CHAPTER III

REVIEW OF RELATED STUDIES
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3.0 INTRODUCTION

Today, Mass Media occupies predominant position in the teaching/learning process. Different studies proved that media is the most effective complementary and supplementary means of learning to the traditional teaching method for all kind of populace. The development in technology and communication have made life-long learning as a alternative routes to our organized learning system. The electronic media facilitate incidental and intentional learning opportunities for adults in all settings, especially in an Informal Learning environment. They also act as complementary approach for the teaching-learning. The communicational strategies affiliated to mass media for disseminating informations will create a supplementary atmosphere for life-long learning, when the beneficiaries actively participate. Much researches have been conducted by Scholars in India and elsewhere using these indigenous and innovative media and interpersonal communicational strategies. The forth coming chapter will deal their contribution in life-long learning in an informal setting and its effectiveness on the beneficiaries, which will help in designing the methodology of research and formulating the informal learning strategies of the present investigation.

3.1 STUDIES RELATED TO EFFECTIVENESS OF MASS MEDIA ON LEARNING

Etemad (1965) elucidated the positive impact of using two way radio forum as a stimulus for self-development among the Mexico listeners. From the results of this study, he concluded that the listening forum facilitated for an active participation and continuous feedback of the listeners to the radio
programmers. Further, he concluded that two-way radio process has stimulated and encouraged self-reliance and self-expression, social integration and development of socio-economic status.

Greenberg (1970) studied the use of mass media by the urban poor and to know the mass media behaviour of children, adolescents and adults. A comprehensive set of media such as radio, television, newspapers, magazines, photographs and movies were considered. It was found that members of low income group particularly blacks, spent more time in watching television. Therefore, the researcher concluded that the mass media, television in particular as an important tool in providing information for the low income black families and to have access to the mainstream of the society.

Martin (1972) conducted an experiment on teaching adults through mass media (closed-circuit television, Radio and tape-recorder). The findings of his study clearly indicated that closed circuit TV (CCTV) has greater impact in enriching and creating general awareness in wiping out the illiteracy. Further, he concluded that Radio and CCTV were facilitating improved teaching/learning practices, adult motivation and stimulation of attention among adults.

Mario (1973) undertook an experiment with the aim to change the farming practices and increase agro-production through the effective use of communication channels among the farmers in Guatemala. Four different communication treatments were adopted to see the effectiveness. (1) Radio followed by discussion (Radio Forum) (2) Recorded radio messages with village monitor, (3) Basic
village education (BVE) with field agronomist and monitor in the village. (4) Monitor alone. After the broadcast of radio programmes, the group members discussed themselves about the messages in one group and in another group, monitor and agronomist used flip charts, posters and demonstration methods to disseminate the information. Results shown in this experimental treatment that the radio followed discussion among the members had a significant impact on farmers behaviour and the radio forum tended to attract farmers and make them to adopt modern farming practices.

Kenya Functional Literacy Programme (1975) reviewed the effectiveness of the radio broadcast on the adult learners. The experimental functional literacy programme encouraged the learners to participate in the Post-broadcast discussion session on the topics of general interest related to rural welfare. Evaluation showed that the language used in the programme was difficult for adult learners and the study lacked encouragements of adult participation in the post-broadcast discussion session.

Nazerzadeh (1977) perceived from the study that the place of mass media in the life of the aged person and to analyse the role of mass media in life-satisfaction. The findings showed that the time spent in exposure to mass media and the level of life-satisfaction were positively correlated and also exposure of reality-oriented media content and a higher level of life-satisfaction are positively correlated. It was concluded that the lack of relevance of mass media to the demands and needs of the elderly might account for the uninfluentiality of the media in the life of the aged adults.
Maddison (1981) elucidated from his report that the number of countries using the mass media for adult literacy programme was increasing. This report presents a concise survey of the use of radio and television in literacy programme in 40 countries of the world. Two important conclusions of the study are: (1) the various ways of using radio and television should be fully exploited in all countries with an extensive illiteracy problem; (2) the media use should form part of an over-all development of new communication techniques for economic, social and educational advancement. New media should be considered as an integral part of wider national development and not to be seen in isolation.

Jayagopal and Ananthasayanam (1986) undertook a project on impact of multi-media forums on adult learning and attitudes among the adult learners in some selected villages of Tamilnadu and to study the outcome of the individual medium, (TV, Radio and animator articulation) and combination of media in terms of learning. Conclusions drawn from the study revealed that when the radio and television individually combined with Animator articulation, were most powerful strategies in bringing about learning among the adult learners.

3.2 STUDIES RELATED TO EFFECTIVENESS OF TELEVISION ON LEARNING

Narendrakumar and Jaichandiran (1967) in their studies described that impact of Education Television (ETV) in India. Evaluation of the programme revealed that the television had a positive impact on the knowledge, attitude and behaviour of the adult population. Results further showed that the experimental
group obtained significantly higher mean scores for questions based on information, attitude and behaviour.

NCERT's study on Krishi Darshan (1969) was based on a sample of respondents, drawn from tele-clubs located in the rural blocks of Delhi. Seven programmes were selected, the scores on knowledge and attitude towards selected agricultural practices were obtained, before and after the experiment from the experimental and control group. From the data collected, the study concluded that the television was positively useful in increasing the knowledge regarding the new farm technology and also the TV served as a stimulus to create a favourable attitude towards improved farm practices.

Neto (1969) concluded that the Brazil ETV maranhao students achievement was relatively high and also the drop-out rate were low in the aim of giving the practical skills on science and mathematics necessary to be useful to the students. Further, the study concluded that the television was to present the learning materials and trained monitors were to provide the psychological and instructional support for learning, and also the students were to be grouped into study teams for peer group teaching. The ETV maranhao emphasized active over passive learning and peer learning instead of traditional teaching method. Active participation and peer group interaction gave a strong motivational dynamics to the learning process. Students who need special help were identified by the class monitor, who gave the necessary support for learning.
Cripwell (1970) in his study on Zambia TV Literacy project had stated that television literacy classes were more effective when a monitor was present to guide and help the students and the use of TV reduced the number of drop-outs from the programme.

Kaur and Koshy (1970) undertook a study to find out the impact of television on farm women in Delhi. The study proved that the farm women gained significant amount of knowledge about the three selected farm practices shown on television. The mean percentage also varied due to the TV programme. This clearly indicates that television as a medium of educational technology could be very effectively used in teaching women in Non-formal Education setting.

Elizabeth (1971) studied the source effectiveness such as opinion leaders and medical experts through Television. Television effectiveness was measured in terms of changes in knowledge, attitudes and motivation to seek additional family planning information. The television effectiveness was measured before and immediately after exposure to television programmes and again four weeks after the exposure. It was found that village opinion leaders through TV were more effective than the medical experts in the dissemination of family planning information.

Yaron (1972) carried out an experiment to test tele-clubs as a method of using television to teach adults on cultural and intellectual aspects in nine towns of Israel. The main findings of the project were: (1) tele-clubs seem to be effective because of their need based programmes (2) Programmes differ according to the local and special needs of the people, so the participation
was more on the whole. Tele-clubs were found to be useful and proved that they may be used as a general intellectual stimulus. Success in tele-club adult education was due to the need based programmes, clarity of objectives, encouragement of the adults attendance through the awards, involvement of local adults in actual decision making of the programmes and right selection of discussion leader.

Bombay City Social Service Education Committee, Bombay Television and the Institute of Communication Arts (1975) undertook a pilot project on the usage of Television to teach literacy for adults. The telecasted TV programmes consisted of a series of 34 need-based tele-lessons of 20 minutes each, which were telecasted in the evenings for lower income group. The conclusions drawn were: Television stimulated and sustained the interest of adult learners, encouraged audience participation, helped to teach basic reading and writing skills and aided comprehension and retention.

Eapen (1976) in his study of the Satellite Instructional Television Experiment (SITE) in India produced mixed results, that were reflected in positive changes in people's attitude and modes of behaviour but had a less conspicuous impact on their daily chores.

Rafe-uz-Zaman (1976) examined the use of television in teaching adult farmers and housewives. A twenty six week course of 156 pretested tele-lessons about half an hour was planned. The first 54 lessons were devoted to teaching literacy skills and the subsequent 102 tele-lessons provided them with information on
health, hygiene, nutrition, child and maternal care, sanitation, home economics, civics, co-operative action and basic agricultural practices. Results indicated that television was effective in teaching adults on developmental messages and in imparting literacy skills.

Robert (1976) studied the instructional TV and Educational reform in Elsalvador. In the experimental study, instructional televisions (ITV) was introduced to expand public education to all 13 to 15 year olds so as to increase Elsalvador's middle level labour force. Each ITV lesson was preceded by a ten-minute motivating session conducted by the classroom teacher to supplement the televised lesson. The quantitative analysis showed that the students in ITV classrooms realized the overall gains in basic skills. The evaluator of the study claimed that the Television was best used to present materials and the supervisor facilitated students involvement in the programme.

Shing and Modi (1976) concluded from their field experiment in Delhi villages that those who were high on ignorance before viewing the television programme, benefited most in absolute terms after the exposures. Delhi TV broadcasted some programme which highlighted one or two civic and social problems and concluded by urging the viewers to think about the issue raised in the TV programme. Another Delhi TV programme about common ailments and health problems, experts from the medical profession were involved in the programme production made the programmes very effective among the rural people.

SITE (1976) was conducted to find out the use of
sophisticated satellite communication technology for disseminating and educating rural people in agricultural, health, hygiene, family welfare, science, education etc., in India. The results of the SITE was encouraging in mobilizing large number of illiterate people to watch the TV programme and helped in gaining knowledge and adoption of developmental aspects.

Eastman (1977) conducted a door-to-door survey on Television viewing and consumer life style. The multivariate analysis of this study shown that some demographic Television variables of the programme affected the viewers and their life styles. On the whole, TV viewing affected the life style of the viewers.

Education for life through TV was launched by the Madras Television centre, with the collaboration of University of Madras and Tamil Nadu Government Rural Development Department in 1978. The programme had three major components: awareness, vocational skills and literacy. The programme were designed to transmit knowledge and skills and to create opportunities for self-fulfillment among the illiterates and the drop-outs. Preliminary results showed the effectiveness of TV as a medium of communication in the area of health, nutrition, family welfare, agriculture, etc., and the trained animators developed good rapport with the learners in identifying their needs and interests for TV programming (Nagarajan and Selvam, 1970).

Foote (1982) conducted an experiment to compare ATS-1 (two-way satellite radio) and ATS-6 (satellite TV) in disseminating Telemedicine in U.S.A. From his study, he concluded that manipulation of Telemedicine through the ATS-6 was effective in
disseminating health care messages in improving health services.

Selvam (1982) studied the social impact of Telecast programmes of "Education for Life" on rural adults. He concluded from the results that illiterates and drop-outs who were exposed to telecast programme had gained more awareness, knowledge and adoption of agricultural and animal husbandry innovations than the non-exposed group.

Rounder (1983) initiated a survey on individual and environmental determinants of Television viewing behaviour among adults with the effort to choose the medium and effort to select specific contents for viewing. Decisional effort had influenced the various types of active television viewing behaviour: reinforcement, involvement, comparing and character assessment. Television viewers were interviewed in the homes about a recent television viewing experience. Involvement was found to be dependent on high decisional effort in selecting television content. So, involvement made the adult to participate in decisional effort to view TV programmes.

Juan (1985) conducted analysis of incidental learning from television and the relationship between retention and individual characteristics of aging adults. The purpose of this study was to find out what proportion of main and subordinate ideas remembered after casually viewing a television documentary. This study also examined the relationships between the aging adults' individuals characteristics and the immediate and delayed retention of main and subordinate ideas. Results indicated that there was a
significant difference between the two ideas in the immediate recall than the delayed recall. On the whole, incidental learning made the viewer to learn and recall it.

Parthasarathy (1987) in the study titled "study of persuasive communication technique and its effect on adult learning at selected villages, concluded clearly that positive interrelationship exists between the adult learners "Socio-economic characteristics including family characteristics, software communication services, the aspects of previous mass media exposure and change in knowledge and attitude through persuasive communication technique delivered through Radio, TV and Animator and the relationships were significant. Further, the Adult learners belonging to the three groups, i.e., Radio, TV, and Animator articulated group and their attainment in knowledge and attitude were also significant or otherwise, the adult learners were effectively persuaded by messages delivered through Radio TV and Animator in terms of changing their knowledge and attitude in areas of population explosion, health and hygiene, environmental sanitation, social forestry, nutrition, leprosy, mobilization of leadership and formation of association. Further, the three media selected to deliver the persuasive messages, it was observed that TV and animator are the best media for changing the knowledge and attitude of the adult learners.

Andal (1987) conducted a case study on Impact of TV on Bombay viewers. The study indicated that while watching television, conversation and simple crafts like sewing, knitting, mino household chores etc., were replaced with silent viewing. So, TV
watching was done with the certain amount of keenness and attentiveness. This generally resulted in an increase in the habit of silence, conversation, and observation. The study further revealed that the TV viewing had attempted to reduce ignorance and dilute the prejudices among the viewers through different programmes. Almost all viewers were of one view that TV is educative, persuasive, and entertaining.

Rajamani (1988) undertook a study on Education Television programme "Vazhkkai Kalvi" with reference to software planning, production, and feedback mechanisms of the Madras Doordharshan Kendra. The findings of the study clearly indicated that the viewers like to view the programme in a school building at a suitable time, most of the viewers like to watch the ETV programme due to its creative presentation, easy literacy telecourses as well as the general information and functional literacy through drama, puppetry, and other folk arts methods, and increase in the telecast duration of programme enable them to learn more.

Linsangan (1989) undertook a comparative analysis on adolescents television related talk (TVRT) with parents and friends in terms of communicative interaction procedures. It was based on the premise that the interpersonal interaction were organized by TV participants into the structures and these interaction become the source of knowledge or meaning for the participants. The study proved that adolescents TVRT with parents was found to be mostly unilateral, while their TVRT with
friends was found to be mostly natural, where ideas could be challenged, opinions were expressed, and meaning was negotiated and co-constructed.

Muthumanickam (1991) conducted an experiment on impact of rural television forums on learning. He concluded from his study that the manipulation of message through multi-media forum had changed the knowledge and attitudes of the adult learners. Further, he concluded that the learners had gained knowledge and attitude at different phases of the study due to their continuous participation in the forum.

Murali (1991) conducted a survey among the rural people to find out the role of television in creating social awareness with reference to all developmental aspects. The study elucidated that the television played a positive role in creating social awareness among the rural people such as social evils, family welfare programmes, population awareness, environmental programmes and rural developmental programmes.

Vidhya (1991) carried out an quasi-experimental study to find out the impact of Non-formal education TV programmes on Rural women in the selected villages of P.T.T. districts. The study clearly revealed that Non-formal education TV programme had changed their knowledge and ideas towards health, nutrition and life-oriented aspects. Further, she had stated that effective manipulation of Non-formal Education TV programme changed the attitudes of the rural women towards developmental aspects.
3.3 STUDIES RELATED TO EFFECTIVENESS OF VIDEO PROGRAMMES ON LEARNING

The study conducted by Allender (1978) at Temple University to explore the influence of videotape feed back on self-awareness of individuals in groups. The study was conducted on six groups. Each group participated in a bomb-shelter simulation activity. Three groups simulation activity was video taped and other three groups activity was not taped. Following the activity, three groups were viewed the video tape and had 30 minutes discussion and the non-videotaped three groups had only discussion. Three instruments were used in this study. They were, a self-perception questionnaire which was administered before and after the activity, the activity description schedule which was administered after the activity only, and student Interview schedule which was given to fifteen randomly selected videotaped students. The self-perception questionnaire recorded changes in self-perception following the experience. The videotaped group perceived itself as significantly more assertive and more confidence, following the experience. The results also showed that the group approached significance in perceiving itself as more direct, more relaxed, stronger and less sad. The results of this study further showed that Video tape feedback did influence the learning, specifically about the self.

Nicol (1983) examined the impact of video related communication on subjective perception of leadership emergence in a small group decision making process. He had adopted an experimental design employing electronic video tele-conferencing with face-to-face approach. Results showed that a clear leader-
ship hierarchy had emerged in Video-mediated tele-conferencing group.

Chandra and Cherian (1986) carried out a field experiment on pre-taped television programmes in teaching adults on selected aspects of health and hygiene, nutrition and family planning and its impact on acquisition of knowledge by rural viewers. The conclusions drawn from the study showed that pre-taped video programmes viewed by women and men helped to gain significant amount of knowledge and the pre taped telecasted programmes were relevant for the rural people. They were much interested in watching the pre-taped video TV programmes, that helped to retain the gained knowledge.

The production and Evaluation of a Marine Education Video programme: Comparing Piagetian Developmental levels to Video Learning with Junior High School, High School and College group was conducted by Calkin (1986) at University of Marine to know the effect of the video programme on the post-test scores of the subject and what specific items presented by the video programme were learnt best by the subjects in the study. Half an hour marine education video programme about the industry in the Gulf of Marine was produced. The pretest and post-test were designed to test the concepts presented in the video programme. The video programme was field tested with three student groups in central Marine: A Junior High School group, a High School and a College group. Each student responded to pretest and post-test and received the video programme as a treatment. The findings revealed that there was a significant difference between pre-test and post-
test scores for entire sample. No significant difference was found between post-test scores by gender. A significant difference was found between post-test scores of concrete operational student, transitional student and formal operational student. A video programme was found to be conceptually too rich for concrete operational students. Abstract concepts presented with no visual representation in the video programme were learnt best by formal operational thinkers.

Ghosh (1986) conducted a research study in the Saharanpur district of Uttar Pradesh to understand the perception and reaction of young rural married couples to video films prepared by the Government of India for propagating family planning. One of the important points raised by the field researcher was that familiarity of culture, as expressed through language, environment and behaviour of the characters in the films, was one of the strongest inputs for a film to be credible and for its message to be taken even somewhat seriously. The author suggested that media makers must remember that messages must be related to the psychological and cultural background of the viewers.

In another study Ghosh (1986) reported about a video film shown to the Harijan women of Ferozabad village of Uttar Pradesh to organise themselves to form an informal cooperative, to obtain bank loans for buying sewing machines and begin to sell clothes at the local weekly market. In the film, women were shown sewing on their own machines, talking of their problems, efforts and benefits relating to their projects and discussing their future plans. Many women found it easy to take a positive decision about
their projects on that very day. The immediacy of other's experience which video put scores credibly makes the viewers look at their own context critically and also relieved the sense of trustation and isolation. People had come closer together in the hope of successful action and drawn inspiration and awareness from watching other's efforts. The participants of the video film also developed a sense of self-confidence and achievement.

Hamer and Bond (1987) carried an experimental study on a comparison of live demonstration strategy versus video-tape presentation at the University of Alabama. A model teaching videotape was used as a part of the demonstration lesson. The researcher implemented a treatment demonstration lesson using the demonstration video-tape and a control lesson using a live demonstration. A sample of 58 students participated in the study. They were assessed with the pre-post achievement tests, attitudinal inventory and an observational rating scale. Results of the tests indicated that there was no significant differences in achievement among the groups. However, there was a significant difference among the groups in attitude and performance. The study concluded that video tape models of the demonstration strategy could be effectively used in lieu of live demonstration.

Abuzinada (1988) investigated the use of video cassettes recorder in diffusing socially relevant informations to the adult members in the kingdom of Saudi Arabia. From the findings of the study, he concluded that video recorder was very popular medium in the kingdom of Saudi Arabia and it was used primarily for entertainment and gratification of information on social needs.
Johnson (1989) conducted a comparative study of Traditional broadcast programme and VCR programme in terms of activity exhibited during the viewing and measured difference between two viewing experiences. The analysis of the result revealed that people were more attracted to VCR programmes than the traditional live TV programmes, due to more activities or activities in greater magnitude on TV exposure, which produced lower attention levels. Activities which distract from attention to the screen were more prevalent during television exposure than during VCR movie viewing. Motivations for viewing traditional broadcast television and motivation for viewing VCR movies were found to be significantly different. Preparations for the viewing experience were also found to be significantly different. These results lead to the conclusion that VCR viewing had a more complex and dynamic viewing experience than that of traditional broadcast television. Differences in viewing, motivation, activities, preparations and selection processes establish television as more than a single medium. The addition of technology to an existing medium changes that medium in terms of the viewing experience and activities during the exposure, and reflect a change in media consumption patterns. Secondly, different attention levels at work during the viewing experience call for different methods of communication to reach these audiences which will require different research methods as well.

Dhanabaghyam (1989) conducted an experimental study to find out the effectiveness of Video-Assisted-Instruction on pupil's achievement and attitude towards learning among the
school students. Pre-taped video cassettes used as a teaching aid in the experimental group whereas control group was taught with traditional teaching method. Study concluded that video assisted instruction was found to be more effective than the conventional method, it increased the achievement and also changed the attitudes of learners towards learning.

Decker and Merrill (1990) conducted a study on influencing practices through video tape at Cornell University for dairy farmers. A 25 minutes video tape on proper milking procedures was produced. The video tape discussed each steps of proper milking principles and procedures. The bulletin was also prepared for agents to use with the video tape. The video tape was to be part of the following programme format: (1) pre-evaluation-10 minutes (2) video tape viewing-25 minutes (3) discussion-30 minutes (4) video tape viewing (repeat)-25 minutes and (5) post-evaluation-10 minutes. Dairy farmers in 10 countries were involved in this video tape based educational programme. In all 218 people viewed the tape and responded to the survey instruments. Dairy farmers rated the videotape entitled "Proper Milking Procedures" as high on the aspects of content, presentation and technical quality. Over 70 percent of the dairy farmers believed the group discussion was moderately to very helpful, but only 37% believed the second video viewing was moderately very helpful. The video tape based programme led to improvement in knowledge and change in attitude among farmers, which inturn resulted in substantial changes in milking procedures.
Graham (1991) evaluated the effectiveness of video and the formulation of hierarchical models of students understanding in mechanics. The controlled experiment was used to determine whether the use of video can lead to improved levels of student understanding. The results revealed that the video had provided much valuable information and made them to understand easily, which provided details of the new models for better learning by the students.

Alagar (1992) carried out a quasi-experimental method to study the health communication and its impact on adult learning at some selected villages in Tamilnadu. Pre-taped video programmes were used for manipulating the experimental group. The conclusion from the experimental study showed that the experimental groups gained and changed behaviour towards the modern health aspects and practices due to manipulation of health programmes through video and also increased their knowledge, attitude and skills on health aspects.

Jackson (1992) investigated the relationship between experiences with visual (video) and style of learning among 250 adults on a model of experiential learning and a connectionist theory of human thought and memory. Four different videos of the same content were produced and shown to four different groups. Each of the visual treatments was designed to match one of the four styles of learners. Post-test was conducted after viewing, the recall and recognition tests were used to interpret the results. The findings suggested that the structure of video
presentation influenced the recall ability among learners and also the visual and spatial skills varied among learning style types.

3.4 STUDIES RELATED TO EVALUATION OF COMMUNICATION/NON-FORMAL LEARNING STRATEGIES FOR LEARNING

Barcelona (1973) reviewed the Development Communication studies with specific reference to mass media for disseminating family planning messages in Philippines and he concluded that combination of mass media with interpersonal was more effective than the single medium in disseminating family planning messages.

Hendrat (1977) studied, the Jamu Programme for promoting behaviour change in family and population planning in Indonesia. Social marketing techniques had been applied in an unique way to meet specific needs with available resources on some assumptions. An advertising campaign was designed and implemented by a commercial advertising agency using mass media as well as mobile communication team. Evaluation results showed that use of the unique social marketing situation in Indonesia could reach a large proportion of the Indonesian population with an alternative and/or supplementary method of family-planning services.

Manoff (1977) discussed the social marketing techniques and emphasized the necessity of attaching equal importance to demand as to supply and logistics in a pilot nutrition education project for children and pregnant and lactating women in Indonesia. The health related messages were delivered through appropriate communication strategy to the needed individuals.
Evaluation revealed that the nutrition education were found to be significantly higher in the experimental sample than those of the control group. The findings also illustrated that the adoption of social marketing strategies were useful for identification of target audiences and for the elaboration of specific behavioural objectives.

Francisco (1978) reported a participatory research study on seeding the oil plants in Venezuela to develop a participatory community development model for solving the overall problems of development. He concludes that this approach motivated the community members to participate in seeding the oil plants and made them aware of the problems in planting it. Further, he concluded that participatory approach is an effective method of solving the community problem through dialogue.

Jayagopal, Nagarajan and Selvam (1981) studied the participatory communication: An experiment on TV Forum reveals that the TV forum villages had gained more knowledge in innovative practices than the control villages due to the participation of the beneficiaries in designing the messages of the Television forum.

Brody (1984) critically reviewed and reconceptualized the role of development support communication (DSC) in the United Nations programming and to examine the critiques of modernization theories and top-down development programming as a new development support communication approach. The study concluded that the new DSC approach was a participatory client centered approach of linear model of communication that focused on source purposes.
The role of DSC in utilizing the social marketing techniques, strengthen the client participation, and identifies and directs to the creation of new net-work for development.

MacDonald, Healther and Roder (1985) studied the planning, implementation and evaluation of an immunization promotion campaign as Information-Education-Communication strategy for general public in south Australia. Television, radio, posters, leaflets, films, slides and video tapes were used as communication channels. Findings revealed that approximately 18% would recall the campaign message and half (40.8%) could recall a specific advertisement on immunization through media. More number people remembered advertisement message on the television and video rather than posters and leaflets.

Eagavalli (1992) conducted an quasi-experimental study to find out the impact of Development communication on adult cognitive behaviour with the help of 25 pre taped and tailored video programme. Basic fact finding study helped to identify the need based messages. The major conclusions drawn showed that the selected pre-taped twenty-five video programmes on development communication influenced the gain in knowledge (the cognitive behaviour) of the adults of the experimental group. Knowledge gained by the experimental group at pre, mid and post study was compared with the control group and found that there was a significant difference in their knowledge gain. Further, she concluded that the development communication model could be used as an Non-formal education strategy for behaviour modification.
3.5 STUDIED RELATED TO PARTICIPATION IN COMMUNICATION STRATEGIES

Roy (1969) conducted a comparative experiment on the impact of participatory communication on rural development in the diffusion of agricultural and health innovations. Experiment was conducted in the selected villages of India and Costa Rica to determine the relative effectiveness of different methods and techniques. Results showed that the participatory communicational strategies were more effective in the adoption of better agricultural and health services for rural development.

Faneuff (1973) conducted a population education action research experiment to find out the most efficient method of disseminating information related to population dynamics. Experiment had three groups: formal, informal and control. In the formal group, traditional method was adopted whereas in the informal group, the learners were asked to discuss the topics related to population dynamics and the control group did not receive any instruction. From the findings, it was concluded that the attitudinal change and knowledge gain was relatively higher at informal group than the other two groups. This strengthens the active participation leading to more attitudinal changes than the passive participation. At the same time the experiment concluded that the informal method was more effective than formal traditional method.

Moorehead (1977) conducted an experiment on the effect of learner participation in planning adult learning programme through experience and acquisition of knowledge in a supervisory training programme. The experimental group received the treatment of participation in the development of an in-service
training course whereas the control group did not participate in the development of the training course. Results showed that both the group have a statistically significant difference between their pre and post test scores. Further, the study concluded participatory planning of Training course facilitated more learning than the non-participatory planning.

Rosenblum (1982) undertook an experimental study to determine the effects of adult learners participation in the course planning on achievement and satisfaction. The planning consisted of determining the needs, setting objectives, and establishing a format for learning activities. Results revealed that adult participation in course planning led to increase the feelings of commitment and responsibilities towards the learning activity.

Pierson (1983) conducted a study on participation in learning to find out the opinion of rural adults on the self-directed learning through traditional method and learning by doing method. She had concluded in her case study that the rural adults were motivated to learn from a self-directed learning method and once the learning processes were initiated, they continued to learning by doing.

Chester (1983) studied the effects of a participatory learning model on conflict handling styles of adult learners. In this experimental study, a fifteen week course in Family living was conducted to the adult learners. The experimental group used the participatory learning model and the control group used a conventional instructional approach. Results showed that there
was a significant gain scores in participatory model than the traditional model.

Ahmed (1987) studied the participation levels of adult learners in the programme of decision-making process among adult learners and extension personnel in Malaysia. The learners participation in each steps of the decision-making process studied were: identification of the problem, analysis of problem, identification of alternatives, analysis of alternatives, choice of alternatives and plan of action. Results showed that adult learners participation levels varied at the different decision-making steps of the programme. However, the participations were high in identification of the problems and alternatives and plan of action.

Lundgren (1987) conducted a survey to examine the changes occurred through Intentional learning in the diabetics related health aspects with an attempt to provide the people about necessary knowledge and skills needed to comply with prescribed changes. Results showed that intentional learning experiences were goal oriented, emphasised on helping beneficiaries to make changes in learning process and involving them in planning subsequent learning actions. The conclusions drawn were: health professional need to consider more client-centered approach and create a participatory teaching-learning interaction about the issues.

Pontinus (1989) carried out a case-study on the mechanisms of local participation in extension programming activities, especially at programme development and planning. The mechanism of local participation used by extension field staff were
identified and analysed. The beneficiaries were allowed to discuss themselves on developmental programme to be conducted in their area. Finding revealed that the participatory extension system through dialogical process enhanced the effectiveness of local participation in the planning and development.

Ananthasayanam (1990) undertook a factor analytic study of Adult participation in learning. In the study, he attempted to identify the factors contributing for active participation of adult learners in literary centres. From his study, he concluded that the eight major factors such as cognition of functional excellence of functional literacy centres, functionaries behaviour, moulding of personal habits, benefits on personal knowledge, mode of teaching, participatory learning, group behaviour and socialization and knowledge on basic requirements, had contributed for adult participation in learning functional literacy aspects.

The studies presented in this section assisted in understanding the mechanism of Adult participation in different informal learning programmes and also facilitated in designing the adult participation in informal learning strategies. These studies also helped the investigator in deciding the programme development phases and designing, planning and decision making mechanism of the Video forum discussion and identification of participatory curricular content. The factor analytic study of adult participation (Aananthasayanam. R 1990) has given an insight to the researcher in understanding and considering the motivating aspects and programmes for designing the participatory informal learning programme.
3.6 SUMMARY

The illustrated reviews in this chapter, include studies related to effectiveness of mass media, particularly Television and Video, nature of the tele messages and their treatment, participatory behaviour of the beneficiaries in the mass media programme, media forum as a behaviour modification strategy and the importance of participatory approach in the media/message planning. Further, these studies present a brief outline of either effectiveness of the messages or the channels. Moreover, most of the studies are related to the present narrated informal learning strategies of the present study.

In addition, a few of the studies presented in this chapter will help us in designing the research methodology and selection and formulation of appropriate strategy and curricular content for imparting learning as a life-long process. The next chapter will present the detailed methodology followed for developing and designing need based video programme and the research method followed for studying the adult participation in formulation and utilization of informal learning strategies and its effect on learning.