamindar / Landowner - Non Cultivator	#	#
Farmer / Cultivator But Not Landowner	#	#
Agricultural Labourer	#	#
Herdsmen / Fishermen / Poultry	#	#
Artisan / Craftsmen	#	#
Others	#	#
Marital Status		
Never Married	2043	68.8
Married	924	31.1
Widowed	2	0.1
Divorced/Separated	2	0.1
Not Specified	#	#
No. Of Employees		
None	1	0
01 To 09	3	0.1
10+	#	#
Monthly HHLD Income		
Upto Rs. 500	78	2.6
Rs. 501 - Rs. 750	65	2.2
Rs. 751 - Rs. 1000	191	6.4
Rs. 1001 - Rs. 1500	473	15.9
Rs. 1501 - Rs. 2000	485	16.3
Rs. 2001 - Rs. 2500	298	10
Rs. 2501 - Rs. 3000	414	13.9
Rs. 3001 - Rs. 4000	394	13.3
Rs. 4001 - Rs. 5000	282	9.5
Rs. 5001 - Rs. 6000	152	5.1
Rs. 6001 - Rs. 10000	111	3.8
Rs. 10001 - Rs. 15000	25	0.9
Rs. 15001 - Rs. 20000	2	0.1
Rs. 20001 - Rs. 30000	#	#
Rs. 30001 - Rs. 40000	#	#
Rs. 40001 & Above	#	#
No Cash Income	#	#
Languages Can Read		
Assamese	#	#
Bengali	7	0.2
English	1113	37.5
Gujarati	7	0.2
Hindi	785	26.4
Kannada	2048	68.9

Kashmiri	#	#
Konkani	#	#
Malayalam	12	0.4
Marathi	144	4.8
Oriya	2	0.1
Punjabi	#	#
Rajasthani	#	#
Sindhi	#	#
Tamil	154	5.2
Telugu	163	5.5
Urdu	250	8.4
Sanskrit	4	0.1
Other Indian Languages	5	0.2
Other Foreign Languages	#	#
None	551	18.6

Mother Tongue

Assamese	3	0.1
Bengali	#	#
English	1	0
Gujarati	#	#
Hindi	52	1.8
Kannada	1465	49.3
Kashmiri	#	#
Konkani	24	0.8
Malayalam	50	1.7
Marathi	134	4.5
Oriya	1	0
Punjabi	#	#
Rajasthani	#	#
Sindhi	2	0.1
Tamil	257	8.6
Telugu	293	9.8
Urdu	564	19
Sanskrit	3	0.1
Other Indian Languages	121	4.1
Other Foreign Languages	1	0

Publication Reading Language

Assamese	#	#
Bengali	#	#
English	619	20.8
Gujarati	#	#
Hindi	128	4.3
Kannada	1567	52.7
Kashmiri	#	#
Konkani	#	#
Malayalam	#	#
Marathi	89	3
Oriya	#	#
Punjabi	#	#
Rajasthani	#	#
Sindhi	#	#
Tamil	72	2.4
Telugu	69	2.3
Urdu	71	2.4

Sanskrit	#	#
Other Indian Languages	#	#
Other Foreign Languages	#	#
None	586	19.7

Agricultural Land

Have Agricultural Land	#	#
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Agricultural Land Ownership

Own Land	#	#
Own Land In Same Village	#	#
Own Land In Another Village	#	#

Leased Agricultural Land

Leased Land	#	#
Leased Land In Same Village	#	#
Leased Land In Another Village	#	#

Type Of House

Pucca	#	#
Kutchra	#	#
Semi Pucca	#	#

No Of Storeys

Ground Floor	#	#
Ground + 1 Storey	#	#
Ground + 2 Or More Storeys	#	#

Place Of Washing Clothes

In House	#	#
Outside House	#	#
Common Well	#	#
River / Pond	#	#

Source Of Drinking Water

Tap/Piped Water	#	#
Well	#	#
Tube/Bore Well	#	#
River/Lake/Pond/Cannal	#	#
Others	#	#

Source Of Water For Washing

Tap/Piped Water	#	#
Well	#	#
Tube/Bore Well	#	#
River/Lake/Pond/Cannal	#	#
Others	#	#

TV Related Parameters

Owners Of TV	2049	69
Non Owners of TV	922	31

No Of TV's

1	2033	68.4
---	------	------

	2	15	0.5
3+		1	0
Kind Of Set			
Color TV		552	18.6
B and W TV		1485	50
Both Color & B and W		12	0.4
Has Remote Control		453	15.2
No Of Channels			
	8	281	9.4
09 To 12		1182	39.8
13 To 30		235	7.9
31+		352	11.9
Has Cable Converter		30	1
No Of Converter Channels			
	8	#	#
09 To 12		#	#
13 To 30		7	0.2
31+		15	0.5
Type Of Reception			
Own/Ordinary Antenna		1134	38.2
Satellite Dish Antenna		2	0.1
Through Cable Operator		1337	45
Through Other Means		21	0.7
Household Type			
C & S		1356	45.6
Non C & S		693	23.3
Non Owners of TV		922	31
TV Viewing Intensity			
Heavy		1829	61.5
Medium		535	18
Light		187	6.3
Non Viewer		421	14.2
TV Watched In Last 3 Months		2550	85.8
TV Viewing Frequency			
1 Day		108	3.6
2 Days		48	1.6
3 Days		54	1.8
4 Days		38	1.3
5 Days		52	1.8
6 Days		24	0.8
7 Days		2225	74.9
< 1 Day		2	0.1
Non Viewer		421	14.2
Avg TV Viewing Freq.		5.6	

Watch On Sunday/Holiday		
Did Not Watch	44	1.5
Less Than Half An Hour	40	1.4
Half An hour To 1 Hour	144	4.9
1.1 To 2 Hours	472	15.9
2.1 To 3 Hours	738	24.8
3.1 To 5 Hours	714	24
5.1 To 7 Hours	242	8.1
7.1 To 9 Hours	103	3.5
9.1 To 11 Hours	22	0.8
11.1 + Hours	31	1

Watch On Weekday		
Did Not Watch	95	3.2
Less Than Half An Hour	82	2.8
Half An hour To 1 Hour	443	14.9
1.1 To 2 Hours	744	25.1
2.1 To 3 Hours	664	22.4
3.1 To 5 Hours	389	13.1
5.1 To 7 Hours	93	3.1
7.1 To 9 Hours	30	1
9.1 To 11 Hours	7	0.2
11.1 + Hours	4	0.1
Avg. No. Of Minutes Watched on Sunday	169	
Avg. No. Of Minutes Watched on MON-SAT	656	
Avg. No. Of Minutes Watched in a Week	825	

TV SunDay TimeSlots		
BEFORE 06.00 AM	2	0.1
06.00 AM - 06.59 AM	18	0.6
07.00 AM - 07.59 AM	212	7.1
08.00 AM - 08.59 AM	341	11.5
09.00 AM - 09.29 AM	607	20.4
09.30 AM - 10.59 AM	670	22.5
11.00 AM - 12.29 AM	479	16.1
12.30 AM - 01.29 PM	431	14.5
01.30 PM - 02.59 PM	604	20.3
03.00 PM - 05.29 PM	1295	43.6
05.30 PM - 06.59 PM	1433	48.2
07.00 PM - 07.59 PM	1579	53.1
08.00 PM - 08.29 PM	1382	46.5
08.30 PM - 08.59 PM	1109	37.3
09.00 PM - 09.29 PM	1078	36.3
09.30 PM - 09.59 PM	851	28.6
10.00 PM - 10.29 PM	446	15
10.30 PM - 10.59 PM	207	6.9
11.00 PM ON WARDS	100	3.4

TV WeekDay TimeSlots		
BEFORE 06.00 AM	1	0
06.00 AM - 06.59 AM	23	0.8
07.00 AM - 07.59 AM	83	2.8
08.00 AM - 08.59 AM	146	4.9
09.00 AM - 09.29 AM	156	5.3
09.30 AM - 10.59 AM	141	4.7
11.00 AM - 12.29 AM	188	6.3

12.30 AM - 01.29 PM	269	9.1
01.30 PM - 02.59 PM	500	16.8
03.00 PM - 05.29 PM	507	17.1
05.30 PM - 06.59 PM	656	22.1
07.00 PM - 07.59 PM	1409	47.4
08.00 PM - 08.29 PM	1488	50.1
08.30 PM - 08.59 PM	1259	42.4
09.00 PM - 09.29 PM	1235	41.6
09.30 PM - 09.59 PM	1043	35.1
10.00 PM - 10.29 PM	553	18.6
10.30 PM - 10.59 PM	257	8.6
11.00 PM ON WARDS	138	4.6

Channels Watched Normally

Any DD	1845	62.1
Any Star	525	17.7
Any Zee	712	24
Any Sun	437	14.7
Any NEWS Channel	73	2.5
Any Music Channel	564	19
Any Sports Channel	506	17
Any Movie Channel	499	16.8
DD 1 (National)	1652	55.8
DD 2 (Metro)	228	7.7
DD 4 (Malayalam)	3	0.1
DD 5 (Tamil)	4	0.1
DD 6 (Oriya)	#	#
DD 7 (Bengali)	#	#
DD 8 (Telugu)	24	0.8
DD 9 (Kannada)	515	17.3
DD 10 (Marathi)	3	0.1
DD 11 (Gujarati)	#	#
DD 12 (Pun./Kash)	#	#
DD 13 (Assam/N.E.)	#	#
DD 14 (Rajasthan)	#	#
DD 16 (Bhojpuri [U.P.]	#	#
DD 17 (Bihar)	#	#
DD Sports	29	1
AXN (Action TV)	21	0.7
Asianet	27	0.9
ATN	41	1.4
ATN Bangla	2	0.1
BBC	33	1.1
Calcutta Cable Network	#	#
Channel V	60	2
Cine Cable Channel	4	0.1
CNBC	#	#
CNN	3	0.1
CVO	36	1.2
DD (India)	7	0.2
Discovery	146	4.9
Dubai TV	8	0.3
Eenadu TV / Etv	497	16.7
ESPN	268	9
Gemini TV	367	12.3
Hallmark Movies	1	0

Home TV	35	1.2
In Cablenet	14	0.5
Music Asia	79	2.6
Music TV	112	3.8
National Geog Channel	86	2.9
PTV	#	#
Punjab/Punjabi World	#	#
Raj TV	94	3.1
Saudi TV	3	0.1
Siti Cable	158	5.3
Sony Entertainment TV	383	12.9
Star Sports	383	12.9
Star Chinese	2	0.1
Star Movies	100	3.4
Star News	45	1.5
Star Plus	165	5.6
Star World	17	0.6
Sun TV/Sun Music	411	13.8
Sun Movies	44	1.5
Surya TV	12	0.4
TVI	7	0.2
TV Sports	18	0.6
TNT/Cartoon Net	23	0.8
Udaya TV	1223	41.2
VCR/Games/LD	18	0.6
Vijay TV	59	2
Yes Gujarati	10	0.4
Zee TV	623	21
Zee Cinema	164	5.5
Zee India TV	36	1.2
Cable Op.-Eng	23	0.8
Cable Op.-Reg	85	2.9
Cable Op.-Hin	58	2
Zee News	5	0.2
ABV Of Channels		
Any DD	2031	68.3
Any Star	1091	36.7
Any Zee	1183	39.8
Any Sun	872	29.3
Any Sports Channel	1067	35.9
Any Music Channel	1036	34.9
Any NEWS Channel	509	17.1
Any Movie Channel	979	32.9
DD 1 (National)	1982	66.7
DD 2 (Metro)	978	32.9
DD 4 (Malayalam)	94	3.2
DD 5 (Tamil)	153	5.2
DD 6 (Oriya)	10	0.3
DD 7 (Bengali)	23	0.8
DD 8 (Telugu)	183	6.1
DD 9 (Kannada)	1141	38.4
DD 10 (Marathi)	52	1.8
DD 11 (Gujarati)	9	0.3
DD 12 (Pun./Kash)	3	0.1
DD 13 (Assam/N.E.)	#	#

DD 14 (Rajasthan)	5	0.2
DD 16 (Bhojpuri [U.P.]	2	0.1
DD 17 (Bihar)	2	0.1
DD Sports	176	5.9
AXN (Action TV)	149	5
Asianet	372	12.5
ATN	220	7.4
ATN Bangla	11	0.4
BBC	334	11.2
Calcutta Cable Network	4	0.1
Channel V	333	11.2
Cine Cable Channel	42	1.4
CNBC	102	3.4
CNN	99	3.3
CVO	162	5.4
DD (India)	113	3.8
Discovery	460	15.5
Dubai TV	12	0.4
Eenadu TV / Etv	908	30.6
ESPN	814	27.4
Gemini TV	701	23.6
Hallmark Movies	14	0.5
Home TV	305	10.3
In Cablenet	48	1.6
Music Asia	353	11.9
Music TV	375	12.6
National Geog Channel	258	8.7
PTV	10	0.3
Punjab/Punjabi World	4	0.1
Raj TV	351	11.8
Saudi TV	2	0.1
Siti Cable	356	12
Sony Entertainment TV	676	22.7
Star Sports	922	31
Star Chinese	29	1
Star Movies	549	18.5
Star News	365	12.3
Star Plus	633	21.3
Star World	155	5.2
Sun TV/Sun Music	846	28.5
Sun Movies	177	6
Surya TV	263	8.9
TVI	26	0.9
TV Sports	27	0.9
TNT/Cartoon Net	165	5.5
Udaya TV	1241	41.8
VCR/Games/LD	11	0.4
Vijay TV	219	7.4
Yes Gujarati	3	0.1
Zee TV	1127	37.9
Zee Cinema	468	15.7
Zee India TV	166	5.6
Cable Op.-Eng	243	8.2
Cable Op.-Reg	408	13.7
Cable Op.-Hin	318	10.7
Zee News	27	0.9

% Of Time Spent On TV

English Programmes

Nil	1755	59.1
01% To 35%	675	22.7
36% To 70%	98	3.3
71% To 99%	5	0.2
100%	17	0.6

Hindi Programmes

Nil	786	26.4
01% To 35%	878	29.6
36% To 70%	613	20.6
71% To 99%	143	4.8
100%	130	4.4

Other Indian Language

Nil	200	6.7
01% To 35%	296	10
36% To 70%	875	29.4
71% To 99%	537	18.1
100%	643	21.6

Radio Related Parameters

Listen To Radio In Last 3 Months 836 28.1

Listening Intensity

Light	237	8
Medium	596	20.1
Non Listener	2139	72

Radio Listening Frequency

1 Day	19	0.6
2 Days	35	1.2
3 Days	82	2.8
4 Days	43	1.5
5 Days	24	0.8
6 Days	47	1.6
7 Days	569	19.2
< 1 Day	13	0.4
Non Listener	2139	72
Avg Radio Listening Freq.	1.7	

Listen On Sunday/Holiday

Did Not Listen	119	4
Less Than Half An Hour	80	2.7
Half An hour To 1 Hour	271	9.1
1.1 To 2 Hours	207	7
2.1 To 3 Hours	99	3.3
3.1 To 5 Hours	46	1.5
5.1 To 7 Hours	11	0.4
7.1 To 9 Hours	#	#
9.1 To 11 Hours	#	#

11.1 + Hours	#	#
Listen On Weekday		
Did Not Listen	25	0.9
Less Than Half An Hour	126	4.2
Half An hour To 1 Hour	310	10.4
1.1 To 2 Hours	228	7.7
2.1 To 3 Hours	96	3.2
3.1 To 5 Hours	39	1.3
5.1 To 7 Hours	4	0.1
7.1 To 9 Hours	4	0.1
9.1 To 11 Hours	#	#
11.1 + Hours	#	#
Avg. No. Of Minutes Listened on Sunday	21	
Avg. No. Of Minutes Listened on MON-SAT	117	
Avg. No. Of Minutes Listened in a Week	137	

Radio Sunday/Holiday TimeSlots

Before 06.00 AM	12	0.4
06.00 AM - 07.00 AM	146	4.9
07.00 AM - 08.00 AM	406	13.6
08.00 AM - 09.00 AM	257	8.6
09.00 AM - 09.30 AM	184	6.2
09.30 AM - 11.00 AM	125	4.2
11.00 AM - 12.30 PM	24	0.8
12.30 PM - 01.00 PM	23	0.8
01.00 PM - 01.30 PM	80	2.7
01.30 PM - 02.30 PM	139	4.7
02.30 PM - 03.00 PM	43	1.5
03.00 PM - 05.30 PM	28	0.9
05.30 PM - 07.00 PM	95	3.2
07.00 PM - 08.00 PM	79	2.7
08.00 PM - 08.30 PM	80	2.7
08.30 PM - 09.00 PM	65	2.2
09.00 PM - 09.30 PM	49	1.6
09.30 PM - 10.00 PM	19	0.6
10.00 PM - 10.30 PM	7	0.2
10.30 PM - 11.00 PM	9	0.3
11.00 PM Onwards	5	0.2

Radio WeekDay TimeSlots

Before 06.00 AM	11	0.4
06.00 AM - 07.00 AM	153	5.2
07.00 AM - 08.00 AM	416	14
08.00 AM - 09.00 AM	291	9.8
09.00 AM - 09.30 AM	185	6.2
09.30 AM - 11.00 AM	95	3.2
11.00 AM - 12.30 PM	20	0.7
12.30 PM - 01.00 PM	20	0.7
01.00 PM - 01.30 PM	87	2.9
01.30 PM - 02.30 PM	165	5.6
02.30 PM - 03.00 PM	25	0.8
03.00 PM - 05.30 PM	11	0.4
05.30 PM - 07.00 PM	118	4
07.00 PM - 08.00 PM	119	4
08.00 PM - 08.30 PM	72	2.4

08.30 PM - 09.00 PM	50	1.7
09.00 PM - 09.30 PM	55	1.9
09.30 PM - 10.00 PM	38	1.3
10.00 PM - 10.30 PM	23	0.8
10.30 PM - 11.00 PM	17	0.6
11.00 PM Onwards	4	0.1

When Last Listen To Radio

Yesterday/Today	650	21.9
In The Last Week	117	3.9
Over 1-2 Weeks Ago	34	1.2
Over 2-4 Weeks Ago	24	0.8
Over 1-2 Months Ago	3	0.1
Over 2-4 Months Ago	6	0.2
Don't Know/Can't Say	2	0.1

Radio Station Listen To

All India Radio/Akashwani	288	9.7
Vividh Bharati	187	6.3
Radio FM	13	0.4
Local Radio Station	332	11.2
BBC	6	0.2
Ceylon(Srilanka)	8	0.3
Others	17	0.6

Type Of Programmes Listen

Feature Films & Film Based Progs.	755	25.4
News And Current Affairs	615	20.7
Children's Programme	106	3.6
Sports Based	99	3.3
Soaps/Serials	89	3
Agricultural	62	2.1
Women's Programme	33	1.1
Business Programme	14	0.5
Educational	43	1.4

% Of Time Spent On Radio

English Programmes

Nil	731	24.6
01% To 35%	69	2.3
36% To 70%	7	0.2
71% To 99%	3	0.1
100%	10	0.3

Hindi Programmes

Nil	535	18
01% To 35%	161	5.4
36% To 70%	86	2.9
71% To 99%	17	0.6
100%	21	0.7

Other Indian Languages

Nil	36	1.2
01% To 35%	32	1.1
36% To 70%	139	4.7

71% To 99%	106	3.6
100%	507	17.1

Cinema Related Parameters

Cinema Intensity		
Regular	1181	39.7
Occasional	707	23.8
Rare/Never	1083	36.5

Cinema Frequency		
Once A Week/More Often	363	12.2
Once A Fortnight	278	9.3
Once A Month	527	17.7
Once In 2 To 3 Months	368	12.4
Once In 4 To 6 Months	336	11.3
Once In 7 To 11 Months	48	1.6
Once A Year	159	5.3
Less Often	118	4
Never These Days	774	26.1

Last Seen Cinema		
Within Last 7 Days	513	17.3
Over 1 Week-4 Week Ago	744	25
Over 1 Month-3 Month Ago	394	13.3
Over 3 Month-6 Month Ago	325	10.9
Over 6 Month-9 Month Ago	47	1.6
Over 9 Month-1 Year Ago	73	2.4
Over A Year Ago	82	2.7
Can't Remember	20	0.7

Prefers Language Movies

Assamese	4	0.1
Bengali	2	0.1
English	75	2.5
Gujarati	#	#
Hindi	692	23.3
Kannada	1314	44.2
Kashmiri	5	0.2
Konkani	9	0.3
Malayalam	4	0.1
Marathi	2	0.1
Oriya	#	#
Punjabi	#	#
Rajasthani	#	#
Sindhi	#	#
Tamil	239	8
Telugu	273	9.2
Urdu	4	0.1
Sanskrit	#	#
Other Indian Languages	#	#
Other Foreign Languages	#	#

Internet Related Parameters

Internet Accessed In Last 3 Months	12	0.4
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Internet Access Intensity

Heavy	#	#
Medium	3	0.1
Light	7	0.2
Do Not Access	2961	99.6

Internet Access Frequency

1 Day	6	0.2
2 Days	#	#
3 Days	#	#
4 Days	#	#
5 Days	#	#
6 Days	3	0.1
7 Days	#	#
< 1 Day	1	0
Do Not Access	2961	99.6
Avg Internet Access Freq.	0	

Access On Sunday/Holiday

Did Not Access	7	0.3
Less Than Half An Hour	2	0.1
Half An hour To 1 Hour	2	0.1
1.1 To 2 Hours	#	#
2.1 To 3 Hours	#	#
3.1 To 5 Hours	#	#
5.1 To 7 Hours	#	#
7.1 To 9 Hours	#	#
9.1 To 11 Hours	#	#
11.1 + Hours	#	#

Access On Weekday

Did Not Access	2	0.1
Less Than Half An Hour	3	0.1
Half An hour To 1 Hour	2	0.1
1.1 To 2 Hours	#	#
2.1 To 3 Hours	2	0.1
3.1 To 5 Hours	2	0.1
5.1 To 7 Hours	2	0.1
7.1 To 9 Hours	#	#
9.1 To 11 Hours	#	#
11.1 + Hours	#	#
Avg No. Of Minutes Accessed on Sunday	0	
Avg No. Of Minutes Accessed on MON-SAT	2	
Avg No. Of Minutes Accessed in a Week	2	

Internet Place Of Access

From Home	#	#
From Place Of Work	6	0.2
From Place Of Study	2	0.1
At Friend's/Relative's Place	3	0.1
Cybercafe	#	#
Others	#	#

Purpose Of Internet Access

For E-Mail	6	0.2
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For Surfing On Net	6	0.2
For Chating	5	0.2
Surfed Internet For		
International News	2	0.1
Indian News	2	0.1
Downloading Files	6	0.2
Purchases	#	#
Jobs/Employment	6	0.2
Education/Academic	3	0.1
Commercial/Business	#	#
Personal Interest Info.	3	0.1
Others	#	#

Reading Related Parameters

Reading Intensity		
Heavy	98	3.3
Medium	537	18.1
Light	1167	39.3
Non Reader	1170	39.4

Reading Frequency

1 Day	80	2.7
2 Days	90	3
3 Days	122	4.1
4 Days	155	5.2
5 Days	57	1.9
6 Days	71	2.4
7 Days	1153	38.8
< 1 Day	74	2.5
Non Reader	1170	39.4
Avg. Press Readership Freq.	3.4	

Read On Sunday/Holiday

Did Not Glance/Look At	143	4.8
Less Than 10 Minutes	141	4.8
10-19 Minutes	351	11.8
20-29 Minutes	420	14.1
Half An hour To 1 Hour	496	16.7
1.1 To 2 Hours	211	7.1
2.1 To 3 Hours	27	0.9
3.1 To 5 Hours	11	0.4
5.1 To 7 Hours	#	#
7.1 To 9 Hours	#	#
9.1 To 11 Hours	#	#
11.1 + Hours	#	#

Read On Weekday

Did Not Glance/Look At	95	3.2
Less Than 10 Minutes	178	6
10-19 Minutes	421	14.2
20-29 Minutes	525	17.7
Half An hour To 1 Hour	438	14.8
1.1 To 2 Hours	116	3.9
2.1 To 3 Hours	19	0.6

3.1 To 5 Hours	6	0.2
5.1 To 7 Hours	2	0.1
7.1 To 9 Hours	1	0
9.1 To 11 Hours	#	#
11.1 + Hours	#	#
Avg. No. Of Minutes Read on Sunday	22	
Avg. No. Of Minutes Read on MON-SAT	99	
Avg. No. Of Minutes Read in a Week	121	

Ownership Of Durables

Entertainment

Owners Of		
Any Video	27	0.9
Any Music System	1373	46.2
Any Radio	1296	43.6
Any Music System With FM	319	10.7
Radio/Transistor	633	21.3
Mono/Stereo Tape Recorder	621	20.9
2-In-1 (Mono/Stereo)	737	24.8
Music System Without Cd	48	1.6
Music System With Cd	6	0.2
Walkman	40	1.3
Discman	4	0.1
VCP/VCR	25	0.8
VCD/LD/DVD	3	0.1
Television Black & White	1497	50.4
Television Colour	564	19

Intention To Buy		
Radio/Transistor	35	1.2
Mono/Stereo Tape Recorder	79	2.6
2-In-1 (Mono/Stereo)	128	4.3
Music System Without Cd	7	0.2
Music System With Cd	6	0.2
Walkman	6	0.2
Discman	#	#
VCP/VCR	3	0.1
VCD/LD/DVD	2	0.1
Television Black & White	181	6.1
Television Colour	132	4.5

Transportation

2 / 4 Wheelers

Owners Of		
Any 2-Wheeler	628	21.1
Bicycle	1375	46.3
Moped	260	8.8
Motorcycle	191	6.4
Scooter	229	7.7
Cars/Jeeps/Vans	16	0.5
Tractor	#	#

Intention To Buy			
Bicycle		86	2.9
Moped		75	2.5
Motorcycle		76	2.6
Scooter		42	1.4
Cars/Jeeps/Vans		10	0.3
Tractor		#	#

No. Of Cars/Jeeps/Vans			
	1	15	0.5
	2	1	0
3+		#	#

Brands Of Cars/Jeeps

Owners Of			
Any 4-Wheeler		16	0.5
Any Cars		11	0.4
Any Premium Cars		2	0.1
Any Daewoo		2	0.1
Any HM		6	0.2
Any Fiat		1	0
Any M&M		1	0
Any Maruti		2	0.1
Any TATA		#	#
Daewoo Cielo		2	0.1
Daewoo Matiz		#	#
GM/Opel Astra		#	#
HM Ambassador		6	0.2
HM Contessa		#	#
Fiat/Premier Padmini		1	0
Fiat Uno		#	#
Premier 118 NE		#	#
PAL Peugeot		#	#
Honda City		#	#
M&M Commander/Jeep		1	0
M&M Armada		#	#
Tempo Trax		#	#
Ford Escort		#	#
Maruti 800		2	0.1
Maruti Omni/Van		#	#
Maruti Gypsy		#	#
Maruti 1000		#	#
Maruti Esteem		#	#
Mercedez		#	#
TATA Mobile		#	#
TATA Sierra		#	#
TATA Estate		#	#
TATA Sumo		#	#
TATA Safari		#	#
TATA Indica		#	#
Hyundai Santro		#	#
Other Indian Cars		1	0
Other Foreign Cars		#	#
Other Jeep/MIV		1	0
Maruti Zen		#	#

Intention To Buy		
Daewoo Cielo	#	#
Daewoo Matiz	#	#
GM/Opel Astra	#	#
HM Ambassador	#	#
HM Contessa	#	#
Fiat/Premier Padmini	#	#
Fiat Uno	#	#
Premier 118 NE	#	#
PAL Peugeot	#	#
Honda City	#	#
M&M Commander/Jeep	#	#
M&M Armada	#	#
Tempo Trax	#	#
Ford Escort	#	#
Maruti 800	#	#
Maruti Omni/Van	#	#
Maruti Gypsy	#	#
Maruti 1000	#	#
Maruti Esteem	#	#
Mercedez	#	#
TATA Mobile	#	#
TATA Sierra	#	#
TATA Estate	#	#
TATA Sumo	#	#
TATA Safari	#	#
TATA Indica	#	#
Hyundai Santro	#	#
Other Indian Cars	#	#
Other Foreign Cars	#	#
Other Jeep/MIV	#	#
Maruti Zen	#	#

Appliances

Owners Of		
Any Kitchen Appliances	1652	55.6
Any Refrigerators	191	6.4
Any Ovens	18	0.6
Any Telephones	267	9
Any Washing Machines	48	1.6
Electric/Immersion Water Heater	85	2.9
LPG/Bio-Gas Stove	860	28.9
Mixer/Grinder	1250	42.1
Pressure Cooker	1321	44.4
Toaster	21	0.7
Cooking Range	26	0.9
Refrigerator-Non Frost Free	69	2.3
Refrigerator-Frost Free	125	4.2
Automatic Dish Washer	#	#
Electric Oven	16	0.5
Electric Pressure Cooker	5	0.2
Microwave Oven	#	#
Electric Irons	1273	42.8
Geyser	39	1.3

Cameras (Still)	98	3.3
Telephones (With STD/ISD)	87	2.9
Telephones (Local Only)	184	6.2
Air Coolers	6	0.2
Vacuum Cleaner	14	0.5
Air Conditioners	#	#
Water Purifier (Aquaguard Etc.)	43	1.5
Washing Machines-Semi Automatic	25	0.8
Washing Machines-Fully Automatic	20	0.7
Washing Machines-Front Loading	8	0.3
Washing Machines-Top Loading	21	0.7
Mobile/Cellular Phone	6	0.2
Pager	7	0.2
Personal/Home Computers	3	0.1
Computers Printers	#	#
Fax Machine	#	#
Video Camera/Handycam	#	#

Intention To Buy

Electric/Immersion Water Heater	5	0.2
LPG/Bio-Gas Stove	137	4.6
Mixer/Grinder	119	4
Pressure Cooker	87	2.9
Toaster	#	#
Cooking Range	3	0.1
Refrigerator-Non Frost Free	38	1.3
Refrigerator-Frost Free	75	2.5
Automatic Dish Washer	2	0.1
Electric Oven	#	#
Electric Pressure Cooker	2	0.1
Microwave Oven	2	0.1
Electric Irons	49	1.6
Geyser	5	0.2
Cameras (Still)	18	0.6
Telephones (With STD/ISD)	36	1.2
Telephones (Local Only)	86	2.9
Air Coolers	13	0.4
Vacuum Cleaner	4	0.1
Air Conditioners	#	#
Water Purifier (Aquaguard Etc.)	8	0.3
Washing Machines-Semi Automatic	19	0.7
Washing Machines-Fully Automatic	19	0.6
Washing Machines-Front Loading	1	0
Washing Machines-Top Loading	16	0.5
Mobile/Cellular Phone	8	0.3
Pager	5	0.2
Personal/Home Computers	4	0.1
Computers Printers	1	0
Fax Machine	1	0
Video Camera/Handycam	3	0.1

Rural Appliances

Owners Of

Electric Table Fan	#	#
Electric Ceiling Fan	#	#

Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#

Intention To Buy		
Electric Table Fan	#	#
Electric Ceiling Fan	#	#
Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#

Lifestyle

Product Bought Last 1 Year

Radio/Transistor	11	0.4
Mono/Stereo Tape Recorder	70	2.4
2-In-1 (Mono/Stereo)	44	1.5
Music System Without Cd	#	#
Music System With Cd	#	#
Walkman	2	0.1
Discman	#	#
VCP/VCR	#	#
VCD/LD/DVD	1	0
Television Black & White	160	5.4
Television Colour	111	3.7
Bicycle	42	1.4
Moped	32	1.1
Motorcycle	15	0.5
Scooter	11	0.4
Cars/Jeeps/Vans	#	#
Tractor	#	#
Electric/Immersion Water Heater	5	0.2
LPG/Bio-Gas Stove	48	1.6
Mixer/Grinder	97	3.3
Pressure Cooker	55	1.9
Toaster	#	#
Cooking Range	#	#
Refrigerator-Non Frost Free	5	0.2
Refrigerator-Frost Free	28	0.9
Automatic Dish Washer	#	#
Electric Oven	#	#
Electric Pressure Cooker	#	#
Microwave Oven	#	#
Electric Irons	73	2.5
Geyser	10	0.3
Cameras (Still)	12	0.4
Telephones (With STD/ISD)	20	0.7
Telephones (Local Only)	43	1.5
Air Coolers	4	0.1
Vacuum Cleaner	2	0.1
Air Conditioners	#	#
Water Purifier (Aquaguard Etc.)	#	#
Washing Machines-Semi Automatic	2	0.1
Washing Machines-Fully Automatic	12	0.4

Washing Machines-Front Loading	#	#
Washing Machines-Top Loading	#	#
Mobile/Cellular Phone	#	#
Pager	1	0
Personal/Home Computers	2	0.1
Computers Printers	#	#
Fax Machine	#	#
Video Camera/Handycam	#	#
Electric Table Fan	#	#
Electric Ceiling Fan	#	#
Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#
Product Bought In 2.1 Yr. To 3 Years Ago		
Radio/Transistor	4	0.1
Mono/Stereo Tape Recorder	39	1.3
2-In-1 (Mono/Stereo)	11	0.4
Music System Without Cd	#	#
Music System With Cd	#	#
Walkman	#	#
Discman	#	#
VCP/VCR	#	#
VCD/LD/DVD	#	#
Television Black & White	60	2
Television Colour	45	1.5
Bicycle	13	0.4
Moped	8	0.3
Motorcycle	4	0.1
Scooter	10	0.3
Cars/Jeeps/Vans	2	0.1
Tractor	#	#
Electric/Immersion Water Heater	#	#
LPG/Bio-Gas Stove	17	0.6
Mixer/Grinder	17	0.6
Pressure Cooker	5	0.2
Toaster	2	0.1
Cooking Range	#	#
Refrigerator-Non Frost Free	2	0.1
Refrigerator-Frost Free	8	0.3
Automatic Dish Washer	#	#
Electric Oven	#	#
Electric Pressure Cooker	#	#
Microwave Oven	#	#
Electric Irons	14	0.5
Geyser	#	#
Cameras (Still)	#	#
Telephones (With STD/ISD)	10	0.3
Telephones (Local Only)	1	0
Air Coolers	#	#
Vacuum Cleaner	#	#
Air Conditioners	#	#
Water Purifier (AquaGuard Etc.)	#	#
Washing Machines-Semi Automatic	#	#
Washing Machines-Fully Automatic	#	#

Washing Machines-Front Loading	3	0.1
Washing Machines-Top Loading	#	#
Mobile/Cellular Phone	#	#
Pager	2	0.1
Personal/Home Computers	2	0.1
Computers Printers	#	#
Fax Machine	#	#
Video Camera/Handycam	#	#
Electric Table Fan	#	#
Electric Ceiling Fan	#	#
Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#
Product Bought In 1.1 Yr. To 2 Years Ago		
Radio/Transistor	3	0.1
Mono/Stereo Tape Recorder	23	0.8
2-In-1 (Mono/Stereo)	38	1.3
Music System Without Cd	2	0.1
Music System With Cd	#	#
Walkman	#	#
Discman	#	#
VCF/VCR	2	0.1
VCD/LD/DVD	#	#
Television Black & White	96	3.2
Television Colour	72	2.4
Bicycle	30	1
Moped	9	0.3
Motorcycle	4	0.1
Scooter	12	0.4
Cars/Jeeps/Vans	2	0.1
Tractor	#	#
Electric/Immersion Water Heater	#	#
LPG/Bio-Gas Stove	25	0.9
Mixer/Grinder	63	2.1
Pressure Cooker	45	1.5
Toaster	#	#
Cooking Range	1	0
Refrigerator-Non Frost Free	4	0.1
Refrigerator-Frost Free	11	0.4
Automatic Dish Washer	#	#
Electric Oven	#	#
Electric Pressure Cooker	1	0
Microwave Oven	#	#
Electric Irons	37	1.3
Geyser	2	0.1
Cameras (Still)	6	0.2
Telephones (With STD/ISD)	5	0.2
Telephones (Local Only)	14	0.5
Air Coolers	2	0.1
Vacuum Cleaner	1	0
Air Conditioners	#	#
Water Purifier (Aquaguard Etc.)	1	0
Washing Machines-Semi Automatic	1	0
Washing Machines-Fully Automatic	1	0

Washing Machines-Front Loading	#	#
Washing Machines-Top Loading	#	#
Mobile/Cellular Phone	#	#
Pager	1	0
Personal/Home Computers	2	0.1
Computers Printers	#	#
Fax Machine	#	#
Video Camera/Handycam	#	#
Electric Table Fan	#	#
Electric Ceiling Fan	#	#
Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#
Product Bought In 2.1 Yr. To 3 Years Ago		
Radio/Transistor	4	0.1
Mono/Stereo Tape Recorder	39	1.3
2-In-1 (Mono/Stereo)	11	0.4
Music System Without Cd	#	#
Music System With Cd	#	#
Walkman	#	#
Discman	#	#
VCP/VCR	#	#
VCD/LD/DVD	#	#
Television Black & White	60	2
Television Colour	45	1.5
Bicycle	13	0.4
Moped	8	0.3
Motorcycle	4	0.1
Scooter	10	0.3
Cars/Jeeps/Vans	2	0.1
Tractor	#	#
Electric/Immersion Water Heater	#	#
LPG/Bio-Gas Stove	17	0.6
Mixer/Grinder	17	0.6
Pressure Cooker	5	0.2
Toaster	2	0.1
Cooking Range	#	#
Refrigerator-Non Frost Free	2	0.1
Refrigerator-Frost Free	8	0.3
Automatic Dish Washer	#	#
Electric Oven	#	#
Electric Pressure Cooker	#	#
Microwave Oven	#	#
Electric Irons	14	0.5
Geyser	#	#
Cameras (Still)	#	#
Telephones (With STD/ISD)	10	0.3
Telephones (Local Only)	1	0
Air Coolers	#	#
Vacuum Cleaner	#	#
Air Conditioners	#	#
Water Purifier (Aquaguard Etc.)	#	#
Washing Machines-Semi Automatic	#	#
Washing Machines-Fully Automatic	#	#

Washing Machines-Front Loading	#	#
Washing Machines-Top Loading	#	#
Mobile/Cellular Phone	#	#
Pager	#	#
Personal/Home Computers	#	#
Computers Printers	#	#
Fax Machine	#	#
Video Camera/Handycam	#	#
Electric Table Fan	#	#
Electric Ceiling Fan	#	#
Torch	#	#
Sewing Machine	#	#
Generator	#	#
Pump-Set/Water Pump	#	#
Most Recently Purchased Durable		
Radio/Transistor	12	0.4
Mono/Stereo Tape Recorder	97	3.3
2-In-1 (Mono/Stereo)	58	2
Music System Without Cd	2	0.1
Music System With Cd	#	#
Walkman	2	0.1
Discman	#	#
VCR/VCR	#	#
VCD/LD/DVD	#	#
Television Black & White	261	8.8
Television Colour	196	6.6
Bicycle	61	2.1
Moped	38	1.3
Motorcycle	16	0.5
Scooter	17	0.6
Cars/Jeeps/Vans	1	0
Tractor	#	#
Electric/Immersion Water Heater	4	0.1
LPG/Bio-Gas Stove	60	2
Mixer/Grinder	110	3.7
Pressure Cooker	50	1.7
Toaster	#	#
Cooking Range	1	0
Refrigerator-Non Frost Free	7	0.2
Refrigerator-Frost Free	31	1
Automatic Dish Washer	#	#
Electric Oven	#	#
Electric Pressure Cooker	1	0
Microwave Oven	#	#
Electric Irons	68	2.3
Geyser	10	0.3
Cameras (Still)	15	0.5
Telephones (With STD/ISD)	24	0.8
Telephones (Local Only)	49	1.7
Air Coolers	3	0.1
Vacuum Cleaner	1	0
Air Conditioners	#	#
Water Purifier (AquaGuard Etc.)	#	#
Washing Machines-Semi Automatic	2	0.1
Washing Machines-Fully Automatic	3	0.1

Washing Machines-Front Loading	1	0	
Washing Machines-Top Loading	#	#	
Mobile/Cellular Phone	#	#	
Pager	1	0	
Personal/Home Computers	2	0.1	
Computers Printers	#	#	
Fax Machine	#	#	
Video Camera/Handycam	#	#	
Electric Table Fan	#	#	
Electric Ceiling Fan	#	#	
Torch	#	#	
Sewing Machine	#	#	
Generator	#	#	
Pump-Set/Water Pump	#	#	
Owners Of 4 Wheelers With Radio	5	0.2	
Have Driver	4	0.1	
House Owned	2018	67.9	
House Rented	889	29.9	
Company Flat	64	2.1	
House Painted	2150	72.4	
House Whitewashed	620	20.9	
When Last House Painted/Whitewashed			
Within Last 3 Months	285	9.6	
03 to 06 Months	275	9.3	
06 to 12 Months	874	29.4	
1 Yr. To 1.5 Yr.	493	16.6	
1.5 Yr. To 2 Yr.	243	8.2	
2 Yr. To 3 Yr.	261	8.8	
More Than 3 Years	339	11.4	
Did not Paint/Whitewash	200	6.7	
No. Of Rooms			
	1	243	8.2
	2	829	27.9
	3	957	32.2
	4	567	19.1
5+		376	12.7
Has Electricity	2734	92	
Food Cooked/Served			
Pure Veg (No Egg)	497	16.7	
Veg & Eggs	74	2.5	
Non Veg	2400	80.8	
Fuel Used			
LPG(Gas)	854	28.7	
Kerosene	1633	55	

Electricity	92	3.1
Bio-Gas	28	1
Coal/Charcoal	13	0.4
Wood	1466	49.3
Cowdung	10	0.3
Others	9	0.3
None	26	0.9
Eating Habit		
On The Floor	2839	95.5
At The Dining Table	98	3.3
Sitting On Chairs/Sofa But Without Any Table	28	1
Servant		
Full Time	57	1.9
Part Time	6	0.2
None	2909	97.9
Water Purification		
Boil The Water	225	7.6
Use Storage Filters	380	12.8
Use Water Purifiers	34	1.1
Use Water Purifying Tablets	8	0.3
Use Zero - B	4	0.1
Strain With A Cloth	277	9.3
None	2056	69.2
Toilet		
Indian Style	1945	65.5
Western Style	21	0.7
No Toilet	1010	34
Lang Spoken At Home		
Assamese	#	#
Bengali	7	0.2
English	4	0.1
Gujarati	#	#
Hindi	32	1.1
Kannada	1409	47.4
Kashmiri	#	#
Konkani	28	0.9
Malayalam	49	1.6
Marathi	139	4.7
Oriya	#	#
Punjabi	#	#
Rajasthani	20	0.7
Sindhi	2	0.1
Tamil	259	8.7
Telugu	346	11.6
Urdu	571	19.2
Sanskrit	#	#
Other Indian Languages	107	3.6
Other Foreign Languages	#	#
Medium Of Instruction		
English Medium	303	10.2

Vernacular Medium		867	29.2
English & Vernacular Medium		46	1.6
Travel Anywhere		1314	44.2
Travel India		1313	44.2
Travel In India - Work		81	2.7
Travel In India - Holiday		1202	40.4
Travel In India - Work & Holiday		30	1
Travel Abroad		2	0.1
Travel In Abroad - Work		#	#
Travel In Abroad - Holiday		2	0.1
Travel In Abroad - Work & Holiday		#	#
Where In Abroad			
Nepal/Bhutan		#	#
Middle East		1	0
Far East		#	#
China		#	#
Australia		#	#
Asia Others		#	#
Russia		#	#
Europe		#	#
UK		#	#
USA		#	#
South Africa		#	#
Rest Of Africa		#	#
South America		1	0
Others		#	#
No. Of Trips In India			
	1	682	23
2 To 3		315	10.6
3+		152	5.1
No. Of Trips In Abroad			
	1	2	0.1
2 To 3		#	#
3+		#	#
Mode Of Travel - India (Work)			
Air		#	#
Rail		13	0.5
Bus		49	1.7
Car/Taxi		13	0.4
Ship		#	#
Others		.7	0.2

Place Of Stay - India (Work)

5 Star Hotel	#	#
3/ 4 Star Hotel	#	#
Dharmashala	54	1.8
Own/Friends/Relative Residence	26	0.9

Air Travel - India (Work)

Air India	#	#
Indian Airlines	#	#
Air Canada	#	#
Air Lanka	#	#
Alitalia	#	#
Alliance	#	#
Air France	#	#
British Airways	#	#
Cathay Pacific	#	#
Delta	#	#
Gulf-Air	#	#
Jet Airways	#	#
K.L.M./N.West	#	#
Lufthansa	#	#
Qantas	#	#
Royal Nepal	#	#
Sahara Airlines	#	#
Saudi Airlines	#	#
Singapore Airlines	#	#
Swiss - Air	#	#
Emirates	#	#
United Airlines	#	#
A.D.Yemen	#	#
Kuwait Airlines	#	#
Others	#	#

Mode Of Travel - India (Holiday)

Air	2	0.1
Rail	137	4.6
Bus	927	31.2
Car/Taxi	119	4
Ship	#	#
Others	25	0.8

Place Of Stay - India (Holiday)

5 Star Hotel	12	0.4
3/ 4 Star Hotel	45	1.5
Dharmashala	410	13.8
Own/Friends/Relative Residence	736	24.8

Air Travel - India (Holiday)

Air India	2	0.1
Indian Airlines	#	#
Air Canada	#	#
Air Lanka	#	#
Alitalia	#	#
Alliance	#	#
Air France	#	#
British Airways	#	#

Ericsson	#	#
Motorola	#	#
Nec	#	#
Nokia	#	#
Panasonic	#	#
Philliphs	#	#
Siemens	#	#
Sony	#	#
Others	2	0.1

Pager		
At&T	#	#
Casio	#	#
Motorola	3	0.1
Nec	#	#
Oi	#	#
Panasonic	#	#
Bantech	#	#
Philliphs	#	#
Sony	#	#
Others	2	0.1

Computer Laptop		
Toshiba	#	#
Compaq	#	#
IBM	#	#
Acer	#	#
Dell	#	#
Hp	#	#
Unbranded	#	#
Others	#	#

Daily Consumption Products		
Pan Masala-Sada	127	4.3
Zarda Pan Masala/Gutka	120	4
Bidi	57	1.9
Cigarette	94	3.2

Publications		
Any Publication	1282	43.1
Any Daily	936	31.5
Any Magazine	879	29.6

Language		
Any English Publication	417	14
Any English Daily	246	8.3
Any English Magazine	317	10.7
Any Hindi Publication	65	2.2
Any Hindi Daily	#	#
Any Hindi Magazine	65	2.2
Any Assamese Publication	#	#
Any Assamese Daily	#	#
Any Assamese Magazine	#	#
Any Bengali Publication	#	#
Any Bengali Daily	#	#
Any Bengali Magazine	#	#

Any Gujarati Publication	#	#
Any Gujarati Daily	#	#
Any Gujarati Magazine	#	#
Any Kannada Publication	1068	35.9
Any Kannada Daily	751	25.3
Any Kannada Magazine	713	24
Any Malayalam Publication	2	0.1
Any Malayalam Daily	2	0.1
Any Malayalam Magazine	2	0.1
Any Marathi Publication	35	1.2
Any Marathi Daily	35	1.2
Any Marathi Magazine	#	#
Any Oriya Publication	#	#
Any Oriya Daily	#	#
Any Oriya Magazine	#	#
Any Punjabi Publication	#	#
Any Punjabi Daily	#	#
Any Punjabi Magazine	#	#
Any Tamil Publication	42	1.4
Any Tamil Daily	24	0.8
Any Tamil Magazine	33	1.1
Any Telugu Publication	41	1.4
Any Telugu Daily	25	0.8
Any Telugu Magazine	17	0.6
Any Urdu Publication	14	0.5
Any Urdu Daily	14	0.5
Any Urdu Magazine	#	#
Frequency		
Any Quarterly Magazine	3	0.1
Any Monthly Magazine	666	22.4
Any Fortnightly Magazine	108	3.6
Any Weekly Magazine	544	18.3
Any Bi-Weekly Magazine	#	#
Any 6 Days Dailies	#	#
Any 7 Days Dailies	1686	56.8
Type		
Any General Interest Magazine	874	29.4
Any Sports Magazine	102	3.4
Any Business/Financial Magazine	39	1.3
Any Women's Magazine	695	23.4
Any Entertainment/ Film Magazine	295	9.9
Any Men's Magazine	17	0.6
Any Health Magazine	13	0.4
Any Children's Magazine	32	1.1
Any General Knowledge Magazine	178	6
Any Sunday Newspaper/Weekend Magazine	4	0.1
Any Special Interest Magazine	52	1.8

K.L.M./N.West	#	#
Lufthansa	#	#
Qantas	#	#
Royal Nepal	#	#
Sahara Airlines	#	#
Saudi Airlines	#	#
Singapore Airlines	#	#
Swiss - Air	#	#
Emirates	#	#
United Airlines	#	#
A.D.Yemen	#	#
Kuwait Airlines	#	#
Others	#	#

Medium Of Transport		
Public/State Bus Transport	1266	42.6
Private/Other Bus Service	254	8.5
Factory/Company Bus	12	0.4
Company /Personal Car/Van/Jeep	21	0.7
2-Wheeler(Scooter/Bike)	170	5.7
Train	2	0.1
Bicycle	329	11.1
Tram	#	#
Taxi	2	0.1
Walk	821	27.6
Auto Rickshaw	89	3
Horse Tonga/Bullock Cart	#	#
Cycle Richshaw	5	0.2
Boat/Hovercraft	#	#
Other	1	0

Eating Out In Restaurant		
More Often Than Once A Week	153	5.2
Once A Week	215	7.2
Once A Fortnight	127	4.3
Once A Month	253	8.5
Once In 2-3 Months	196	6.6
Less Often/Only At Festivals	143	4.8
Rarely/Never/Can't Remember	1857	62.5

Type Of Investment		
Savings Bank Account	410	13.8
Fixed Deposit/Recurring Deposit In Bank	30	1
Fixed Deposit/In Company/Any Other	#	#
Post Office	61	2.1
Shares/Mutual Fund	2	0.1
Units/UTI	2	0.1
None	2504	84.3

Loans

From Bank		
Two Wheeler	4	0.1
Car	#	#
House	19	0.6
Land/Agri	30	1

Business/Enterprise	35	1.2
Other Purpose	9	0.3
From Lender		
Two Wheeler	#	#
Car	#	#
House	3	0.1
Land/Agri	#	#
Business/Enterprise	12	0.4
Other Purpose	8	0.3
From Other Source		
Two Wheeler	#	#
Car	#	#
House	13	0.4
Land/Agri	2	0.1
Business/Enterprise	1	0
Other Purpose	13	0.4
Insurance Policy		
Life Insurance	271	9.1
House/Property	6	0.2
Mediclaime/Mediacal	20	0.7
Crop	18	0.6
House Hold Products		
Washing Clothes => Users	2970	99.9
Washing Clothes => Non Users	2	0.1
Powders/Liquids	2652	89.2
User Of Any Powders/Liquids	2652	89.2
Non User Of Any Powders/Liquids	320	10.8
Any Ariel	187	6.3
Any Rin	86	2.9
Any Surf	246	8.3
Any Wheel	697	23.4
Ariel Blue	149	5
Ariel Green Stain Fighter	19	0.6
Ariel Microshine/Compact	15	0.5
Ariel Super Soaker.	4	0.1
Budget	#	#
Chek	2	0.1
Ezee Liquid	2	0.1
Fena	#	#
Genteel Liq	#	#
Godrej Liq	#	#
Ghadi	#	#
Henko	16	0.5
Henkomegastar	1	0
Henkomatic Stain Champion	2	0.1
Hipolin	#	#
JVG	#	#
Nirma	1456	49
OK	20	0.7
Key	#	#

Revel	#	#
Rin Powerwhite/Shakti	72	2.4
Rin Concentrate/Biolite	14	0.5
Safed	1	0
Sasa	3	0.1
Shudh(Tata Chem)	#	#
Sunlight	#	#
Sunlight Colour Guard	#	#
Super Nirma	108	3.6
Surf Excel Power.	174	5.9
Surf Excel/Ultra Active Oxygen	41	1.4
Surf Excelmatic/Ultramatic	15	0.5
Surf (Booster)	18	0.6
T Series	#	#
Wheel Blue With Tinopal	86	2.9
Wheel Nimbu Green	615	20.7
Other Liquid Soaps	#	#
Other Washing Powder - Branded	8	0.3
Other Washing Powder - Unbranded/Loose	5	0.2
Detergent Cakes/Bars	2933	98.7
User Of Any Detergent Cakes/Bars	2933	98.7
Non User Of Any Detergent Cakes/Bars	38	1.3
	501	52
	555	1.8
	#	#
Arasan	9	0.3
Ariel Super Clean	18	0.6
Chek.	105	3.5
Det	#	#
Doctor Green	#	#
Dubble	#	#
Farishta	#	#
Fena	5	0.2
Ghadi	#	#
Henko Stain Champion	6	0.2
Ideal	#	#
Nirma	1246	41.9
O.K.	87	2.9
Oorvasi	5	0.2
Ponvandu	#	#
Regal.	2	0.1
Rin Shakti	309	10.4
Rin Supreme	195	6.6
Sasa	#	#
Sunlight Colour Gaurd	#	#
Super Nirma	89	3
Super Power	2	0.1
Super 501	11	0.4
Triple Power	3	0.1
Trilo	3	0.1
Vimal/Bimal	7	0.2
Wheel Blue	383	12.9
Wheel Green.	337	11.3
Zymo	4	0.1
Other Branded-Det. Cakes/Bars	185	6.2
Unbranded/Loose	12	0.4

Soap Cakes/Bars	207	7
Users Of Any Soap Cakes/Bars	207	7
Non Users Of Any Soap Cakes/Bars	2764	93
501 Bar	143	4.8
555 Bar	9	0.3
B B Cake	8	0.3
Babloo	#	#
Bullet	#	#
Challenge	#	#
Farishta	#	#
Jet	#	#
Malar	#	#
Naulakha	#	#
Nirol	#	#
O.K. Soap Cake	5	0.2
Phool	#	#
Priya	#	#
Sarma / Sharma	#	#
Sunlight Cake	3	0.1
Thatha	#	#
Other Branded Soaps	47	1.6
Unbranded Soaps	5	0.2
Bathing/Washing Hands	2941	99
Users Of Any Bathing/Washing Hands	2941	99
Non Users Of Any Bathing/Washing Hands	31	1
Soaps/Cakes	2941	99
Any Users Of Soaps/Cakes	2941	99
Any Non Users Of Soaps/Cakes	31	1
Any Camay	3	0.1
Any Cinthol	76	2.6
Any Lifebuoy	1365	45.9
Any Lux	945	31.8
Aramusk	#	#
Breeze	25	0.8
Camay Intl.	3	0.1
Camay Milk Cream	#	#
Chandrika	30	1
Chasme	2	0.1
Cinthol	58	1.9
Cinthol International	3	0.1
Cinthol Lime Fresh.	14	0.5
Cinthol Scent Fresh	1	0
Cinthol Ultimate	#	#
Dettol	17	0.6
Dove	5	0.2
Doy	1	0
Evita	#	#
Ganga	2	0.1
Godrej No. 1	1	0
Hamam	129	4.3
Imperial Leather	#	#
Johnson's Baby Soap	22	0.8
Johnson's Kid	#	#

Jai	30	1
Limda	2	0.1
Lifebuoy	1154	38.8
Lifebuoy Gold	174	5.8
Lifebuoy Plus.	68	2.3
Liril	106	3.6
Lux	836	28.1
Lux Intl	119	4
Margo	32	1.1
Medimix	218	7.3
Moti	5	0.2
Mysore Sandal.	347	11.7
Neko	#	#
Neem	6	0.2
Nirma Bath	27	0.9
Nirma Beauty	8	0.3
OK	2	0.1
Park Avenue	#	#
Palmolive Extra Care	16	0.5
Pears	64	2.2
Ponds	14	0.5
Protex	#	#
Rexona	226	7.6
Santoor	94	3.2
Wipro Baby Soft	6	0.2
Other Toilet Soaps	13	0.4
Laundry Soaps	#	#
Detergents.	5	0.2
Liquid Soaps	81	2.7
Users Of Any Liquid Soaps	81	2.7
Non Users Of Any Liquid Soaps	2891	97.3
Dettol	66	2.2
Homocol	2	0.1
Lux Intl.	8	0.3
Liril Shower Gel	2	0.1
Lifebuoy Antibacterial	#	#
Pond's Face Wash	3	0.1
Others	#	#
Cleaning Utensils	2910	97.9
Users Of Any Cleaning Utensils	2910	97.9
Non Users Of Any Cleaning Utensils	62	2.1
Bars E.G. Vim Bar Etc.	368	12.4
Powders E.G. Odopic Vim Etc.	1368	46
Ash / Mud Etc.	979	32.9
Detergent Cake/Bars	93	3.1
Detergent Powder	134	4.5
Dishwashing Liquids	2	0.1
Laundry Soaps/Bars	#	#
Others	67	2.2
Scrubbing Pads	2867	96.5
Users Of Any Scrubbing Pads	2867	96.5
Non Users Of Any Scrubbing Pads	105	3.5
Nylon/ Plastic	497	16.7

Jute Fibre	2238	75.3
Scrubbers Like Scotch Brite	70	2.4
Cloth/Rag	20	0.7
Steel/Steel Wool	39	1.3
Sponge	42	1.4
Surface Cleaners	1041	35
Users Of Any Surface Cleaners	1041	35
Non Users Of Any Surface Cleaners	1930	65
Powders E.G. Odopic / Vim	63	2.1
Det. Powder/Liquid	134	4.5
Det. Cakes/Bars E.G. Det.	13	0.4
Laundry Soaps/Bars E.G. Chavi	5	0.2
Phenyl	753	25.3
Dettol/Savlon Liquid	27	0.9
Lizol	12	0.4
Domex	32	1.1
Other Branded Cleaners	37	1.2
Tea	2476	83.3
Users Of Any Tea	2476	83.3
Non Users Of Any Tea	495	16.7
Any Brooke Bond	893	30.1
Any Duncan	16	0.5
Any Lipton	17	0.6
Any Tata	65	2.2
Any Tea Bag	87	2.9
Pkd. Satchel Upto Rs. 2.50per	158	5.3
Loose	955	32.1
Tea Bags	24	0.8
Brahmaputra	#	#
BB - A1 Dust	29	1
BB - Red Label	344	11.6
BB - Special	6	0.2
BB - Taj Mahal	113	3.8
BB - 3 Roses	412	13.9
Duncan Double Diamond	16	0.5
Duncan Others	#	#
Girnar	#	#
Goodricke	#	#
Hasmukh	#	#
Harrison	#	#
Kasturi	#	#
Lipton's Green Label	8	0.3
Lipton's Rich Bru	8	0.3
Lipton's Taaza	7	0.2
Lipton's Tiger	#	#
Lipton's Yellow Label	1	0
Nestea	#	#
Tata Kannan Devan	281	9.4
Tata Tea	55	1.9
Tez	1	0
Wagh Bakri	#	#
Taj Mahal TB	33	1.1
Tata Tetley TB	#	#
Sargam	7	0.2

Society	4	0.1
Other Branded Pkg.	256	8.6
Other Tea Bags	32	1.1
Coffee	996	33.5
Users Of Any Coffee	996	33.5
Non Users Of Any Coffee	1975	66.5
Instant	136	4.6
Users Of Any Instant	136	4.6
Non Users Of Any Instant	2835	95.4
Any Nestle	28	1
Any Tata	2	0.1
Bru	107	3.6
Nescafe	9	0.3
Sunrise Extra	5	0.2
Sunrise Premium	11	0.4
Sunrise Special	2	0.1
Tata Cafe	2	0.1
Tata Kaapi	#	#
Other Instant	8	0.3
Ground/Filter		
Annapurna	16	0.6
BB Cafe	#	#
BB Green Label	75	2.5
Bru	20	0.7
Coorg	19	0.6
Cothas	137	4.6
Ganesh	#	#
Lotus	#	#
MR	5	0.2
Narasu	#	#
Phillips	#	#
Other Branded	365	12.3
Loose	261	8.8
Cooking Medium	2942	99
Users Of Any Cooking Medium	2942	99
Non Users Of Any Cooking Medium	29	1
Pure Ghee	830	27.9
Users Of Any Ghee	830	27.9
Non Users Of Any Ghee	2142	72.1
Loose Ghee	553	18.6
Packaged Ghee	277	9.3
Vanaspati	507	17.1
Users Of Any Vanaspati	507	17.1
Non Users Of Any Vanaspati	2464	82.9
Dalda	313	10.5
Sunflower	77	2.6
Rath	#	#
Godrej	5	0.2
Gagan	#	#
Other Branded	3	0.1

Loose	126	4.3
Edible Oils	2942	99
Users Of Any Edible Oils	2942	99
Non Users Of Any Edible Oils	29	1
Edible Oils Loose	2532	85.2
Users Of Any Loose Oils	2532	85.2
Non Users Of Any Loose Oils	439	14.8
Coconut	196	6.6
Corn	#	#
Cotton Seed	13	0.4
Ground Nut	2035	68.5
Kardi/Safflower	127	4.3
Mustard	#	#
Palmolein	31	1.1
Soyabean	#	#
Sunflower	143	4.8
Til/Gingelly	1	0
Vegetable/RVO	#	#
Others	38	1.3
Edible Oils Packaged	574	19.3
Users Of Any Packaged Oils	574	19.3
Non Users Of Any Packaged Oils	2397	80.7
Coconut	5	0.2
Corn	#	#
Cotton Seed	#	#
Ground Nut	95	3.2
Kardi/Safflower	3	0.1
Mustard	2	0.1
Palmolein	238	8
Soyabean	2	0.1
Sunflower	234	7.9
Til/Gingelly	#	#
Vegetable/RVO	1	0
Others	7	0.2
Branded	1103	37.1
Users Of Any Branded Edible Oil	1103	37.1
Non Users Of Any Branded Edible Oil	1868	62.9
Any Dhara	123	4.1
Any Godrej	68	2.3
Any Guinea	4	0.1
Dhara Groundnut Refined Oil.	54	1.8
Dhara Groundnut Unrefined Oil	3	0.1
Dhara RVO	1	0
Dhara Kacha Ghani Mustard Oil	#	#
Dhara Mustard Unrefined Oil.	#	#
Dhara Health	4	0.1
Dhara Sunflower	60	2
Dhara (Unspecified)	#	#
Dalda Groundnut Refined Oil	2	0.1
Flora	6	0.2
Godrej Sunflower	68	2.3
Godrej Cooklite	#	#

Guinea Groundnut Unrefined Oil	3	0.1
Guinea Groundnut Refined Oil	2	0.1
Idayam/Til Oil	#	#
Kanodia Mustard Oil	#	#
Palmolein	217	7.3
Postman	3	0.1
Raj Til Oil	#	#
Saffola	67	2.3
Sunola	5	0.2
Sundrop	23	0.8
Sweekar	3	0.1
Vital	#	#
Refined	731	24.6
Unrefined	1927	64.8

Household Consumables

Use Currently

Butter	573	19.3
MFD/Health Beverages	483	16.3
Pure Ghee	718	24.1
Vanaspati(Loose)	192	6.5
Vanaspati(Pakgd)	306	10.3
Pickle	702	23.6
Jam	291	9.8
Ketchup	57	1.9
Cheese	23	0.8
Instant Noodles	182	6.1
Other Noodles	115	3.9
Cornflake Loose	4	0.1
Cornflake Branded	11	0.4
Condensed Milk	49	1.6
Packed Soup	54	1.8
Branded Spices	125	4.2
Packed Salt	1943	65.4
Packed Atta	390	13.1
Infant Milk Powder	9	0.3
Baby Food	23	0.8

Frequency Of Use

Butter		
Daily Or More	181	6.1
4 - 6 Weeks	45	1.5
2 - 3 Week	99	3.3
Once A Week	83	2.8
2 - 3 Months	27	0.9
Once A Month	99	3.3
Less Often	40	1.4

MFD/Health Beverages

Daily Or More	406	13.7
4 - 6 Weeks	42	1.4
2 - 3 Week	26	0.9
Once A Week	7	0.2
2 - 3 Months	#	#

Once A Month	#	#
Less Often	2	0.1
Pure Ghee		
Daily Or More	232	7.8
4 - 6 Weeks	105	3.5
2 - 3 Week	136	4.6
Once A Week	146	4.9
2 - 3 Months	29	1
Once A Month	47	1.6
Less Often	23	0.8
Vanaspati(Loose)		
Daily Or More	16	0.5
4 - 6 Weeks	11	0.4
2 - 3 Week	38	1.3
Once A Week	51	1.7
2 - 3 Months	27	0.9
Once A Month	24	0.8
Less Often	25	0.8
Vanaspati(Pakgd)		
Daily Or More	21	0.7
4 - 6 Weeks	61	2.1
2 - 3 Week	50	1.7
Once A Week	70	2.4
2 - 3 Months	22	0.8
Once A Month	41	1.4
Less Often	41	1.4
Pickle		
Daily Or More	305	10.3
4 - 6 Weeks	126	4.2
2 - 3 Week	112	3.8
Once A Week	109	3.7
2 - 3 Months	30	1
Once A Month	4	0.1
Less Often	16	0.5
Jam		
Daily Or More	23	0.8
4 - 6 Weeks	30	1
2 - 3 Week	53	1.8
Once A Week	71	2.4
2 - 3 Months	46	1.5
Once A Month	50	1.7
Less Often	18	0.6
Ketchup		
Daily Or More	5	0.2
4 - 6 Weeks	3	0.1
2 - 3 Week	10	0.3
Once A Week	8	0.3
2 - 3 Months	11	0.4
Once A Month	5	0.2
Less Often	14	0.5

2-3 Months	11	0.4
Once A Month	#	#
Less Often	#	#

Toilet Soap For Washing Hair

Every Day	502	16.9
4-6 Weeks	210	7.1
2-3 Weeks	518	17.4
Once A Week	242	8.1
2-3 Months	18	0.6
Once A Month	9	0.3
Less Often	1	0

Coconut Hair Oil - Loose

Every Day	507	17
4-6 Weeks	206	6.9
2-3 Weeks	425	14.3
Once A Week	153	5.1
2-3 Months	17	0.6
Once A Month	12	0.4
Less Often	3	0.1

Coconut Hair Oil - Packaged

Every Day	446	15
4-6 Weeks	227	7.6
2-3 Weeks	314	10.6
Once A Week	93	3.1
2-3 Months	6	0.2
Once A Month	1	0
Less Often	3	0.1

Other Hair Oil - Loose

Every Day	65	2.2
4-6 Weeks	34	1.1
2-3 Weeks	92	3.1
Once A Week	44	1.5
2-3 Months	15	0.5
Once A Month	6	0.2
Less Often	#	#

Other Hair Oil - Packaged

Every Day	69	2.3
4-6 Weeks	6	0.2
2-3 Weeks	31	1.1
Once A Week	8	0.3
2-3 Months	#	#
Once A Month	8	0.3
Less Often	1	0

Toothpaste

More Than A Day	325	10.9
Every Day	1826	61.4
4-6 Weeks	4	0.1
2-3 Weeks	9	0.3
Once A Week	2	0.1
2-3 Months	#	#

Once A Month	#	#
Less Often	9	0.3
Tooth Powder		
More Than A Day	34	1.1
Every Day	412	13.9
4-6 Weeks	5	0.2
2-3 Weeks	6	0.2
Once A Week	2	0.1
2-3 Months	4	0.1
Once A Month	#	#
Less Often	#	#
Coal/Ash/Tobacco For Cleaning Teeth		
More Than A Day	17	0.6
Every Day	249	8.4
4-6 Weeks	#	#
2-3 Weeks	2	0.1
Once A Week	#	#
2-3 Months	#	#
Once A Month	#	#
Less Often	#	#
Neem Stick For Cleaning Teeth		
More Than A Day	10	0.3
Every Day	22	0.8
4-6 Weeks	1	0
2-3 Weeks	1	0
Once A Week	6	0.2
2-3 Months	7	0.2
Once A Month	#	#
Less Often	1	0
Cold Cream		
More Than A Day	88	3
Every Day	254	8.6
4-6 Weeks	14	0.5
2-3 Weeks	15	0.5
Once A Week	3	0.1
2-3 Months	5	0.2
Once A Month	2	0.1
Less Often	4	0.1
Moisturising Lotion		
More Than A Day	33	1.1
Every Day	61	2
4-6 Weeks	8	0.3
2-3 Weeks	5	0.2
Once A Week	#	#
2-3 Months	2	0.1
Once A Month	#	#
Less Often	#	#
Other Cream		
More Than A Day	74	2.5
Every Day	482	16.2

4-6 Weeks	17	0.6
2-3 Weeks	13	0.4
Once A Week	10	0.3
2-3 Months	#	#
Once A Month	8	0.3
Less Often	2	0.1

Talcum Powder-For Face

More Than A Day	264	8.9
Every Day	1344	45.2
4-6 Weeks	38	1.3
2-3 Weeks	33	1.1
Once A Week	11	0.4
2-3 Months	2	0.1
Once A Month	#	#
Less Often	22	0.7

Talcum Powder-For Body

More Than A Day	28	0.9
Every Day	158	5.3
4-6 Weeks	14	0.5
2-3 Weeks	8	0.3
Once A Week	6	0.2
2-3 Months	#	#
Once A Month	#	#
Less Often	#	#

Deodorant

More Than A Day	10	0.3
Every Day	50	1.7
4-6 Weeks	5	0.2
2-3 Weeks	16	0.5
Once A Week	10	0.3
2-3 Months	4	0.1
Once A Month	#	#
Less Often	8	0.3

Face Wash (Ponds/Pears Etc)

More Than A Day	13	0.4
Every Day	69	2.3
4-6 Weeks	2	0.1
2-3 Weeks	16	0.5
Once A Week	5	0.2
2-3 Months	#	#
Once A Month	#	#
Less Often	3	0.1

After Shave Lotion

More Than A Day	#	#
Every Day	6	0.2
4-6 Weeks	8	0.3
2-3 Weeks	40	1.4
Once A Week	39	1.3
2-3 Months	23	0.8
Once A Month	7	0.2
Less Often	#	#

Food Products

Had In Last One Month

Chocolates	1243	41.8
Lozenges/Boiled Sweets	862	29
Toffees/Eclairs	343	11.6
Mints/Mouth Freshner	372	12.5
Chewing Gum	679	22.8
Potato Chips/Wafers	745	25.1
Bottled Aerated Soft Drinks	1433	48.2
Other(Non Fizzy)Soft Drinks	252	8.5
Ice Creams	1332	44.8
Biscuits	1766	59.4

Consume In Season

Bottled Aerated Soft Drinks	429	14.4
Other(Non Fizzy)Soft Drinks	62	2.1
Ice Creams	477	16

Frequency

1+ Day

Chocolates	57	1.9
Lozenges/Boiled Sweets	3	0.1
Toffees/Eclairs	10	0.3
Mints/Mouth Freshner	16	0.5
Chewing Gum	21	0.7
Potato Chips/Wafers	4	0.1
Bottled Aerated Soft Drinks	22	0.7
Other(Non Fizzy)Soft Drinks	7	0.2
Ice Creams	7	0.2
Biscuits	54	1.8

Every Day

Chocolates	124	4.2
Lozenges/Boiled Sweets	10	0.3
Toffees/Eclairs	36	1.2
Mints/Mouth Freshner	27	0.9
Chewing Gum	94	3.2
Potato Chips/Wafers	34	1.1
Bottled Aerated Soft Drinks	47	1.6
Other(Non Fizzy)Soft Drinks	3	0.1
Ice Creams	48	1.6
Biscuits	156	5.3

4 - 6 Weeks

Chocolates	94	3.2
Lozenges/Boiled Sweets	20	0.7
Toffees/Eclairs	28	0.9
Mints/Mouth Freshner	27	0.9
Chewing Gum	60	2
Potato Chips/Wafers	14	0.5
Bottled Aerated Soft Drinks	67	2.2
Other(Non Fizzy)Soft Drinks	15	0.5
Ice Creams	25	0.9

Biscuits	128	4.3
2 - 3 Weeks		
Chocolates	270	9.1
Lozenges/Boiled Sweets	83	2.8
Toffees/Eclairs	110	3.7
Mints/Mouth Freshner	86	2.9
Chewing Gum	147	5
Potato Chips/Wafers	99	3.3
Bottled Aerated Soft Drinks	247	8.3
Other(Non Fizzy)Soft Drinks	41	1.4
Ice Creams	230	7.7
Biscuits	394	13.3
Once A Week		
Chocolates	344	11.6
Lozenges/Boiled Sweets	223	7.5
Toffees/Eclairs	86	2.9
Mints/Mouth Freshner	100	3.4
Chewing Gum	166	5.6
Potato Chips/Wafers	221	7.4
Bottled Aerated Soft Drinks	407	13.7
Other(Non Fizzy)Soft Drinks	71	2.4
Ice Creams	345	11.6
Biscuits	555	18.7
Once A Fortnight		
Chocolates	142	4.8
Lozenges/Boiled Sweets	205	6.9
Toffees/Eclairs	22	0.7
Mints/Mouth Freshner	29	1
Chewing Gum	75	2.5
Potato Chips/Wafers	149	5
Bottled Aerated Soft Drinks	238	8
Other(Non Fizzy)Soft Drinks	26	0.9
Ice Creams	262	8.8
Biscuits	199	6.7
Once A Month		
Chocolates	106	3.6
Lozenges/Boiled Sweets	247	8.3
Toffees/Eclairs	21	0.7
Mints/Mouth Freshner	31	1.1
Chewing Gum	33	1.1
Potato Chips/Wafers	112	3.8
Bottled Aerated Soft Drinks	199	6.7
Other(Non Fizzy)Soft Drinks	51	1.7
Ice Creams	209	7
Biscuits	129	4.4
Less Often		
Chocolates	106	3.6
Lozenges/Boiled Sweets	69	2.3
Toffees/Eclairs	30	1
Mints/Mouth Freshner	56	1.9
Chewing Gum	82	2.8

Potato Chips/Wafers	112	3.8
Bottled Aerated Soft Drinks	206	6.9
Other(Non Fizzy)Soft Drinks	38	1.3
Ice Creams	209	7
Biscuits	150	5.1

Where Consumed

Home

Chocolates	536	18
Lozenges/Boiled Sweets	684	23
Toffees/Eclairs	142	4.8
Mints/Mouth Freshner	119	4
Chewing Gum	160	5.4
Potato Chips/Wafers	457	15.4
Bottled Aerated Soft Drinks	331	11.2
Other(Non Fizzy)Soft Drinks	76	2.6
Ice Creams	403	13.5
Biscuits	1466	49.3

Work

Chocolates	184	6.2
Lozenges/Boiled Sweets	45	1.5
Toffees/Eclairs	41	1.4
Mints/Mouth Freshner	95	3.2
Chewing Gum	140	4.7
Potato Chips/Wafers	53	1.8
Bottled Aerated Soft Drinks	182	6.1
Other(Non Fizzy)Soft Drinks	26	0.9
Ice Creams	118	4
Biscuits	121	4.1

Friend's Place

Chocolates	277	9.3
Lozenges/Boiled Sweets	75	2.5
Toffees/Eclairs	89	3
Mints/Mouth Freshner	76	2.5
Chewing Gum	213	7.2
Potato Chips/Wafers	97	3.3
Bottled Aerated Soft Drinks	498	16.8
Other(Non Fizzy)Soft Drinks	82	2.8
Ice Creams	389	13.1
Biscuits	80	2.7

Cinema

Chocolates	16	0.5
Lozenges/Boiled Sweets	3	0.1
Toffees/Eclairs	#	#
Mints/Mouth Freshner	8	0.3
Chewing Gum	32	1.1
Potato Chips/Wafers	59	2
Bottled Aerated Soft Drinks	77	2.6
Other(Non Fizzy)Soft Drinks	5	0.2
Ice Creams	56	1.9
Biscuits	6	0.2

Others		
Chocolates	231	7.8
Lozenges/Boiled Sweets	56	1.9
Toffees/Eclairs	71	2.4
Mints/Mouth Freshner	75	2.5
Chewing Gum	134	4.5
Potato Chips/Wafers	80	2.7
Bottled Aerated Soft Drinks	344	11.6
Other(Non Fizzy)Soft Drinks	64	2.1
Ice Creams	368	12.4
Biscuits	93	3.1

Personal Products

Own		
Wrist Watch - Mechanical	551	18.5
Wrist Watch - Electronic	1188	40
Bicycle	516	17.4
2 Wheeler - Own	157	5.3
2 Wheeler - Company	21	0.7
4 Wheeler - Own	3	0.1
4 Wheeler - Company	#	#
Credit Cards	2	0.1
Digital Diary	4	0.1
Mobile Phone	2	0.1
Pager	5	0.2
Computer Laptop	#	#

Intention To Buy		
Wrist Watch - Mechanical	70	2.4
Wrist Watch - Electronic	188	6.3
Bicycle	99	3.3
2 Wheeler - Own	174	5.8
4 Wheeler - Own	2	0.1
Credit Cards	12	0.4
Digital Diary	7	0.2
Mobile Phone	6	0.2
Pager	11	0.4
Computer Laptop	3	0.1

Wrist Watch - Mechanical			
	1	540	18.2
	2	9	0.3
3+		1	0

Wrist Watch - Electronic			
	1	1156	38.9
	2	25	0.8
3+		7	0.2

Bicycle			
	1	506	17
	2	2	0.1
3+		8	0.3

2 Wheeler - Own

Scooter - 2 Stroke	28	0.9
Scooter - 4 Stroke	48	1.6
Motor Cycle - 2 Stroke	22	0.7
Motor Cycle - 4 Stroke	19	0.7
Moped	48	1.6

2 Wheeler - Company

Scooter - 2 Stroke	#	#
Scooter - 4 Stroke	3	0.1
Motor Cycle - 2 Stroke	10	0.3
Motor Cycle - 4 Stroke	6	0.2
Moped	3	0.1

4 WHEELER - OWN

Any Daewoo	3	0.1
Any HM	#	#
Any Fiat	#	#
Any M&M	#	#
Any Maruti	#	#
Any TATA	#	#
Daewoo Cielo	3	0.1
Daewoo Matiz	#	#
GM/Opel Astra	#	#
HM Ambassador	#	#
HM Contessa	#	#
Fiat/Premier Padmini	#	#
Fiat Uno	#	#
Premier 118 NE	#	#
PAL Peugeot	#	#
Honda City	#	#
M&M Commander/Jeep	#	#
M&M Armada	#	#
Tempo Trax	#	#
Ford Escort	#	#
Maruti 800	#	#
Maruti Omni/Van	#	#
Maruti Gypsy	#	#
Maruti 1000	#	#
Maruti Esteem	#	#
Mercedez	#	#
TATA Mobile	#	#
TATA Sierra	#	#
TATA Estate	#	#
TATA Sumo	#	#
TATA Safari	#	#
TATA Indica	#	#
Hyundai Santro	#	#
Other Indian Cars	#	#
Other Foreign Cars	#	#
Other Jeep/MIV	#	#
Maruti Zen	#	#
Tractor	#	#

4 WHEELER - COMPANY

Daewoo Cielo	#	#
Daewoo Matiz	#	#

11, 12, 20,
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Stage 2
Sd. 2001

Multiple Indicator Survey – 2000 (MICS-II)

*A Brief Note on the Survey Methodology,
Implementation and Preliminary Results*



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Multiple Indicator survey – 2000 (MICS-II)

Introduction

In September 1990, 71 heads of state and 88 ministerial representatives convened at United Nations (UN) Headquarters in New York for the World Summit for Children (WSC). The World Summit for Children adopted a declaration on the Survival, Protection, and Development of Children and a Plan of Action for its implementation. The Plan of Action identified seven major goals and twenty supporting goals relating to the survival, health, nutrition, education and protection of children to be reached by the year 2000. The UN system was given the task of assisting countries in achieving these goals and measuring progress. United Nations Children's Fund (UNICEF) was asked to be the lead agency in this process.

After the WSC, a set of goals for the mid-decade and end-decade were agreed upon. The World Summit Plan of Action called for a mid-decade and an end-decade review of progress. The need to measure progress toward these goals increased the demand for high quality and timely, data. In many developing countries, routine reporting systems were often found to be inadequate, and did not uniformly collect information on many of the goals.

The 1993 SAARC Summit identified specific targets and goals to be achieved by the year 1995. This led to a global movement on identifying Mid-Decade Goals (MDGs) to be achieved by all by the end of 1995 and institutionalisation of appropriate indicators for measuring progress against these Mid-Decade Goals. UNICEF led a process to develop an affordable, fast and reliable household survey system that would fill gaps in knowledge and update available data. UNICEF worked with a number of agencies, including the UN Statistical Division, WHO, UNESCO, UNFPA, UNDP, the World Bank, London School of Hygiene and Tropical Medicine, and the Centre for Disease Control to develop a model questionnaire to measure standard indicators for the Mid-Decade Goals. The model questionnaire was incorporated into a manual that had detailed instructions for planning and implementing a cluster survey. The questionnaire and manual were distributed to UNICEF country offices with instructions that they should carry out a MICS if there are no other reliable sources of data to report on MDGs. The MICS-I to measure the progress towards achieving MDGs implemented in approximately 60 countries, including India.

India was one of the countries included in the Global Evaluation of Multiple Indicator Cluster Surveys conducted in 1996. The observations and recommendations of the global evaluation have been very useful in modifying the approach and standardising this second round of MICS in India. Three consultations were held in June 1999 involving all offices in UNICEF, India to discuss the modalities for the reporting on Goals and the draft formats for MICS-II. UNICEF, New York had already made available the formats and instruction for these surveys. The survey formats were further discussed at a Workshop in Delhi in August 1999, involving a number of Ministries and Departments, various agencies who had the experience of conducting many surveys including the first round of MICS. The workshop

Table 3: Selected Indicators from the Multiple Indicator Survey (MICS-II)

SI no	List of indicators	All India	Himachal Pradesh	Jammu & Kashmir	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Manipur	Meghalaya
31	Percent of children age 12-23 months who received:									
	BCG	67.7	94.8	89.6	90.9	95.6	69.3	93.3	77.4	59.9
	DPT1	64.3	94.1	83.7	88.5	90.3	59.2	89.7	77.1	60.6
	DPT2	56.0	89.8	78.8	85.6	85.3	48.7	82.7	73.3	55.7
	DPT3	46.5	82.4	68.5	82.0	80.0	38.3	70.8	64.4	47.4
	OPV1	69.9	96.0	93.8	90.9	95.0	64.3	96.6	78.5	74.9
	OPV2	66.0	94.3	91.6	87.8	94.3	57.3	94.5	74.7	70.5
	OPV3	58.9	89.3	82.1	84.5	91.9	48.7	84.4	66.4	60.3
	Measles	50.4	85.9	65.6	72.2	88.4	47.7	82.6	61.5	38.8
	Fully immunized	35.6	67.2	52.5	68.0	71.9	29.4	60.4	57.0	39.1
	Not immunized at all	0.6	0.0	0.9	1.1	0.0	1.5	0.0	0.0	0.7
32	Percent of children age 12-23 months having BCG scar	55.0	77.0	66.7	81.0	74.1	50.3	73.2	64.5	61.3
XIV	Education									
33	Percent of children ever attended school by current age:									
	5-9 years	81.5	93.8	82.4	89.2	96.7	76.3	95.0	94.3	79.7
	10-14 years	88.1	98.7	90.3	90.5	99.6	88.9	97.0	95.4	87.1
	6-10 years	86.3	98.1	88.7	91.8	99.3	84.6	97.3	95.9	83.6
	11-13 years	88.5	99.1	90.0	90.7	99.5	89.6	96.6	97.1	89.1
34	Percent of children currently attending school by current age:									
	5-9 years	78.6	93.2	81.6	87.0	96.4	73.1	92.2	93.5	78.7
	10-14 years	75.5	96.2	86.2	73.8	98.0	74.2	87.4	93.6	81.9
	6-10 years	82.3	97.6	87.4	88.3	99.0	79.9	94.0	94.9	82.2
	11-13 years	76.2	96.8	86.0	72.7	98.7	75.6	87.6	93.7	62.8
35	Percent dropouts from:									
	Government schools	9.6	1.8	4.5	12.9	1.7	13.5	7.7	3.0	3.5
	Private schools	3.2	0.6	0.9	2.2	0.2	1.8	2.9	1.2	3.5
XV	Child Labour									
36	Percent of children age 5-14 working for some one outside the family:									
	For pay	2.8	0.7	1.1	5.5	0.8	1.5	3.7	0.9	1.7
	Not for pay	2.5	0.4	0.4	0.4	1.3	0.3	1.9	7.2	0.2

Table 3: Selected Indicators from the Multiple Indicator Survey (MICS-II)

Sl no	List of indicators	All India	Himachal Pradesh	Jammu & Kashmir	Karna-taka	Kerala	Madhya Pradesh	Maha-rashtra	Manipur	Megha-laya
37	Percent distribution of children working for some one out side the family by sector of work:									
	Agriculture and livestock	30.7	7.6	16.5	56.1	4.7	44.1	5.1	10.4	39.5
	Manufacturing	4.5	4.9	16.3	12.0	2.1	0.0	1.7	0.2	2.8
	Cottage industry	2.8	0.0	24.3	3.3	2.4	0.0	0.7	0.2	0.0
	Domestic labour	19.1	18.2	10.0	9.7	3.5	12.0	5.2	69.9	38.5
	Other (excluding service)	28.6	49.8	20.1	10.4	53.5	32.6	29.1	13.6	7.3
38	Percent of children age 5-14 years:									
	Engaged in households chores	40.7	52.6	30.9	39.5	46.8	38.7	56.5	57.1	50.4
	Engaged in household chores for more than four hours a week	31.4	38.3	23.5	33.4	13.9	34.0	44.0	38.7	47.7
	Engaged in family enterprise/work	8.4	7.4	4.6	6.8	5.8	6.5	9.2	7.0	10.1
	Engaged in family enterprise/work for more than four hours a week	7.2	4.6	3.9	6.1	2.2	6.2	6.7	4.5	6.4
39	Median duration of work by children who engaged:									
	For someone outside the family	20.7	6.7	34.8	48.4	1.8	40.1	13.8	2.5	31.0
	In household chores	8.5	6.6	6.8	11.6	2.8	9.0	6.5	6.3	9.9
	In family enterprise/work	10.4	6.2	9.4	15.7	3.0	13.9	6.9	6.3	13.3
XVII	Marriage, Fertility and Contraception									
40	Percent ever-married among all women age 15-49	82.5	75.4	64.8	79.8	74.4	85.5	80.9	60.8	65.7
41	Crude birth rate	27.9	26.2	24.7	24.8	21.2	34.1	23.8	27.5	33.7
42	General fertility rate	111.8	99.9	97.7	94.4	73.2	143.8	92.6	103.6	137.2
43	Total fertility rate	3.25	2.77	3.25	2.56	2.26	4.17	2.64	3.30	4.47
44	Mean number of children ever born to women age 45-49	4.75	4.20	5.12	4.48	3.27	5.08	3.77	5.04	5.80
45	Percent of currently married women age 15-49:									
	Using any contraception	46.9	69.6	39.9	58.3	62.0	45.1	57.5	38.0	14.0
	Using any modern contraceptive	42.3	64.0	37.2	55.1	56.4	42.2	55.9	21.1	12.9

Table 3: Selected Indicators from the Multiple Indicator Survey (MICS-II)

Sl.no	List of indicators	All India	Himachal Pradesh	Jammu & Kashmir	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Manipur	Meghalaya
XVIII Antenatal, Natal and Postnatal Care										
45	Percent of mothers who delivered during the year preceding the survey received									
	Antenatal checkups	61.8	81.1	79.9	84.2	96.7	50.1	89.4	78.1	58.8
	Two tetanus toxoid injections	61.9	54.5	61.4	69.2	75.4	57.7	67.8	57.1	29.4
	Iron and folic acid tablets	57.3	80.7	58.2	73.4	92.5	49.3	77.6	46.3	51.1
47	Percent of mothers who consumed all the iron tablets given to them.									
	Among those received ANC	58.9	71.0	61.0	56.5	68.0	55.7	55.9	42.7	57.1
	Among all those who delivered during the last one year	56.0	71.4	61.7	56.4	67.7	51.9	56.3	43.5	57.6
48	Percent of institutional deliveries	34.5	32.3	42.0	52.9	96.3	20.5	53.0	39.0	27.3
49	Percent of deliveries attended by a health professional	42.5	43.7	46.7	61.9	96.5	32.0	60.7	55.3	30.9
50	Percent of caesarian deliveries	6.4	4.5	10.8	5.6	27.0	3.4	7.6	6.1	3.4
51	Percent of mothers who received postnatal checkups	24.3	15.9	20.4	31.7	78.4	9.3	65.4	15.3	10.8
XIX Knowledge about HIV/AIDS among Women										
52	Percent who have heard of HIV/AIDS among:									
	Ever married women age 15-49	39.3	59.5	25.0	62.7	86.9	21.8	56.2	92.1	39.0
	Never married women age 15-49	60.9	77.6	45.0	77.9	87.3	52.0	74.7	93.9	54.1
	All women age 15-49	43.0	63.9	32.0	65.8	87.0	26.2	59.7	92.8	44.0
53	Percent among women age 15-49 who have heard about HIV/AIDS:									
	Reported that a person can avoid getting HIV/AIDS	67.2	73.1	54.3	73.5	67.2	68.7	64.0	88.6	69.9
	Reported that AIDS virus can be transmitted from a mother to a child	73.2	60.6	78.5	81.7	75.4	75.8	64.4	67.2	66.8
	Reported that AIDS virus can be transmitted during pregnancy	80.2	79.5	80.8	81.0	73.9	78.2	81.1	89.9	68.9
	Reported that AIDS virus can be transmitted from mother to child during delivery	68.6	68.2	68.8	70.9	57.3	65.0	70.7	73.5	65.8
	Reported that AIDS virus can be transmitted from mother to child through breast milk	66.7	59.0	74.1	71.3	57.2	59.9	62.5	64.6	46.1
	Approve that a healthy HIV infected person can continue to work	49.2	50.3	48.3	43.6	41.4	50.5	51.5	65.1	30.3
	Reported that a woman can ask a man to use condom	48.3	66.7	50.8	57.4	32.4	51.2	58.0	46.8	60.9

Chandra Sekhar
SPM&E, UNICEF

India

**National Family Health
Survey (NFHS-2)**

1998-99

International Institute for Population Sciences

**MEASURE DHS+
ORC MACRO**

Table 3.7 Exposure to mass media by state

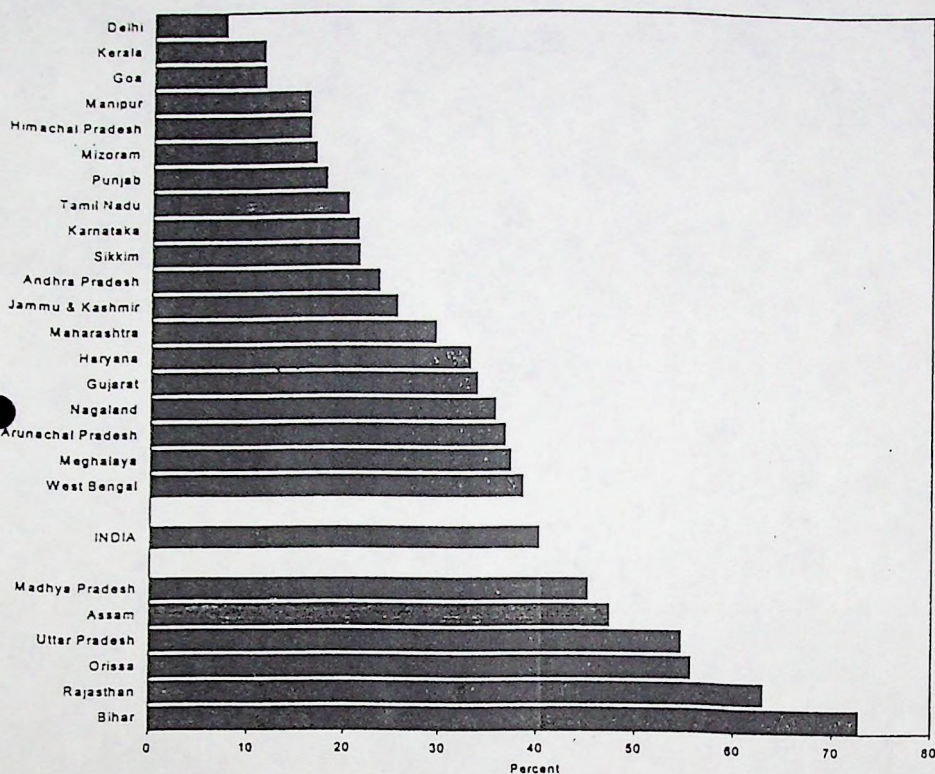
Percentage of ever-married women age 15-49 who usually read a newspaper or magazine, watch television, or listen to the radio at least once a week, who usually visit a cinema/theatre at least once a month, or who are not regularly exposed to any of these media according to state, India, 1998-99

State	Exposure to mass media				
	Reads a newspaper or magazine at least once a week	Watches television at least once a week	Listens to the radio at least once a week	Visits the cinema/theatre at least once a month	Not regularly exposed to any media
India	20.8	45.7	36.5	10.6	40.3
North					
Delhi	50.1	90.1	54.1	14.5	7.3
Haryana	21.7	60.9	31.4	4.0	33.1
Himachal Pradesh	27.5	73.9	56.5	2.0	16.3
Jammu & Kashmir	12.7	54.6	57.6	2.5	25.6
Punjab	31.4	77.3	35.4	5.7	18.0
Rajasthan	12.4	30.2	16.7	2.9	63.1
Central					
Madhya Pradesh	16.4	44.5	28.2	7.4	45.2
Uttar Pradesh	12.6	32.1	29.5	3.5	54.7
East					
Bihar	9.3	16.8	20.3	4.4	72.7
Orissa	10.7	27.7	33.1	4.6	55.7
West Bengal	15.0	40.8	41.6	9.7	38.6
Northeast					
Arunachal Pradesh	10.5	47.5	41.5	10.6	36.7
Assam	16.5	28.8	40.8	5.6	47.4
Manipur	39.3	61.2	72.6	13.0	16.2
Meghalaya	31.9	39.7	39.0	4.1	37.3
Mizoram	65.1	44.1	66.7	1.1	16.9
Nagaland	26.9	46.0	44.4	1.4	35.7
Sikkim	19.1	56.1	54.0	19.0	21.5
West					
Goa	48.4	80.8	52.0	4.3	11.6
Gujarat	29.7	55.9	30.5	7.5	33.8
Maharashtra	32.2	61.8	36.1	8.3	29.6
South					
Andhra Pradesh	19.5	58.2	39.2	35.1	23.7
Karnataka	27.9	58.4	60.9	19.7	21.4
Kerala	64.2	62.4	70.9	12.1	11.5
Tamil Nadu	23.1	63.0	51.7	21.9	20.3

to television than to any other form of media. The exposure to print media, which is dependent on literacy, varies from a high of 64-65 percent in Mizoram and Kerala (the two Indian states where literacy is highest) to a low of 9 percent in Bihar and 11 percent in Arunachal Pradesh and Orissa. Cinema or theatre is most popular in Andhra Pradesh where 35 percent of women visit a cinema or theatre at least once a month and least popular in Mizoram and Nagaland where only 1 percent of women do so. Cinema or theatre is also popular in Tamil Nadu, Karnataka, and Sikkim, where 19-22 percent of women visit the cinema/theatre regularly. The proportion of women regularly exposed to the cinema or theatre is less than the proportion exposed to each of the other forms of media in every state except Andhra Pradesh and Arunachal Pradesh.

During the six and one-half years between NFHS-1 and NFHS-2, every state registered an increase in the proportion of women who watch television, with increases of 20 percentage

Figure 3.2
Percentage of Women Not Regularly Exposed to Any Mass Media by State



NFHS-2, India, 1998-99

points or more in Himachal Pradesh, Nagaland, Manipur, Kerala, and Punjab. Regular exposure to radio increased in all of the northeastern states and slightly in Himachal Pradesh, but declined elsewhere. Regular visits to the cinema/theatre declined in 17 of the 23 states for which comparisons can be made and the decline was largest in the states where such visits were most common at the time of NFHS-1. The decrease was especially pronounced in Tamil Nadu where the percentage of women visiting the cinema/theatre at least once a month declined from 43 percent to 22 percent.

3.5 Women's Employment

Labor force participation not only gives women an opportunity to earn income, but also exposes them to the outside world and to authority structures and networks other than kin-based ones (Dixon-Mueller, 1993). In a developing country such as India, however, where women's workforce participation is often motivated by poverty, these benefits are likely to be mediated by the social context of women's work and their total work burden (Bardhan, 1985; Desai and Jain, 1994). In addition, the empowering effects of employment for women are likely to depend on their occupation, the continuity of their workforce participation, and whether they earn and

Table 3.12 Women's autonomy by state

Percentage of ever-married women involved in household decisionmaking, percentage with freedom of movement, and percentage with access to money by state, India, 1998-99

State	Percentage not involved in any decision-making	Percentage involved in decisionmaking on:				Percentage who do not need permission to:		
		What to cook	Own health care	Purchasing jewellery, etc.	Staying with her parents/siblings	Go to the market	Visit friends/relatives	Percentage with access to money
India	9.4	85.1	51.6	52.6	48.1	31.6	24.4	59.5
North								
Delhi	5.3	83.0	68.7	58.5	46.5	51.7	33.9	82.3
Haryana	3.4	93.5	67.2	77.8	64.5	36.7	20.8	70.8
Himachal Pradesh	0.8	95.1	80.8	93.4	91.4	32.5	31.1	80.1
Jammu & Kashmir	12.4	80.0	55.5	58.2	48.9	12.0	7.8	58.1
Punjab	1.0	96.7	78.5	75.3	67.6	50.1	28.0	78.3
Rajasthan	13.3	82.3	40.6	42.7	39.3	19.0	17.0	40.5
Central								
Madhya Pradesh	12.5	81.7	36.6	44.3	38.1	21.0	19.5	49.3
Uttar Pradesh	16.4	77.8	44.8	41.4	36.1	17.4	12.4	52.3
East								
Bihar	13.5	82.4	47.6	42.9	44.0	21.7	20.5	66.7
Orissa	10.6	86.3	38.6	54.8	48.3	18.2	15.4	46.3
West Bengal	8.0	87.4	45.1	48.4	46.7	17.8	14.1	51.4
Northeast								
Arunachal Pradesh	1.4	93.6	70.0	76.5	74.8	46.8	53.7	78.6
Assam	4.6	88.4	65.1	54.3	45.4	13.2	13.9	35.0
Manipur	3.3	87.4	43.3	66.3	63.2	28.6	28.3	76.8
Meghalaya	2.6	91.7	78.9	70.6	78.4	46.5	48.5	81.5
Mizoram	5.8	88.2	73.2	77.8	77.0	64.2	59.5	55.0
Nagaland	0.4	97.4	69.4	77.3	80.0	17.3	20.1	27.9
Sikkim	2.7	92.1	60.2	57.9	56.7	38.2	41.6	78.9
West								
Goa	3.6	89.9	61.6	62.5	72.4	66.7	58.7	82.4
Gujarat	4.1	90.4	71.4	73.6	65.1	55.1	50.6	73.6
Maharashtra	7.2	87.5	49.9	50.3	44.4	48.5	32.1	64.2
South								
Andhra Pradesh	7.4	86.2	56.1	61.4	57.7	20.1	14.6	57.7
Karnataka	8.1	88.4	49.3	47.3	44.5	43.0	34.3	67.0
Kerala	7.2	80.9	72.6	63.4	59.7	47.7	37.9	66.2
Tamil Nadu	2.4	92.1	61.1	67.4	62.4	78.5	55.9	79.0

Table 3.13 indicates that there are sharp urban-rural differences in women's educational aspirations for girls and boys. Rural respondents have lower educational aspirations than urban respondents, particularly for girls. Rural respondents are also much less likely than urban respondents to say that girls and boys should be given as much education as they desire. It is notable, however, that even in rural areas more than two-thirds of women say that girls should be given at least a high school education or as much education as they desire.

Table 3.16. Women's experience with beatings or physical mistreatment by state

Percentage of ever-married women who have been beaten or physically mistreated by their husband, in-laws, or other persons since age 15 and percentage beaten or physically mistreated in the past 12 months, according to state, India: 1998-99

State	Percentage beaten or physically mistreated since age 15	Percentage beaten or physically mistreated since age 15 by:			Percentage beaten or physically mistreated in the past 12 months
		Husband	In-laws	Other person	
India	21.0	18.8	1.8	3.1	11.0
North					
Delhi	14.1	9.8	1.1	5.1	7.6
Haryana	13.2	10.8	2.3	3.4	5.1
Himachal Pradesh	5.8	3.9	1.2	1.5	2.1
Jammu & Kashmir	22.0	15.4	4.8	7.1	9.3
Punjab	13.7	11.7	1.3	4.4	6.4
Rajasthan	10.9	9.8	1.5	0.9	5.4
Central					
Madhya Pradesh	21.2	19.7	1.9	1.6	11.8
Uttar Pradesh	22.4	20.8	1.9	2.2	13.5
East					
Bihar	26.6	24.9	2.4	3.1	18.5
Orissa	28.9	22.9	3.0	7.9	13.6
West Bengal	17.6	15.7	1.7	2.4	8.7
Northeast					
Arunachal Pradesh	26.4	18.8	1.6	10.1	16.2
Assam	15.5	14.1	0.8	2.3	8.6
Manipur	19.7	8.3	3.7	9.3	5.6
Meghalaya	31.1	2.8	0.9	28.8	9.6
Mizoram	20.1	11.5	0.0	9.5	9.5
Nagaland	19.0	12.8	0.7	7.8	15.2
Sikkim	11.4	6.9	0.5	4.6	7.6
West					
Goa	17.9	13.9	2.4	4.0	6.4
Gujarat	10.1	8.6	0.9	1.6	5.8
Maharashtra	18.1	16.7	2.0	2.1	7.3
South					
Andhra Pradesh	23.2	21.2	2.8	2.0	12.8
Karnataka	21.5	19.7	1.1	2.2	9.9
Kerala	10.2	7.5	0.2	3.2	3.5
Tamil Nadu	40.4	36.0	0.5	9.0	16.1

Nagaland, Bihar, and Sikkim, more than two-thirds of women who experienced violence since age 15 were beaten at least once during the 12 months preceding the survey.

These results underscore the widespread prevalence of domestic violence in India, especially violence perpetrated by husbands against wives. The high level of acceptance of wife-beating also revealed by these data suggests that women may feel powerless against such violence and will tend to accept it without question. The experience of violence and the silent acceptance of violence by women undermines attempts to empower women and will continue to be a barrier to the achievement of demographic, health, and socioeconomic development goals.

Table 5.2. Knowledge of contraceptive methods by state

Percentage of currently married women who know any contraceptive method by specific method and state, India, 1998-99

State	Any method	Any modern method	Pill	IUD	Condom	Female sterilization	Male sterilization	Any traditional method	Rhythm/safe period	Withdrawal	Other method
India	99.0	98.9	79.6	70.6	71.0	98.2	99.0	48.9	45.1	31.2	2.7
North											
Delhi	99.7	99.7	98.7	95.2	97.4	99.2	99.1	73.1	69.2	54.2	2.1
Haryana	99.9	99.8	93.9	90.3	92.1	99.5	97.1	77.5	70.6	55.5	2.8
Himachal Pradesh	100.0	100.0	93.9	92.2	93.6	100.0	99.8	90.9	87.9	68.3	1.4
Jammu & Kashmir	98.8	98.8	81.8	77.0	76.9	98.3	94.0	54.2	37.0	42.6	3.0
Punjab	100.0	100.0	96.5	96.9	97.1	99.9	98.3	78.2	72.7	53.1	2.1
Rajasthan	98.8	98.7	79.0	69.3	74.4	97.8	90.7	32.2	29.5	17.0	1.3
Central											
Madhya Pradesh	97.8	97.8	67.0	50.1	55.5	96.6	30.6	31.1	29.5	13.6	2.3
Uttar Pradesh	98.4	98.3	84.7	73.5	33.1	97.4	92.5	60.2	54.8	33.0	3.0
East											
Bihar	99.2	99.2	74.9	58.7	64.3	98.9	97.3	39.5	36.2	24.4	3.4
Orissa	98.6	98.3	75.4	55.3	53.1	97.7	90.2	52.0	46.3	43.0	3.5
West Bengal	99.5	99.4	92.5	72.7	78.9	98.3	33.7	74.7	67.5	61.6	3.0
Northeast											
Arunachal Pradesh	98.1	98.1	34.9	75.1	68.9	96.9	53.3	33.4	32.6	17.4	4.2
Assam	98.4	98.3	87.3	70.3	71.2	96.3	85.0	65.8	61.5	50.3	5.9
Manipur	95.1	94.9	82.3	85.3	74.5	93.4	90.1	67.2	55.2	56.9	7.7
Meghalaya	98.4	97.9	75.9	62.4	57.3	78.6	47.9	48.2	45.0	33.7	14.4
Mizoram	97.8	97.8	88.1	86.8	91.2	96.8	78.5	54.6	52.2	40.1	0.5
Nagaland	98.0	97.5	73.7	77.1	68.3	83.0	59.3	67.0	64.5	58.4	1.1
Sikkim	99.4	99.4	89.4	89.7	79.4	98.4	91.3	70.3	67.1	41.7	2.4
West											
Goa	99.7	99.7	89.7	79.6	86.7	98.3	76.7	56.8	51.4	37.7	5.7
Gujarat	98.5	98.3	72.0	76.2	58.2	97.3	31.9	56.3	54.2	35.3	5.9
Manarashtra	99.4	99.4	84.1	79.9	71.7	98.9	87.5	34.5	32.4	18.6	1.7
South											
Andhra Pradesh	98.9	98.9	60.1	50.7	48.3	98.5	90.9	15.3	14.4	7.4	1.2
Karnataka	99.4	99.3	69.0	74.4	51.1	99.0	76.5	41.9	41.5	9.4	1.1
Kerala	99.7	99.7	90.4	89.2	91.5	99.0	94.0	78.1	71.4	61.4	0.5
Tamil Nadu	99.9	99.9	82.8	86.5	79.4	99.8	93.7	51.3	48.1	35.3	3.6

Includes both modern and traditional methods that are not listed separately

Ever use of any modern method increases with women's age up to age 35-39 (peaking at 67 percent) and declines at older ages. The increase in contraceptive use with age up to 35-39 reflects a life-cycle effect, with women increasingly adopting contraception as their fertility goals are met. Declining ever use of modern methods by older women reflects, at least in part, larger family size norms and lower levels of contraceptive prevalence in the past. The pattern of ever use by age is similar for urban and rural areas, although urban women are more likely to have used contraception than rural women at every age.

Table 6.25 Source of knowledge about AIDS by state

The percentage of ever-married women who have heard about AIDS and among women who have heard about AIDS, the percentage who received information from specific sources by state, India, 1998-99

State	Percentage who have heard about AIDS	Among those who have heard about AIDS, percentage who received information from:									
		Radio	Television	Cinema	Newspaper/magazine	Poster/hoarding	Health worker	Adult education programme	Friend/relative	School/teacher	Other source
India	40.3	41.5	78.8	8.1	26.8	12.5	3.6	0.5	30.9	1.0	6.4
North											
Delhi	79.2	36.1	96.9	13.2	38.8	21.6	2.4	0.4	14.2	0.6	3.1
Haryana	44.3	32.2	90.5	3.6	26.3	17.8	3.2	0.6	24.4	2.4	2.6
Himachal Pradesh	60.9	33.3	89.8	2.7	28.0	31.9	10.4	0.5	21.7	0.8	3.7
Jammu & Kashmir	31.9	45.9	86.4	2.2	16.4	4.0	2.2	0.4	17.9	0.9	1.0
Punjab	54.6	25.2	94.6	3.9	34.2	23.0	3.1	0.7	24.2	0.6	2.8
Rajasthan	20.8	28.1	87.4	4.5	26.7	12.6	3.3	0.2	13.0	1.3	4.0
Central											
Madhya Pradesh	22.7	27.8	93.8	5.3	29.9	7.0	3.4	0.3	10.7	0.8	2.0
Uttar Pradesh	20.2	39.4	90.4	7.4	22.4	6.3	1.2	0.0	11.1	0.3	1.9
East											
Bihar	11.7	55.4	82.9	13.8	22.1	2.9	1.2	0.4	16.4	1.1	3.2
Orissa	39.0	61.8	74.4	5.1	16.7	7.0	2.2	0.4	40.2	0.8	2.9
West Bengal	26.4	31.3	84.8	5.2	25.8	6.0	1.8	0.0	16.3	0.3	4.2
Northeast											
Arunachal Pradesh	60.4	30.8	62.7	5.0	9.3	8.1	1.7	0.5	65.3	1.4	4.5
Assam	33.7	63.2	63.6	15.5	27.9	17.0	3.1	0.2	38.5	0.9	5.1
Manipur	92.9	73.2	34.5	4.1	23.1	12.5	6.1	0.1	57.4	0.8	17.9
Meghalaya	44.2	54.9	60.6	4.5	42.9	21.0	6.0	1.4	57.4	1.1	4.8
Mizoram	93.2	67.4	30.4	1.7	60.1	44.4	12.9	1.6	59.3	2.8	16.0
Nagaland	72.4	39.8	40.0	1.2	25.8	27.1	3.1	1.0	72.3	1.0	23.4
Sikkim	53.6	57.1	70.7	4.6	21.2	24.3	10.7	0.5	40.3	0.9	4.5
West											
Goa	76.3	26.5	82.5	2.4	34.7	18.5	10.2	1.8	32.9	2.5	13.0
Gujarat	29.8	15.2	85.9	5.2	46.4	37.6	3.8	0.3	11.9	1.5	5.4
Maharashtra	61.1	22.2	76.8	2.7	23.0	16.6	6.5	0.2	32.8	1.5	13.6
South											
Andhra Pradesh	55.3	33.7	74.3	14.7	15.9	6.8	2.9	0.3	40.6	0.9	7.7
Karnataka	58.1	68.3	80.6	12.0	26.9	10.9	4.4	0.4	33.4	0.9	3.4
Kerala	86.9	66.8	57.3	4.3	60.6	7.2	3.9	2.5	34.6	2.0	5.0
Tamil Nadu	87.3	52.4	75.1	11.8	19.2	14.3	3.4	0.4	50.9	0.9	8.9

Table 6.27 Knowledge about avoidance of AIDS by state

Among ever-married women who have heard about AIDS, the percentage who believe AIDS can be avoided in specific ways by state, India, 1998-99

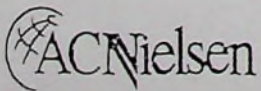
State	Percentage who believe AIDS can be avoided by:									Knows no way to avoid AIDS
	Abstaining from sex	Using condoms	Having only one sex partner	Avoiding sex with commercial sex workers	Avoiding sex with homosexuals	Avoiding blood transfusions	Avoiding injections/using clean needles	Avoiding IV drug use	Other ways	
India	6.7	19.8	40.1	25.3	3.1	18.9	29.7	1.5	6.2	32.8
North										
Delhi	17.4	52.0	54.4	21.0	7.0	30.2	42.2	1.3	4.1	23.7
Haryana	23.0	36.5	43.4	8.4	1.0	20.7	31.6	2.0	4.0	28.5
Himachal Pradesh	21.9	39.8	44.9	11.4	0.9	15.3	30.1	0.9	2.4	26.7
Jammu & Kashmir	6.7	15.9	26.7	8.4	2.8	20.4	20.4	2.4	6.5	51.8
Punjab	25.2	34.8	40.3	10.6	1.8	23.2	29.9	4.0	5.4	32.1
Rajasthan	10.7	33.7	36.0	4.1	1.5	9.7	19.0	1.4	5.3	40.5
Central										
Madhya Pradesh	10.1	26.4	21.6	7.3	2.0	11.4	23.2	1.2	3.0	44.9
Uttar Pradesh	10.0	24.8	27.9	11.2	2.8	14.8	22.5	1.5	4.6	45.0
East										
Bihar	18.8	23.7	25.7	11.8	3.2	9.8	16.8	4.5	12.1	49.6
Orissa	16.9	14.5	39.5	34.5	2.8	27.1	61.8	4.9	25.2	15.7
West Bengal	6.7	21.1	18.9	15.2	2.1	10.7	20.4	1.0	5.4	50.5
North-east										
Arunachal Pradesh	1.9	20.7	21.1	9.1	5.3	21.2	16.8	2.9	4.9	52.5
Assam	15.2	26.5	23.2	13.8	3.7	18.7	18.6	2.7	3.3	51.7
Manipur	7.2	15.4	26.5	39.8	2.7	36.9	51.5	10.2	5.9	29.0
Meghalaya	11.6	18.9	33.6	10.5	2.3	22.6	25.6	6.1	5.1	47.8
Mizoram	20.7	39.8	42.8	34.9	8.8	25.3	63.7	9.8	9.0	6.2
Nagaland	10.6	3.2	12.9	42.7	3.3	40.5	55.2	20.7	25.5	25.3
Sikkim	2.3	23.6	22.5	4.3	1.4	11.7	18.2	0.5	7.3	62.6
West										
Goa	2.9	15.0	33.7	36.6	1.1	28.7	40.7	2.0	9.5	25.1
Gujarat	1.8	27.2	33.0	34.6	2.6	18.7	25.6	0.8	6.0	35.4
Maharashtra	2.2	20.1	37.6	33.3	1.8	10.9	27.3	0.8	6.9	33.3
South										
Andhra Pradesh	3.9	16.1	32.2	26.0	2.1	20.8	38.2	1.5	6.0	36.8
Karnataka	3.0	8.6	25.3	37.6	13.8	30.2	38.7	1.1	7.5	36.0
Kerala	0.7	12.0	57.8	26.2	2.0	23.8	24.5	0.5	4.6	26.6
Tamil Nadu	1.2	11.0	74.7	37.6	1.5	22.5	28.6	0.7	3.5	11.5

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impersonal mechanical process to select typical audience members to ensure against bias. Use a combination of information collection methods, e.g., observation followed by group interviews and individual interviews.

The easiest, most frequently used procedure for audience testing of audio programs, video cassettes, films, and personal reading material involves getting together a *focus group* of eight to ten audience members, showing them the test material unobtrusively along with two to three other messages, watching their reactions to the test message, and then asking them specific questions focused on its content and form. When the researcher is testing a poster, she/he should exhibit it among other posters where the audience will see it. She/he would then get an idea of its attention-getting ability. Passersby who stop to look at it could be asked questions, in addition to pretesting through focus groups.

The researcher should first ask questions of pretest audiences that start with their general impressions of the several messages they were presented. Rather than putting words in the mouth of audiences by asking leading questions such as 'You liked the program, didn't you', it is better to ask open-ended questions that allow the audience to speak at length in their own words. Then proceed to probing questions about particular messages, and particular parts of messages the team has doubts about. The team might want reactions to the title used, the names of characters, the color of costumes, the settings, words, music, pictorial technique, camera movements and editing styles. If the audience failed to spontaneously comment on a crucial part of the message, they might be asked to review the material a second time. The researcher might then ask if the pretest group noticed anything this time that they missed before. If no answer is forthcoming, she/he may point to the particular item and ask the audience what it means to them. This will tell the producer why this element was ignored, and how it could be modified.

✓ Pretesting Condom Communications

One African country designed alternative formulations to arrive at the final form of television spots encouraging condom use as protection against AIDS. The intended audience was initially thought to be sexually active men. Initial pretests indicated that this audience was not homogenous: in addition to

age, economic class, occupation, and rural-urban differences, those who had experience of sexually transmitted diseases were easier to convince than those who did not. Therefore, the production team designed different messages for two different segments within this audience: young male patients at sexually transmitted disease clinics, and the general population.

The content focused on why condoms should be used to prevent AIDS. The production team used different presenters to test if the information was more credible if it came from a physician versus a peer. To save money, the production team used slides with accompanying audio tapes to pretest the difference. Both segments preferred their peers as presenters. The pretest group felt the doctor was 'preachy'. They preferred positive images of 'safe', sexually active couples over negative images of AIDS patients, vernacular phrases over medically correct terminology, and realistic portrayals over dramatic exaggerated presentations.⁵

Procedure

A standard pretest information collection procedure follows.

1. Observation During Pretest Exposure

Let exposure to the puppet show, audio, video, or print material take place in as natural and usual a setting as possible. If the researcher is testing a poster, display it *with other posters* in a location similar to where it would be posted after final production and distribution. If audiences will view the radio and television programs under production in the kitchen while meals are being prepared and children are demanding attention, or in a central location where the community gathers, make sure the researcher presents the tape in similar settings rather than in sterile alien studios. The team should always ensure that test messages are presented between two or three other materials designed for the same audience to avoid alerting the audience to which message is being tested, and thus biasing their responses.

Attention-getting:

The researcher should look for indications of the attention-getting potential of the message such as the following: did passersby stop and look at the poster you are testing? Did the cover of the printed pamphlet cause the audience member's expression to change? Did he/she make any exclamations? When the audio or audiovisual (film, television, slide-tape show) started, what was the expression on the viewer/listener's face?

Attention-holding:

A good message designer recognizes that merely getting the attention of the audience initially is not enough. The researcher should also look for the following indications of attention-holding throughout exposure to the message: did the audience member watch/listen to/read the *whole* message diligently? When was she/he distracted or bored?

2. Questions to Ask After Exposure

The researcher should not interrupt *first* exposure to a puppet show, radio program, television program, or poster with questions. Wait until the pretest audience has finished reading, listening, and watching. Ask the following questions about audience reactions to the whole program (holistic testing), and *then* probe reactions to specific parts (atomistic testing). It is important to probe, pause, and *listen*. The audience's voice is more important than the researcher's.

General reaction to the whole message:

The following are illustrations of questions that should be asked in the respectful form of the local language: what did you think about the poster/pamphlet/program/show you just saw/heard? (Probe: Anything else?)

Was there anything you liked about the poster/program? What was it? (Probe: e.g., Characters? Music? Dialogue? Illustrations?) Was there anything you disliked about it? If yes, what was it you disliked? (Probe)

Was there anything that your friends and family would be offended by? What is offensive? Why is it offensive?

Comprehension of main idea:

The researcher should constantly try to be unbiased. Questions

should be phrased in an open-ended fashion so the audience knows criticism and praise are equally useful. Illustrations follow: What was the main idea that the (specify poster, radio program) was trying to get across? What else? Anything else?

Does the (specify program/poster, etc.) want you to do anything in particular? (Wait for answer and then probe:) What does the poster/program/pamphlet want you to do? Will you do it? Why? Why not?

Was the message easy to understand or hard to follow? Was there anything confusing about this message? What was confusing? Were there any parts (words, songs, action) that your friends would have a difficult time understanding? Please name them. What do these words mean: (read one word at a time from a list of crucial words used in the program/poster and write down the exact answers the audience gives)

Credibility:

Did you believe the information presented in the message? Was there anything you did not believe? What was it? Did you trust the expertise of the characters who were presenting the information (name program characters one at a time and pause for answer) in the message? Why/why not?

Utility:

For what kind of person would this message be most useful? Was there anything in the program that would be useful for someone like you?

Did you learn anything new from this message? What did you learn?

What information would you have liked the program/poster to give you?

General suggestions:

Do you have any suggestions you would like to make to the team who produced the poster/program on how to improve it?

Whether the procedure described—observation of pretest audience exposure to the test message followed by interviewing—is conducted individually or in groups or both depends on the medium, the audience, and time-money budgets. The researcher could consider the proportion of individual passersby who stop and the length of time they pause could be the measure of attention-getting and

attention-holding, if the pretest poster was displayed in the community for whom it is designed. Some of those who stop may be willing to submit to five-minute individual interviews. After display of draft messages and observation of exposure, the researcher should conduct interviews with some individuals and groups, taking care to include only members of the intended audience. This combination of observation, and individual and group interviews with representative members of audience chosen in some random fashion will provide the production team with a wealth of information.

UNICEF Pretesting Experiences

George McBean, Ane Haaland, and Sylvie Cohen, who have been/are with UNICEF, have produced useful guidelines for communications designers from their pretesting experiences. The following are perennial favorites from Haaland's work in Nepal:⁶

Graphic artists frequently draw a 'bubble' over a person's head to let literate audiences know what the illustrated character is thinking or saying. Newly literate Nepalese villagers could read the text but were not familiar with the bubble as a graphic convention. They thought this symbol was a garlic pod.

Media producers and pediatricians are often urban dwellers while development communication audiences are frequently rural. It was, therefore, natural for an urban pediatrician and artist to show a rural-looking mother using an urban artifact (a teaspoon) in a poster highlighting proper infant-feeding practices. Not surprisingly, pretest audiences wondered whether the poster was urging them to buy teaspoons and to abandon the traditional practice of the village mother who feeds her child with her fingers. An incidental aspect that did not fit into the local culture thus became the center of attention.

Symbols from Western graphic conventions such as the skull and crossbones, check marks (✓), and crosses (X) used by urban-based artists in Nepal were also not understood by new literates in rural areas. If usable alternative rural symbols understood over large areas do not exist, George McBean (now in UNICEF, Barbados) suggests *teaching* the meaning of new symbols before using them.

Using Pretest Data

Building pretesting into the process of message design in media production requires time, effort, and resources. Grass roots organizations that use mass media as aids to community organization, self-development, and self-management are motivated to ensure the communicability of their messages. Large media production departments in government organizations see media production as their goal—whether their product communicates or not after it leaves their studios is frequently irrelevant as long as the boss and the minister like it. Audience research activities in such units rarely contribute to preproduction and midproduction decisions. When they do, what should the production team do with pretest findings? What should the media producer and audience researcher in the grass roots organization do?

If attention is low, change the format. If samples do not understand the scriptwriter's words and phrases, replace them with their own words. If the major point of the message is not grasped, remove the clutter, simplify the story, take out unnecessary characters, dialogues, scenes, and illustrations. Find different ways of reinforcing one central point. If the message is low on credibility, check what is wrong with the content before changing the presenter. If the sample does not think the information is useful, talk to the subject expert: check what the audience indicated its needs were, and see if the message can respond to them better.

How a Format for a Local News Program was Selected

In 1980, the Jamaica Broadcasting Corporation's new radio station in Central Jamaica was eager to design its local news program such that it was high on attention, comprehension, utility, and credibility. Audience lifestyle and values data indicated the need to explain the news in the locally spoken form of Jamaican English. What was also clear was that few audience members expected a station that was part of a network run out of the Prime Minister's office to tell the truth. What were the options for the production team?

The first decision was to present news and publicize events from the station's coverage area brought in by local residents

and local agencies only. The next action involved the generation of three alternative program formats: straight reading of the news in British English as headquarters and the Western/urban-oriented producers wanted, a reading of the news in the local *patois*, and a straight reading of the headlines in British English followed by a dramatized discussion of selected items by three villagers who met at the bus stop every evening to understand what the day's happenings meant for them. Producers designed three alternative formats for the same content. Researchers tested them by playing back audio cassettes in the villages surrounding the radio transmitter. Four villages in two distinct geographical-cultural regions of the coverage area were sampled; all available residents were interviewed as they were found, in groups or individually. The researcher followed the observation-and-interview procedure presented earlier in this chapter. The majority of the tested listeners in all age, occupation, sex, and cultural-geographic audience segments preferred the dramatic discussion-in-the-patois version of the news.⁷

How Do Industrially Advanced Countries Conduct Pretests?

The technology used in pretesting will depend on the availability of resources, and how serious the organization is about ensuring that meaning is shared between sender and receiver. The Children's Television Workshop in New York designed a science education series entitled *3-2-1 Contact* for 8- to 12-year olds. Researchers used several different methods of testing *existing* science films and television shows and two sets of five specially designed *test* shows. The purpose was to assess the appeal (boring/interesting) of each segment, the appeal of characters (the cast) in the program, the comprehension of each segment, and the utility of the program for home viewing and school viewing.⁸

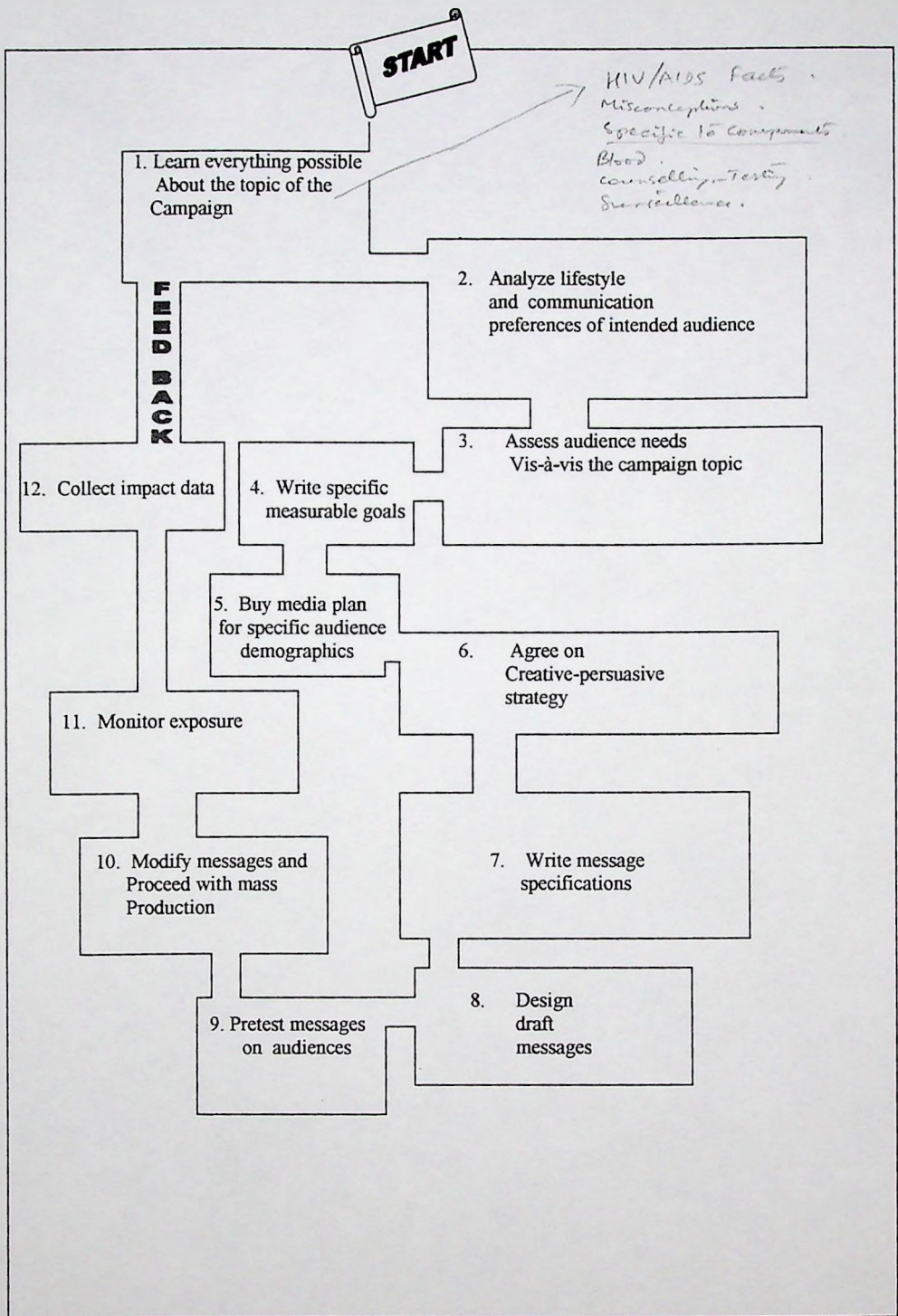
During exposure to a program, children indicated whether a segment was boring or interesting every ten seconds. Each child indicated his/her choice by pressing a key on his/her wireless, a

battery-powered hand unit resembling a calculator. The child used the same keypad to respond to questions about favorite segments and characters. At the end of each session, researchers collected the hand units and transferred the data to a microcomputer and diskette for analysis and storage. This Program Evaluation and Analysis Computer system does away with the need to write responses or have individual interviewers per viewer. Another advantage is that results are available in fifteen minutes after data collection for display in colorful formats on a television monitor. Producers can simultaneously view each ten-second program segment on one screen and the audience's interesting/boring response to it on another.

Additional methods of testing appeal included segment voting and triplet voting. Segment voting required viewers to choose the best and least liked segments after viewing them. This final retrospective judgement is useful in cases where different segments have received similar responses on the program analyzer. Children were also asked to select the most and least liked segment from among a set of three (triplet) one-minute excerpts showing different topics.

Small group interviews, the freeze-frame technique, and children's re-narrations tested the comprehension of program messages. In small group interviews, a researcher used a common set of prepared questions to probe in-depth perceptions of program material with three or four children per group. When researchers find comprehension of a particular event or segment is in question, they freeze the frame on the screen to probe what has happened in the story so far. Children who have viewed the program once provide the narration on the second viewing when the sound is turned off, to check comprehension of the whole program and the establishment of transitions between segments.

What is impressive about the testing of this series is the meticulous attention paid to detail exemplified by the many different ways of checking on both comprehension and appeal before finalizing what a series is going to contain. The US commercial television networks present a contrast in how they test their entertainment series. The primary goal is attention-getting and attention-holding in order that maximum audiences will be exposed to the advertising: the larger the audiences, the higher the advertising rates for the particular program slot, and hence the higher the revenues of the broadcasting company.



Sage Publication book - Media by Bella Mody - Pundhar Jalilwan

SPECIFICATIONS FOR HIV-AIDS MESSAGES

TO BE FILLED IN BY AUDIENCE RESEARCHER, ⁺SUBJECT SPECIALIST AND
⁺MEDIA PRODUCTION SPECIALIST

General objective of series/sequence of messages: *To encourage use of condoms by promiscuous males.*
Healthy donors

Condom protects against STD/AIDS.

Specific audience segment for this message

All adult males, specially Truckers, Migrants,

Specific audience

Specific measurable objective/outcome

*↑ condom usage by 20% in first year . . .
30% in second year . . .*

a. Exposure : e.g. To reach 60% of this audience segment with 5 opportunities to see (OTS)

b. Knowledge gain: *By adult males
By 100 female partners*

Communication

c. Attitude change:

Conscious or meaning conveyed. Not just repeating the message like a parrot.

d. Behavioral outcomes:

Medium:

Frequency of repetition

Radio

*Daily, Repeat 100 times
Varied times*

Content (Audience - appropriate, simple, useful, timely) :

*Prepare for the Script writer
How AIDS spreads.
How condom protects.*

*(Don't put all in one message)
one thing in 10 different ways*

Treatment/format: (Humorous, serious, comic, fearful?)

I use a condom, do you!

design draft messages and live / pre-test

*altw getting
" holding*

Essential supplies or services for achievement of outcome: (e.g. availability of Condoms)

*Supplies should be provided at all cony outlets like shops,
Tea stalls, Pan/Beddi shops.*

in addition to stimulating audience analysis of strategic timing, i.e., when it is time to act. The message design team must prepare the audience for the inevitable violent backlash when mobilizing the community to change the distribution of land and industrial wealth. Ethical reasoning would demand primary concern for the well-being of the audience, and provision of all relevant information to make their own decisions.

3. *Is the Information Appropriate?* Audience surveys among the poor in Santiago, Chile were used in 1976 to select topics for episodes of the radio and television drama called *Sentencia*. The plot focused on a group of altruistic lawyers who ran a legal clinic in a poor neighborhood. Audience research helped determine the appropriateness of problems and solutions presented.⁹ Some cultures consider the fat baby and the fat man to be healthy and prosperous. Therefore, media content that aims at introducing low-fat diets needs to address the dangers of obesity and will hence have to deal with the prevailing 'fat is wealth and prosperity' concept.

Many useful tips require **capital, purchasing power, and a change in the power structure of society**. Recommendations in agriculture frequently call for such things as hybrid seeds, fertilizer, irrigation, and tractor rentals. The less educated, less wealthy majority in agricultural societies are most in need of supportive information. Unfortunately, they find messages designed for them often require large landholdings and significant capital for their utilization. Such media content is inconsistent with the economic status of the audience. Why use an expensive medium that reaches massive numbers to carry capital-intensive information that is appropriate only for a small capital-owning minority of the community? Such audience-insensitive uses of the media have led to the advancement of the law and a widening of information gaps between the many poor and the few rich. Programing that discriminates positively by dealing with topics useful to the many, that are redundant for the propertied classes, can help bridge the gap.¹⁰

Today's **media content** frequently finds itself **contradicting yesteryear's programs and posters**. The lack of comprehensive media information on the lethal implications for humans when paddy pesticides are ingested resulted in a crippling

bone disease among agricultural labor families in the Malnad region of Karnataka in India. The pesticides sprayed in the paddy fields were ingested by field crabs, which are a common part of the diet of farm labor belonging to the lower castes.¹¹ As research and development in science proceeds, previous recommendations become obsolete, even to the point of constituting today's cautions. Fertilizers and pesticides that were recommended five years ago are now being spoken of as dangerous. The same is true for the Dalkon shield intrauterine contraceptive device. In many areas of preventive health, e.g., heart disease, schizophrenia, depression, and loneliness, there is inadequate knowledge to generate strategies that are *universally* applicable and reliable. As we advise audiences to replace their present behavior with newer practices we must recognize the confusion that contradictory advice often causes for the audience. The media specialize in the dissemination of generalizations. Presentation of 'why' information (knowledge of principles) in addition to 'how-to' information is crucial, so that audience members can decide what is appropriate for their individual conditions.

4. *Is the Information Simple?* The more complex the message content, the more difficult it is to present and to comprehend. If the information is complex, media producers should think in terms of a series with each program or poster making one or two points only. Repetition and recapitulation become crucial when dealing with complex ideas.

NEEDS ASSESSMENT

The dominant topic selection procedure for development message design consists of bureaucratic and technical experts listing their solutions to other people's problems for dissemination via the mass media. Few of these experts stop to ask about the nature of the problem, or about its root causes, as opposed to its symptoms, so that alternative solutions can be presented for the audience to evaluate. Frequently, campaigns are commissioned to deal with what is perceived as a knowledge and attitude problem, when the

root cause is economic and political (e.g., national integration of different linguistic groups).

How should a production team go about generating a list of alternatives that audiences will consider useful, timely, compatible, and simple? Let us assume the production team begins with some idea about **whom** they want to communicate with (e.g., farmers) and **what** topics they want to deal with (e.g., agriculture). Such topic selection could be the result of assignment by the Ministry of Agriculture or it could be determined by the mandate of the voluntary agency or grass roots organization for which the writer, producer, and researcher work. Or it may be selected from lists, such as *Facts For Life*. In the 1970s, experiments were conducted with audio cassette listening forums. The women's group in two villages in Tanzania¹² chose five leaders from among themselves who were trained to study the needs and resources of their members. The needs were then ranked and taped dramatizations of the problems were used to elicit group discussion and development of an action plan.

A media organization committed to facilitating community development in its coverage area will begin the assessment of needs by first observing, asking questions, and listening in the community. The recommended procedure is to observe, conduct group interviews and then individual interviews in the community, to arrive at a list of high-priority problems and information needs—e.g., land to cultivate, enforcement of minimum wage laws, clean drinking water. The message design audience participation chart in Chapter 6 is a good organizational device.

Sometimes, media agencies are given a list of topics by the government or by a voluntary agency. Either way, the team should first establish what the audience knows, feels, and does on each topic, and also what *they* want to know. Existing gaps in knowledge, feeling, and behavior will be the take-off point for message design. These gaps will be the baselines that evaluators will use to measure changes triggered by exposure to media messages. An analysis of gaps (needs) will help to focus the search for appropriate solutions.

The Third World preoccupation with acquiring technology and trainers led to a neglect of *whose* knowledge should be transmitted to bridge gaps—which class, which race, which nationality, which gender. Wrong-headed faith in the neutrality of knowledge helped ignore these structural bases of inequality.

Table 7.1
Gaps Analysis

What the audience should know/would like to know	What the audience actually does know	What is the gap?
12 items (list)	3 items (list)	9 items (list)

Designers of needs assessment studies must recognize that audiences cannot express a need or feel a lack of the resource or solution they do not know about. Populations which have been living in poverty for generations are resigned to hurt; they articulate few demands beyond the basic minimum. Thus, visiting specialists may see a need to provide specific information (e.g., about equal pay for equal work) for which the audience may not express a need. Media content that responds to needs that are clearly felt and expressed by the audience naturally have a better chance of receiving attention. Media messages that respond to needs felt and observed only by outsiders have to first create an awareness of these needs in the audience, before they can expect the audience to attend to messages aimed at meeting these needs.

A large proportion of people around the world have been socialized into a 'culture of silence'. They have adapted themselves to the political, economic, and cultural structures of domination in which they are immersed and have become resigned to it. Media presentations of the oppressive situations in which such people live may be used to trigger community reflection, a yearning for change, and discussions about the causes of the problem, and how to transform oppressive structures. Media portrayals here are facilitators, not teachers. Many educators in the Paulo Freire tradition have used photographs, printed materials, videos, audio cassettes, and puppet shows to help peasant audiences in remote areas to start a critical dialogue with those around them on the nature of their world: who owns it, who controls it, in whose interest it functions, and what to do about it

Some community problems have no solution (e.g., AIDS); information education and communication are the only contribution. In fact, for many villages, mass media-delivered agriculture,

health, and nutrition information may be their only development inputs.¹³ Context-sonant interventions such as science and math education do not require any changes in prevailing social divisions of caste, class, gender, and ethnic origin and can thus make substantial contributions on their own. However, there are *basic* community problems (e.g., hunger) that are *caused* by existing power structures, and are hence not amenable to solution by media-provided information alone. Context-resistant communications need social and political organizers on site to mobilize the disadvantaged, if heightened consciousness is to lead to action. Media presentation of situations where large agricultural landowners do not pay the legal minimum wage to their labor is a political and economic intervention that is *dissonant* with the context. Televised exposes of offending landowners caused the latter to raze the huts of workers who were interviewed by the Development Education Communication Unit television crews in Kheda district in India. The landowners then led a procession to the television station to protest 'inaccurate portrayals' of landlords. The Canadian Film Board's *Challenge for Change* project used film and video to mobilize adversarial groups to speak to each other. Radio, television, audio cassettes, and video cassettes have since been used by development activists and media producers around the world, as they try to mediate between powerful decision makers and comparatively less powerful local communities. An analysis of audience needs must include an analysis of the nature of change required to meet the needs: what are the tasks, how much can the media handle alone, and how much support is needed from face-to-face channels and a responsive power structure? Dynamite is used to terrorize society, by bombing hospitals and homes. It is also used to help build bridges. Similarly, audience research methodology is a tool. Message designers can use it to address genuine audience needs (e.g., to raise healthy babies) or to put an audience-responsive veneer on products and services communities do not need.

This chapter has focused on establishing audience-responsive message content for development message design. The next chapter looks at audience-responsive message form and treatment: how to communicate in words and images that are familiar to the audience.

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INFORMATION COLLECTION GUIDELINES

1. Observe and Listen to a Carefully Selected Sample Genuinely Representative of the Intended Audience

Probability and sampling theory demonstrate how listening to a small number of carefully selected members of the intended audience can provide an acceptable idea of the characteristics of *all* its members. It is important that the number and kinds of people selected in the sample be actually representative of the intended audience, if the message is to communicate with them.

The simplest message design situation is when the intended audience is homogeneous, e.g., small farmers who are similar to each other in the languages they speak, the crops they cultivate, and the size of their holdings. The reality of communication via the mass media is more complex: even 'small' media like local radio stations that cover a small land area actually reach a range of small farmers. Like every other occupational group, small farmers differ among themselves. These differences may be due to differences

in age, sex, caste, tribe, religion, economic status, who their friends and advisors are, what media they are exposed to, and a whole host of other factors. If a production team is hoping to communicate with *all* these different segments in the same message or series of messages, it must first listen to a representative few from each segment to understand *if* they differ among themselves on media exposure, preferred communication treatment of the topic, e.g., raising pigs for supplementary income. If initial investigations indicate that they do differ, the team will need to interview a sample of twenty-five to thirty-five people from each major segment to get a good understanding of the different perspectives in each segment. The differences may be inconsequential on this topic, and hence justify a single series of messages, perhaps with different component parts. There is always the possibility that the differences dictate separate messages/materials/media for each segment. The development agency (government or voluntary) will then calculate whether the benefit of separate messages (better chances of achieving communication) is greater than the added cost. The team should ensure that the separate strategy for each group does not have negative effects on the others, if there is an overlap in exposure.

Sampling systematically in multiple stages (e.g., villages first, then households, then individuals) helps achieve *representation* of the diversity of the audience population. The person doing the research should first circle on a map the physical area where the selected media audience lives. The next step is to write down the names of all the villages (residential settlements) from the map. If the primary concern is reaching small farmers in rural areas, ponder the following: will differences in geography, religion, or gender of the farmer (or any other factor) cause the intended audience of small farmers to differ in their response to the message? If *regional* factors cause significant differences in the responses of individual farmers, divide the residential areas into regional segments. If culture is a significant factor, divide farmers into different *cultural* segments. Sample from each segment. This stratification into clusters helps guarantee representation of crucial differences within the small farmer sample that the producer will dialogue with before and during production. The researcher on the production team is now ready to sample villages and then individual small farmers from each cluster/segment, in multiple stages.

2. Beware of Bias in Who You Listen to

How to select villages and then farmers from each cluster without showing a natural human bias towards approaching nearby villages or people most like oneself who are easiest to talk to? How to phrase questions so the audience knows that honest answers are welcomed rather than polite agreement with the interviewer?

Let us assume time and transport resources are restricted to eight day-long audience visits. Let us also assume that the researchers find that there are four distinct segments in their intended small farmer audience. They therefore consider visiting two villages from each cluster. How should they select eight villages from among the ninety-nine villages in this cluster? The researcher needs to number each of the villages. He/she then selects any number by taking a stab at the following random numbers table blindfolded. The two-digit number (because there are no more than ninety-nine villages) closest to where the pencil lands will be Village One.

Select the second village by going up, down, left, or right from the first stab at the table, but decide on the direction, e.g., up and then left or right, or down and then right or left, *before* starting the sample selection process.

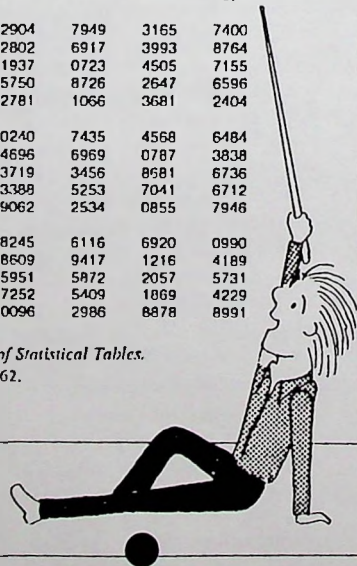
Suppose the team does not have a map of the coverage area and cannot make a list of all the communities in its radius. Suppose there is no travel time to visit randomly selected villages which could turn out to be far from headquarters and off bus routes. Such problems force researchers to be pragmatic. How should the researchers honor the twin criteria of sample representativeness and bias-free selection of individuals in attempts to learn from the audience?

Quota or convenience samples are a possible choice. In a quota sampling situation, a fixed number of villages or individuals are selected in each cluster without concern for probability issues. In convenient sampling, villages and individuals are selected from accessible locations. These approaches necessarily have the obvious weakness of not being representative of the larger population, so they must be interpreted with caution. If time permits a visit to only one village on a bus route, how should the researcher proceed? Bear in mind that communities closer to cities have more exposure to information, education, and visitors from the outside world than communities which are further away. Why not purposively pick the

TABLE 6.1 RANDOM NUMBERS

1862	3250	8814	5683	6757	5628	2551	6971
3028	2338	5702	8819	3679	4829	9909	4712
2935	1141	6398	8387	5634	9589	3212	7963
5020	6612	1038	1547	0948	4278	0020	6509
8286	8377	8567	8237	3520	8244	5694	3326
3851	5870	1216	2107	1387	1621	5509	5772
2849	3501	3551	1001	0123	7873	5926	6078
2952	1183	3666	4156	4454	8239	4551	2920
2701	2378	7450	3398	1223	4688	3674	7872
5997	0885	1053	2340	7066	5328	6412	5054
1457	8999	2789	9068	9829	1336	3148	7875
7864	4029	4494	9829	1339	4910	1303	9181
2375	2542	4093	5364	1145	2848	2792	0431
8554	6881	6377	9427	8216	1193	8042	8449
8096	0577	8520	5923	4717	0188	8545	8745
5569	0279	8951	6183	7787	7808	5149	2185
9427	8422	4082	5629	2971	9456	0649	7981
3389	4739	5911	1022	9189	2565	1982	8577
3849	4715	3156	2823	4174	8733	5600	7702
5611	4763	8755	3388	5114	3274	6681	3657
6806	2692	4012	0934	2436	0869	9557	2490
9378	7670	8284	7431	7361	2912	2251	7395
7213	1905	7775	9881	8782	6272	0632	4418
8674	9202	0812	3986	1143	7343	2264	9072
8746	7390	8609	1144	2531	6944	8869	1570
8020	9186	4472	8293	2904	7949	3165	7400
8134	9588	2915	4116	2802	6917	3993	8764
9702	1690	7170	7511	1937	0723	4505	7155
3294	2684	6572	3415	5750	8726	2647	6596
0950	0890	6434	2306	2781	1066	3681	2404
7311	5270	5910	7099	0240	7435	4568	6484
0599	5347	2160	7376	4696	6969	0787	3838
6906	9177	1492	4680	3719	3456	8681	6736
3849	4819	1008	6781	3388	5253	7041	6712
6712	9614	2736	5533	9062	2534	0855	7946
0004	5563	1481	1546	8245	6116	6920	0990
9509	0341	8131	7778	8609	9417	1216	4189
5321	3125	9992	9449	5951	5872	2057	5731
6121	8770	6053	6931	7252	5409	1869	4229
3899	2685	6781	3178	0096	2986	8878	8991

* From Donald B. Owen, *Handbook of Statistical Tables*.
Reading, Mass.: Addison-Wesley, 1962.



largest village from among the furthest, and then select small farmers from each of the different cultural and agricultural strata that might react differently? To guarantee representation from the range of different cultural and economic groups who live in different parts of large villages, randomly select farm households from each of the different residential sections of the village. This is one way to handle time and travel constraints without completely giving up on attempts to draw representative unbiased samples.

The important thing is not to select or reject a village or a person because of some bias or preference. Several other solutions are possible, in the spirit of 'randomness', depending on the local situation. On arrival in each village, use the same impersonal mechanical process to ensure that personal preferences do not bias the procedure for the selection of farmers. If there are 500 small farm families and there is time to talk to only thirty, select the sample of thirty as well by using the table of random numbers.

For preproduction and midproduction message design research, listening to twenty-five to thirty-five randomly selected members of a distinct segment in the intended audience should suffice. If no majority position or general pattern of agreement or disagreement emerges on the topic after thirty-five interviews, the researcher may want to continue interviewing, or reconsider the questions.

Personal biases and preferences express themselves in a variety of unobtrusive ways in conducting research that the team may not notice initially. When the researcher decides to go to observe a village where someone has friends who will arrange introductions to audience members, some may regard this to be a practical time-saving strategy. By doing this, the team is letting friendships determine the 'source' of information. Friends of friends will be friendly people, but they may not be typical of the intended audience. Thus, who the team talks to can also bias or distort findings.

Additionally, the kinds of questions asked of the audience, the phrasing of the questions, the topics of the questions, and the issues not included on the list of things to observe are a reflection of researcher bias. With the phrasing of a question as follows, 'Your employer looks like a nice guy. He treats his workers well, doesn't he?' the researcher is indicating a preference for a certain kind of answer. Many employees will politely agree rather than risk losing their job. That is a leading question, indicating a preferred answer; it illustrates biased question design.

3. Use a Combination of Information Collection Methods

It is feasible to collect data on audience knowledge, attitude, and practice through many methods, in addition to large sample surveys, as described in the next section. Some methods provide a picture of the total situation while others help to get a close-up shot of each part. Some methods present statistical descriptions, others provide qualitative insights. Some methods give depth, others provide breadth. The psychologist's and sociologist's methods are those of the outsider, different from the anthropologist who gets immersed in the community. Each method has its own limitations, so combining methods helps counteract the biases of individual methods.

4. Be Pragmatic

Audience research in the service of message design is constrained by deadlines, and the availability of budgets, just as media production is. The utility of this research depends on whether it contributes to effective communication, and not whether it qualifies for journal publication. It is better to provide some rough-and-ready insights on the intended audience's concerns, rather than have grandiose research plans that provide no help to message design for national transformation.

To summarize, the touchstones of good audience research are representation of the diversity of the audience, objectivity, the use of multiple methods of information collection, and pragmatism. Now, the production team is ready to choose which methods it will use to collect information on its audience.

INFORMATION COLLECTION METHODS

Some audience research methods yield results faster and cost less than others; others are more reliable but may take longer to complete. Time, money, and staff availability play a major role in selection of research methods. The researcher should always try

*Don't always
do rapid surveys,
interviews,
open-ended
no leading questions*

Table 6.2
Information Collection Planning Chart

Items of Information Needed From the Audience (list below)	Data Collection Methods	When, Where, How Many to Interview
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A. What to communicate (needs)

B. How to communicate (media, words, images, music, sets, characters, folk stories, etc)

C. Pretest questions



to use more than one method to understand the audience, so the strengths of one will complement the limitations of the other. How to plan? Table 6.2 presents a simple chart to plan audience participation in message design. On the left hand, the production team lists the information it needs from the audience under the 'what to communicate' and 'how to communicate' headings. Questions that need to be answered for midproduction testing of draft messages are the same, irrespective of the message. The researcher uses the next two columns to list which methods will be used to answer each question. Whichever methods are chosen, it is essential to ensure that the information is a valid representation of the audience's responses. National transformation efforts cannot be based on the audience researcher's biases (or those of the boss of the development agency). Some information is not better than no information, if it is inaccurate, distorted, and partial.

Once the media production team has listed questions, how should they proceed to answer them?

1. Read; talk to experienced individuals who know the community and the issues.
2. Visit representative communities to observe and listen.
3. Then formulate specific questions. Try to achieve economies of time and money by conducting group interviews first, saving only the sensitive personal *why* questions for the more time-consuming individual interviews.

Then, conduct midproduction audience pretests of messages.

1. Observe reactions to draft messages or previously produced messages, and
2. Conduct focus group discussions to pretest messages.

The following are basic guidelines on sources and methods of audience data collection:

1. Begin with Existing Information in Books, Reports, Census Documents, and Media Programs

There is no need to reinvent the wheel if national development

researchers have investigated this topic/audience before. Read their findings in libraries, universities, and government offices. Anthropologists, sociologists, and social work researchers may have assessed the needs of some of the communities in a particular medium's coverage area—why not peruse their reports on what the audience wants to know, and what their cultural practices are? Before going to the audience to collect information afresh, learn from the impacts of messages and materials that have been used in the past. This will save time, money, and mistakes, and provide clues on what to look for during field visits.

Be sure to use the guidelines mentioned earlier when reviewing previous work: does it represent the diversity of the intended audience, is it objective, are the findings biased because only one kind of data collection method was used that provides only partial insights? The quantity of acceptable previous research will determine how much new data has to be collected.

2. Interview Researchers and Activists who Work in the Community or Specialize in the Topic the Team is Going to Address

Their findings are *one* source of information to help decide what to communicate and how. Combine this advice with information received from other sources. Be skeptical about every piece of information, unless it is confirmed and supported by several sources and, ideally, by personal observation.

3. Observe the Audience before Beginning to ask Questions: Listen

Listening *attentively*, putting preconceptions aside, is not easy. It requires respecting others, recognizing their autonomy, keeping quiet. Audiences are people who live active lives, making their own decisions all day, everyday, just like media producers. The production team should pay attention to the audience, their words

and stories, their conversations, speeches, songs, poems, and local publications, to understand how to communicate with them. Listening and observation as information collection methods help to describe the *general picture*. Researchers can then move from asking questions to confirming observed patterns and to making the general to the particular with inquiries about why specific practices or habits exist. Additionally, why waste the audience's time with questions about the cleanliness of pit latrines when the answer is obvious to the naked eye? First, listen and observe, and *then* ask questions.

The ideal would be to observe behavior as a participant in the daily life of the community. Such *participant* observation is the anthropologist's method and provides an *approximation* of the community's perspective. Many anthropologists argue that a minimum of several months of participant observation is critical for reliable data collection. Other anthropologists with experience in specific areas (e.g., applied health care, agriculture, nutrition, education) have become convinced that the process of gathering essential ethnographic data has to be a relatively rapid process, given time and budget constraints when planning national transformation in the Third World. Data from rapid ethnographic assessment is clearly inadequate for a thorough analysis of local sociocultural systems but start visits after a review of literature can provide basic information about cultural attitudes and behaviors toward a particular topic (e.g., village self-government, diarrhea).

Plan observation trips carefully: before choosing *where* to go, list *what* and *who* to observe, and plan how to observe and record observations. The more clearly structured the observation trip, the more productive it will be in answering specific questions about specific locations (e.g., farms, schools, stores, streets, homes) and specific relationships (e.g., the farmer-land relationship, the male-female relationship, the teacher-student relationship). Plan for enough leeway in terms of extra time and petrol to take in unexpected sights, sounds, and accidents. A structured observation plan with flexibility that makes allowances for shocks and surprises is good.

Be sure to observe as *unobtrusively* as possible. Do not dress and behave in a manner that might make the audience *react* to the team's presence and begin to behave differently from the way they

normally would. Walk around, eat in local restaurants, drink in pubs and cafes, worship with the people, and strike up casual conversations at the bus stand: dress and behave to fit in with the local scene. The team (or its research person) is visiting the audience to learn from them, not to impress them with their 'superior' clothes and upbringing. Be as invisible as is possible for a stranger to be. This is hard for both foreign *and* domestic researchers on their first trip to a community.

Many producers, researchers, and subject specialists cannot tolerate being anonymous and invisible—they like to be greeted and hailed as 'big people' wherever they go. Some people (e.g., news presenters) may be so well-known all over that they would disturb the normal pattern of life under observation no matter how much they tried to fit in unobtrusively. Both kinds of people are liabilities and hindrances: neither should be entrusted with collecting audience data or accompanying audience research teams.

Researchers should not trust their memory to recall what they have observed. Document sights and sounds as soon as possible. Unobtrusive observation should be followed by unobtrusive documentation of observations. Some observers use tiny cameras and cassette recorders in addition to observation forms and notebooks. The richer the detail, the more information is available for scripting dialogues, choosing locally appropriate characters, and building sets.

Some communication units have developed 'field laboratories' or audience 'panels' consisting of randomly selected villages and villagers with specific characteristics. The team returns regularly to the same community when it needs information from a sample that matches its characteristics, e.g., age, sex, income, occupation, language. The returning researcher becomes a known and trusted visiting member of the community over time, and has chances of collecting lifestyle and needs assessment data that a first-time visitor could never get. Rather than starting from scratch on each visit, this system enables the researcher to build on rapport established over a period of time.

While good observation can describe reality, it may not be able to fully explain *why* things are the way they are. This leads the production team to the interview method of information collection as a logical follow-up to observation.

4. Interview Groups and Individuals in the Intended Audience to Understand the Causes of Attitudes and Behaviors

Transformation-oriented communication campaigns need to establish the audience's reasons for particular behaviors. Useful interviews are often a combination of fully formulated questions 'structured' in advance to be asked in a prearranged order, and loosely structured questions left to the discretion of the interviewer to formulate. Useful interviews depend on well-trained interviewers.

A. *Interviews with groups of audience members* should be planned around a list of *what-to-ask-about* issues where the precise wording of questions is left to the judgement of an interviewer sensitive to the local situation. Ideally, they should be drafted in the language of the community, since language is an expression of logic, premises, basic categories, thinking, sensitivities and worldview. Since a lot is lost in translation, the interviewer must be a native speaker from the community. The interviewer is then free to go *in depth* and *focus* on specific *why-and-how* issues in the lifestyle and behavior of the audience, depending on how the discussion flows. A variation on group discussions, this method of information collection is often called the *group depth* interview or the *focus group* interview. The ability to probe into community attitudes and practices with a group of community members is the strength of the group interview method. Such probing in an individual interview might make the individual very uncomfortable and lead to defensive answers rather than explanations of community attitudes and practices. The findings emerge from conversations among group members, and not from question-answer interactions between the interviewer and audience members.

Ideally, *focus group interviews should be conducted in a quiet, informal atmosphere where eight to twelve audience members from similar backgrounds* (e.g., male farmers over 50 years of age or house-bound mothers with infants) respond to the moderator's questions in a relaxed manner for one to two hours. A group that is too small may not provide the security and stimulation required for a group to discuss sensitive issues, while a large group may

become unmanageable. Differences in age, sex, education, income, and occupation within a group make it more difficult for eight to twelve people to feel comfortable interacting with each other on the same wavelength. While a street corner is not a good place for an in-depth group discussion because it is noisy, a classroom with chairs may be bad because it is too formal.

The success of focus groups depends on the selection of an appropriate group discussion leader or moderator: someone who is respectful of people, good at getting strangers to talk, encouraging the quiet ones and restraining the dominating ones. The moderator must be someone who is able to rephrase questions in the vocabulary of the group at the spur of the moment, someone who is a good listener. After getting each member to introduce himself/herself, the good moderator will present anecdotes that illustrate how useful such audience participation has been for message development in the past. The moderator then introduces the questions for discussion, one after the other. The flexibility that is the strength of this information collection method depends on the availability of an appropriate discussion leader.

Group interview guidelines must be tailored to meet local conditions. The agrarian context frequently consists of men and women who go to their farms at dawn and return tired at dusk. Older children who are not in school stay home tending their younger brothers and sisters. An unplanned group interview with diverse audience members at central locations such as bus stands, stores, and health centers does not permit a sustained constructive focus. A specially organized discussion with a homogeneous group (that implies that they stay away from their fields or attend an after-dinner meeting under a kerosene lantern) sometimes requires the payment of a respectable honorarium. It is wise to take the time at the start to establish good *personal* rather than financial relations. It is preferable to schedule the visits at times that respect local work routines and use naturally occurring homogeneous groups as partners in message design for local and national development; the custom of payment for information (transferred from market research to development communication audience research) assumes a transactional relationship that is alien to notions of community self-development.

A member of the production team should be responsible for silently observing the discussion and systematically documenting the proceedings on a notepad or tape recorder. At the end of each

WHAT PROPORTION OF YOUR MONTHLY INCOME
DO YOU SPEND ON:

(CIRCLE THE CLOSEST %)

FOOD	25%	50%	75%	100%
CLOTHING	25%	50%	75%	100%
SHELTER	25%	50%	75%	100%
EDUCATION	25%	50%	75%	100%
ENTERTAINMENT	25%	50%	75%	100%



When in-depth information on the *whys and wherefores* of audience behavior is too sensitive to be accurately obtained through group interviews, or when group interviews cannot be organized, in-depth interviews with members representing each audience segment in the media coverage area may have to be considered. A number of 'indirect' techniques based on projection are useful in obtaining sensitive information in individual interviews. One simple way is to ask audience members what they think their neighbors or friends know, feel, and do on a sensitive issue, thus permitting them to project their own views on to *third parties* like themselves without 'censoring' their answers for respectability. Another simple way of finding out if program titles and character names have the connotations that the production team wishes to conjure up, is by asking for *word associations*. The interviewer presents the audience member with a word at a time and asks him/her to name the other words that come to mind immediately afterwards. A summary of the responses from audience members will tell the scriptwriter whether the word has a happy or sad association for the audience, a hot or cold association, a colorful or a bland association, in comparison with the associations he/she wants. *Sentence and story completion tests* can be used by message design teams to understand the audience's feelings and attitudes towards a particular program topic, medium, group, government, or nation. The interviewees are asked to complete incomplete sentences such as:

'Large landowners are...

'Vaccinations cause...

'Sterilization causes...

'Today's labor are...'

Or complete stories related to the program topic such as the following:

'Two 6-year olds were out on their bicycles. One bicycle had a flat tire'.

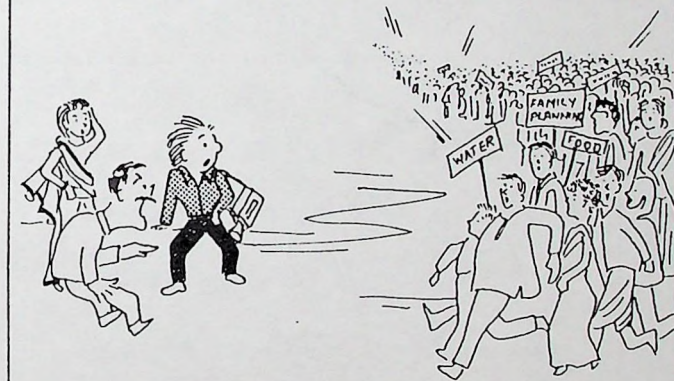
What happened then? The writer of a series for 6-year olds may want to find out how this age group responds to such a problem before introducing any creative do-it-yourself tips. Photographs of alternative on-air presenters and cast members can be presented to

a sample of the audience to check on how they are perceived in comparison with the producer's perceptions. Audience reactions to photographs and incomplete stories and sentences provide plots, words, and sentences that are extremely useful for script-writers.

To reduce the time involved in going from farm to farm conducting personal interviews in agrarian societies where domestic telephones are rare, many production teams *intercept individuals at central locations* where they gather. In a village in Asia or Africa, a good place to find women would be at the village well or stream, the marketplace, or the health center. In the Caribbean, central locations would include the post office, the church, and the rum bar. While intercepting individuals at high traffic areas saves time, the public location also implies a less private interview. The procedure for conducting individual interviews at central locations involves selecting places frequented by members of the audience and stationing interviewers there. Potential interviewees are politely greeted and invited to participate in an interview lasting a specified number of minutes. If they can spare the time required, the interviewer asks screening questions to ensure they fit in with criteria set for the intended audience, e.g., illiterate landless labor. The interview takes place only if the individual is a member of the intended audience for the program under development.

This chapter is the how-to-do-it heart of the book. Expect to read it several times. It has presented general and specific guidelines on how to collect information to help message designers decide what to communicate and how to communicate. The next two chapters illustrate how to apply them.

AUDIENCE - RESPONSIVE TOPICS 7



The preceding chapters have presented pragmatic and democratic-philosophic arguments for audience-based message design. They have stressed the importance of listening to and learning from the audience, so that audience members