CHAPTER - V

SUMMARY AND FINDINGS
4.10. Conclusion

Thus the descriptive and differential studies were done on the data collected to find out the impact of media on neo-literates with regard to knowledge, attitude and practice.

The analysis reveals that the message disseminated by media followed by VI's oral communication is able to create better motivation on the part of neo-literates in learning selected content areas better as compared to other two methods initiated for experiment. The findings are discussed in the following chapter.
CHAPTER V
SUMMARY AND FINDINGS

5.1. Introduction

'The Summary and Findings' section is the most important part of the research report, because it reviews all the information that have been presented in its previous sections. This section includes a brief-re-statement of the problem, a description of the procedure used and discussion of findings and conclusions of the study.

5.2. 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-literate,, 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.

5.3. 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 educationists/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.

5.4. 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.

5.4.a. Operational Definition of Key Terms

5.4.a.i. 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.

5.4.a.ii. 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.
5.4.a.iii Neo-literate

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.

5.4.a.iv. Knowledge, Attitude and Practice (KAP)

Knowledge

Knowledge is operationally defined as the acquired abilities of the neo-literate 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.

5.5. 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.

5.6. 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-literates.
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

5.7. 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
3. 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

5.8. Methodology in Brief

5.8.1. Sample

The population for the purpose of the present study has been defined as the neo-literates of the post-literacy centres of the Tiruchirappalli District. The neo-literates from the selected post-literacy centres were chosen as sample for the study. The details of the sample was shown in table .

5.8.2. 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-literates 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.

5.9. Tools Used

i) ‘Socio-Economic Status Scale (Rural) constructed and standardised by Udai 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.

5.10. 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 findout the interaction effect of treatment and the variables on KAP.
5.11. Limitations of the Study

i) This study is limited to the neo-literate, 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.
5.12. Findings of the Study

Hypothesis 1

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

Groups compared: Group I and Group II
Data Analysed: Pre-test scores

\[ t - Value = 1.35 \]

Not Significant
Null hypothesis is accepted

Groups compared: Group II and Group III

\[ t - value = 0.85 \]

Not Significant
Null hypothesis is accepted

Groups compared: Group I and Group III

\[ t - value = 1.26 \]

Not significant
Null hypothesis is accepted

Since, the calculated \( t \)-values is less than the critical value at 0.05 level of significance, null hypothesis is accepted. Therefore, it is concluded that the above-mentioned groups were similar in KAP in the selected content areas at the initial level.
Hypothesis 2

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

Statistical Technique Used : F-test

F - ratio : 15.8

Level of significance : 0.01

Null hypothesis is rejected.

The differential analysis followed the f-test

Groups Compared : Group I and Group II

Data Analyzed : Post-test scores

T-value : 5.70

Level of significance : 0.01

Null hypothesis is rejected

Groups Compared : Group II and Group III

T-value : 3.20

Level of significance : 0.01

Null hypothesis is rejected

Groups Compared : Group I and Group III

T-value : 8.79

Level of significance : 0.01

Null hypothesis is rejected
The F-test confirms the significant difference in the mean scores of the three groups. The calculated F-value is greater than the critical value at 0.01 level of significance. So, the null hypothesis is rejected. The higher mean scores of Group III reveals that the Community TV supported by V.I approach is superior to the other two approaches in message dissemination.

Taking the results of both the above mentioned differential analysis together, it is found that the both experimental groups, scored significantly better than the control group. This leads to the conclusion that the media or media followed by oral communication method in message dissemination has created more attention on the part of the neo-literatees in retaining KAP more effectively.

**Hypothesis 3**

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

Tests Compared : Pre and Post-test mean scores

<table>
<thead>
<tr>
<th>t-value</th>
<th>6.85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Significance:</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Null hypothesis is rejected.

Since the calculated t-value is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the pre and post assessment differ significantly in the KAP
scores. The higher mean scores of post-test proves that the oral communication method through V.I.'s traditional channel has created attention on the neo-literates in retaining KAP in the selected content areas.

**Hypothesis 4**

There is no significant difference between the pre and post-test mean scores of experimental group 1.

Tests compared : Pre and Post-test mean scores

Statistical technique used : t-test

t-value : 11.3

Level of significance: 0.01

Null hypothesis is rejected.

Since the calculated t-value is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the pre and post-test differ significantly in the KAP scores. The higher mean scores of post-test proved that the neo-literates exposed to the message through community TV has created more attention on their part in retaining KAP in the selected content areas.
Hypothesis 5

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

Tests compared : Pre and post-test mean scores

Statistical Technique used : t-test

\text{t-value} = 14.2

Level of significance: 0.01

Null hypothesis is rejected

Since the calculated \text{t-value} is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the pre and post-test differ significantly in the KAP scores. The higher mean scores of post-test proved that the neo-literate expose to information through community TV followed by instructor in message dissemination has created much attention on the part of the neo-literate in retaining the KAP in the selected content areas.

Hypothesis 6.a

There is no significant difference between the KAP mean scores of the experimental group I with reference to the variable ‘Sex’ at the post-test level.

\begin{align*}
\text{Group} & : \quad \text{Experimental Group I} \\
\text{Data Analysed} & : \quad \text{KAP mean scores of men and women neo-literate at the post-test level.}
\end{align*}
Statistical Technique
Used : t-test
Result : t-value = 2.48
Level of significance: 0.05
Critical value : 2.02

Since the calculated t-value is greater than the critical value at 0.05 level of significance, the null hypothesis is rejected. Therefore it is concluded that the men and women neo-literates of the experimental group I differ significantly in the KAP scores.

The higher mean scores of the women neo-literates proved that they have gained more KAP than the men neo-literates in the selected content areas at post-test level.

Hypothesis 6.6

There is no significant difference between the KAP mean scores of the experimental group I with reference to the variable "Age" at the post-test level.

Group : Experimental Group I
Data Analyzed : KAP mean scores of neo-literates of below and above age 20 years age, group at post-test level.

Statistical Technique
Used : t-test
Result : t-value = 1.36
Not significant
Critical Value : 2.02
Since the calculated t-value is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the neo-literates of below and above 20 years age groups of the experimental group I do not differ significantly in the KAP scores.

**Hypothesis 6.c**

There is no significant difference between the KAP mean scores of the experimental group I with reference to the variable 'Marital Status' at the post-test level.

**Group** : Experimental Group I

**Data Analysed** : KAP mean scores of married and unmarried neo-literates at the post-test level.

**Statistical Technique Used** : t-test

**Result** : t-value = 1.44

**Critical Value** : 2.02

Not significant

Since the calculated t-value is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the married and unmarried neo-literates of this group do not differ significantly in the KAP.
Hypothesis 6.d

There is no significant difference between the KAP mean scores of the experimental group I with reference to the variable 'Socio-economic status' at the post-test level.

Group : Experimental Group I

Data Analysed : KAP mean scores of neo-literates of high and low socio-economic status at the post-test level.

Statistical Technique Used : t-test

Result : t-value = 5.69

Critical Value at 0.01 level : 2.70

Since, the calculated t-value is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the neo-literates of high and low socio-economic status of this group differ significantly in the KAP. The mean scores of neo-literates of high socio-economic status group is higher than the mean scores of neo-literates of low socio-economic status group. Hence, it can emphatically be said that the high socio-economic status group gained more KAP than the low socio-economic status group in the selected content areas at the post-test.
Hypothesis 6.e

There is no significant difference between the KAP mean scores of the experimental group I with reference to the variable 'Media Exposure' at the post-test level.

Group : Experimental group I

Data Analysed : KAP mean scores of neo-literates of media exposure at different levels at the post-test.

Statistical Technique Used : t-test

Result : t-value = 5.58

Critical Value at 0.01 level : 2.70

Since the calculated t-value is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the neo-literates of high and low exposure in media of this group differ significantly in KAP scores.

The greater mean scores of the neo-literates of high exposure in media gained more KAP than the neo-literates of low exposure in the selected content areas at post-test level.
Hypothesis 7.a

There is no significant difference between the KAP mean scores of the experimental group II with reference to the variable 'Sex' at the post-test level.

Group : Experimental Group II
Data Analysed : KAP mean scores of men and women neo-literate at the post-test level.
Statistical Technique Used : t-test
Result : t-value = 3.36
Critical value at 0.01 level : 2.75

Since the calculated t-value is higher than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the men and women neo-literate of the experimental group II differ significantly in the KAP scores.

The higher mean scores of the women of this group has also proved that the women neo-literate gained better than the men neo-literate in the selected contents of the post-test level.
Hypothesis 7.8

There is no significant difference between the KAP mean scores of the experimental group II with reference to the variable ‘Age’ at the post-test level.

Group : Experimental Group II

Data Analyzed : KAP mean scores of neo-literates of below and above 20 years of age groups at post-test level.

Statistical Technique Used : t-test.

Result : t-value : 2.21

Critical Value at 0.05 level : 2.04

Since the calculated t-value is greater than the critical value at 0.05 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the neo-literates of below and above 20 years age group of the experimental group II differ significantly in the KAP scores.

The higher mean scores of the neo-literates of above 20 years age group proved that they gained better than the below 20 years age group in the selected contents at the post-test level.
Hypothesis 7.c

There is no significant difference between the mean scores of the experimental group II with references to the variable ‘Marital Status’ at the post-test level.

Group : Experimental Group
Data Analysed : KAP mean scores of married and unmarried neo-literates at the post-test level.

Statistical Technique Used : t-test
Result : 0.29
Critical Value : 2.04
Not Significant

Since, the calculated t-value is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that the married and unmarried neo-literates of the experimental group II do not differ significantly in the KAP scores.
Hypothesis 7.d

There is no significant difference between the KAP mean scores of the experimental group II with reference to the variable 'Socio-economic status' at the post-test level.

<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysed</td>
<td>KAP mean scores of neo-literate of high and low socio-economic status at the post-test level.</td>
</tr>
<tr>
<td>Statistical Technique</td>
<td>t-test</td>
</tr>
<tr>
<td>Result</td>
<td>t-value = 6.25</td>
</tr>
<tr>
<td>Critical Value</td>
<td>2.75</td>
</tr>
<tr>
<td>at 0.01 level</td>
<td></td>
</tr>
</tbody>
</table>

Since the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the neo-literate of high and low socio-economic status of the experimental group II differ significantly in the KAP scores.

The higher mean scores of high socio-economic status of this group has also proved that the neo-literates of high socio-economic status have gained more KAP than the neo-literates of low socio-economic status in the selected content areas at the post-test level.
Hypothesis 7.e

There is no significant difference between the KAP mean scores of the experimental group II with reference to the variable 'Media Exposure' at the post-test level.

Group : Experimental Group

Data Analysed : KAP mean scores of neo-literates of media exposure at different levels at the post-test.

Statistical Technique Used : t-test

Result : t-value = 7.10

Critical Value at 0.01 level : 2.75

Since, the calculated value of 't' is greater than the critical value at 0.01 level of significance, the null hypothesis is rejected. Therefore, it is concluded that the neo-literates of high exposure and low exposure in media of the experimental group II differ significantly in KAP scores.

The greater mean scores of the neo-literates of high exposure in media of the above said group has also proved that the neo-literates of high exposure in the media gained more KAP than the neo-literates of low exposure in the selected content areas at the post-test level.
Hypothesis 8.a

There is no interaction effect between the treatment and the variable sex on the KAP scores.

Statistical Technique Used : Two-Way ANOVA
F-ratio for Treatment : 65.9 P < 0.01
F-ratio for Sexes : 3.44 P < 0.05
F-ratio for Interaction : 1.59 P > 0.05

The above analysis indicates that the different treatments have different effect on the learners groups. But the interaction effect is not significant. Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable sex on the KAP scores.

Hypothesis 8.b

There is no interaction effect between the treatment and the variable Age on the KAP scores.

Statistical Technique Used : Two-Way ANOVA
F-ratio for Treatment : 58.6 P < 0.01
F-ratio for Ages : 1.78 P > 0.05
F-ratio for Interaction : 1.27 P > 0.05
Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Age on the KAP scores.

**Hypothesis 8.c**

There is no interaction effect between the treatment and the variable Marital status on the KAP scores.

- **Statistical Technique Used**: Two-Way ANOVA
- **F-ratio for Treatment**: 87.4 $P < 0.01$
- **F-ratio for Marital Status**: 2.36 $P > 0.05$
- **F-ratio for Interaction**: 1.97 $P > 0.05$

Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable Marital status on the KAP scores.

**Hypothesis 8.d**

There is no interaction effect between the treatment and the variable Socio-Economic status on the KAP scores.

- **Statistical Technique Used**: Two-Way ANOVA
- **F-ratio for Treatment**: 60.49 $P < 0.01$
- **F-ratio for Socio-Economic Status**: 1.78 $P > 0.05$
- **F-ratio for Interaction**: 1.78 $P > 0.05$
Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable socio-economic status on the KAP scores.

Hypothesis 8.e

There is no interaction effect between the treatment and the variable Media Exposure on the KAP scores.

Statistical Technique Used : Two-Way ANOVA

F-ratio for Treatment : 70.64 P < 0.01
F-ratio for Media Exposure : 3.23 P > 0.05
F-ratio for Interaction : 2.09 P > 0.05

Since the calculated value of 'F' is less than the critical value at 0.05 level of significance, the null hypothesis is accepted. Therefore, it is concluded that there is no interaction effect between the treatment and the variable media exposure on the KAP scores.
5.13. Summary of the Findings

1. The mean difference between the pre-test scores of different groups is not significant. The control group and the two experimental groups do not differ in the KAP scores at the initial level in the selected content areas, to be disseminated through different approaches.

2. There is significant differences in the post-test KAP scores of control group and the two experimental groups in the selected content areas. The neoliterates exposed to the messages through community TV supported by V.I approach is superior to community TV not supported by V.I. and the V.I’s oral communication method. This indicates that the media supported instructional approach is superior to the other selected approaches in acquisition of KAP score.

3. The mean difference between the pre-test KAP scores and the Post-test KAP scores of all the groups are statistically significant. This indicates that the control group and the experimental groups differ in their KAP at the post-test level in the selected content areas, due to the messages disseminated through V.I’s oral communication method, community TV with and without follow up of V.I’s.

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4. The mean difference between the sexes is statistically significant. The higher post-test mean scores of women neo-literates indicate that the women neo-literates has gained more KAP than the men neo-literates both in the case of experimental group I and II. It is perhaps because of the programmes/content areas were more relevant & interesting from the point of view of women to draw their attention more than men.

5. The mean difference between the ages is not significant in the case of experimental group II. The neo-literates of both the age group do not differ in KAP in the selected content areas at the post-test level. But in the case of experimental group I, the neo-literates of above 20 years age group gained more in KAP than their counter part. It may be due to the fact that the neo-literates of above 20 years are mature and realise the value of education.

6. It is concluded that the married and unmarried neo-literates both in the case of experimental group I and II gained similar scores in KAP in the selected content areas at post-test level.
7. It is concluded that the neo-literates of high socio-economic status gained more in KAP than the neo-literates of low socio-economic status in the selected contents of both the experimental group I and II. It may be due to influence of their status.

8. It is concluded that the greater mean scores of the neo-literates of high exposure in media gained more in KAP than the neo-literates of low exposure, both in the case of experimental group I and II. It may be due to interests and involvement in media.

9. Sex, Age, Marital Status, Socio-Economic status and Media Exposure while combined with experimental factor Viz., Media supported Instruction, have no interaction effect.

5.14. Educational Implications

1. As there existed significant difference in their knowledge, attitude and practice between the neo-literates of control group the two and experimental groups, it can be concluded that CTV plays a vital role in enhancing the abilities of the neo-literates. Therefore more CTVs may be used at the post-literacy centres.
2. This study shows that the neo-literates (of the group CTV followed by V.I.) have been found to perform better than the other two approaches initiated in the study. Hence, this method may be introduced in the post-literacy centres to impart education for neo-literates.

3. Since the KAP score of the neo-literates of high socio-economic status, high media exposure group and women neo-literates are found to be better than the neo-literates of low socio-economic status, low media exposure group and men neo-literates, more care may be bestowed in the case of men neo-literates, the neo-literates of low socio-economic status and low media exposure group to impart education through media followed by V.I.’s oral communication.

4. The selected contents is connected with neo-literates daily life activities. The study reveals that CTV supported by V.I is superior. It indicates that this method provides a chance to view the real life situation in front of his eyes through CTV and to clear their doubts by V.I.’s then and there. Therefore, it is recommended that the educational planners should develop suitable learning strategies to neo-literates which are having link with their daily life activities.
5.15. Suggestions for further Research

1. The impact of media on neo-literates with regard to knowledge, attitude and practice about selected content areas was found out in the study. Similar studies may be undertaken to find out the impact on other areas such as occupation and income generating skills, life skills and so on.

2. Studies may be conducted to find out the impact of media with special reference to women learners and other socially deprived sections of the community.

3. The relationship between some more interrelated factors like reading ability, reading interests, and other psycho-social measures may be studied.

4. This study utilised Community TV only. Studies may be undertaken to find out the impact of other media materials.

5. Similar studies may be conducted to other geographical areas to find out their impact of the programmes.
5.16 Conclusion

In this world of science and technology, advancement of Educational Technology should be brought into all the strategies of adult learning. In this context, media have proved to be more effective for enhancing knowledge, attitude and practice of the neo-literate. In short the outcome of the study has thrown more light on the effectiveness of media on neo-literate. It will be beneficial to all those who are involved in the system of non-formal education— the neo-literate, Volunteer Instructors and the post-literacy centres.