CHAPTER II

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2.1. Introduction

In the present section, the researcher critically examines some of the earlier researches accomplished in the field of mass communication technology and discuss how far we have advanced in understanding television medium and what are the areas still to be studied extensively. This exercise will help us to understand the state of affairs existing at the moment that is noticed by the researcher in this field and also has a direct bearing on the present work.

It is, in this context that studies related to media on adult learning in other countries and the Indian situations are described in the present study in this chapter.

2.2. Researches done Abroad

Mass instructional technology with reference to Television and Radio for rural adults have been extensively used in almost all the countries. This is reviewed in the following pages.

2.2.1. Studies related to Media on Adult Learning

Cripwell (1966) conducted an experiment in the teaching of elementary English and Arithmetic through television to adult Africans in the Copperbelt of Zambia. Two findings of the experiment are:(i) It is feasible to use television as
an educational aid in teaching simple English and Arithmetic to adults of limited education. (ii) Adults appeared to learn as fast, if not faster through TV as through conventional classroom situation.

Details of the three experiments conducted are as follows: (i) The technique of teaching English and Arithmetic through the TV medium to a class of 13 men to assess their progress in 10 weeks; (2) A refinement of the first experiment in which attempts were made to improve techniques and (3) Three groups of students were compared in terms of three different treatments (One received TV instruction with a follow up by a class-room teacher; another received TV instruction by one not involved in class room teaching and the third received no TV instruction but class instruction by a teacher using the TV materials and methods at the TV centre). The control group was given instruction by the teacher through conventional classroom methods. In each case an attempt was made to match the experimental samples with the conventional class and then the progress was compared by using achievement test. Pictorial aids, demonstrations and dramatization were used. TV lessons were also used in an inservice training for other teachers to demonstrate how they might plan lessons. It was found that TV could be effectively used in teaching English and Arithmetic.
Groombridge (1966) in a comparative study on Adult Education and Television in Canadian Broadcasting Corporation (CBC), Czechoslovak Television (CTV) and Japan Broadcasting Corporation says that to get the maximum social and economic benefit from television programmes of adult education, they should not be introduced just because someone and somewhere thinks it is a good idea. Educational, personal and social needs of the audience have to be carefully diagnosed; the fitness of television to meet those needs has to be considered and explored; different ways of presenting, supporting and following up programmes have to be tried out and evaluated; programmes should reach people belonging to different regions and remote area, the attention is to be held and their persistence encouraged, so that viewers turn themselves into learners.

Groombridge (1967) has explained the adult education programmes through Television in Great Britain. According to him, adult education series are chiefly to be distinguished from other programmes, however educative, by their makers primary intentions; they are programmes purposely conceived to teach, instruct or educate. They became a regular, officially encouraged part of television output in 1963, when the Government agreed to grant the British Broadcasting Corporation (BBC), an Independent Television, extra
broadcasting time for transmitting programmes that complied with criteria set out in a special white paper. The Government wanted the television to be used more for educational broadcast, since the broadcasting authorities operating in a severely restricted number of hours permitted by the post office, bargained for extra transmission time. The so-called 'formula' was the result: Educational television programmes for adults are programmes... arranged in series and planned in consultation with appropriate educational bodies to help viewers towards progressive mastery or understanding of some skill or body of knowledge. The main purpose of the adult education broadcasting is not to be used by a teacher, but to be itself a teaching medium. While the school broadcast is devised to enrich and support the work of a class teacher, the adult education broadcast must have its own teaching built into it.

Hundreds of Adult Education Television (AETV) programmes have been transmitted many of them highly successful, a large new public for adult education has been created, no one working in this field broadcaster or educationist is under any illusion about the stage reached so far. Particularly serious, and really undermining the efforts of everyone involved, is the intermittence of contact with the audience from week to week of a series. This intermittent contact is one reason for two apparent paradoxes: [a] although the
Jamaica's social development commission (1970) conducted an experiment called, "Literacy through Radio and Television in Jamaica". This experiment revealed the following facts regarding the impact of Television.

1. Classes using mass media were superior to traditional classes with regard to rate of learning, rate of achievement and rate of attendance.

2. Adult students did not want to attend classes in their own neighbourhoods, in public places such as school rooms and community centres.

3. Attendance was affected by seasonal activities.

4. Programme presentation times did not suit all learners.

5. TV classes had to be discontinued because of current failure.

6. Students' participation was positively affected by teacher participation.

7. Only a small fraction of students took all the tests.

8. The recording time for television programmes needed to be considerably lengthened and required better facilities.
Solis (1970) explains, in his study of "Educational Television in Cuba" that the Cuban experiences show that educational television produces positive results when applied systematically both in school and out-of-school. In Cuba, the minister of education has been using television since January 1963 to supplement literacy courses and to raise the cultural level of the population and also to train teachers and monitors.

Martin (1972) states that the experiments in Jamaica demonstrate that radio and television can be successfully employed in the teaching of literacy of adults. Further the experiment is devoted to the use of mass media in the Jamaican adult literacy programme, which began with a four month experiment, using of this experiment convinced the Government of the value of media in adult education and literacy programmes and encouraged it to organise another experiment in literacy education by radio and television.

The programmes which combined actual teaching with motivation, information and attainment, word building, writing and simple arithmetic puzzles and literacy lessons, were beamed twice a week from radio and television stations and the evaluation was done by the evaluation committee set up by the Government of Jamaica. Television seemed to have a greater impact in the area of enrichment and in creating
general awareness and interest in wiping out illiteracy. The main conclusions that emerged from the second experiment with radio and television were; that they facilitated learning, improved teaching, cut down the time needed to motivate and prepare the class of learning lessons, motivated students and teachers stimulated attention, increased the confidence of teachers and students and created a feeling of belonging to all the national programmes.

Moser (1975) conducted a study on televised education in the village of Daine of Ivory Coast. Freedom from colonial rule brought in this village manifold problems in its wake such as; low literacy rate, paucity of trained teachers and the use of traditional methods of education. Television education was much relied upon to meet these educational challenges.

Zaman (1976) found that television can be used both in giving training to teachers and involved in adult literacy teaching. Pakistan Television Corporation launched its first ETV pilot project on 12th October 1975. It aimed at educating 24,000 adult illiterates in a six-month period. Most of the adult students were farmers or housewives, but the remainder includes artisans, shopkeepers and also people of semi-urban areas and factory workers. A twenty-six week course of 156 tele-lessons, each lasting for about half
programmes have to be completed in themselves, not relying on any other agency or medium to supplement their teaching, yet they are reinforced in a number of ways; [b] although the programmes are addressed to individuals in their homes, quite strenuous efforts are sometimes made to persuade a hard core of the target audience to leave their homes and take part in an interpersonal group experience. It may be said at once [a] that the reinforcement methods would still be justified even if it were customary for most listeners and viewers to follow adult education series without missing any lessons; and [b] that making links between broadcast communication and small groups is an important development in educational technique. Nevertheless, there are tensions involved in these endeavours [broadcasters are often more conscious of them than educationists]. These tensions need to be faced and admitted, if educationists and broadcasters are to work successfully together.

Cass (1970) pointed out that content of television lessons for literacy have to deal with problems faced by illiterates in their day to day life situations.

Cripwell (1970) in his study on Zambia Project had stated that literacy classes using television were more effective, when a monitor was present to guide and help the learners and the use of TV reduced the number of drop-outs from the programme.
an hour was planned. The first 54 lessons were developed to
teaching literacy skills and enabling readers to read and
write simple sentences relating to their daily life and work.
The subsequent 102 tele-lessons provided them with
information on health, hygiene, nutrition; child and maternal
care, sanitation, home economics, civics, co-operative action
and basic agricultural practices. Classes were conducted in
school buildings and community viewing centres, with separate
classes for men and women. The problems generally
experienced in project areas arose from the break down of
power supplies and defective television sets.

Trinidad and Tobago (1977) carried out a breast feeding
campaign for mothers of infants and pregnant women to
publicise the relationship between breast feeding and good
nutrition.

Radio and Television spot announcements reiterated
messages carried over by newspapers, posters, and handbills.
The campaign was managed by media professionals, who co-
ordinated nine television programmes and a series of daily
five-minute radio broadcast (called keeping A breast with
Man's history) with press coverage. Discussion among school
children and community groups was also part of the campaign,
as both were centrally located and mobile library displays
made for them.
A key element in the breastfeeding project was the donation of time, expertise, and services by advertising agencies, governmental departments, media, commercial firms, and private citizens. These gifts were supplemented by rate reductions and other production advantages.

Caribbean Food and Nutrition Institute’s two-phase evaluation of the project entailed five objectives.

1. To find out what portion of the target audience has been reached.

2. To determine how much the messages influenced those who heard them.

3. To ascertain whether the women reached by the messages agreed with their content.

4. To discover whether nursing women had altered their breastfeeding practices and

5. To obtain further information on Trinidadian women’s breastfeeding practices.

On the basis of its evaluation, which constituted CFNI’s major contribution to the programme, the CFNI staff deemed the breastfeeding campaign a success and concluded that the components of the campaign ought to be made permanent features of Trinidad’s nutrition education.
programme. It also affirmed the effectiveness of the multimedia approach; the team further recommended that even more time and space in the mass media devoted to this vital issue.

Odakara (1978) describes two interesting programmes; "Let us shop" and "concern for the Nigerian Child" used for increasing the diffusion of family life and civic leadership education by television among the housewives in Enugu township of Eastern Nigeria.

Philippines (1978) conducted a project known as "Masagana 99. The various approaches adopted in the project "Masagana 99" have 11 elements: They include (1) a research-based technology package (2) a scheme for the production and distribution of seeds, (3) a scheme for the production and distribution system; (4) a campaign aimed at controlling pests and plant diseases; (5) a credit scheme; (6) a programme for distributing irrigation pumps and otherwise improving irrigation systems; (7) a programme for increasing the number and reach of mobile agricultural extension agents; (8) a mass media campaign created to spread information and to educate the public or agricultural concepts and practices; and (9) a system of price supports coupled with procurement and grain-storage programmes. The remaining two elements, administrative and cross-sectoral,
are focused on carefully defined target areas and a management unit charged with planning, implementing and monitoring the overall programme.

**Senegal in Africa (1978)** undertook a pilot project of Media in Adult Education in collaboration with UNESCO, with technical assistance in the preliminary stages coming from the Governments of Canada and France. Senegal was the only African nation to take up the UNESCO's offer in the early 1960s to establish "a pilot centre for the production and testing of audio-visual materials and equipment for adult education" in Africa. The project that subsequently emerged was of two dimensions; Radio Educative Rurale (now called simply Rural Radio Educative) and a five-year television programme which ended in 1969. The primary aim of the project was to test the use of modern media in the context of possible use by other developing countries, to train local people to become technicians and producers, and to help restore to ordinary people the sense of personal powers eroded during decades of colonial rule. The target audience of the project, namely Senegalese farmers, livestock producers, fishermen and others (roughly two million people) participated in the programme fruitfully.

**Maddison (1981)** elucidates that the number of countries using this mass media for adult literacy programme is increasing. This report presents a concise survey of the use
of radio and television in literacy in 40 countries of the world. Data have been collected by means of a questionnaire sent to different countries and from other documents, reports and articles. The survey reflects the situation in the first half of 1969. Two important conclusions are (1) that the various ways of using radio and television should be fully explained in all countries with an extensive illiteracy problem; (2) that media use should form part of an over-all plan to develop new communication techniques for economic, social and specially, educational advancement. New media should be considered as an integral part of wider national development and not to be seen in isolation.

Dennis et al. (1986) studied the evaluation of a personal growth video programme in terms of the principles and assumptions of adult learning.

The data suggest that facilitors can help learners diagnose needs to change through reflective questions, self-disclosure and appropriate exercises, such as those employed by the video instructor.

Although video-based programmes appear to be didactic and passive and therefore not supportive of and pedagogical condition, the video medium was found to have influenced learning.
Gesue, Rita Anne (1986) studied "Captioned television" viewing patterns and opinions of adults in an urban deaf community.

"The Captioned TV News" four or more times per week; and 92.6 percent expressed interest in captioned local news. Regardless of sex, age or educational background, the adults preferred television programming with captions as a major source of information and entertainment. The majority reported that they were more dependent on captions that either lipereading or a hearing aid for understanding television programmes and also preferred captioning to an interpreter. The participants expressed positive opinion about the benefits of captioned television and its increased importance in their lives, and also indicated a desire for more captioned programs, especially local news. Although only one fourth had access to video cassette recorders, general interest in purchasing them was expressed. The adults interest in captioned programming on either video cassette or television for continuing education of various types suggest that VCRs will become a part of many more households in the pittsburgh area deaf community.

Khanyile, Emmanuel Bafana (1988) conducted a study, Television as in adult education medium in the moderation of zuluculture, University of South Africa.
The findings drawn from this study were that adult education is essential in order to modernise a community. Every society including the Zulu community should be a learning society, if possible using television as a medium. The positive results obtained in this research also pointed to the fact that group viewing is effective as a learning process.

**Lashley, Lynette Margaret (1988)** conducted a study disseminating agricultural information to farmers in Trinidad and Tobago through television, Northwestern University. There was significant improvement in the correct number of responses on the post-test in comparison with those of the pretest. The television program undoubtedly, was responsible for increase of the agricultural knowledge of this group. Television, therefore, has been proven to be a viable medium for disseminating agricultural information to small farmers in Trinidad and Tobago.

**Van Rooyen Maree, Anina (1988)** conducted a study using television as medium in the provision of non-formal educational needs of whites in Republic of South Africa, University of South Africa.

They are able to identify specific deficiencies in their existing knowledge. Thus, in order that adults will be better able to handle their life-world, specific learning needs develop.
The learning needs of the adults transpire from a great variety of aspects in the life-world, and can be accommodated by means of non-formal education.

Television as broadcasting medium is pre-eminently suitable as an education medium, by means of which these non-formal educational needs of adults can be addressed. These specific advantages occurring to the use of television as educational medium within the provision on non-formal education for adults. Because of the learning material can be represented in a visually stimulating way, there can be no doubt as to the suitability of television as educational medium. As a result of the vigour of the medium and its wide area of impact, a large number of learners can be reached simultaneously by the medium.

Television as educational medium is subject to certain restrictions; particularly broadcast TV has specific advantages with regard to the teaching and learning content to the adults. In this regard, one of the biggest disadvantages is the fact that an educational program cannot always be developed according to every learners unique needs. As a result of the restriction of television as educational medium, careful planning of a television program for the presentation of specific cycle must be followed when planning an educational television program. This includes the
following. 1) Identification of the target audience needs
2) Determination of the program format 3) Production of the
program (the choice of production techniques) and (4)
evaluation of the program.

Because the planning and development of an educational
television program depends on the identification of the needs
of the target group. This study has focussed on the
identification of the non-formal learning needs of the adult
learners. A relevant educational television program that is
aimed at providing for specific learning needs of adult
learners cannot be developed unless the needs of the target
group are identified in advance of planning and development.

Sundel, Sandra S. (1990) conducted a study on the
effects of videotaped modelling on the acquisition,
performance and generalisation of job-related social skills
in adults with mental retardation living in a group homes.
The study examined the effects of video taped modelling on
the acquisition, performance and generalisation of job-
related social skills in adults with mental retardation. The
videotapes using handicapped and non-handicapped models were
created that focussed on three social skills.

Results indicated that the training program improved the
performance of three subjects in one, two, or three of the
social skills in the training setting. The training program
improved the performance of one or two of the social skills for four subjects these gains were maintained over six weeks. Several subjects demonstrated improved social skills at work, although, they had not demonstrated those skills in the training setting. Social validity results indicated that post training improvements in the subjects, performances were socially significant.

Pearson, Larry Lester (1993) studied 'Media-rich, Media-poor, knowledge gaps and communication policy in Alaska, University of Minnesota.

Questions drawn from uses and gratification research were used to determine Alaskan’s perceptions of the various media’s usefulness. Topic awareness questions were used an indicators of the actual utility of the media for meeting the need of individuals and the social system. Differences in functions between the broadcast media in rural Alaska and Anchorage were found, use radio and television being seek more useful sources of information by rural residents than by Anchorage residents.

Larger knowledge gaps found in rural Alaska suggest that lack of redundancy of information sources may be a problem in media-poor environment. The findings also suggest that choice of media for information is more strongly related
to topic awareness in a media-poor environment than in a media-rich one.

Morgan, Robert L. (1994) studied the effects of video-assisted training on employment-related social skills of adults with severe mental retardation. Results showed that each participant quickly learned to discriminate the target behaviors. For one participant, effects of video-discrimination training generalized to the work area, but not for the other two until behavioral rehearsal was added. Four employers were shown a videotape of participants' behaviors, and they distinguished pre from post-experimental performance. In the second study, two lower-performing adults from experiment were taught to fix and report work problems using video-assisted training procedures. Again, videotapes were shown and behavioral rehearsal was added only if necessary. One participant rehearsed how to fix and report one problem, then the effects of video-assisted training alone generalized to responses to three other work problems in succession. The other participant rehearsed responses to two problems before effects of video-assisted training generalized to two successive problems. Results indicate that the video medium can assist inefficiently teaching social and other skills to adults with severe disabilities.

Jane Q. Koeing and et al. (1997) conducted a study on "Behavioral changes following participation in a home..."
health promotional programme in King Country, Washington. This study found that the majority of the households who participated in the home assessment reported implementation. The health promotional method was effective in influencing behavioural changes.

2.3. Researches done in India

2.3.1. Studies on media and the selected variables

In 1965, the UNESCO General Conference in New Delhi decided that a pilot project to study the use of TV as a medium of education and community development might be initiated in India. As a result, an agreement between All India Radio and UNESCO was signed for the launching of an experimental TV project in Delhi. The purpose was to assess the suitability of educational television programmes for group viewing in rural and urban communities. This experimental TV transmission started in 1959. Eighty tele-cubs were set up in and around Delhi and representatives of the Ministry of Education, the Indian Adult Education Association and various other educationists were actively associated with the planning and production of programmes and the evaluation of their impact. Results were very encouraging.

Regular transmission in Delhi began on 15 August 1965, and soon after, a special programme, KrishiDarshan, was
introduced for the benefit of the farmers and other rural audience. The Indian Institute of Agricultural Research (New Delhi), the Delhi Administration and the Atomic Energy Commission (Government of India) were actively associated with All India Radio in the planning and execution of the KrishiDarshan programmes. Since then, the KrishiDarshan has been a regular feature of Delhi TV, while all other TV centres subsequently set up have also introduced agricultural methods and practices, information and education on subjects of interest to the rural agricultural market trends are given and entertainment, usually in the form of folk music and Games, is an essential ingredient. Some systematic evaluation studies have been carried out in regard to the Krishi Darshan programmes over the years. The conclusions are generally encouraging and point to the overall usefulness of Krishi Dharshan as an important source of information, education and entertainment for rural audience.

Sekhon (1968) study supported the findings of the NCERT. It showed that television was useful to the farmers to be learning and understanding the technical know-how of the improved farm technology.

Cass (1970) pointed out that content of television lessons for literacy have to deal with problems faced by illiterates in their day to day life situations. The
programme should be of appropriate difficulty level, slow paced, presented in small units and frequently and variedly repeated.

Kaur and Koshy (1970) undertook a study to find out the impact of television on farm women in Delhi. The study proved that the farm women gained significant amount of knowledge about the three selected practices shown on television. The mean percentage of retained knowledge varied from 72.38 percent to 83.26 percent, when measured after 15 days of each telecast. This clearly indicates that television as a medium of educational technology can be very effectively used in teaching women in non-formal setting.

Parris (1971) in her study Facilitating India’s family planning programme through television— a study of effectiveness, reveals that television effectiveness is measured in terms of changes in 1) Knowledge 2) attitudes and 3) Motivation to seek additional family planning information (information seeking behaviour). These television effects were measured immediately before and immediately after exposure to television and again four weeks after exposure. It was found that village opinion leaders were more effective than experts in the dissemination of family planning information.
Rahman (1974) suggests a re-appraisal of our whole approach to media and new technology. Mass media can create awareness of problems and disseminate information. But they cannot obtain and ensure people's participation. It must be completed by extension activity, which depends primarily, if not wholly, on the spoken word, which is still the predominant mode of communication among the people. Media can only enrich and reinforce it, not supplant it. We should select those methods and techniques, which are entirely within our means and resources.

Rozario (1974) describes the micro-project designed to test the feasibility of using television to promote adult education among the lower groups in the city of Bombay. His work enumerates the conditions that are basic to the success of the media for adult education purposes.

Shinghi and Mody (1976) concluded from a study in Delhi Village that those who were high on ignorance before watching the television programme benefitted most in absolute terms after the exposures.

Kannan (1978) used participatory research method to study the impact of farmers programmes in TV on a village in Tamilnadu. The findings of the study are as follows:
1. Development communication do not bring significant success in places where there is a high rate of illiteracy.

2. If the programmes satisfy the local requirements of people, the communication process will prove a real success.

3. Communication must have clarify of purpose at the same time, it must be simple for the common folk to understand.

Nagarajan and Selvam (1979) conducted an experiment "literacy through television" the University of Madras was involved in a pioneering endeavour to telecast functional literacy programme to rural audience.

The learners interest enhances as a communicator and the learners participate in making decision.

When the animators were sensitised through a training programme and when they were made of inculcate with the 'learners', the percentage of response were high.

The percentage of response was low, when there was one-way communication. Similarly, the percentage of response was high, when there was a two-way communication, between the learner and the animator. Through one-way communication, no feedback could be obtained from the recivers and so there was no possibility of improving the original programme according to the workers and needs of the learners.
The percentage of response was high due to the favourable learning environment created through a "drama" the improved methods adopted in literacy teaching, the lean season ultimately through establishment of the two-way communication process and the training imparted to the animator, who could articulate effectively with the source (communicator) and the receiver (animator and the learner).

The animator's role is very important in the participatory process and he was able to bridge the gap between the source and the learner. Further, the animator has acted as a channel for pumping feedback. The training programme has helped to develop a good rapport with the learners and in identifying their needs and interest.

Chopra (1980) found that annual income and extent of knowledge had a significant association in case of home management among viewers. In case of non-viewers, education had significant relation with health education, home management, solar energy, food adulteration and family planning and no significant relationship of annual income existed with the rest of the variables.

Annual experience has significant association with knowledge regarding home management, use of solar energy and food adulteration practices. For non-viewers, annual expenditure was significantly related to preservation from
diseases, home management and fruit preservation. Significant relationship of family type existed with extent of knowledge regarding prevention from diseases, fruit and good preservation, food adulteration and family planning practices among viewers; while in case of non-viewers the result was significant for prevention from diseases and child rearing practices.

Agarwal And Binod (1981) found that the impact of the programmes more females than males gained in the knowledge of health and nutrition innovations, health having an edge over nutrition. Regarding adoption of health innovations, for both sexes the changes were positive associated with differential exposure to T.V. illiterates achieved larger gains than literates. So far as family planning was concerned, the experimental group showed a higher desire for small family than control group. More females than males gained knowledge in family planning. It was also found that there was gain in political information. Gains in political socialization among illiterate males showed that lack of formal education was not a hindrance to learning through TV. In both attitude and behavioural information, there was an increase in modernity as a result of TV viewing.

Cherry (1981) in a study of adult learning styles, found visual perceptual modality as the dominant style.
According to Holtzan (1981) the results of numerous studies done in India, to investigate the role of television in the learning process, point to the effective role in this medium in creating general awareness and increasing knowledge. Television as a medium cannot bring about behavioural change unless supported by a interpersonal face-to-face network. It can help to develop a positive attitude, it can open a window to the world. In this function of incidental learning, television success is influenced by a variety of factors including the role assigned to education by a society and role interrelationship between the educational and media systems.

Jayagopal et al., (1981) conducted an experiment on TV forum villages. It reveals that the TV forum villages have gained in knowledge of innovation than did the control villages.

Selvam (1981) studied "the impact of the telecast programme "Education for Life", of the Madras Doordarshan Kendra on rural adults in the districts of Chingleput", towards changes in viewing the programme on Information involving agriculture, oriental husbandry, health and nutrition. The findings are:
1. On the whole, more female than male gained in health and nutrition innovation and changes were more pronounced in the area of health and nutrition.

2. The male television viewers with regard to small family as compared to the control group were not significant. But female showed significant change in this respect, which could be attributed to the differential exposure to television.

3. The Young and the illiterate cultivators with no prior mass media exposure regardless of their land holding size, who were occasional and frequent, seem to have gained more in awareness, knowledge, adoption and use of agricultural and animal husbandry innovations.

Rao (1981) conducted a comparative study of relative effectiveness of four methods of teaching literacy to adults. This study revealed that the alphabetic method was better than the sentence method for teaching literacy to adults. Even in the alphabetic method, the teaching of reading for the first two methods followed by writing was found to be more effective than the conventional alphabetic method. It was also found that the learning process was easy if the number of letters in a work are as few as possible.
Vlassoff (1982) has recommended the use of television and film as a useful way of eliciting information from shy village women.

Agarwal P. (1985) social participation was found to have significant relationship with extent of knowledge regarding prevention from diseases, child rearing, house management, clothing and use of solar energy among viewers. While in case on non-viewers it had significant relationship with balanced diet, child rearing, fruit preservation, food adulteration and family planning practices. The family food habit established a significant relationship with the knowledge of viewers regarding balanced diet, health education, prevention, while incase of non-viewers food habit had significant relationship with health education, prevention from diseases, fruit preservation and family planning practices.

Andal Narayanan (1987) conducted her study on the impact of Television on viewers. The study indicated that while watching television, conversation and simple crafts like sewing, knitting, minor household chores etc., are replaced with silent viewing. This led to the inference that TV watching is done with a certain amount of keeness and attentiveness. This generally resulted in an increase in the habit of silence, concentration and observation.
The study further reveals that TV's attempt to screen programme in different languages relating to different social, ethnic and linguistic groups has certainly helped to reduce ignorance and dilute the prejudices among them. As a result, there is an increase in understanding and a genuine effort at harmony and integration. The traditional groups who see TV are helped to accept the modern ways, ideas and lifestyles to a greater and greater extent. By and large the different social groups become keenly aware of the changes happening around them. Almost all viewers were of the view that TV is educative, persuasive and entertaining. It increased their awareness of things happening around them. It increased addition of viewing leading to spectatorism and passivity.

Ojha (1988) found that mostly housewives viewed the programme (Gharbahar) with the aim to know different household practices and they gained the information from the programme.

Dube P., Swarankar V.K. and Dube S.K. (1990) conducted a study on Instructional Television Programmes on household and family planning practices of women. It was found that the high extent of knowledge leads to better utilisation of household and family planning technology among viewers as compared to non-viewers. An impact of knowledge of household
technology had created significant attitude among viewers in case of use of solar energy, food adulteration and family planning practices.

Bela Bhatt and Arvinda Chandra (1991) made a study concern for developmental role of TV through portrayal of women. It was found that TV should play a more effective and positive role in improving the position of women in society by adopting progressive and desirable projections of women.

Kusum Kothari and Madhu Kamawat (1991) in their paper "Effectiveness of Exhibition in Gain and Retention of knowledge of Rural women in selected aspects of Health and Nutrition. The exhibition as a method of mass communication can be used to a great advantage.

Muthumanickam (1991) conducted a research 'Study of Selected Rural Television Forums with regard to knowledge and attitude level of the Adult learners. He utilised different media forums having different combinations for effective delivery of developmental messages to chosen adult learners. The study findings showed that the pre and post mean scores of the adult learners differs significantly in the area of knowledge and attitude related to health and family welfare skills, co-operation and leadership skills, occupation and income generation skills, social welfare skills of the rural television forum, rural television radio forum and rural television radio animator forum.
Pattanaik B.k. (1991) made a study "HYV programme through media; its impact on farmers' knowledge", according to his findings, media education has a significant positive impact on farmers knowledge about HYV seeds and packages of practices and has significant positive effect on knowledge of tenant, small and medium farmers regarding HYV seeds and connected package of practices.

Rajinder Kaur Karia and Ranjit Singh (1991) studied gain in knowledge and adoption of Bhaulandhar Chula in Palampur. The study suggests frequent visits, meetings with mahila mandals, villages training camps, films, videos, tours and dramas to create awareness and motivate learners.

Thansi and Santosh Kumar Mishra (1991) conducted a study "Application of audio-visual aids in non-formal education. A case study of SNDT women's University. For their study AV aids like Video, Audio, Slides and 16mm films in promoting adult education, population education, continuing education etc. They have been found to be extremely helpful.

Uma Joshi, Anjali Gupta (1992) carried out a study the effectiveness of video in educating women of low socio-economic status. They found that video films can be effective in imparting knowledge to the women in non-formal education. Video films can be produced on the content relevant to the needs of the various groups of women so that they may be well accepted as one of the effective media for
education. Since women have shown high interest in income generating activities, such activities can be taken up in various adult education centres run by the home science education and extension department and other agencies. A well scripted and produced video film considering all aspects as educational, visual and audio can ensure its effectiveness.

Vidhya. R (1992) studied non-formal education television programmes on rural women. The study found that rural women gained knowledge of principles and ideas of health, nutrition and life-oriented education concepts and it also facilitate the rural women to change their attitude towards quality of life.

Agarwal. A and Mishra G.J. (1993) conducted a study on communication and Rural Development in deprivational environment. The results show that low deprived farmers have more positive attitude and also express desire and intention to acquire informations about innovative agricultural practices through mass media than the high deprived farmers. Intention to acquire information about innovative agricultural practices is related with positive attitude towards these practices showing that Behavioural intentions are based on attitudes.
Johnson and Johnson (1993) observed that an important aspect of technology assisted learning is the opportunity to both give and receive feedback.

Raja Pokharapurkar (1993) conducted a study on factors influencing TV communication for rural development through community viewing. The findings of the study were

1. The expansion of TV coverage would meet the basic communication needs of the masses in the rural villages.

2. The conventional media system and the traditional media systems would not clash with the TV communication.

3. The television medium in rural areas is more popular as an entertainment medium than as an instructional medium.

4. Illiteracy is a barrier to understand and appreciate TV communication.

5. Community TV's in the villages act as a boon to the masses who do not have other medium of communication.

6. Community TV acts as an agent to bridge the gap between the 'media haves' and the have-nots'.

7. TV helps in enhancing the political awareness of the rural masses.
8. The TV has proved beneficial to transferring the technical 'know-how' of agriculture to the rural population.

9. Television acts as an important means of enhancing the general knowledge of the people, so also of creating awareness among them.

Krishnammal (1995) studied 'influence of Socio-Economic Factors on Motivation practices of Mothers'. The results brought to light certain important findings. It is found that the socio-economic variables namely family systems, community, education, employment and income status have a positive influence over the nutrition practices of mothers. It also brings out the variable family size has no significant positive relationship with the nutrition practices of mothers.

Sithalakshmi. S (1995) did a study on health messages to the beneficiaries of Development of women and children in Rural Areas. It was found that the percentage difference in the responses and after education showed an increase of 30-65 per cent, 28-27 percent and 23-46 percent respectively with regard to energy yielding, body building and protective foods. The dissemination of nutrition education made the beneficiaries realise the value of breast feeding in terms of
psychological satisfaction for the mothers and for the child, prevention of subsequent pregnancy and protection of the child against infectious diseases.

Seema Sudhani and Singh S.S. (1996) studied ‘Communication support for Training Rural youth or Self-Employment’ and found that rural trainees did not have the same training needs as they had different subject-matter likings and varied initial knowledge possessed by them. Selective extension teaching methods have significant gain in knowledge and retention of knowledge. Similarly younger women gained more knowledge than older one when exposed to the message through combination of media.

Gupta S.N. & et al. (1997) conducted a study of household environmental risk factors pertaining to respiratory diseases. The study found that the risk of contracting pulmonary tuberculosis was higher in males than in females. The risk of pulmonary tuberculosis was significantly higher in persons who used wood and cowdung cakes as fuel in their houses as compared to those using kerosine or gas. The prevalence of respiratory diseases in rural subjects was more than that observed in urban subjects though no statistically significant differences were observed.

Kain W.D (1997) In his article Linkage Between Media and Family Planning Association of India He stressed that
there is a bridging the gap between the planners and the people who carry the programmes to the people and make them accept it, but communication does not imply just the displaying of family planning inverted triangle posters or distributing literature in every corner of the country. Persuasive communication, which is considered as controlling tower of the modern society, has to come forward for stimulating social changes affecting fertility such as raising the age of marriage, increasing women status, education of children, elimination of child labour, gender discrimination etc.

The influence of mass communication in the promotion of family planning or family welfare has been great in some countries, where high degree of literacy prevails. Social problems can only be solved by creating awareness through all possible channels of communication.

Sushila Srivastava and Aruna. B (1997) conducted a study on the effects of the intervention, occupation and socio-economic status on the attitudes of the mothers towards breast feeding. The results showed that the socio-economic status and the baby-friendly hospital initiative had a remarkable positive effect on the maternal attitudes towards breast feeding. The study threw light on the fact that maternal occupational status did not have any effect on maternal attitudes towards breast-feeding.
Arvind Pandey, Gandotra, M.M & et al. (1998) conducted a study on 'adjusted and unadjusted parity progression ratios for the transition from third to fourth birth, by exposure to family planning messages on radio or television. The study reported that parity progression ratios tend to be considerably lower among women who are regularly exposed to the electronic mass media than among women who are not so exposed, and this effect is reduced only partly by controls for residence and education. Parity progression ratios also tend to be considerably lower among women who have recently been exposed to family planning messages on radio or television than among women who have not been so exposed. Again, this effect is reduced only in part by controls for residence and education, indicating that the government's efforts to spread family planning through the electronic mass media are having some effect. A casual interpretation of these results is justified only to the extent that recent exposure to electronic mass media, as measured by the National Family Health Survey, is a good proxy for past exposure, which could influence subsequent parity progression.
2.4 Studies On Satellite Instructional Television Experiments (SITE)

SITE experiment was conducted during 1975-1976. The use of sophisticated satellite technology for communication, especially for the benefit of the rural masses was the main feature of SITE. The United States satellite ATS-6 was used to beam instructional programmes on agriculture, health, hygiene, family welfare, science, education etc., in four Indian languages for four hours daily during one year. Morning broadcast of one hour and a half hours in the evening were designed for the general audience in the villages. About 2,400 villages spread over six states - Rajasthan, Madhya Pradesh, Orissa, Bihar, Andhra Pradesh and Karnataka were provided with community viewing facilities.

SITE was a massive operation which lasted for one year. The Central Government, Doordarshan (TV), the Indian Space Research Organisation, and the State Governments worked in collaboration with the Departments of Agriculture and Rural Development, Health and Family Welfare, Education and Science and Technology, while experts in different fields assisted the Doordarshan staff in programme production.

The experiment has been hailed as the most successful quantum leap over the 'traditional' mass media-press, film,
radio and terrestrial television—and on all counts as the largest and most courageous experiment of its kind in the world.

SITE encouraged a very large number of people to watch TV programmes, most of them being first-generation mass media participants, who was never before been exposed to radio, newspaper, film or television. Most of them, moreover, were illiterate and come from the poorer sections of rural society.

A great deal of data, both qualitative and quantitative was collected by the research and evaluation cell of the Indian Space Research Organisation (ISRO) concerning the impact of SITE programme in the rural masses. The following are among the salient results.

i. On an average, 172 people per set watched the programme each day, which works out at 336, 131 viewers per day assuming that on an average 84 percent of the sets were working. In other words a national satellite reached more than 0.3 million Indian Villagers simultaneously every day.

ii. Illiterates learnt more from TV literates, thus demonstrating the information-levelling function of community television.
iii. The belief that educational programme must be 'sugar coated' with extensive entertainment was not borne out.

iv. Following SITE, women showed a larger gain in knowledge than men and a greater interest in learning about family planning matters, thus gradually reducing the knowledge gap.

v. In primary school telecasts, there were significant gains in language development, including listening comprehension, word meaning, verbal fluency and verbal analogy.

vi. Caste distinctions tended to blur as people had to sit close together to view programme.

vii. There were numerous instances of the adoption of new agricultural, health, hygiene and family planning practices.

The experiment also had its limitations. The villages covered had to have electricity and a usable road so that SITE could reach the most backward of the village. Nor could the programmes be area-specific, since there were only three basic production centers to meet the requirements of programmes for all the village in the six different states.
A number of lessons was learnt from SITE Experiment. The strength and weakness of satellite communication are now better understood. Organisationally speaking the scale and the extent of involvement of different agencies in carrying out the one-year experiment as a co-ordinated system was unprecedented in the history of organisations involved. There were inevitable some shortcomings but on the whole experience was unique and rewarding.

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

The Kheda Communication project was taken up along with SITE. A terrestrial transmitter was set up at piji in the Kheda District about sixty km from Ahmedabad with the conclusion of SITE, this has been taken over by the Doordarshan. It covers ten taluks and serves 350 villages of the kheda District through 526 community receivers. The station carries only specially designed programmes. The ISRO, the Rural Development of the Gujarat Government and the Kheda District milk producers union ltd., Anand (Amul) are jointly involved in the Kheda television experiment. The programmes are largely filed-based, ensuring greater
participation by the people themselves. Information and knowledge about agricultural practices, health, hygiene, family welfare, etc. are imparted through area-specific programmes. In addition, many programmes analyse and focus upon socio-economic and cultural issues, specific to the area served. Some of the programmes have proved provocative enough to generate debate and discussions which again have been carried to the people through the medium of television. The result has not only been the adoption of television of new practices but also certain changes in traditional values and beliefs. Here television is truly seeking it be a medium of social awareness and education in the broad sense of the term.

2.5. Inference from the Studies Reviewed

From the above mentioned studies, the following inferences can be made.

1. There is dearth of studies in the area of media research on post-literacy and continuing education.

2. Educational Technology has the impact on developing post-literacy skills to neo-literates.

3. The variables like sex, age, marital status, socio-economic status and media exposure influence the neo-literates in gaining knowledge, attitude and practice.
2.6. Conclusion:

Taking guidance from the earlier researches, the investigator designed the study to throw more light on the knowledge gap mentioned above. The study designed by the investigator is discussed in detail in the following chapter.