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INTRODUCTION

Education is an important instrument for social and economic change and an investment for better future. It is vehicle for accelerated planned development seeking removal of inequalities. It is also an instrument for integrating people into a developing nation eradicating their harmful and obsolete attitude. It trains people for a wide variety of increasingly sophisticated and ever changing capability needed in industry, agriculture, administration and services providing them the strength and resilience so as to respond to changing situations.

The agricultural situation has been consistently changing in India for the past ten decades. Though new technologies emerge day by day in agriculture, they are not effectively disseminated to the needed people due to various problems. The importance of extension education is very well accepted all over the world. It is realised that the investment made in agricultural extension does not pay proportionate dividend as expected by the policy makers. Hence they started to question the relevance of extension education discipline itself.

Through adoption of appropriate media in agricultural extension, we can make the farmers learn, assimilate and use the new technologies. A well informed and well trained extension personnel could avail the appropriate media in the appropriate situation in order to maximize learning among the farmers. Hence, it is imperative that the extension personnel be given intensive training in Educational Technology.
MEDIA AND METHODS IN AGRICULTURAL EXTENSION

Educational technology encourages the development of improvised and local instructional materials. The use of such materials can facilitate learning because such materials have cultural relevance to the learners. It is quite obvious that the effect of media in instruction coupled with the suitability of the same to the target population would result in better learning. Of the various media and methods being availed in agricultural extension, Lecture Method, Conventional Non-interactive Video and Instructor Controlled Interactive Video are believed to be effective in realizing the instructional objectives among farmers. These instructional strategies are described as follows:

Lecture Method (LM)

The lecture method is found to be one of the chief methods of instruction even after the availability of the media like computers, TV, etc. The reasons for the success of this method are interaction between the learners and the teacher, usage of apt language, mannerism, wit and humour, skill of drawing the attention of the audience, explanation and exposure of the concepts in coherent manner etc. It is a flexible method as instructors can adopt themselves to the subject matter, achievement level of learners, time limit, available apparatus and equipment and all these in a very short notice. While lecturing, the instructor can get reinforcement from the learners in terms of their attention. Learners' attention and interest can be captured by instructor's wit and humour, non-verbal communications such as gestures, posture and movement, logical statements and enthusiasm. The physical environment of the lecture hall itself may give security to some learners as they are doing the right thing by being present along with their co-learners at the right place, at right time and respond to the instructor in one way or other. The learner's gaining knowledge and comprehending the subject-matter, lectures also provide group feelings, social reinforcement and emotional security. These are the advantages of the lecture method.
Conventional Non-Interactive Video (CNIV)

Video technology has a greater potential for the transfer of technology and development of human resources. The Video Cassette Recorder is an electronic device for recording and playing the video consisting of visual and audio elements of a programme. It has a great potentiality to capture and store messages from TV. It can be used to produce developmental programmes at a cheaper rate as compared to film. It can control the audience by the way of using moving images, music sound effects and graphics. Information traditionally presented in the form of booklets and handouts can be rendered more effectively through video. However it fails to make interaction with the audience due to its one way communication. The audience remain to be passive spectator throughout the video programme. It is evident that effective learning takes place when better interaction prevails between the teach and the taught during teaching-learning process.

Instructor Controlled Interactive Video (ICIV)

Interactive video combines the strengths of both computer and video to give an amazing teaching tool that allows individual self-paced, self-directed, self-controlled and fully illustrated instruction. Interactivity takes place between the user and the system. The huge storage capacity of information in all forms such as still, motion, text, analog, digital, music, speech, audio and interactivity are some of the advantages of interactive video. This western model is not only costly and skill oriented but also individualized in instruction. This model may not suit to developing countries for they need group learning system in order to minimize the expenditure.

Instructor Controlled Interactive video, the indegenous model can best suit to our conditions in which the instructor can replace the computer and make the learner group watch and record their interaction by responding to the questions asked by the instructor
intermittently. The ICIV, can pay rich dividend in terms of learning outcomes. Feedback could be given to the learners for their responses through the video controlled by the instructor.

NEED FOR THE STUDY

Agricultural extension can be regarded as the most logical, scientific and systematic method of disseminating knowledge and skills to farmers to aid them in successfully adopted innovation and making the most efficient use of their land and allied resources. Mass media having the potential to widen horizons, to focus attention, to raise aspirations and to create a climate for development can be exploited for transmitting the ideas and techniques from lab to land. However the value of a new communication technology lies not only in its economic viability and its technical soundness, but in its adoption to the local, social and cultural environment also. A piece of technology may be viewed as appropriate for a society, if its design is related to the real and felt adoption needs of that society and its use fulfills these needs. It is known that one of the potential instructional media in agricultural extension programmes is Instructor Controlled Interactive Video. It is imperative to establish its effectiveness in realising the instructional objective among farmers in agricultural programmes and hence this study.

STATEMENT OF THE PROBLEM

All India Conference on Agricultural Education (1969) strongly recommended that appropriate media should be availed to stimulate the participants in the teaching-learning process in agricultural extension. Interaction is an important aspect in the teaching-learning process. Interactive Video fulfils the need for the interaction in the teaching-learning process by means of the computer. The same effect can be produced by the Instructor Controlled Interactive Video also in the teaching-learning process through the instructor. In order to establish the effectiveness among different instructional strategies
viz. LM, CNIV and ICIV in modifying the cognitive behaviour among farmers in agriculture the investigator has taken up the study on "Effectiveness of Instructor Controlled Interactive Video as Compared to Conventional Non-interactive Video and Lecture Method in Modifying the Cognitive Behaviour Among Farmers in Agriculture".

SCOPE OF THE STUDY

The relative effectiveness among different instructional strategies viz. LM, CNIV and ICIV in modifying the cognitive behaviour among farmers in agriculture was established in this study. The relative effectiveness among different instructional strategies in realising the instructional objectives in agriculture in the context of varying difficulty levels of the contents as well as varying formats of the video programmes was also established. An attempt was also made to compare the different interaction patterns which occurred as the result of interaction among the instructor, learners and the media in the teaching-learning process between ICIV and LM as different instructional strategies. The video programmes availed in the study were evaluated by a team of experts and others using a specially developed evaluation proforma. In conjunction with other 'Process product' studies in extension education, this study also contributes to the knowledge of effective instructional media in agricultural extension.

OBJECTIVES OF THE STUDY

a. Primary objectives

The primary objectives of the study are as follows:

1. To find out whether the different instructional strategies viz. Lecture Method (LM), Conventional Non-interactive Video (CNIV) and Instructor Controlled Interactive Video (ICIV) have any effect in modifying the cognitive behaviour at different levels viz. knowledge, understanding and application among farmers in agriculture.
2. To establish the relative effectiveness among different instructional strategies viz. LM, CNIV and ICIV in modifying the cognitive behaviour at different levels viz. knowledge, understanding and application among farmers in agriculture.

3. To establish the relative effectiveness among different instructional strategies viz. LM, CNIV and ICIV in modifying the cognitive behaviour among farmers in agriculture in the context of the contents with varying difficulty levels.

4. To establish the relative effectiveness among different instructional strategies viz. LM, CNIV and ICIV in modifying the cognitive behaviour among farmers in agriculture in the context of programmes with varying formats.

5. To establish the relative effectiveness among different instructional strategies viz. LM, CNIV and ICIV in terms of retention as revealed by the participants' performance in the retention test.

6. To establish the relative effectiveness between Documentary and Straight Talk as different formats of the video programmes in terms of retention as revealed by the participants' performance in the retention test for different instructional strategies.

7. To ascertain the relative effectiveness between CNIV and ICIV as different instructional strategies in terms of retention as revealed by the participants' performance in the retention test for the different formats of the video programmes.

b. Secondary objectives

The secondary objectives of the study are as follows:

1. To study the interaction patterns that occurred in the groups of LM and ICIV as the result of interaction among the instructor, the participants' and the media.

2. To develop two parallel objective based achievement tests in the selected content areas of the agricultural video programmes.
3. To develop an evaluation proforma to validate the agricultural extension video programmes availed for the present study.

HYPOTHESES OF THE STUDY

The hypotheses of the study are stated as follows:

1. There is significant difference between the means of pre and post test scores of the participants of the different instructional strategies viz. LM, CNIV and ICIV at all levels of cognition in agriculture.

2. There is significant difference among different instructional strategies viz. LM, CNIV and ICIV in their effectiveness in modifying the cognitive behaviour at all levels among farmers in agriculture.

3. There is significant difference among different instructional strategies viz. LM, CNIV and ICIV in terms of their effectiveness in modifying the cognitive behaviour among farmers in the context of varying difficulty levels of the content in agriculture.

4. There is significant difference between CNIV and ICIV as different instructional strategies in terms of their effectiveness in modifying the cognitive behaviour among farmers in the context of varying formats of the video programmes in agriculture.

5. There is significant difference among different instructional strategies viz. LM, CNIV and ICIV in their effectiveness in terms of retention as revealed by the participants' performance in the retention test.

6. There is significant difference between Straight Talk and Documentary as different formats of the video programmes in terms of retention as revealed by the participants' performance in the retention test for different instructional strategies.
7. There is significant difference between CNIV and ICIV as different instructional strategies in terms of retention as revealed by the participants' performance in the retention test for different formats.

8. There is significant difference between the means of post and retention test scores of the participants of the different instructional strategies viz. LM, CNIV and ICIV at all the levels of cognition in agriculture.

9. There is significant difference between LM and ICIV as different instructional strategies with regard to different interaction patterns occurring as the result of interaction among the instructor, participants and the media during teaching-learning process.

TOOLS USED IN THE STUDY

The following tools were used to collect the required data in this study.

1. An interview schedule was developed by the investigator to know the demographical variables, experience in agricultural practices and mass media exposure of the participants.

2. Fifteen selected need based video programmes in agriculture developed by the Directorate of Extension Education, Tamil Nadu Agricultural University, Coimbatore were used for instructional purpose in this study.

3. Two parallel objective based achievement tests in the selected content areas in agriculture were developed and standardised by the investigator. Each of the test is comprised of 150 items with a break of 75 knowledge items, 35 understanding items and the remaining 40 application items.

4. An evaluation proforma was developed by the investigator to validate the video programmes availed in the study from technical and pedagogical points of view.
5. Modified version of Flanders Interaction Analysis Categories System was used to analyse the interaction patterns that occurred as the result of interaction among the instructor, the participants and the media in the groups of LM and ICIV.

METHODOLOGY OF THE STUDY

Pre-test Post-test Non-Equivalent Groups Design was found to be the most appropriate method for testing the formulated hypotheses in the present study. Three groups each of 50 farmers were formed from three villages of the Kanyakumari District of Tamil Nadu. The entry behaviour of the farmers of all the three groups in the selected content areas of the agriculture programmes was found out as measured by the pre-test in the said content areas. One of the groups was treated as Control Group while the other two groups were treated as Experimental Groups. LM was adopted in the Control Group, while CNIV and ICIV were adopted as experimental interventions in the Experimental Group I and Experimental Group II respectively.

Fifteen video programmes in different content areas of agriculture themes developed by the Directorate of Extension Education, Tamil Nadu Agricultural University, Coimbatore were availed for instructional purpose in the Experimental Groups. The same themes were introduced to the Control Group through Lecture Method using appropriate audio-visual aids. The interaction patterns that occurred as the result of interaction among the instructor, the participants and the media in the Control and Experimental Group II were studied using the modified version of Flanders Interaction Analysis Categories System. The ratios representing different interaction patterns were computed using appropriate formulae for each of the programme for both Control and Experimental Group II. The mean and SD of the scores of the ratios representing different interaction patterns for each of the programme were computed for both Control and Experimental Group II.
Two parallel objective based achievement tests in the said content areas were developed and standardised. One of these tests was administered as pre-test and the other was administered as post-test to all the three groups before and after the experimentation. The same test which had been given as post-test was again administered as retention test to all the three groups one month after the administration of the post-test.

An evaluation proforma was developed taking care of each and every aspect of the production of video based instructional material. All the video programmes availed for instructional purpose in this study were evaluated by a team of experts using the said proforma. The reliability and validity of the achievement tests used as pre and post tests were established following appropriate procedures.

The mean and SD of the scores of the participants as measured by the pre, post and retention tests were computed for all the three groups. The formulated hypotheses were tested using appropriate statistical techniques.

DELIMITATIONS OF THE STUDY

The delimitations of the study are as follows:

1. Though the need of the farmers for programmes on agricultural themes was vast, only a few themes were selected for instruction due to want of time and money.

2. The homogenity of the Control and Experimental Groups was established only with respect to the scores of the participants on the pre-test. The intervening variables like anxiety, fatigue, motivation, intelligence etc. were not taken into consideration while establishing the homogenity of the Control and Experimental Groups.
FINDINGS AND CONCLUSIONS OF THE STUDY

The findings and conclusions of the study are as follows:

1. It is found that there is significant difference at 0.01 level between the means of pre and post test scores of the Control and Experimental Groups at all levels of cognition in the selected content areas of agriculture. It is also found that the mean value of the post test scores is greater than that of the pre-test scores at all levels of cognition for all the three groups.

Hence, it is concluded that all the three instructional strategies viz. LM, CNIV and ICIV are effective in achieving the instructional objectives at all levels of cognition so far as agricultural programmes are concerned.

2. It is found that there is significant difference at 0.01 level between the means of Control Group and the Experimental Groups and between Experimental Group I and Experimental Group II on the scores of the participants as measured by the post test. It is also found that there is significant difference at 0.01 level between the means of Control Group and Experimental Group II at all levels of cognition except at understanding level. It is also found that the mean value of the Control Group is greater than that of the Experimental Group I but less than that of the Experimental Group II at all levels of cognition. Again it is found that the mean value of the Experimental Group I is found to be less than that of the Control Group and Experimental Group II.

Hence, it is concluded that ICIV is more effective when compared to LM in modifying the cognitive behaviour among farmers at all levels except at understanding level in agriculture. It is also concluded that ICIV is more effective when compared to CNIV in modifying the cognitive behaviour among farmers at all levels in agriculture. Again it is concluded that LM is more effective when compared to CNIV in modifying the cognitive behaviour among farmers at all levels.
3. It is found that there is significant difference at 0.01 level between the means of Control Group and Experimental Group I and between Experimental Group I and Experimental Group II for all the three difficulty levels of the content areas. It is also found that there is significant difference at 0.01 level between the means of Control Group and Experimental Group II, when the difficulty levels of the content areas are at low and medium. But at the same time there is no significant difference between the means of these two groups when the difficulty level of the content is high.

The mean value of the Experimental Group II is found to be greater than that of the Control Group and Experimental Group I for all the three difficulty levels of the content areas. It is also found that the mean value of the Control Group is greater than that of Experimental Group I for all the three difficulty levels of the content areas.

Hence, it is concluded that irrespective of the difficulty level of the content areas in agriculture, ICIV is more effective when compared to LM and CNIV in modifying the cognition of farmers in agriculture. Again it is concluded that LM is more effective when compared to CNIV in modifying the cognitive behaviour among farmers in agriculture.

4. It is found that there is significant difference at 0.01 level between the means of Experimental Group I and Experimental Group II for both the formats of the video programmes. It is also found that the mean value of the Experimental Group II is greater than that of the Experimental Group I for both the formats of the video programmes.

Hence, it is concluded that irrespective of the programme format, ICIV is more effective when compared to CNIV in modifying the cognitive behaviour among farmers in agriculture.
5. It is found that there is significant difference at 0.01 level between the means of Control Group and Experimental Group I and also between Control Group and Experimental Group II at all levels of cognition except at understanding level. Again it is found that there is significant difference at 0.01 level between the means of Experimental Group I and Experimental Group II at all levels of cognition. It is also found that the mean value of the Experimental Group II is greater than that of the Control Group and Experimental Group I at all levels of cognition. It is also found that the mean value of the Control Group is greater than that of the Experimental Group I at all levels of cognition.

Hence, it is concluded that when compared to LM, ICIV is more effective in its effectiveness in enhancing retention at all levels of cognition except at understanding level. But at the same time when compared to CNIV, ICIV is more effective in enhancing retention at all levels of cognition in agriculture. It is also concluded that LM is more effective when compared to CNIV in enhancing the retention at all levels of cognition in agriculture.

6. It is found that there is significant difference at 0.01 level between the means of these two programme formats for both the groups. The mean value of the programmes of Straight Talk as programme format was found to be greater than that of the programmes of Documentary as another programme format.

Hence, it is concluded that irrespective of the instructional strategy whether it is ICIV or CNIV, Straight Talk as programme format enhances retention more effectively among farmers in agriculture when compared to documentary as another programme format.

7. It is found that there is significant difference at 0.01 level between the means of Experimental Group I and Experimental Group II for both the programme formats. The
mean value of the Experimental Group II is found to be greater than that of the Experimental Group I.

Hence, it is concluded that irrespective of the programme format whether it is Straight Talk or Documentary, ICIV is more effective when compared to CNIV in enhancing retention among farmers in agriculture.

8. It is found that there is significant difference at 0.01 level between the means of Post test and Retention test scores at all levels of cognition for the Control Group and the Experimental Group II. It is also found that there is significant difference at 0.01 level between the means of Post-test and Retention test scores at total and application levels for the Experimental Group I. There is no significant difference between the means of Post-test and Retention test scores at knowledge and understanding levels for this group. Again it is found that the mean value of the Post test scores are greater than that of the Retention test scores for all the three groups.

Hence, it is concluded that irrespective of the instructional strategy adopted for instruction in agriculture, farmers tend to forget what they have learnt in lapse of time.

9. It is found that there is significant difference at 0.01 level between the means of Control Group and Experimental Group II on the scores of the ratios representing certain communication patterns viz. CCR, I/P, ITR and IQR. It is also found that the mean value of the Control Group is greater than that of the Experimental Group II with regard to the ratios viz. I/P, I/D, ITR and IQR. But at the same time the mean value of the Experimental Group II is greater than that of the Control Group with regard to the ratio CCR. Again it is found there is no significant difference between the means of these two groups with regard to the ratios viz. IRR, PTR and PIR.
Hence, it is concluded that the interaction patterns occurring as a result of interaction among the instructor, participants and the media so far as the Control Group is concerned, are characterized by the instructor's tendency to dominate the participants in the instructional process, express views through lecture, give directions and criticize the participants with the expectation of compliance in addition to asking more number of questions during content related discussions. Again it is concluded that so far as the Experimental Group II is concerned, the interaction patterns occurred as a result of interaction among the instructor, the participants and the media are characterized by the instructor's tendency to talk more and more with regard to discussing the content as well as asking questions. Again it is concluded both the Control and Experimental Group II are almost identically characterized with regard to instructor's tendency to react to the ideas and feelings expressed by the participants, the participants' tendency to talk either by responding to the instructor's question or by initiating the talk by themselves.

The highlights of the testing of hypotheses convince that ICIV is relatively more effective when compared to LM and CNIV in not only modifying the cognitive behaviour among farmers but also in enhancing retention so far as instruction in agriculture is concerned. Again it is convinced that LM is more effective when compared to CNIV which is least effective of all the three instructional strategies in not only modifying the cognitive behaviour among farmers but also in enhancing retention in agriculture. ICIV being closest to reality with its combination of sound and picture, motivation and realistic feel to the participants is found to be most effective of all the three strategies. In addition to maintaining better interaction between the instructor and the participants throughout the instructional process by keeping low information density, pauses wherever necessary, and humourising the content at every stage of presentation ICIV is found to be relatively more effective when compared to LM and CNIV.
The presence of instructor's wit and humour, non verbal communications, logical presentation of concepts and enthusiasm besides group feeling, social reinforcement and emotional security among the participants make the LM more effective when compared to CNIV which lacks these interesting features. However, the CNIV can also influence the learners by the way of moving images, music sound effects and graphics which makes CNIV also as an effective medium in education. The absence of interaction with the participants due to its one way communication makes CNIV relatively inferior to LM as well as ICIV in realizing the envisaged instructional objective in agricultural extension education. Straight Talk as programme format is found to be more effective when compared to Documentary as another programme format in modifying the cognition among farmers in agriculture. It seems the indirect interaction emerged between the participants and the human face along with appropriate visuals seen in the video influences better learning among the farmers in the case of Straight Talk as programme format when compared to Documentary as another programme format.

It is known that the interaction patterns emerge as a result of interaction among the instructor, participants and the media are almost identical in Control Group and Experimental Group II. The instructor is found to be equally direct in his influence patterns in both the groups. He restricts the learners' freedom to participate in the instructional process by his tendency to express views through lectures, give directions and criticize the participants with the expectation of compliance. The instructor's tendency to accept, clarify, praise and develop the ideas and feelings expressed by the participants is almost identical in both the groups. However, his tendency to concentrate and ask questions on the content oriented part of the instructional process is more in the Control Group when compared to that in Experimental Group II. It is also known that the instructor encourages the participants to respond to his questions as well as initiate in the instructional process almost equally in these groups.
RECOMMENDATIONS

Keeping the findings and conclusions of the study in the mind, the following recommendations are offered:

1. Among different instructional strategies viz., LM, CNIV and ICIV, ICIV is found to be most effective in realizing the envisaged instructional objectives. Hence it is recommended that ICIV as an instructional strategy be widely availed in agricultural extension education.

2. The feature of in-built interaction adopted in educational video programmes automatically encourages the learners to participate more and more in the teaching-learning process. Hence, it is recommended that efforts be made to produce video programmes with in-built interactive strategy for agricultural extension education.

3. Any technology in extension education to be appropriate to the target population needs to be simple, convincing, need based, location specific and socially and economically acceptable leading to sustainability.

4. The indigenous wisdom of the farmers should be documented and blended well in the development of the appropriate technology in agricultural extension education.

5. Research efforts in agricultural extension education need to be further oriented to generate cost effective technologies considering the input, process, output variables of an instructional design.

6. An interdisciplinary team approach by Educational Technologists, Agricultural Scientists, Extension Workers and Farmers is of paramount importance for evolving appropriate technology in agricultural extension education to a given target population.
SUGGESTIONS FOR FURTHER RESEARCH

The suggestions offered for further research in the area of Video Assisted Instruction as applied to Extension Education in Agriculture are as follows:

1. Studies may be taken up to find out whether Video Assisted Instruction is effective in different cultural contexts for different social group for male and female in agricultural extension education.

2. Studies may also be taken up to find out the long term effects of the Video Assisted Instruction on different cognitive skills so far as agricultural extension education is concerned.

3. Studies may also be taken to find out the differential benefits associated with alternative modalities of implementations of Video Assisted Instruction in agricultural extension education.

4. Studies pertaining to the role of the instructor within the context of various scenarios of video mediated learning inside and outside the learning centre are also most urgent.

5. Studies may also be taken up to find out to what extent can video media in agricultural extension education be expected to enhance the participants' intrinsic motivation for cognitive behavioural modifications and how does this vary from one socio-cultural context to another.