CONCEPTUAL FRAME WORK
CHAPTER II

CONCEPTUAL FRAMEWORK

2.0 Introduction
2.1 Participation in Life-long Learning Process
2.2 Informal Learning as a Life-long Learning Process
2.3.0 Communicational Strategies and Non-formal/Informal Learning Strategies
2.3.1 Information-Education-Communication Approach
2.3.2 Social Marketing Approach
2.3.3 Development Communication Approach
2.3.4 Development Support Communication Approach
2.3.5 Participatory Communication Approach
2.3.6.0 Media Forum
2.3.6.1 Study Circles Through Print Medium
2.3.6.2 Radio Forum
2.3.6.3 Television Forum
2.4 Summary of the Conceptual Framework
2.0. INTRODUCTION.

"Every individual must be in a position to keep learning throughout his life. This idea of life-long Education is the key-stone of the learning society" (UNESCO, 1973). From the history of mankind, all human beings are continuously learning themselves throughout their life-span, with their own experiences from every day life according to their changing needs.

As individuals grow their interests, desires and actions also grow correspondingly, which make the adults to learn from their new environment and experiences. Further, from the studies of adult learning there is a considerable scientific evidence that neither illiteracy nor aging does stand or hinder the ability of the adults to learn. For effective adult learning, adults should be aware of the fact that learning is a life-long process, to acquire knowledge to face the changing needs, desires and skills. Hence, they are expected to participate in the self-directed life-long learning process with full involvement.

Adult participation in the life-long learning process is essential:
- to promote personal growth;
- to encourage the development of a sense of perspective;
- to foster confidence, the power of choice and action;
- to increase responsibility rather than to deny it.

Thus, the life-long learning process aims at the development of awareness, comprehension and understanding about new ideas and practices for growth of adults in the developing society.
2.1 PARTICIPATION IN LIFE-LONG LEARNING PROCESS

Studies in the area of participation in learning lead us to rethink the definitions and conceptualisation of the participation. They treat participation as an independent variable and learning as a dependent variable. The participation variable reflects the impact on behaviours through the involvement of the adult in the learning process (Whyte, Greenwood and Lazars, 1988).

The participation in any learning activity reduces the gap between ideals and realities and facilitates conceptualisation and application. The participation in life-long learning process can have far-greater impact than the conventional learning, in stimulating and guiding the behaviour of the people. Further, the participation in learning process can not only achieve results but also can lead to a rethinking and restructuring of relations, so that the impact of the process can carry-far into the future behaviour or action.

The participation in learning facilitates a change in the behaviour or action on a democratic society. Most of the people in this society participate voluntarily or involuntarily and intentionally or unintentionally in the learning activities, which are taking place in and around them. When need arises the adults intentionally participate/involve in an organised learning activity to acquire certain behaviours and skills. Sometimes, this intentional learning activity makes adults to participate actively whenever they are motivated and willing to engage in the self-directed learning process, in order to face the changing needs.
2.2 INFORMAL LEARNING AS A LIFE-LONG LEARNING PROCESS

Incidently, adults do participate unintentionally in certain learning activities such as advertisement-shows, news-items, popular meetings, market places and exhibition-shows. Sometimes, these unintentional learning activities do affect the adult behaviour, if he/she perceives it as a felt need. These learning activities are called incidental learning or informal learning. This incidental learning leaves some change/mark more or less permanently in adults' behaviour. This kind of informal learning is a part of every day life. However, this incidental learning occurs at random throughout life and is not a systematic learning. Most of the adults participate passively in these kinds of informal learning process without any intention, however, these informal learning processes do affect the adult behaviour.

According to Illich(1976), Deschooling Society is learning by living/experience within the community. Now-a-days, the modern community is flooded with resources and opportunities for an incidental/informal learning and at the same time provides more freedom and flexibility for learning. Eventually, most of the adults participate in some form of learning activities in the community, which make permanent changes in the behaviour. Such participation in the community-learning activities may be due to their felt needs, new tasks and aspirations. Such tasks/needs to be realistic, useful, purposeful and not to be meaningless exercises. They participate more effectively when the activities are related to their job, and also be a part of self-fulfillment and personal growth. The purposeful learning through the experiences make
adults to involve themselves in the community learning activity around them.

2.3 COMMUNICATION AND NONFORMAL/INFORMAL LEARNING STRATEGIES

Research studies on communication prove that new communicational innovations and renovations permit and encourage active participation on the part of the people/audience. A high degree of social involvement through participation tends to create a sense of "Learning To Be", a group cohesiveness, and a circular pattern of influence and decision making (Faure, 1973). There are a few indigenous and innovative electronic based communication approaches lend support for greater involvement and participation of the adults in the learning activities through non-formal education approaches which emphasize the informal learning. These communication and non-formal education approaches are effectively used for rural communication to disseminate a certain agricultural and health practices for adoption and behaviour modification.

Some existing communication strategies such as Information-Communication-Education Approach, Social Marketing Approach, Development Communication Approach, Development Support Communication Approach, Participatory Communication Approach and Media Forum, are employed to transmit specific information for socio-economic development, which emphasize the target group participation, message, change agent, method and media usage. Some Non-formal Learning Strategies, such as Adult Education Programmes, Extension Education Programmes, Continuing Education programme, etc. (i.e., face-to-face contact) in an organized learning environment are also employed to disseminate needed information for community
development. Both the Communication and Non-formal learning strategies are focusing the community development and human resources development either directly or indirectly. Each strategy has its own advantages and disadvantages. In the present study, investigator has considered some salient features or aspects from each of those existing strategies for establishing/formulating the present Informal learning strategies/models for imparting developmental messages to the participants of the present study.

2.3.1 Information-Education-Communication (IEC) Approach

Information-education-communication (IEC) activities of the developmental programmes are designed to inculcate awareness, motivation, mobilisation and education regarding new ideas, so that potential acceptors will use and practise it (Rogers, 1982). With the advanced developments in communication technology, IEC programmes appeared to be progressing at a rapid pace to achieve its goal. This approach is based on the use of the "Appropriate Practical & Technical Information Selection Cube" (APTISC) (Chart No.1). All the emerging informations are imparted with the help of educational system through this appropriate communicational process. It is important to note that the IEC activities are not limited to the mass media alone. They also involve a wide variety of efforts such as field-worker out-reach programmes, small group communication, incentive programmes, in-school and out-of-school education/adult Education, in-clinic education and elite and policy maker communication. IEC strategies have also been used by national and international agencies to disseminate
APTISC

APPROPRIATE PRACTICAL TECHNICAL
INFORMATION SELECTION CUBE
needed information for educating the general public/illiterates regarding all the developmental/literacy components through appropriate communicational devices as well as techniques.

In our Adult Education programme, this IEC strategies are used for mobilisation purpose like: to eradicate illiteracy, to motivate and make aware of their deprived conditions and motivate them to learn. All the needed informations depend on the characteristics of users and relevance of information in the existing situation. Relevant informations are disseminated through the formal education system, integrated into the other educational or developmental programmes.

The most important aspect of this IEC in Adult Education Programme is the mobilization of masses towards the intended information. In the adult education programmes, illiterates must be aware of the needs and importance of education as well as make them conscious of their status in the developing society. In this connection, IEC strategy is used to mobilise the illiterates towards literacy programme. With the help of face-to-face communication, mass communication and combination of these two, such mobilization creates awareness among the people/illiterates and motivate them to participate effectively in the developmental and literacy programmes. However, IEC and certain objectives of adult education programmes envisage the same functions which persuade further participation in the programmes, which in turn change the individuals'/illiterates' knowledge, attitudes and practices to tackle some specific problems in their lives.
Because of its top-down approach, the role of IEC in Adult education programmes suffer inefficiencies and ineffectiveness, in the flow of information. Too much attention is being paid to urban and literate audience. However, informations to other key target rural/illiterate audiences are often unreached due to lack of specific media management policies and communicational network. Further, the Government Agencies identified and used IEC approach for mobilisation rather than for adoption/behaviour modifications.

2.3.2 Social Marketing Approach (SMA)

Social marketing approach has evolved as a popular approach that attempts to apply the advertising and marketing principles to the "selling" of positive health behaviour and agricultural practices. This approach offers something of value to be consumed by the beneficiaries to satisfy their perceived needs (Kotler and Levy, 1969). In general, SMA provides a framework in which marketing concepts like health, population, agriculture etc., are integrated with social influence/communication theories to develop programme better and able to accomplish behavioural changes through the process of Demand and Supply.

Careful definition of the problem and setting of clear objectives are important aspects of social marketing approach. However, the most significant contribution of social marketing approach has been the strong focus on consumer/beneficiary orientation. Consumer/beneficiary orientation (Lefebvre & Flora, 1988) means identifying and responding to the needs of the target audiences.
SMA attempts to make it easy and attractive for consumer/beneficiary to act in compliance with the message by creating the ideal marketing mix of right product, price, promotion and place. These can be reinterpreted for practicing new practices in social marketing approach:

- The product is the behaviour or idea that the consumer needs to accept.
- The price can refer to psychological, social, economic or convenience costs associated with messages compliance.
- The promotion represents how the behaviour is packaged to compensate for the costs what the benefits are and what is the best way to communicate the messages.
- The place refers to the availability of the product or behaviour.

The adoption of social marketing strategy requires modern communication/interpersonal techniques for effective implementation of the programme. Mass communication channels such as radio, TV, and posters could be used for advertising the immediate needed information/supply. Face-to-face communication is integrated with media to influence the behaviour. Social marketing approach have claimed success in promoting contraceptive use and oral rehydration therapy in developing countries, using mass media complemented with face-to-face interaction (Aufderheride, 1985). In each and every stage of SMA, communication plays a vital role, in not only disseminating the information but also support the logistic for supply.

The social marketing approach is similar to the Extension Education (EE) strategy for disseminating agricultural information/innovation based on practical experience in such a manner that
the people could accept it and put it into the actual practice. According to Buritt (1971), "Extension education is the function of extension service (supply) to reach people to determine accurately their problems (demand) to help them to acquire knowledge to inspire them to action (behaviour change), but it must be their own action out of their own knowledge and convictions".

Extension teaching is compared to commercial salesmanship in the marketing approach. It is pointed out that the extension worker is primarily engaged in "selling" of new ideas. Interpersonal and mass communicational techniques are used to incorporate the new ideas, which help people to discover, analyse and solve their problems through appropriate practical experiences. In the SMA/Extension teaching, only the needed people can utilise more resources and improve their practices and living conditions.

Certainly many of the techniques employed by good salesmen in selling physical goods and services, have direct application in extension education. But the marketing is a commercial transaction conducted for private profit, and SMA/EE is an educational process conducted by a public agency to bring about changes in knowledge, attitude and skill of the individual for development. So, the extension education may be a supplementary and complementary of the social marketing approach. Both the social marketing approach and extension education strategy are similar in their process and product. Extension workers/social marketers are selected, trained and provided with equipments and other supportive materials. The interaction between extension workers/social marketers and farmers/demanders empower people as participants in a search, as
volunteers of unsolicited information. If the demander who needs further clarification, it is the duty on the part of the extension worker/social marketer to clear all doubts of the participant which provides latent motivation to action.

Social marketer/extension worker plays a dominant role in every step like: identification of problems, selection of media and method of presenting the informations. The focus is on the farmers/individuals demand rather than the whole community and also knowing more about audiences/farmers and their perceptions to produce insights, that are important in message design. Ultimately, the social marketing approach/extension education strategy faces the difficult task of motivating the voluntary exchange of information process with the consumer/farmer is so crucial to its effectiveness.

2.3.3 Development Communication Approach (DCA)

Development communication approach can be viewed as overall communication decisions, actions and inputs which facilitate the process of social change in a desired and predetermined direction in specified areas of a given society (Yadav, 1989). DCA may be broadly defined as an organization's planned use of information and communication resources including manpower, money, facilities and equipments and communication materials and media. The organizations referred to are those, whose chief objectives are to deliver development oriented services/messages to the rural areas i.e., the services intended to improve socio-economic conditions of the rural families.
These organizations would typically possess a network of communicators who undertake educational/motivational activities as part of their duties. The communicational services, they deal all developmental aspects. The field workers are the decision makers in deciding the information needed for the community, which are collected and transformed into a message in various forms and delivered to the target audiences.

Development communication strategies are incarnate with the "Functional Education Programmes" (FEP), it is otherwise called as "Non-formal education with developmental aims". The FEP are to educate the target group with the intention of making them as functionally well-being in all developmental aspects. DCA also does the same but instead of education, communication takes places.

Functional educator (communicator) considers the grassroot level beneficiaries' needs and problems. FE programmes, like DC programmes, have been designed to make individual to understand new practices or ideas with reference to functional oriented developmental messages for their development. But both focus the developmental aspects of target group through the interpersonal communication in a small group and mass communication for a scattered and large audiences to create a climate of acceptance for exogenous ideas and innovations, which initiate social change. Many decision-makers in the field of development communication system/functional education assumes the target group needs and problems with reference to their own persuasion. Though, there is a flow of information/communication from intended beneficiaries to the functionaries, very little of the relevant information has
been transformed into messages. The entire management process is an authoritarian top-down approach. So, quick decisions in the ongoing programmes like modification of methods and media usage are not possible.

2.3.4 Development Support Communication Approach (DSCA)

There is a shift from "the concept of Development communication approach (DCA) with its emphasis on top-down and big-media centered government to people communication" to "the concept of Development Support Communication Approach (DSCA) focused on co-equal and small-media centered government with the people communication" (Ascroft and Masilela, 1989).

DSCA has shown that it can inform people of new ideas and techniques, help to change attitudes and stimulate popular participation through media and self-help, more rapidly and effectively than the conventional approaches (Harrison, 1971). It is used to bridge communication gaps through co-equal knowledge sharing between beneficiaries and benefactors.

DSC personnel are not only the mouth-pieces of development but also doing the bidding of the development planners as best as they can, performing wherever and whenever possible a more sophisticated, technologically-bound services which facilitate popular participation and action required for rural development. Beneficiaries should have greater access to communication media, not just as receivers but also as sources and actors.

"Participatory Training for Development" (PTD) approach like DSCA has been used as a resource material for training the
Trainers to disseminate information at the grassroot level, in order to initiate a process of participatory development. It is therefore necessary to have cadres of sensitive change agents who are alive to the needs of the poor and who are also aware of local and wider power relationship, which determines effective involvement (Kamala Bhasin, 1979).

An important role of change agent in PTD approach is to initiate a process of critical awareness (conscientization) at the beneficiaries level, so that, they could initiate a dialogue on the realities of their situation and so as to enable the people to identify their needs and problems and express about what kind of development they want to have and how. All these activities initiate a process of development through creating a climate of mutual understanding between the benefactor and beneficiaries. The change agents in PTD approach and the practitioner of DSC play an identical role in all the activities with the main aim of developing the deprived section by giving needed messages. The disseminated messages have both comprehensible and relevant to the capacities and needs of the users/receivers, that can motivate, not only the demanded individual but also the entire community and make them to participate in all developmental activities.

Moreover, these two approaches are related in their training process, which involves acquiring of skills to promote relatively intangible objectives like critical awareness building and the cultural nuances of beneficiary communities, because the change agents, who are in the field, mediates between the technical experts and their beneficiaries.
The horizontal flow of information between the functionaries and target group, provides a way for mutual understanding and sharing of information; to mobilize, organize and train them. So that the beneficiaries may participate effectively with the functionaries as equal partners.

In DSCA, though there is a co-equal flow of information, participation of the Development workers as well as beneficiaries, in their identification and selection of needs are limited. The information received from the technical expert should not be at the expense of shutting out the ideas and perspectives from the beneficiaries. Some change agents act as a gate-keeper in identifying the target group needs and priorities due to the lack of co-ordination between the field level functionaries with other specialists/experts.

2.3.5 Participatory Communication Approach (PCA)

Participatory communication approach is defined as the social communication process in which a group (both developmental workers and beneficiaries) with common interest jointly construct needed messages, oriented to the improvement of their existential situation. Participatory communication process involves the mobilization of the beneficiaries at the grassroot, to co-operate in developmental activities, to empowering the people so that they may articulate and manage their own development through defining and planning the new strategies (Daiz-Bordenav, 1980). The actual beneficiaries are involved in making decisions about their programmes (messages) that are intended to effect their lives.
As such, they are considered as active "Partner" rather simply passive "objects" or "target" (Assifi, 1985).

The communicational channels especially small media such as video and audio cassette programmes supported by interpersonal communication are used in the PCA to generate a dialogue to help people talk together and understand each other. The interpersonal communication as a vehicle for explaining and sharing their interests, feelings, ideas and priorities. Such upward flow of communication from beneficiaries for exchange of informations, ideas etc., are through dialogical method. This strategy is more effective in a small group situation than the mass approach. The PCA is an efficient and effective means to the end. It also mobilizes open-ended self-expression and self-management for self-development is what UNESCO intended in its first seminar in 1978.

Participatory Research (PR) otherwise called as participatory action programme, are correlated in all aspects in the process of participatory communication. Participatory research is defined as a three pronged activity: a method of social investigation involving the full participation of the community, educational process and a means of taking action for development. The participatory approach to the research for development, is based on the Freire's (1977) ideas of "Cultural Action for Freedom". The important concern is the involvement of the audiences/people, together with the researcher/field worker in the study of social problems, where all of them are trying to analyse their problems in the social situation this resembles the framework of participatory communication.
Both in the PR and PCA, learning and solving the problems are happening simultaneously. The community and the field level worker participate as subjects with the common purpose, so that the collection of information is then seen as an integral part of the process of community development. The way, community people become active co-workers in, by itself, part of the development of the individual person, grassroot dialogical forum encourages the populace to perceive their real needs and identify their real problems. Such participation of the community in the process, facilitates a more accurate and authentic analysis with the ultimate goals in the radical transformation of social reality and the improvement of lives by the people themselves.

These approaches are of problem-solving nature, with the aim to discover the causes of problems and mobilize the creative human potential to solve social problems through their immense participation. On the whole, participation of beneficiaries play a crucial role in both bottom-up and horizontal way of the never ending process in PR and PC approach. Inadequate local leadership and organizational structure affects the participation rate. Though, the people participate in each and every step, the basic solutions for all problems are already selected by the external development agencies.

2.3.6 Media Forum

Media Forum (Rogers, 1971) is a combination of mass media and interpersonal communication channels, the most effective way of reaching people with new ideas and persuading them to utilize the innovations. Media forums are small organized group of
individuals who meet regularly to receive a mass media programme and discuss its contents. The forum seems to be an important element in moving the individuals towards acceptance of the messages being transmitted through the mass media. It is used to introduce new ideas to the small-sized groups, who are exposed to the mass media programmes and who then participate in discussion of the new ideas.

All the media forum programmes seem to be generally effective in creating the knowledge forming and changing the attitudes and in catalyzing the behaviour change. Research studies suggest that "The effects of mass media channels, especially among peasants in less developed countries, are greater, when these media are coupled with interpersonal communication channels in media forums" (Neurath, 1960). Usually forums utilize a mass medium like: print, radio and television to carry the major load of disseminating messages about technical innovations to the discussion forum. Some of the specific media forums are successful in propagating new ideas and changing their attitudes are as follows.

2.3.6.1 Study Circles through Print Medium

During the British period, the Christian priest used the Bible class as a study circle where the Bible is read to rural people to propagate religious faith. Later, the village libraries were created in the villages, where the literate persons were used to read the newspapers/printed matters and other rural illiterate persons were allowed to listen to the news readings. During the news reading, illiterate people requested the reader to explain
some of the messages read by them. This kind of activity is traditional method of study circles. Sometimes, these circles will also act as forum for the discussion of new ideas and methods (Lowe, 1975).

On the basis of this systematic informal learning activity, Jana Shikshan Nilayams (JSNs) for continuing education programmes are started by the Government of India with the intention of introducing a study group activity as a part of adult education programmes to prevent the relapsation of neo-literates into illiterates. In the continuing education centre (JSN), neo-literates frequently come together and discuss with the help of some of the print materials to retain literacy and improve their socio-economic life. Now there is a provision for combining the village libraries with JSNs, which percolate more information for the individual development. Even Marxist communist party has employed the same idea of reading magazines and newspapers in the discussion groups as a mean to indoctrination and learning of their ideology among their own party cadres. Even now, we discern this informal learning method in most of the Indian villages.

2.3.6.2 Radio Forum

During 1956, All India Radio (AIR) implemented a policy to broadcast special farm radio programmes to establish farm radio forums in the villages. In this farm radio forum, a group of agricultural farmers regularly listen to the radio programmes on farm practices followed by the discussion, which is initiated by an agricultural extension worker (Lowe, 1975). It helps to begin
the dialogue on the radio programmes between the farmers for creating an awareness on innovative agricultural practices among the forum members. Such community listening scheme with discussion has been introduced in the rural areas in the context of farm development. In India, 12,000 radio forums are existing now. And scheduled radio programmes are beamed to the forum members who gather in a public place to hear the broad-cast which serve as impetus for the group discussion that follows. The forums usually provide regular feedback reports to the broadcasters.

The radio forum created by the UNICEF is another landmark in health communication. The participatory method involving the expectant and child bearing mothers are brought together in a listening and reacting group situation to listen the developmental health messages broadcasted by the AIR at different places. In this venture, the UNICEF has played a unique role by stimulating regional radio network to broadcast "mother-child care" informations, so that the anganwadi workers at the village level can create "radio forum." This process has facilitated the anganwadi workers to bring the nursing and expectant mothers together to listen and to articulate developmental messages pertaining to "mother-child care" (Jayagopal, 1989).

Research studies also (Jayagopal and Ananthasayanam 1986) proved that Radio forum is more effective than the study group, because rural illiterates easily grasped the broadcast messages. All the broadcast services meant for imparting the necessary knowledge and information for the individual development.
2.3.6.3 Television Forum

In the year of 1977, Government of Tamilnadu introduced Community Viewing facilities in the rural areas, all the community members assembled in a particular place for watching the telecast programmes, which motivate the viewers to discuss it with the peer group as well as facilitator (Jayagopal and Ananthasayanam, 1986). Television forums are used primarily in the developing countries, chiefly to introduce new ideas to the scattered audiences about all developmental information for the community development.

In this endeavour, Madras Doordharshan in collaboration with the Department of Adult & Continuing Education, University of Madras and Directorate of rural development, Government of Tamilnadu (Nagarajan and Selvam, 1979) involved in pioneering to telecast functional literacy programme through television, to assess the viewers attitude about teleprogrammes. Every community TV set had a community member as a facilitator, who initiates discussion among the viewers on the TV programmes. A survey was conducted in the coverage area to identify the content areas of the teleprogrammes and understanding ability. These forums were also used for giving feedback to the media planners and also to assess the knowledge gained by the viewers.

With sponsorship of UNESCO, the Government of India also established similar tele-clubs in some of Indian villages, to create media forum concepts in the Indian educational scenario. Both radio and television deliver only multi-sectoral programmes for all the people. Moreover, the tele-club members have to depend only on the transmitted messages. The broadcasted and telecasted
programmes have not satisfied all the geographically varied population, this may due to the government oriented projects.

2.4 SUMMARY OF THE CONCEPTUAL FRAMEWORK

Each of the above communication and non-formal learning strategies has its own advantages and limitations both in the process and product, but all these approaches support informal learning strategies. Information-Education-Communication (ICE) approach creates awareness among the populace and motivates them to participate in the developmental programmes through mass mobilization as a campaign activity. Only the demanded/needed persons can utilize more resources and improve their practices and living conditions in the social marketing approach, which in turn bring about changes in the knowledge, attitude and skill for the individual development. Further, the focus of SMA is only in the demanded individual rather than the whole community.

In the development communication approach, delivered messages are connected to the existing Government developmental programmes for the rural development. The needs and problems of the rural communities are assumed by the decision-makers with reference to their own persuasion in DCA. The change agent in the development support communication approach acts as a mediator between the technical expert and beneficiaries. The change agent plays a dominant role in all the stages of DSC approach, who shuts out the ideas and perspectives received from the technical experts to the beneficiaries. The problems are identified and solved by the people and for the people as a co-worker through effective grassroot dialogical forums and beneficiaries involve
together with the field workers in identifying, planning and solving their social problems for the community development in PC approach. Media forum is a small organised group activity and the group members are exposed to the mass media programmes and who inturn participate in discussion on the message. Eventhough, different media are utilised for dissemination of new information, the combination of mass media with interpersonal channel is common for all forums.

From the salient features of the above communication approaches as informal learning strategies, the present study is adopted, identified and formulated video programme and video forum as Informal Learning Strategies for life-long learning process. Video does have unique qualities than live-television, film or any other form of communication channels. It allows user to command visual images immediately and precisely. According to Arnheim (1971), video is not a passive recording of stimulus material but an active concern of the mind. Due to the availability of some operational and functional benefit of the video programme, video forum is resorted as one of the informal learning strategies for life-long learning process in the present study.

There are some operational advantages in using pre-taped video programme than the live-TV programme. The video programme could be viewed by everyone at any time and also could be tailored (the video programme) to the exact needs and interests of the audience. Moreover, it provides a method of sharing experiences after the video programme and it is timely (Harison, 1987). Not only because of the above consideration, it also performs consi-
derable functional advantages for effective learning in the small group in an informal situation which are as follows (Singh, 1992):

- Interest in attendance and participation is encouraged by group pressure and social expectation.

- Attitude change appears to be more readily achieved when individuals are in a group.

- Novelty effect of the channel of information and the subsequent high credibility that may be attached to the video (both visual and audio components), will account for some of the success of this video programme.

A new paradigm is adduced by the present researcher, which induces grassroot level mobilization of masses as in the Information-education-communication (IEC) approach. It motivates the individual to perceive and articulate their needs and problems, like the demanded individuals in the social marketing approach. The need assessment through a grassroot dialogical forum in the communities, assist the researcher to frame the need-based messages. Formulated need-based curricular contents/developmental messages are disseminated with the aid of video, which resembles media forum. In the present study, video programme and video forum are used as informal learning strategies for manipulating the developmental messages. Since, video is used as a medium in the forum, video itself acts as a change agent which performs the same role in development support communication approach.

All the delivered messages highlight the community development and human resources development, resembling the message of development communication approach. As in the participatory communication approach, needs have been identified by the actual beneficiaries, as a tool to increase their participation.
Chart No. 2: Conceptual Formulation of Informal Learning Strategy

- Information-Education-Communication Approach
  - Adult Education
  - Social Marketing Approach
  - Extension Education
  - Development Communication Approach
  - Functional Education
  - Development Support Communication Approach
  - Participatory Training for Development

- Mass Mobilisation for Participation
  - Motivating needed beneficiaries for Development
  - Community based Development oriented Messages
  - Video as a Change Agent
  - Identification of curricular content by the beneficiaries

- Media based Dialogical Forum
  - Media based Dialogical Forum
  - Teleclubs/Study Circles

COMMUNICATIONAL STRATEGIES
NON-FORMAL STRATEGIES
VIDEO PROGRAMME STRATEGIES
VITAL FORUM STRATEGIES
for learning. In the present approach, a small group learning activity with the above said salient features create an informal learning environment, where the learners participate either passively or actively in this life-long learning process. Chart No. 2 will illustrate the formulation of informal learning strategies from existing communication and non-formal learning strategies. In the formulated informal learning strategies, the contents/messages/curricular approach will be based on the needs of the beneficiary community, identified with the help of participatory approach. The participatory approach facilitates active learning on the part of beneficiaries. The elaborate methodology followed in formulating the informal learning strategies has been dealt in the fourth chapter, after considering the review of related literature and studies.

In the present study, two informal learning strategies viz., video programme and video forum are employed to compare the effectiveness of strategies on learning. In one of the informal learning strategies i.e., in the video forum, the beneficiaries/participants are allowed to interact and discuss about the video programme viewed by them for strengthening their learning. Considering the above aspects, present study has been undertaken to study the adult participation at different phases of the formulation and in utilization of informal learning strategies and its effect on learning. The elaborate methodology followed in formulating the informal learning strategies has been dealt in the fourth chapter, after considering the review of related literature and studies.