CHAPTER - I

INTRODUCTION
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1.1 Introduction

Development of new and better method of teaching has been one of the main concerns of educationists. This is more so, in the case of adults because of their complex psychological make up along with heavy responsibilities of adulthood. This makes the teaching-learning process more difficult a task. Their attention towards the educational programmes can be drawn through well developed laidout messages and interesting teaching methods. Moreover the need for a variety in teaching methods for adults is all the more pressing in all spheres of life.

Fortunately, harnessing the potentials of Educational Technology for the adult education has been given its due place in the National Policy on Education-NPE (1986). The NPE, in its plan of action, proposes the following recommendations.

1. Reorganisation of the existing programmes to introduce flexibility and other measures for greater effectiveness.
2. Application of Science and Technology and pedagogical researches for improving the pace and environment of learning.

Media effectiveness on teaching-learning process is a vital area in Educational Technology. Educational Technology has attracted the attention of researchers and a lot of research work has been done on its effectiveness with reference to different target groups in the formal education system.

The researches carried out in this regard in the non-formal sector are sporadic. In the present Indian context, lot of resources are directed towards the adult education. At this juncture, more research efforts are needed in media-effectiveness on adult education.

Education is the development of the power of adoption to an ever changing social environment. Hence, to adopt the people with the newly expected society without any gender imbalance, an innovative educational effort should be made.

The mode of non-formal education should be utilised for this purpose. The mass media devices like TV, Radio, Film, Press etc, play vital roles in establishing the new social order. Hence, their functions in the direction of social development should be properly evaluated. Then only, the role
of mass media in eradicating illiteracy, creating awareness and establishing new society would be fulfilled.

Education is a source of production like a factory and it has three elements, raw materials (people), tools (Teaching methods) and product (changed behaviour). The above statement clearly indicates that education is nothing but modification of behaviour. For the purpose of modifying the behaviour of people, suitable media and effective teaching methods are needed. To fulfil these needs, video/Television plays an effective role in recent times. While selecting the effective medium for disseminating knowledge, it should be kept in mind that the selected content of the information should be suitable, real, innovative and need-based. The selected content should be channelised through the medium without any bias. Then only, the objectives of modifying the people's behaviour can be achieved.

According to Marshall MC Luhan's theory, (1967) the choice of medium of communication is more significant in terms of the overall effect of a message than the content of the message itself. So, audio and video have a great potential as media of communication for educating the rural people. The value of utilising the appropriate medium can be proved to be a boon if used properly in education. It is very useful for educating the mass in developing countries.
like India, where illiteracy level is high. The educational programmes given through massmedia with the help of competent subject matter specialists can provide a standard quality of instruction. The use of massmedia can help to maximize the effectiveness of the educational activities. The massmedia communicate with the largest number of people in the shortest possible time. Also, it can deal with topical problems and depict persons known for their expertise and trustworthiness. Then the learners learn the things through the eyes and ears and thus remember things better and fuller.

1.2. Aims of Adult Education

Adult Education is a "Process whereby persons, who no longer or did not attend school on a regular or full time basis, undertook sequential and organised activities with a conscious intention of bringing about changes, information, knowledge, understanding, skills, application and attitudes or for the purpose of identifying and solving personal or community problems (Liveright and Maygood, 1968).

Adult Education in the above context is viewed as a broad concept aiming at the overall development of the community through the raising of the individual standards in the area of knowledge, skills and attitudes. Accordingly, adult education can be conceived as a programme aimed at the
development of the community through the process of enabling
the individuals or a community to raise personal abilities
and talents.

UNESCO (1976), which initiated and organised worldwide
efforts to promote adult education, adopted and following
definitions: "adult education denotes the entire body of
organised educational process, whatever the content, level
and method, whether formal or otherwise, whether they prolong
or replace initial education, in schools, colleges and
universities as well as in apprenticeship, whereby, persons
regard as adult, by the society to which they belong, develop
their abilities, enrich their knowledge, improve technical or
professional skills and bring about changes in their attitude
or behaviour in the two fold perspective of full personal
development and participation to balanced and independent
social, economic and cultural development".

In giving such education, educational technology plays a
significant role. Educational Technology consists of all
materials, media and methods which are used for the optimum
utilisation of available resources in teaching-learning
process.
1.3. Media and Adult Education

Adult education programmes are to provide every citizen with an opportunity for personal enrichment, professional advancement and effective participation in social, political and cultural life. In giving such education, media can play an important role.

Media is defined as the carriers of information from some transmitting source which may be a human being or an inanimate object to the receivers of the message which in our case, the neo-literates. Different types of media are used for adult education programmes like human resource, print, audio-visual, broadcasting, group activities and new media technologies, with the view for motivating the learners.

"Societies, whatever the degree of evaluation and their political and social structures cannot achieve optimum development and renew the resources without active, conscious, and freely given participation by the people as a whole. Participation by the citizens is determined by their abilities, know-how, attitudes and behaviours, created or strengthened by education which provides both knowledge and a capacity for clear, critical reasoning. The content, nature and form of the information disseminated by the mass media take all their importance here" (UNESCO, 1976)
Mass media in the field of adult and non-formal education cannot be over emphasized, both in the developed and developing countries. In our country, vast segments of population are still steeped in ignorance, illiteracy and the rate of dropouts is alarmingly high to add to the mass of pushed outs and non-starters. To reach the largest number of people and to educate them in the most effective manner, we need to exploit appropriate media to the maximum extent as possible.

The variety of approaches, methodologies and materials have to be used to realise this objective. In this context, the role of mass media has become all the more necessary in a country like ours where a large segment of population is to be covered, through the optimum utilisation of men and media resources, more people can be reached as it comes very handy to deliver developmental messages. Thus to ensure that the vast population learns to cope with the swift changes that takes place as a result of rapid revolution of knowledge, technology and bewildering speed of social transformation.

1.3.1. Media for Neo-literates

i. Media helps to make their learning more interesting and effective in the postliteracy circles.
ii. To cater to individual differences in learning preferences and abilities.

iii. To help varied, interesting and learning experiences to all learners and to provide immediate feedback.

iv. To enrich relevancy and meaningfulness of learning.

v. It helps to minimise the misconceptions held by learners and help them to solve their problems related to learning.

vi. It helps to improve the quality and standard of adult learning.

vii. It helps to inspire adult educators to use a variety of methods by exploiting different media and to make the centre experience fruitful and relevant to real life situations.

viii. It helps to develop new practices and strategies to facilitate effective learning.

ix. It helps to develop the neo-literates from directed learning to self learning.
The UNESCO's report on various aspects of communication and society provides the following functions of media.

(i) Disseminating information so that the recipient of the message is able to understand and react knowledgeably that the world and to the complex social, economic, technological and political conditions around him.

(ii) Socialisation through the provision of a common fund of knowledge, which enables people to operate as effective members of the society in which they live (Socialisation also involves the communication and inculcation of an agreed set of values).

(iii) Motivation through the promotion of immediate and ultimate aims of each society and the stimulation of personal choices and aspiration through the fostering of individual or community activities geared to the pursuit of agreed aims.

(iv) Promoting debates and discussion through the provision and exchange of facts to facilitate agreement or clarify differences on public issues.

(v) Education through the transmission of knowledge so as to foster intellectual development, the formation of character and the acquisition of skills and capacities at all stages of life.
(vi) Cultural promotion through the dissemination of cultural and artistic products.

(vii) Entertainment through the diffusion of drama, dance, art, literature, music, sports etc. for personal and collective recreation and enjoyment.

(viii) Integration through the provision to all persons, groups and nations, access to the variety of messages which they need in order to know and understand each other and to appreciate others living conditions, viewpoints and aspirations.

1.4. Media with special reference to TV.

Recent developments in technology have laid foundation to varied and wide use of media in the system of education and helped to do a 'lot more with a lot less, so few are now teaching so much to so many' (Balasubramaniam, 1991).

TV offers the means to reach large number of remote and inaccessible area, to remove disparity in educational facilities and to make available to the disadvantaged and also to the provide better instruction to the learners conveniently suited to their needs and place of learning. In India, using rural communication technology, specially community television in recent times and to consider whether these might be practically applied to improve human resources.
and quality of life in non-formal sectors are the moot points to be worth delved into.

TV is used for carrying the messages to a destination and it is apt to state that we live in a world of television. We have a visual culture, living in an environment where messages are imparted by media of every kind. These are the most powerful and effective elements in the education of children youth and adults alike (Jayagopal and Ananthasayanam, 1987).

Marshall Mc Luhan's meaningful statement "The medium is the message" may not be intended to minimise the importance of the message, but to highlight the importance of the media. According to him, the technological development which has placed highly sophisticated devices at man's disposal has, in fact, led to the development of man. Media, specially community TV pressed into educational use for the communication of knowledge and ideas to reach the largest number of people even in the remote rural areas.

1.4.1. Television - The Powerful medium of Mass Communication

Television, is one of the finest inventions of our times. It has an edge over other forms of mass media, viz., radio, newspaper etc. It has overcome the barriers created by
illiteracy, which is the main hurdle in a way helping mass communication becoming very simple and speedy. It is a multi-media system predominated by the visual medium. It is recognised that there is an urgent need for mass education and communication media for accelerating social change, creating awareness and inculcating knowledge, social change, and imparting a scientific temper among the masses. It will also inculcate desired attributes and attitudes among the masses necessary for national development.

Television, the powerful medium for communication is a product of the ongoing modern communication revolution. It commands bigger influence on the perceptions, emotions and the outlook of the masses than any other media. The impact of television on the society is often compared with the effect of "Water dripping on a stone steadily, imperceptibly eroding old values and attitudes in favour of new ones" (Joshi, 1986).

It is also argued that television involves the person as a whole. According to Skornia (1965), there is substantial evidence by which it can be proved that engulfing, involving the person cinematically, subliminally, emotionally and intellectually. It reaches out both the literate and illiterate audience and the distribution process is simpler. Thus, it is superior to print media. Also, it has definite
advantage over radio because of its visual content, which provides, a great help in the trial period during the adoption of a new technique or an idea and can reduce the adoption time to a considerable extent. It combines both visual presentation and sound and therefore becomes very relevant for education.

Mc Luhan (1967) holds that television is the most appropriate medium for mass communication specially for the developing countries because of its involving and absorbing nature.

Television is one of the landmarks in the development of mass communication. Being, an audio and visual medium appealing to, both the sense of seeing and hearing, it has greater appeal than radio, as viewing gives more emotional satisfaction. Being novel with the advantage of films as well as radio, it has turned out be a powerful medium to impart information, to educate people to think and act constructively and bring change in attitudes. Due to its attractiveness and novelty, it has established itself as an all purpose perssive means of mass communication, providing information, entertainment and education. The studies reveal that people prefer it to even good food and children prefer TV to even their parents. Such a powerful medium should be fully exploited for adult learning purposes.
Television, as an important component of mass media, has been available in India since 1959. There are no two opinions that TV broadcasting being one of the most effective medium of education. Instructional TV has both advantages and challenges. The instruction given by TV can reach more learners and becomes a more public figure than the instruction given by instructor. However, the medium places greater demands on the instructor to pre-plan and coordinate with production staff members in order to utilise the Television technology fully. Television courses serve students in their homes but successful TV students have to be motivated and assertive learners. The printed support materials must also be available to learners to make these operable. The television viewer who will be most successful is the independant learner, the self-motivated personality, the individual who does not depend on classroom interaction and competition to provide an impetus for learning.

1.4.2. Television and its Significance

Television has been used for and in support of education at all levels both formal and non-formal, almost throughout the world. Today, television is fairly established as a means of reaching out to a large number of learners at all levels and carrying education across barriers of distance. As an intimate medium, TV has greater personal
appeal and motivating power than other medium. It has an unmatched demonstrative potential and can present events and learning episodes in interesting and dramatised formats which grip the attention of viewers to sustain their interest and trigger their imagination leading to better retention and joyful learning. Since, it combines a multitude of audio-visual aids television is rightly called the queen of teaching aids.

Community television raises the consciousness of the people making them aware of their conditions. More development programmes can raise social awareness and help in eradicating illiteracy.

James W. Brown (1983) expressed the following advantages of television.

1. It is convenient and it reached more cross section of people with simultaneous presentation.

2. To highlight the need for social welfare measures, including welfare of women, children, adults and the less privileged.

3. It enables the audience to see objects and procedures that are too small to be visible to the entire group.
4. It helps in preserving the valuable learning experience for use in future learning situations.

5. It provides an opportunity to record performance procedures and behaviours that can be evaluated or shown to others after the event.

6. It moulds the attitudes and influences more learning and provides the information as it is.

7. It encourages the relationship between the instructions and the audience.

8. It helps us to bring needed social improvements and developments.

9. It is having more access for immediate and perfect communication.

10. It acts as a catalyst for social change.

11. It helps to disseminate the message of family planning as a means of population control and family welfare.

12. It helps to stimulate greater agricultural production by providing essential information and knowledge.
It is useful to promote and help preservation of environmental and ecological balance.

Thus, television performs all these functions effectively and with perfection.

1.5. Literacy/Post Literacy Programmes in TV.

The TV Literacy programme was introduced in 1978. This programme imparts Literacy, Functionality and Awareness. This programme is an attempt to teach the illiterates, neo-literate and school drop-out and to communicate with them effectively. In this programme, all activities are designed to transmit knowledge, attitude and skills and create opportunities for self fulfilment and with a view to enabling them to retain and upgrade the literacy skills and to harden it for the improvement of their living and working conditions.

1.5.1. Education for Life Improvement Programme on TV

Education for Life Programme on TV aims to equip learners and the community with that essential knowledge, attitudes, values and skills to enable them to improve quality of life.
Education for life improvement programmes on Television is a specially significant type of educational programmes designed to enhance the well-being of all citizens, especially out of school youth and adults. These programmes aim to equip learners and the community with essential knowledge, attitude, values and skills to enable them to improve quality of life as individuals and as members of the community. There is a strong development focus in these programmes as they are directly concerned with helping to raise living standards and to improve life styles. It should be capable of delivering through a multi-sectoral approach since many sectors of the Govt. may be concerned with development programmes covering different elements such as family welfare, health, nutrition, consumer awareness, population education, environmental awareness, etc. The methods of delivery may include conventional, carefully sequenced information disseminated through mass media. The researcher has undertaken the research study with special reference to neo-literates at post-literacy stage.
1.6. Statement of the Problem

The problem of this study is stated as follows

A STUDY ON THE IMPACT OF MEDIA ON NEO-LITERATES
WITH REFERENCE TO SELECT VARIABLES.

1.6.0. Operational Definition of Key Terms

1.6.1. Impact

Oxford Advanced Learner’s Dictionary (1995) defines the term ‘Impact’ as the strong impression or effect of something. In this study, Impact is a related term used to measure the competence of the neo-literates before and after the treatment in terms of mean scores. It is also judged in terms of relative performance between different groups.

1.6.2. Media

Derived from Latin word ‘between’ the term refers to anything that carries information between a source and a receiver. They are considered as communication media, when they carry messages with an instructional purpose. The present study operationally defines media as a message delivery consisting more than one format. It is a combined presentation of visual media including Community TV with oral communication method.
1.6.3. Neo-literates

The learners who have completed the basic literacy course and have achieved the prescribed norms of reading, writing and arithmetic skills as per NLM documents.

or

Modern definitions tend to focus on competency and a literate person is perceived to be one who has sufficient reading, writing and numeracy skills to be able to continue to learn alone without the continuing guidance of a teacher.

or

A neo-literate is an individual who has completed a basic literacy programme and has demonstrated the ability and willingness to continue to learn on his or her own using the skills and knowledge attained without the direct guidance of a literacy teacher.

1.6.4. Knowledge, Attitude and Practice (KAP).

Knowledge

Knowledge is operationally defined as the acquired abilities of the neo-literates such as information related Health, population and environmental issues delivered through media.

Attitude

Attitude is operationally defined as the opinion or belief of the neo-literate about some of the messages in the content areas delivered through media.
Practice

Information pertaining to certain practices, of the neo-literates which have bearing on health, population and environmental issues delivered through media.

1.7. Variables Selected for the Study

The treatment variable was the instructional approaches namely (i) Volunteer Instructor Approach (ii) Community TV Approach (iii) Community TV followed by Volunteer Instructor approach. The First Approach was followed to Group I of the control group. The middle one was followed to Group II of the experimental group I and the third approach was followed to Group III of the experimental group II.

The learner variables that were taken into consideration for analysis were sex, age, marital status, socio-economic status and media exposure.

The dependent variables are knowledge, Attitude and practice (KAP) related to health, population and environmental issues.

1.8. Need for the study

The teaching in the literacy centres depends on verbal exposition. Considerable visualisation of the objects and the process are necessary for the formation of accurate
concepts among rural adults on their learning. An instructor makes use of appropriate media and the programmes. As a result the learners learn the concept easily. Moreover, in our developing country, it is unreasonable to expect that the spoken or written word alone convey the volume of information to the learners. In this situation, at rural areas community TV is the most potent by virtue of unique features. It has a great potential to capture and attract the attention of many. Through, the compelling combination of sight, sound, motion and emotion, the television brings depth and dimensions to life and intimacy to most events. It can disseminate information in greater extent to a large number of people through rich experiences of specialists. The Government of India wanted to utilise community TV for the purpose of education and entertainment. The Government of Tamilnadu has distributed community TV sets to all the village panchayats. The Government also wanted to utilise community TV at village side in order to develop knowledge and skills through viewing the programmes.

Realising the importance of Educational Technology of which Television is a part, the Government of India have laid stress on harnessing the educational Technology as incorporated in the National policy on Education (1986, P.22) which reads as
"Modern Communication Technologies have the potential to by-pass several stages and sequences in the power of development encountered in earlier decades. Both the constraints of time and distance becoming manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability".

Therefore, the researcher has chosen the technology of "Community Television" for the study. At present, Television sponsored community development programmes is vital, since it covers maximum percentage of the population who are in rural, unorganised and need great motivation for learning.

Studies conducted in India as well as in Tamilnadu to evaluate Television programmes for adequate utilisation at village level are quite scarce and inadequate in number to arrive at a meaningful generalisation.

A few studies conducted were to find out the impact of television on the learning behaviour of the target audience. But no studies, (as far as the investigator is concerned) have been reported to find out the impact of media on neo-literates, particularly in rural areas.
The present study attempts to find out the knowledge, attitude and practice (KAP) of the neo-literates enrolled in different centres having different approaches namely Volunteer Instructor Approach, Community TV Approach and CTV followed by VI Approach. The results of this study are expected to contribute ways and means towards better and fuller utilisation of media materials for both quantitative and qualitative improvement of adult and non-formal education which is the need of the hour.

1.9. Scope of the study

Since this is the experimental study, the investigator attempted to know the treatment effect of the experimental factor, i.e., the purpose of this study is to evaluate the effectiveness of media and usefulness of this approach in catering to the need of the learners at post-literacy level. This study will be of immense help for the educators and programme planners in promoting & providing for the newer technology delivery system to neo-literates at post-literacy stage.

A number of methods are generally needed to provide information to the neo-literates on a wide variety of areas with the aim of enhancing their knowledge and also creating awareness.
Since, the role played by community television is vital, at rural areas, this medium may be effectively used for instructional purpose.

In all accessible places TV programmes can be viewed. This medium is capable of penetrating deeply into human character with an immediate excitement than the other. Television medium develops the spirit of moral, social and cultural values and vocational skills.

Realising the importance of this medium, the NPE (1986) in its organisation of education emphasized that modern technological aids will be used to improve the learning environment of post-literacy centres. Dedicated men and women from the local community will be chosen to serve as instructors; and particular attention will be made to them for mobilisation of the programme.

1.10. Objectives of the Study

In the light of the variables selected for the study, the following objectives were framed.

1. To find out the impact of media with regard to knowledge, Attitude and Practice (KAP) of the neo-literate.

2. To find out whether there is any significant difference between the pre and post-test KAP mean scores of control group.
3. To find out whether there is any significant difference between the pre and post-test KAP mean scores of experimental groups.

4. To find out the significant difference, if any, between the KAP mean scores of the experimental groups with reference to the following variables. 
   (a) Sex, (b) Age (c) Martial status (d) Socio-economic status (e) Media exposure

5. To find out the interaction effect, if any, between the treatment and the following variables on KAP score.
   (a) Sex, (b) Age (c) Martial status (d) Socio-economic status (e) Media exposure

1.11. Hypotheses of the Study

To test whether the above objectives have been reached, the following null-hypotheses were formulated for testing.

1. There is no significant difference between the KAP mean scores of the control group and the experimental groups at the pre-test level.

2. There is no significant difference between the KAP mean scores of the control group and experimental groups at the post-test level.
3. There is no significant difference between the pre and post-test KAP mean scores of control group.

4. There is no significant difference between the pre and post-test KAP mean scores of experimental group I.

5. There is no significant difference between the pre and post-test KAP mean scores of the experimental group II.

6. There is no significant difference between the KAP mean scores of the experimental group I with reference to the following variables at the post-test level.
   (a) Sex, (b) Age (c) Martial status (d) Socio-economic status (e) Media exposure

7. There is no significant difference between the KAP mean scores of the experimental group II with reference to the following variables at the post-test level.
   (a) Sex, (b) Age (c) Martial status (d) Socio-economic status (e) Media exposure
8. There is no interaction effect between the treatment and the following variables on KAP score.
   (a) Sex, (b) Age (c) Martial status (d) Socio-economic status (e) Media exposure

1.12. Methodology in Brief
1.12.1. Sample

   The population for the purpose of the present study has been defined as the neo-literate of the post-literacy centres of the Tiruchirappalli District. The neo-literate from the selected post-literacy centres were chosen as sample for the study. The details of the sample was shown in table No.3.3, pp.93 of this thesis.

1.12.2. Methodology

   The study followed field experimental method. It includes pre and post-test study between and within group design for measuring the KAP of the neo-literate due to manipulation of selected content areas related to health, population and environmental issues delivered through different instructional approaches. The sample for three groups were subjected to different treatments.

   The subjects in Group I was exposed to Volunteer instructor at Non-community TV centre and it was treated as control group. The subjects in Group II was exposed to
community TV only and it was treated as experimental group I. The subjects in Group III was exposed to community TV followed by V.I and it was also treated as experimental group II. At the end of the experiment, the differences between the scores of the control group and experimental groups had been analysed statistically. The interaction effect between the treatment and the select variables was also analysed. The obtained data were analysed by using appropriate statistical techniques.

1.12.3. Tools Used

i) 'Socio-Economic Status Scale (Rural) constructed and standardised by Uday Pareek and Trivedi.

ii) 'Knowledge, Attitude and Practice (KAP) Schedule' developed and validated by the investigator.

iii) 'Monitoring and Evaluating Schedule' constructed and used by the investigator.

1.12.4. Statistical Techniques Used

The following statistical techniques were used in the analysis of the data to draw meaningful generalisation.

i) 't' test to analyse the differential hypothesis.

ii) 'F' test to analyse the effect of the experimental factor.

iii) Two-way ANOVA to find out the interaction effect of treatment and the variables on KAP.
1.13. Limitations of the Study

i) This study is limited to the neo-literates, those who have attained the basic literacy skills (i.e., ability in reading, writing and arithmetic).

ii) This study is limited to the selected content areas for message dissemination.

iii) The sample was limited to the selected post-literacy centres.

iv) Community TV sets, it is only medium used in the study.


This thesis is presented in five chapters. In the first chapter 'Introduction', Media used in Adult and non-formal education, Importance of Community Television for adult neo-literates, the need for the present study, statement of objectives, scope of the study and the limitations of the study find place. In the second chapter, the report of the study of the related literature is included. The third chapter discusses the methodology of the study at length. The fourth chapter presents the analysis and interpretation of the results. The last chapter discusses the summary of
findings, recommendations and suggestions for further research. The bibliography at the end provides a list of books, journals, and reports that have helped the investigator in the formulation and conduct of this research. The appendices provide the complete information regarding the tools used for the study.