CHAPTER I

INTRODUCTION

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1.0 INTRODUCTION

Society today is characterised by a relentless search for relevance in the context of rapid social, economical, political and technological changes. Inspite of the successful implementation of the developmental programmes in India, more than 60 percent of the population, still live below the poverty line. However, India has attained self-sufficiency in food production after 40 years of concessions and assistance extended by the Government and accelerations of rural development programmes. Green Revolution has increased the agricultural output but the rural people of India continue to be poor. It is now widely accepted that for the success of any poverty alleviation development programme, Human Resource Development (HRD) has to be assigned a key role in the current development strategy.

1.1 CONCEPT OF DEVELOPMENT

The concept of development changed quite drastically in the seventies. There was a greater move from the earlier technologically deterministic and GNP-centered definitions to alternative conception, which are more qualitative. Rogers(1976) summarized the concept of development as widely participatory process of social change in a society, intended to bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through gaining greater control over their environment.

Development must include the physical, mental, social, cultural and spiritual developments (all-round development) to
improve the quality of life of all or majority of people. It also seeks to involve majority of the people as closely as possible in their enterprise, to make them master of their own destiny. Seers (1977) noted that the real indicators of development are declining the rate of poverty, income inequality and unemployment. Another pertinent indicator would be the decrease in rate of human sufferings as exhibited through the physical violence illiteracy and ignorance.

Spontaneous development has been taking place throughout the world for many centuries. For example, a community or a family changes in some aspects of daily life which results in improving social and economic well-being of the people concerned. This spontaneous development can take place by inputs generated within the community or by the inputs brought-in from outside (John, 1976). These inputs may be new ideas, materials and products which play a major role in ensuring individual/national development.

The main intention of national development in any society is to create an economically sound, physically healthy and educated human being to achieve overall development of the nation. All these "enable the people of developing countries to accelerate the process of development", so that they can participate fully in the process and thereby contribute to further development in the emerging system, which places a high value on the horizontal socio-economic growth to inculcate social development. Social Development denotes the process of social evolution and social progress, which comprehends an overall movement towards greater efficiency and complexities in the society.
1.2 SOCIAL AND COMMUNITY DEVELOPMENT

Lerner (1958) saw the dynamics of social development as:

- a nucleus of mobile and change-accepting personalities,
- a growing mass media system to spread the ideas and attitudes of social mobility and change,
- then the interaction of urbanization, industrialization and literacy, the high per capita income and political participation.

The growth in any one of these spheres stimulates growth in others and all spheres of community move forward to achieve community development.

Community Development connotes growth as well as gradual and sequential phases of change in the life style and socio-economic activity within the community. There is also a challenge of relating development to the needs of people in the community. Hence, it is necessary to update and employ the knowledge and skills of those already in the process of development. There is also a challenge of reaching out the teeming millions submerged in the morass of poverty, illiteracy, apathy and fatalism. Every challenge calls for a response of either accepting or rejecting the change. It is the energy with which a community organisation responds to challenges which determines its dynamism and ensures its survival and development. The community development aims at bringing forth the potential abilities and qualities of group of people who live together in common territory and also changes from the traditional ways of living to progressive ways of living for improving their own economic and social condition and thereby
they become effective working groups or individuals for self development.

Individual/Human development means freedom provided to the individual for developing his/her potentials. But human cannot be developed, they can only develop themselves (Nyereere, 1968). Individual development would accrue by changing the traditional attitudes, values and aspirations after exposing to new ideas and practices, this could help to remove traditional attitudes which posed impediments to progress (Shore, 1980). Hence, it is firmly believed that the necessary route to individual development is the acceptance of new ideas from the sources which are external to the social system. Therefore, the acceptance and active participation of people at the grassroot level is essential for the total development.

1.3 DEVELOPMENT THROUGH EDUCATIONAL PROCESS

All the components of development services, the political will is the most influential in shaping the attitude of people towards development. This is mainly because development is centered on people in such a way that it is for the people, by the people, and of the people. This must, definitely include the development of resources that can be used by people to enrich themselves culturally and technically, socially and spiritually. Hence, the education should be made an essential component of every development services in a society (Daniel, 1990). The major goal of education is development and thus act as a means to achieve a high state of development.
Education enables a man to adapt himself to society by giving him a knowledge of the basic elements of life, ways and means of using it effectively. It is necessary for making citizens alert and capable of discharging their duties and responsibilities efficiently and effectively. Therefore, it is said that "Universal education should precede universal enfranchisement". Without education one can not progress or achieve anything worth-while in life. The need for education has grown faster than the growth of population in recent years. Thus the need for education is not only a social and moral imperative, but also an economic necessity. Development is not simply GNP growth but essentially eradication of illiteracy, reduction of unemployment, removal of social and economic inequalities, elimination of poverty and an assured quality of life for every human being.

Education is indispensable for the well-being and survival of man-kind. Adiseshiah (1981) says that "Education is the development of the power for adaptation to an ever-changing social environment". Its main aim is to help people in acquiring the attitudes and skills to behave rationally, responsibly and intelligently in their pursuits of changing quality of life. Such innovative education is essential for all human kinds under the sky, without it, survival of mankind is very difficult.

People in the technologically advanced societies, have begun to accept learning is like breathing, as a life-long activity which starts in the cradle and ends in the grave. On the contrary, millions of people living in the third world countries, can use education (whether in the form of formal or non-formal
system) as the only avenue to raise their standards of living and shed the ills of poverty.

Formal education is basically an institutional activity confined to the four walls of schools and colleges. The authoritarian approach has been the tradition of education in many countries and this may be appropriate with some areas of knowledge. School education programmes and practices today seem to be vague and are not related to the betterment of life, needs and aspirations of the learners. The rigidity in the school timings, vocations, single point entry and sequential character contributes to wastage and stagnation. On the whole, the present formal educational systems can not cover the entire populace, due to lack of suitability and financial constrains.

One mode of judging the relevance of a system of education is to examine its usefulness in the life of the learner as an individual. Traditionally, educational system has failed to equip today's children with any productive skills. They become aliens to their own community and they lose faith in shaping their life in a particular direction. The emerging trend at present is that such bipolar or bifurcated system of education do not serve the desired purpose either quantitatively or qualitatively. The educational expansion is neither balanced nor uniform in catering to the needs of all sections of the society. Moreover, the schools and colleges are not in a position to satisfy all the individuals and social needs. Existing facilities have failed to eradicate illiteracy, which is reflected by the fact that almost one billion of the world's population is illiterate. The gap between
education "haves" and "have nots" and between the "developed" and "developing" countries is widening. Thus half of the world population have not entered into any schools although schools are the main educational institutions. As a result, this formal system of education is not in the reach of a large segment of population.

The existing organised method of teaching-learning can not withstand the challenges created out of tremendous development of new ideas and the new information technologies which are independently moulding the behaviour and learning styles of the individuals and society at large. Thus the process of coaching a society to think and the process of making an individual to cope with the new information and knowledge explosion may be integrated with the help of a new system of education. On the whole, people need education for life, and for all, not for a chosen few.

1.4 ALTERNATIVE PATHS TO LEARNING

Our objective has been to make them realise their right to learn and bring all mankind to the global knowledge of twentieth-century society, together with the skills and resources and to apply such knowledge to improve the quality of their life. Various solutions have been suggested by educationists, scholars, social philosophers and others. Important of them are life-long education, deschooling society, non-formal education, open schools/universities and distance learning system. All these systems provide learning facilities through various agencies, making use of various approaches and media in the teaching-learning process.
People in the world are learning everyday through some sources of learning system. This has been rightly pointed out by the Psychologists and Sociologists in their theories of socialization. Illich (1976) and other deschoolers have also clearly indicated in their writings that the children are enormously affected by educative influences outside the school, so also the adults. Further they have stated that why not such influences could be modified to enhance the education of the young and adults, which is called Incidental/Informal learning. Coombs, et al. (1975) defines Informal learning as a life-long learning process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment, family and neighbours, work and play, from their market place, library and the mass media. In many cases, it is not a question of telling a person something he needs to know, but confronting him with his own situation, so that he may discover the truth.

Distance learning provides educational opportunities to a large number of people who have previously been denied such opportunities and who are isolated either geographically or socially. The sanctity of the distance education system lies in the type of clientele system which it is catering to. It is a more individualized than a typical classroom course and also have the ability to engage the learners in self-directed learning.

Open learning and distance education systems cater the millions, who do not have access to the formal education system, by providing a need-based programme. The most immediate objective
is to spread far and wide, to help the unfortunate lot, who do not have proper access to the formal education systems including women, tribals and semi-literates. Distance education and open learning programmes satisfy the growing educational needs of the increasing number of people and also provide education at the door-steps of the people.

1.5 LIFE-LONG EDUCATION

During these modern times, mankind has been encountering an unprecedented situation, where the accumulation of culture and the development of highly specialized disciplines in various fields of knowledge have placed a high pressure on learning. Under this new condition, the knowledge gained by a person at the age twenty becomes largely obsolete by the time, when he reaches forty and skills that made him productive in his twenties are becoming out of date during his thirties. So, it is no longer functional to define, educating a person as a process of transmitting what is known. Now, it must be redefined as a life-long process of discovering and learning of what is unknown.

Now attempts are being made to identify the dimension of life-long learning with the life situations and to see life-long education in a over-all perspective. It is required to fulfil the needs of contemporary man to control, adapt and create the relevant technology and social organization. This will ensure new socio-economic order and better quality of life.

Centre for the Intercultural Documentation (CIDOC, 1974) discussed the concept of life-long education as a manifesto, "when we live, we learn, learning is a function of living. People
are learning all the time, all their lives". Life-long learning has become a necessary activity for all men and women at all corners of the world, who are interested in keeping themselves abreast of the changes in their respective occupation and life (Delon, 1976). Such a life-long learning requires techniques and strategies for transmitting information in addition to the face-to-face contact. Consequently, innovations and renovations in the field of communication play a vital role in the life-long learning. They permit widespread distribution of information and obviate the need for all to update the evergrowing knowledge. However, life-long education should not be interpreted as an extension of schooling or college, or an equivalent to continuing education or a set of complementary educational activities after regular education. It also does not mean a life-long schooling but a new fashioned name of adult and continuing education.

1.6 INFORMAL LEARNING STRATEGY FOR BEHAVIOURAL MODIFICATION

Adult and Continuing education is often regarded as a synonym to life-long learning, and as a acquiring experience of any sort of intellectual, emotional or sensory motor skills. Adults need to learn to meet the changing demands in their life and occupations. All the tasks they engage in different activities call for learning about new knowledge, new skills and new attitudes at various stages. Such continued learning performed by adult in an informal learning process, develops new interests in learning. Further, informal learning helps the individuals to satisfy their needs and achieve their goals for their personal fulfillment.
Education is a product of experience; whereas learning is the process by and through which the experiences of the race, i.e., knowledge, skill and attitudes are transmitted to the members of the community. Learning is described psychologically as a process of need-meeting and goal striving by the learners. This indicates to say that an individual is motivated to engage in learning to the extent of his need and his personal goal, which will help to achieve further his needs and goals. Learning is a modification of behaviour as a consequence of his past experience or prior activities. Behavioural modification arising out of learning may be cognitive, affective, sensorimotor or an amalgam of all these in different proportions. Gagne (1965) speaks of hierarchy in which learning at the base results in problem-solving at the apex, Stimulus-response learning, Chaining verbal association, Discrimination learning, Concept learning and Rule learning are the other middle levels in the hierarchy.

All these learning experiences are the mental and physical reactions to seeing, hearing or doing the things to be learnt and through which one gains meaning and understanding, useful in a new situation. So, learning is a process which brings relatively permanent changes in the behaviour of the learners through experience or practice.

1.7 COMMUNICATIONAL CHANNELS AND INFORMAL LEARNING PROCESS

People can learn through various educational and communication channels or through distinct ways. Communication channels can be in the form of any one or more of the following categories:
Beyond the physical requirements of food and shelter, the need to communicate with our fellow human beings is another fundamental need. This urge for communication is a primal one in the contemporary civilization, necessary for survival. Communication is a conscious attempt to share informations, ideas, attitudes for teaching-learning. It is the root for all human learning and social relationships particularly for developmental purposes. Communication for development therefore means that we make use of all the knowledge and technologies in communication to accelerate a change or a series of changes, in order to bring about better living conditions and to find better ways of living together without economic, racial and cultural conflicts (Vajrathanchilders, 1971).

1.8 COMMUNICATIONAL PERSPECTIVES AND PROCESS OF LEARNING

The communication flow is a very dynamic interlocking cycle where the source and the receiver usually alternate their roles, influencing the messages and even the choice of channels. The communication and information specialists have concentrated on increasing the volume of information flows by creating better "delivery system". The most fundamental as well as useful way of viewing the communication process is through "SMCR Model". This term refers to the first letters of the basic components of the communication process namely, "Sender, Message, Channel and Receiver"
These components are essential in order that a communication to take place. Another crucial component in the communication process is feedback, without which the communication process remains ineffective and incomplete.

Generally, in the learning system, teacher or instructor or facilitator is the sender of information and students or people are the receivers. Both education and communication include the sender, the message or the content, the channels of communication (Interpersonal or Mass Media) the treatment of message, audience (Students or people or community) and the response of audiences (feedback). An effective communication does not intend in giving simply the information, but more of educating. Therefore, one can treat education and communication as synonymous in their process and product.

Communication is said to have the following objectives like education:

- to create awareness (cognitive)
- to increase knowledge (cognitive)
- to change attitude (affective)
- to influence behaviour or action (psycho-motor)

These objectives are closely interrelated to each other and include the following indicators:

1. Cognitive indicators - of the type of changes that affect the beliefs and knowledge.

2. Affective indicators - including measurements of feelings attitudes and motivations related to particular aspect.

3. Psychomotor indicators - actual behaviour indices, such as increase or decrease in the rate of new practices.
In the dissemination of knowledge, as evidenced in communicational/educational/motivational campaigns, does employ mass communication/small group communication/interpersonal communication. Mass communication is generally used to create an awareness of new ideas and methods. Clarification of doubts and correction of any ideas need media communication supplemented with the interpersonal/small group communication. Motivational campaign needs all these types of communication.

Rogers (1971) has emphasized that Mass Media channels are relatively more important to the knowledge function and interpersonal channels are in the persuasion for further learning. Interpersonal and Mass Communication are two processes that have to be viewed as complementary to each other. Mass communication is effective in the initial phases whereas personalised persuasion or interactive (Interpersonal) communication has to be followed and reinforced later.

Interpersonal communication is transactional in nature and it is a process, involving a commonality of experience and mutuality of influence on both the sender and receiver. This transactional process has no beginning and no end for, it is everchanging, dynamic and mutual. Interpersonal communication has a transactional process which involves a cognitive sorting, selecting and sharing of symbols so as to help one another, to elicit from his own experience, a meaning of response similar to that intended by the source. Interpersonal communication in which the source and receiver engage in a face-to-face interaction. They are
informal day to day conversation among individuals
- home visits/individual contacts
- group meetings: small and large, formal and informal
- clinic counselling and guidance
- classroom sessions
- conferences, etc..

The unique attributes of interpersonal communication is its instant feedback or two-way communication. This unique advantage of personal channel over the media channel helps to ensure comprehensiveness of the message to be communicated, identifying barriers of communication, in resolving conflicting motives related to adoption and in overcoming the selectivity processes within the receiver.

1.9 MASS MEDIA AS AN EFFECTIVE COMMUNICATION TECHNOLOGY

Now-a-days, we do not have to rely on word of mouth alone when we want to motivate a group of people to learn new kinds of information. Communication technologies have been developing so fast that one can choose media and techniques to use in a particular situation. Communication in general and mass communication in particular plays a significant role in our life. Mass communication is the process of developing/disseminating information, ideas and attitudes to the sizable and diversified audience through the use of advanced media technology. The art of mass communication is much different from that of a face-to-face communication. Recent technological development in the field of mass communication have led to varied and wide use of tools in
the communication system which helped to do a "lot more with a lot less". So a few are now teaching "so much to so many" (Balasubramanian, 1991). Mass communication relies on certain tools/channels to impart the messages for widely scattered, heterogeneous masses. The channel is the mean/medium through which messages are transmitted. Innumerable mass media channels are now available to reach the means. For the purpose of convenience, we can divide it into three categories.

- print medium
- lowcast AV aids
- high-tech-electronic media

The channels are very essential for disseminating all kinds of information through all possible ways. Most of these mass media channels can impress the audience through the five senses. So, the effective utilization of mass media channels lead greater chance in disseminating the knowledge to millions. Mass media are used as tools and instruments in the process of mass communication that permit us to record, amplify and transmit information within the shortest span of time to the largest number of people. Mass media have become part of every day life. They supply a concrete basis for conceptual thinking and produce permanent learning. They perform a number of essential functions in the life, such as

- serve as an information or surveillance function
- serve as an agenda-setting and interpretation function
- help us to create and maintain connections with various groups in society
- help to socialize and educate us
- persuade us to accept certain new ideas
- entertain us
- can provide motivations
- can increase credibility and trust
- can help to realise the new ideas.

Mass media also has great potential to help in teaching all kinds of people including illiterates, semi-literate and literates. With the use of newly created knowledge in the area of communication and learning; motivation and group processes, it is now possible to teach millions of people through Radio and terrestrial TV and satellite transmission.

In the fifties and sixties, mass media was considered the prime mover in social development. The information is thought to be the missing link in the development chain. Different kinds of mass media are now omnipresent. The print may provide the core material; the radio, the television, the audio and video cassettes and the telephone may lend support for the learning. These are the most powerful and effective element in the education of children, youth and adults alike (Ananthasayanam and Rajamani, 1988). Print media can be used only in the literate society. But, most of the population are illiterates. All the developmental communication messages are selected based on the needs and interests of the illiterate audiences. In such occasion, print medium will not serve the purpose. Radio and audio cassettes have become inexpensive, simple to operate, durable, portable and easily accessible to the receivers, wherever they are. It can raise aspirations, create a climate of development, help indirectly to
change their attitude or practices, however radio has its own limitation like language usage, lack of different formats of presentation and difficult to follow the style or pronunciation and abstract concepts, etc..

Television and video have a greater potential than the radio to influence the thoughts and actions of the viewers. The combination of both audio and visual is more effective in presenting abstract concepts into concrete terms with the help of visuals (Shrivastava, 1992). Television has revolutionised the lives of many people in the world and has potentialities to affect remarkably on the lives of people within a decade.

The central idea from the fore said mass media are to make the audience to be aware of latest information about the emerging field of knowledge. But it can persuade through one-way communication process, all the receivers in this communication process are passive receivers and no proper feedback activity is there. In the middle of the 80's and 90's, latest technological innovations provided a new way for feedback between the sender and the receiver. Telematics, teletex, computer aided instruction, teleconferencing, videotex and interactive video are some of the latest technological inventions that facilitate interpersonal communication otherwise called Man-machine interaction. All these help to get information as quick as possible through satellite communication and so the communication gap between the sender and receiver has been reduced by proper feedback system.
1.10 COMMUNICATION TECHNOLOGIES AND SELF-LEARNING OPPORTUNITIES

Learning through communication technologies has brought changes in three primary domains: thinking, feeling and acting. Thinking is intellectual or cognitive in nature and involves the thought process relating to various concepts, ideas, informations and knowledge. Feeling is concerned with the affective behaviour relating to values, emotions, attitudes, interests and so on. Action involves the overt behaviour that the people actually do or say. Both thinking and feeling have great impact on their behaviour/skill called psychomotor abilities which are important component of action (Mohanty, 1991). So the whole communication process is thus faced with the challenges of producing and disseminating high quality learning. From birth to death, all types of communication play an integral part in the life which facilitate learning in one way or the other.

Finally, communication technologies are expected to stimulate rapid expansion of learning opportunities in order to produce the needed human resources and to support development. Different aspects of development, such as physical, social, economical, moral, aesthetic and intellectual, need new learning strategies to face the changing roles during the life-span. The entire life must be made a continuous process of learning. Of course the communication approaches may not be identical at different stages of human development. And it is also a tool which contributes to the growth of individual/personal development throughout his life by way of value-orientation, ethics, self-awareness, self-confidence and self-realization.
New media and methods are now available for making learning more effective and efficient, and various self-learning techniques are increasingly available for the transformation. The following are necessary for the learners to be active in the process of self-learning:

(a) Motivation, (b) Participation, (c) Interaction.

Motivation is usually defined as those factors that energize and direct behavioral patterns organized around a goal. It is essential because it keeps a person within a learning-situation and encourages him or her to learn. Motivation helps the learners to measure the gap between his present competencies and those required by him. So the learner experiences a feeling of dissatisfaction about the distance between where he is and where he would like to be. And he is also able to identify specific directions of desirable growth through his immense participation.

Pateman (1970) in the definition of participation, says that the degree and nature of "Participation" in all phases of learning is a critical factor. The participation creates new meaning in their own terms through a learning process. The participation can potentially strengthen both the knowledge and the action outcomes and also promotes continual adjustment and reinvention. It aims at the development of awareness, comprehension and understanding, whenever their participation will have a deeper commitment/interaction. Unless the learner participates wholeheartedly, the learning process will not be successful. The interaction refers to the communication behaviour directed towards another person or persons, when their reaction or
reciprocal behaviour is taken into account. According to Howell and Smith (1972), it involves, "both purposive and accidental transmission of meaning from one mind to another".

In learning, interaction is a process of exchange of points and arguments to and fro among the participants. So all the participants must have the chances to interact within himself, between the peer groups and also with the facilitator. The interaction also helps the learners to clarify their doubts, removes their misunderstanding and that will maximize their learning. The learners will also learn through interaction with their environment. Hence, the learning environment should be arranged in such a way that it would encourage productive interaction and give them the learning experiences they need. All the effective learning activities should be based on the real needs and interests of the participants. These needs will be determined by the participating group i.e., representative of all participants that will motivate the learners to participate in the learning. Such participation naturally leads to the process of interaction and this maximizes the learning and helps the participants to achieve their goals.

1.11 SUMMARY

Powerful social forces today demand that every society should have full opportunity to raise their potentials and to cope with the emerging and ever-increasing developments in all walks of life. Developmental activities and strategies proposed have the ultimate aim of raising and improving the quality of
life especially in rural areas through effective communication network. The communication channels and networks have greater powers in improving overall development both at the individual and national levels. An efficient and effective communication does not stop in simply providing information, but rather than educating the people to internalize growing knowledge, values and behaviour throughout the individual's life for survival.

In an everchanging society like ours, there is a need to update their knowledge and skills of the people for the survival through continuous/life-long learning process, throughout their life with the help of all possible ways and means. The life-long learning process is required to create, control and adapt the new and relevant technological innovations and renovations in the methodologies of learning process to facilitate and update the knowledge and to fulfil the needs of the contemporary men. Mass media are used for carrying the latest messages to a destination and it is apt to state that today's men live in a world of media. Different kinds of media are now ambiguous. All types of media facilitate effective learning and more particularly among the illiterates and neo-literates. Nevertheless, the learner participates whole heartedly in the learning process and unless he becomes involved, he will not be successful. Such participation is related to needs, interests and purposes of the learners.

There is a clear evidence from the above, the populace are enormously affected by organised and unorganised educative/communicative influences around them. Such influences some time produce learning among the people, whether they participate
intentionally or unintentionally. Hence, these influences could be called as incidental or informal learning strategies. Such informal learning strategies are employed in the present study of adult participation in formulation and utilisation of video programmes as well as video forum and its effect on learning.

The next chapter will deal the conceptual framework of the informal learning strategies to be formulated for educating rural population of the present study.