

## CHAPTER - 2

### REVIEW OF LITERATURE

The present study was an experiment to study the comparison of cognitive and affective effects of informative and persuasive approaches of the video films regarding AIDS on the undergraduate students of the faculty of Home Science of M.S. University of Baroda in relation to the selected variables.

The investigator referred the libraries of the following institutions for collecting the review of literature.

- M.S. University of Baroda.
- Centre for advanced studies in education, Baroda.
- Central Institute of Educational Technology CIET, New Delhi.
- National Council of Educational Research and Training, New Delhi.
- India Council of Social Science Research, Delhi.
- Lady Irwin College, Delhi.
- National AIDS Control Board, Delhi.
- World Health Organization, Delhi.
- S.N.D.T. University, Bombay.

While reviewing the related literature, very few studies were found related to the preparation of video films on educational topics and testing their effectiveness with school or college student. The majority of the available studies had been conducted to find out only the effectiveness of television and video imparting information in non-formal and formal setting.

Review of studies is presented under the following heads :

- 2.1 Studies related to production of video films and testing their effectiveness.
- 2.2 Studies related to testing <sup>the</sup> effectiveness of video films.
- 2.3 Studies related to testing the effectiveness of television programmes.

#### **2.1 Production of Video Films and Studying Their Effectiveness**

Chandra Shah and Thomas (1987) conducted a study on the effectiveness of video cassettes, in imparting family centered knowledge upon a sample of 200 women and 200 adolescent girls from rural and urban areas. The purposes of this pre-post design experiment were to (1) to find out the knowledge in gain when instructed through video films on

- \* conservation and purification of water.
- \* mother-daughter relationship

- \* contribution of women to national development
- \* nutrition education"

(2) Change in opinions of the respondents after showing the video films (3) to study the effectiveness of the persuasive and informative approaches of the video films. Eight video films were prepared and data was collected. 't' test was used to do the statistical analysis.

Majority of the respondents could improve their post test scores of knowledge significantly after viewing the films. The informative approach of video was more effective in improving the knowledge. The video films were not effective in changing the opinions of the sample positively.

Gupta (1990), conducted a study with the aim of producing a video film on selected voluntary organisations of Baroda and testing its effectiveness in imparting information about there organisations to the sample of 50 women from low socio economic status from police head quarters, Baroda.

The film was found highly effective in imparting information regarding voluntary organisations working for women in Baroda.

Majority of the respondents liked the film. Film was found. Suitable to the following categories;

Respondents belonging to

- younger and older age groups
- low and high educational levels

- small and large families

Gupta (1991), conducted a study with the objectives of producing a video film on "Puppetry", to instruct the Home Science college students and testing its effectiveness in terms of gain in knowledge. The sample comprised of two categories of respondents. consisting of 55 undergraduate students of department of Education and Extension and a teachers of the Faculty of Home Science.

The highly significant difference in the pretest and post test mean scores confirmed the effectiveness of the film, the respondents having high and low familiarity with puppets and having more or less exposure to T.V. and video had gain in knowledge majority of the respondents reported that the video film having clear and enough information, understandable language with interesting clear and easy to follow visuals.

Overview of researches have shown that there was a dearth of research data pertaining to the preparing and utilization of video in classroom situations, specifically for college students, which the present study is taking care of.

## **2.2        Studies Related to Testing the              Effectiveness of Video Films**

In the present study, video has been selected as the component for the experiment. While reviewing the studies on video, it was found that many of studies have been conducted to find the effectiveness of the video.

A few significant researches can be cited here to throw light on the potentials of video.

This section is again divided into two subsections

2.2.1        Studies related to the effectiveness of  
                 exclusive use of video film for teaching

2.2.2        Studies related to the effectiveness of the  
                 video film along with other teaching aids

### **2.2.1    STUDIES RELATED TO THE EFFECTIVENESS OF EXCLUSIVE           USE OF VIDEO FILM FOR TEACHING**

Goswami (1986), undertook a study on video utilization by selected homemakers of Baroda city and their opinions regarding the impact of video on family life.

The sample of the study comprised of 125 families of Baroda city. Interview cum questionnaire method was used for data collection. The findings of the study revealed that more than 90 percent of the respondents bought video in their family to have recreation at their own convenience. There was high percentage of home makers having the impact of

video as an enhancer in performing the social activities.

It was concluded that an effective imaginative and carefully directed video viewing could help in developing a climate of acceptance of video as a medium of information, education and entertainment.

Gupta (1990), studied the effectiveness of the video films regarding conservation and purification of water for the students of urban and rural schools, Vadodara.

The aim of the study was to find out the effectiveness of information and persuasive approaches of video films, in terms of gain in knowledge. The sample consisted of 150 students of IV<sup>th</sup> std. All the students belonged to low socio-economic status and were between the age group of 9-12 years.

A knowledge test was used in pretest and post-test. Opinions of teachers regarding the video films as one of the teaching media were also collected.

Gupta noted that the informative and persuasive video films were almost equally effective in teaching the content of conservation and purification of water. The rural students learnt more than the urban students through both the video films. The teachers were also interested in teaching their students through video films. They reported that through the video films more content can be taught in a

shorter period of time and students can learn effectively through the video film.

Ziegler (1990), studied the effect of interactive video on learning, the perceived effectiveness and the users attitudes in academic library orientation programmes. The purpose of this study was to determine if there were any significant differences in recall learning, perceived effectiveness and preference scores between groups using interactive video with learner control, linear interactive video and conventional hours to orient themselves to an academic library.

The results showed that the interactive video with learner control treatment group significantly out performed both the linear interactive video treatment group and the library tour groups in both recall learning scores and perceived effectiveness scores.

#### **2.2.2 STUDIES RELATED TO THE EFFECTIVENESS OF THE VIDEO FILMS ALONG WITH OTHER TEACHING AIDS**

Machula (1976), carried out an experiment to determine, if different effective responses would result, from exposure to three different forms of media namely video tape, audio tape and printed transcript presenting the same content. Out of three groups, one group viewed the video tape, another heard the audio tape and third group

read the printed transcript. A semantic differential consisting of fifteen scales, on seven concepts, was used to measure differences in effective response, and an objective test was administered to measure cognitive learning. An analysis of co-variance between pre-test and post-test scores of the cognitive learning showed that the subjects receiving the audio-tape version, had learned significantly less than those receiving the other two treatments.

Grif and Olen (1977), conducted a study on the effect of open broadcasts and video cassette tape instructional television upon selected students in the second third and fourth grades in East Texas State; U.S.A.

The purpose of the study was to determine the effectiveness of open broadcast instructional television and video cassette tape instructional television. A sample of 120 students from 2nd, 3rd, and 4th grades was selected for the study. The Iowa test of basic skills and attitude towards school inventory was undertaken and the t-test was applied to find out the significant differences between the means obtained from pretest and post test scores. Findings of the study revealed that neither open broadcast instructional television nor video cassette tape instructional television produced any significant improvement in achievement scores in two major treatment groups. There was a significant improvement in the post test



scores for both the open broadcast instructional television and video cassette tape instructional television groups at the second grade level. There was no significant improvement at the other two grade levels. There was no significant differences in the scores of male and female students. The students scores indicated a significant improvement in their attitude towards school.

Statar (1977), investigated comparative effectiveness of two messages (Simple and Complex) and three media conditions (audio, written and video) for facilitating information gain. Ninety undergraduates were randomly assigned to six conditions. Each treatment group received a complex or a simple message transmitted by audio cassettes, audio-visual cassette or written study sheet. A two factor analysis of variance indicated a significant effect for media and not for the messages. Scheffe tests were performed to compare audio and video, video and written, written and audio video media for both simple and complex messages. It was found that video was more effective than audio in the retention of sample information. No difference was found between the complex audio message and complex video message.

The simple video message was not found effective than the simple written message. Written was more effective than audio in the retention of simple information. No difference was found between the complex written message and complex audio message.

Staples (1979), conducted a study to compare the effectiveness of three different methods of story telling through video tape, audio tape and live story telling presentation in media center, for both cognitive and affective learning by third grade students. Sample consisted of 176 students from three schools. Two data collecting instruments, a multiple choice comprehension test and an attitude scale were used.

Findings of the study revealed that in comparison for the cognitive aspect of the study those students who received the live story telling presentation (N=57) scored significantly higher than those who listened to audio tapes, (N=62). No significant differences were found to exist for comparisons of the video tape presentation (N=57) to either of the other two methods among the comprehensive groups.

Among the subgroups, a significant difference was found in favour of the live story telling group when compared to the audio tape group for low ability readers, comparison of all three treatments among the subjects classified of all three treatments among the subjects classified as middle and high ability readers yielded no significant differences.

For the affective aspect of the experiment, no significant differences were found among any of the comparisons in the comprehensive or subgroups.

Staples concluded that although audio taped stories were not an adequate substitute for live story telling to facilitate cognitive learning for heterogeneous groups, video taped versions of stories were relatively less effective as presentations by a story better. The middle and high ability readers, all three methods of presentations were equally effective but for students with low skills in reading comprehension, the audio tape presentation was significantly less effective than the other two.

Hendrix (1980), conducted a study on an evaluation of the contribution of video tape self viewing, role playing and counsellor feed back in learning job interview skills in Oregon. The purpose of the study was to determine the effectiveness of video tape self viewing when used alone and in conjunction with role playing and counselor feedback in teaching job interview skills and to determine whether same students benefited more than other from video tape self viewing. The study was conducted with 20 graduate and undergraduate students at the university of Oregon who were within six months of graduating and looking for jobs. Target skills to define effective interviewing had been roughly identified in a pilot study eliciting feedback on actual and taped interviews from a panel of college recruiters and placement center staff. All students attended three video taped sessions, which consisted of either role playing only .

or role playing plus self viewing plus counselor feed back. Counselor feed back included behavioral techniques such as pinpointed verbal reinforcement modeling and behavioural rehearsal.

Findings of the study revealed that self viewing subjects improved less than either role playing or counselor feed back subjects self viewing when combined with role. Playing without the benefit of counselor feedback resulted in less improvement than role playing above. Degree of social anxiety across the groups affected perceived skill levels and self confidence but was not reflected in performance.

Laul (1989), made study on comparison of video cassettes alone and along with handouts to teach adequate nutrition at low cost. Major objective of the study was to check the suitability of video cassettes for knowledge gain and practice change.

The sample consisted of 227 students of the Vith standard from Lal Bahadur School, Harni Road, Baroda.

The findings of the study showed that the respondents of both the groups gained knowledge after viewing the video cassettes. Both persuasive and informative video cassettes were found to be effective for the knowledge gain of students regarding adequate nutrition at low cost.

Damers and Shrigley (1990), conducted a study on the effect of video tape and written channels of communication on the science attitudes of preservice elementary teachers.

The sample consisted of 66 preservice elementary teachers, was randomly assigned to either video tape or written treatment using the coin-flip method. The data revealed that there were no significant mean score difference among video tape and written across the three tests administered, those were pretest post-test that the effects of those two channels of communication on science attitudes were equivalent when presented to Junior and Senior college students, in this case preservice elementary school teachers.

In a paralleled study by Miller (1985), compared a video tape message with an audio tape version. (The sound track of video tape). The mean scores of the three groups (video tape, audio tape, and control) across three administrations (pretest, post test and retention) were not significantly different.

The combined results of the two studies suggested that audio tape, video tape and written channel were equally effective.

Mandal (1992), carried out a comparative study of the effectiveness of three instructional strategies in teaching

selected aspects of puppetry to Home Science students of the M.S. University, Baroda. The sample comprised of 177 first year students, who were present for all the three classes (pretest, post test and practicals).

The major findings of Mandal's study were as follows:

The gain in knowledge was more in lecture cum live demonstration and video film as compared to that of booklet. However, there was considerable gain in knowledge as well as development of ability in all the three experimental groups.

Overview of researches have shown that the studies on comparison of video films with other teaching aids were many in number. However, number of researches including use of video for the college students were not many. Many research studies had use the experimental design to find out the effectiveness of video film.

### **2.3 Studies Related to Testing the Effectiveness of Television Programming**

This section carries the research studies concerning the effectiveness of educational television. This section was divided into following four categories;

- 2.3.1 Studies related to television programmes conducted with school children.
- 2.3.2 Studies related to television programmes conducted with college students.

2.3.3 Studies related to television programmes conducted with non formal groups.

2.3.4 General studies related to television

**2.3.1 STUDIES RELATED TO TELEVISION PROGRAMMES CONDUCTED WITH SCHOOL CHILDREN**

Swami (1967), surveyed the opinions of students and teachers of physics of IXth grade in Delhi Higher Secondary Schools. Findings revealed that.

Planning of school television (STV) lessons should be such that inclusion of too many experiments can be avoided. More experienced and effective teachers should be introduced for television teaching. Adequate and suitable sitting arrangements for students while televisions viewing, should be provided and students felt that they were very much benefited by the physics lessons taught through television.

Sindhi (1963), studied the availability and the use being made of television in the teaching of Hindi to class Xth Delhi Higher Secondary Schools in 1962-63 the study revealed that television was primarily a teaching aid and can not replace teacher. It can motivate, provide richer experiences or demonstrate on behalf of the teachers. It was to improve the in-service teacher training. There was a need of integration of syllabus with school television (STV) lessons and rethinking of curriculum suitable for the use of

televisions in schools. With careful planning of the STV lessons more content can be presented in less time. Suggestions of the classroom teachers should be taken in order to retain their interest in television lessons and classroom teachers should be involved in STV projects.

Shah (1972), conducted a study on the scope, utility and limitations of educational television in India.

The sample comprised of the producers of ETV programme TV Centre Delhi and the primary and secondary schools at Delhi within the coverage of the centre.

The following were major findings of the study.

- (1) School TV unit did not seem to work in co-ordination with the TV Branch of Directorate of Education.
- (2) The planning was not done well in advance. The consultative level does not serve any purpose.
- (3) The selection of TV teachers was unsatisfactory. T.V. teachers are not oriented continuously.
- (4) The producers of school TV programme did not possess adequate qualifications and training for the job.

Bubin and Mark (1976), at Campaign conducted a study on development examination of the uses of television by children and adolescents. A questionnaire was administered to 40% adolescents and children of 17, 13 and 7 years,



difference were seen among the three groups in television behaviour, attitudes and uses. Negative relationships were found between age and the television exposure, intensity of attachment to television, perceived reality of television content and identification with the viewing motivation. The relationship between age and programme significance was also pre-eminent. In addition, relationships were discovered between viewing behaviour and attitudes and the television uses..

Across the entire sample, positive relationships were found between increased identification with each use factor and the amount of television exposure, intensity of attachment to television and perceived reality of its content. Viewing to learn was the only use factor significantly related to public affairs programme viewing.

Lampkin Emmett Cobridge (1976), studied the adolescent television use as a possible socialization about in Stanford university. Sample consisted of 961 students from 3 schools grades (7,9,11) with four racial ethnic sub-groups and 2 social status groups defined by the respondents father's attained level of education. A questionnaire administered in classroom situation was used to obtain information regarding media use patterns and preferences, reasons for viewing T.V., perceptions of T.V. as it relates to real life experiences and programme preference.

Assessment of social status influences suggested that education through high schools did not provide clear distinctions between socio-economic groups nor did it affect electronic media use. The overall results of electronic media use presented a staggering picture. The average adolescent report spending eight hours each day with same form of media out of which at least four hours were used to watch T.V.

Butler (1980), conducted a study to determine the relationship between three instructional television presentation methods and academic achievement. The research indicated a need to improve the analysis and application of instructional television production and utilization technique.

The sample consisted of 207, fourth grade students. They were grouped into four treatment categories each consisting of intact classes. The three experimental classes received televised instruction locally produced programme in science, which presented the same content to each by a different method. The three styles utilized were, a lecturer demonstration format (gr.I), a narrated version (gr.II), and a still picture presentation (gr.III)

The control group received no instruction by television. The classes were arranged for data collection in a pre-test treatment post-test design. Data were obtained

from the following

- \* SRA Primary mental ability test
- \* two survey instruments
- \* a student questionnaire (to determine the relationship between hearing and format preference of students.)
- \* a teacher observation record (to measure student behaviour while viewing experimental programmes).

Analysis of variance and Fisher's  $t$ , test were used to analyze the data statistically. The students in this study were strongly in favour of instructional television in schools. Pupils seemed to realize that instructional television may provide learning opportunities which were not available in normal classroom environment. Students also indicated that television often used misunderstood language which reduced learning. Pupils believed that instructional television lessons should be relevant to curricular materials being studied in class and they expressed the opinion that entertainment in instructional television programming was not a necessity for learning. Their attitudinal preferences toward the three formats favoured, the narrated version first, televised teacher instruction second and still picture presentation last. A significant difference in cognitive learning was found out when experimental group II was compared with group I, III and control group.

Phutela, R.l. (1980) conducted study in Delhi, Centre for Education Technology, NCERT, New Delhi with following of objectives.

- (i) to determine the extent of utilization of school television (STV) programmes by the school
- (ii) to study the factors responsible for underutilization of the programmes
- (iii) to study the process and liaison between the various agencies involved in the production and utilization of the programmes
- (iv) to study the teachers attitude towards the school telecast
- (v) to find out the preferences of teachers regarding the subjects for teaching through television and to study the level of comprehension of the STV programmes on the part of the students of different classes.

A questionnaire was constructed based on content factors, motivation factors presentation factors and viewing conditions. A 4-point attitude scale for assessing the attitude of the teachers towards STV programmes was also included. The sample was drawn from the higher secondary, high schools and middle schools of Delhi. Every third school was included in the sample study. The schools were visited by the investigators without prior intimation, at the time of telecast, comprehension test was administered to the

students both before the telecast (Pretest) and after the telecast (Post-test). The data obtained were analyzed using percentage and t-test.

Major findings were:

- (1) Many teachers did not find STV programmes useful as they were not different from classroom teaching or were not presented in such a manner as to sustain students' motivation.
- (2) About 30% schools only in the sample possessing TV sets were utilizing STV programmes. The reasons for not viewing were : TV sets being out of order foundations in the schools, examinations etc.
- (3) Most of the teachers from these schools accepted TV as a welcome help and agreed to the positive statements like teachers too learn about better methods of teaching.
- (4) The results of the four out of the five comprehension tests showed real difference in the learning of the subject matter, indicating that these lessons were well understood.

Seth, Indu (1983), conducted a study of the effectiveness of educational television on the educational development of primary school children.

The major purposes of the study were to inquire into the effect of educational television, on the educational

development of primary school children, in terms of language development, acquisition of information related to ETV programmes and scholastic achievement and provide the feedback to administrators and producers on different aspects of ETV programmes.

The sample comprised of randomly selected schools run by the Delhi Municipal Corporation.

The study reported following major findings.

- \* language development of children, exposed to ETV was higher than those not exposed to ETV.
- \* The ETV group was found higher on acquisition of information related to ETV programmes than the non-ETV group.
- \* The scholastic achievement of students exposed to ETV programmes was higher than the non ETV groups.'

#### 2.3.2 STUDIES RELATED TO THE TELEVISION PROGRAMMES CONDUCTED WITH COLLEGE STUDENTS

Kothari, R.G. (1985), conducted an investigation into efficacy of instructional media I visual projection over instructional media II consisted of activities and experiment in teaching mathematics to the pupils of class IX in relation to the selected variables.

The experiment was carried out in two schools. Four groups of class IX pupils having 30 pupils in each group were selected for implementing the instructional media while

the other four groups were treated as control groups.

The results clearly indicated that the instructional media namely visual projection was comparatively more effective than any other media.

Mehta (1988), studied the use of television for higher education under the countrywide classroom project of UGC in India. The study was based on review of both statistical and documentary data. It included opinions of media experts, university teachers, teachers, media critics and on debates in the educational circle in India.

While discussing the role of television in higher education Mehta (1988), writes:

"Educational broadcasting is generally used for extension of experience; evidence as the basis of study; explanation meaning how things happens; motivation; empathy and flight of imagination by taking the students outside the four walls of the conventional classroom to show them the world outside. It stimulates practical activity, and relates simple demonstration and experiments to their wider application by the synthesis of specialized resources of research, illustrated and dramatised presentations. Television teaching improves the quality of the teaching and learning. It helps the specialist teachers to affect larger groups than they could without the aid."

(Mehta, 1988, p.26).

Mehta Recommended :

It is essential to recruit production staff young and with good education. Training for television must take into account the limited funds, equipment and facilities with which the staff must operate. Technology can carry out its full protection for education only in so far as, educators embrace educational technology as a system and non human resources into the total educational process. Administrators, educationists and other involved in designing for the future must take into account the changing pattern and use of technological media.

Mehta, Desai and Sharma (1989), carried out a study with the major objective to find out the overall effectiveness of the UGC programme, "Invisible work," on students of arts and commerce college of Idar, Gujarat.

Thirty students from arts and commerce college of Idar formed the sample of the study.

Findings revealed that high majority of the respondents could understand the graphics/posters presented in the programme. Nearly equal number of the respondents found it just enough, on the other hand ten percent found it to be too much. However, majority of the students found the language of the programme difficult to understand.



Chopra (1989), conducted an "Audience profile study" to know the audio visual facilities available in the faculties of M.S.University, Baroda. Sample consisted of all the faculties M.S.University of Baroda. A questionnaire was used to collect the data.

The findings revealed that most of the faculties had a colour television in one of their departments. The students and teachers watched the television set. Majority of the faculties had enough space for T.V. viewing. Programme Schedule of university grants commission was not received by any faculty. Almost all the faculties had same or the other audio-visual facilities.

Shastri(1990), from EMRC, Gujarat University carried out a case study - "Visual profile of country wide classroom".

Its objective was to assess the overall effectiveness of the "Country wide classroom". Programmes for the undergraduate students and to find out whether they benefited from the UGC, INSAT television. The R.R.Lalan college of Bhuj, was selected for the case study. The programmes emphasised proper educational infrastructure and facilities available for the students in the college. The programme also consisted of interviews of the students and teachers reflecting their views and opinions about the

countrywide classroom programmes. A group discussion was conducted in order to know the views of the students. Sample consisted of post graduate students of Gujarat University.

Findings showed that the programme was appreciated by most of the viewers. The programme threw light on two sides of the UGC-INSAT telecast. On one side it reflected the difficulties of the students in taking the full advantage of the countrywide classroom programme, like: unsuitability of time, english language, and more emphasis on science subjects.

On the other side it showed the reach of the countrywide classroom programmes in remote areas and its effectiveness. It was recommended that more programmes of this kind should be made. So that, the policy makers, people involved in production, producers, content experts and script writers became aware of the changes which are needed to make the UGC telecast more effective and useful.

#### **2.3.3 STUDIES RELATED TO TELEVISION PROGRAMMES CONDUCTED WITH NON-FORMAL GROUPS.**

Sekhon (1967), studied the effectiveness of television as a medium of communication for imparting technical knowhow to farmers.

The objectives of the study were, to record how far television as a medium for communication is effective in imparting knowhow to cultivators, and to study the farmer's

reactions towards agricultural telecasts.

The sample comprised of 50 farmers of Chattrpur and Sultanpur villages in the Mehrauli block of Delhi.

The findings of the study were as follows:

- (1) Television had made a significant effect as a medium of mass communication for imparting technical knowhow to farmers.
- (2) The extent of gain in knowledge through telecast over the baseline knowledge cultivation practices was found to vary from 45 per cent to 62 per cent in the different crops under the study.
- (3) The level of education of the sample positively influenced learning through the agricultural telecast. The educated farmers made a high score as 90 per cent in post-test knowledge. Also, the better the baseline knowledge of agricultural knowhow, the better was the learning and modern farm practices, through the telecasts.
- (4) All the farmers showed a strong liking for the agricultural telecasts and the TV programmes. A majority of the sample expressed satisfaction with the agricultural telecasts because of its day-to-day utility on the farm and its ultimate utility for improving their general social and economic conditions of life.

Day and Sharma (1968), studied the relative effectiveness of radio and television as communication media in dissemination of agricultural information in Delhi.

The specific objectives were to study : the relative effectiveness of radio and television with respect to gain and retention in knowledge of the farmers, and to study the effect of media participation on gain in knowledge through two media.

The sample comprised of the three villages of Delhi having teleclubs and other three villages of Delhi with radio rural forms. Out of these villages 50 per cent of the 20 members of each teleclubs and radio rural farmers were selected as respondents.

The findings of the study showed that :

- (1) On an average, TV viewers gained and retained higher knowledge than radio listeners in all the programmes selected for the study.
- (2) There was reduction of knowledge with lapse of time in both the cases and with all the programmes.
- (3) On an average, with the respondents of both TV and radio groups, higher the education, the higher were the gain and retention of knowledge. In case of both the radio and TV groups, the respondents between 30-35 years gained and retained significant amount of knowledge.

Chahil (1974), studied the effectiveness of radio, television and pamphlets in the communication of agricultural and family planning information.

The objective of the study was to study the relative effectiveness of radio, television and pamphlets in terms of gain in knowledge of farmers, after exposure to agricultural information over each of these media.

The study was conducted in Shahdara Block of Delhi. The villages selected were Karawalnagar, Jahooripur and Beharipur.

The sample consisted of 17 agriculturists from each village in the age group of 30-35 years. The total sample comprised of 51 respondents.

The findings of the study were as follows:

- (1) There was a significant differences in the effectiveness of radio, television and pamphlets in the communication of agricultural information.
- (2) Television was found to be more effective than radio or pamphlets. There was no difference in the effectiveness of radio and pamphlets in the communication of agricultural information.

Kaushal (1986), studied the impact of television viewing in terms of gain in knowledge, change in opinions and change in the amount of time spent on household and outside activities.

The sample consisted of the 72 regular students of IIIrd Year of Institute of Home Economics, Delhi, 1985.

The objectives of the study were, to find out the impact of television viewing in terms of the gain in knowledge of the students of I.H.E., Delhi, regarding social, legal, personal problems and household management, and to find out the impact of television viewing in terms of change in opinions of the Home Science college students regarding family relationship, and household management.

The findings of the study were as follows:

- (1) Television viewing made a high impact for a little less than 50 per cent of the respondents regarding gain in knowledge about personality development.
- (2) At least one third of the respondents reported impact of television viewing regarding most of the items of personality development and almost half of the items of household management.
- (3) There was significant differences in the impact of television viewing for the respondents having varying personality dimensions. More extroverts than the introverts gained knowledge about social problems. More introverts than extroverts gained knowledge regarding legal problems.

Cherian (1989), undertook an experimental study with the purposes to find out the impact of TV in terms of knowledge of rural people in the fields of health and hygiene, nutrition and family planning programmes; to analyse the general content of selected health and hygiene, nutrition and family planning TV programmes.

The sample of the study consisted of 600 women and men from selected village of the Kheda district of Gujarat. A field experiment having pre and post observations in the experimental and control group was used in the study.

A knowledge test, reaction scale, socio-economic status scale and instrument on content analysis were used to collect the data.

The findings of the study were as follows:

- (1) Rural women and men took of interest in watching the TV programmes produced by Pij TV.
- (2) T.V. viewing helped women and men to gain significant amount of knowledge about green leafy vegetables, polio vaccination and laproscopy.
- (3) Gain in knowledge was more in women and men.
- (4) Socio-economic status and age of the respondents were not associated with the gain and retention in knowledge.

#### 2.3.4 GENERAL STUDIES RELATED TO TELEVISION

Mohanty and Rath (1988) and Mohanty and Sahu (1991), conducted appraisal study an countrywide classroom teaching programme produced by Educational Media Research Centre. The purposes of both the studies were: to find out the strength and weakness of University Grants Commission (UGC) Educational Television Programme (ETV), and to consider their appropriateness for college teaching and suggest steps for improvement.

The samples of the studies included 25 and 20 programmes respectively which were telecasted during different period of time.

Findings of both the studies revealed that.

- (1) The knowledge aspect was given more emphasis in majority of the programmes.
- (2) Very less percentage of the programmes were overloaded with content.
- (3) Lecture with demonstrations and interview with experts were found more interesting and attractive than documental programme whereas the formats like dramatization, quiz group discussion had not been given due importance.
- (4) Majority of the programmes were found very clear, likely find attractive so far as their visuals were concerned.



- (5) The voices in majority of the programmes were distinct.
- (6) In majority of the programmes, the pace of communication was appropriate medium of all the programmes was english.

Mohanty and Rath (1988), conducted an appraisal study on countrywide classroom television programme produced by Educational Media Research Centre, Audio Visual research centre. The purposes of the study were: to find out the strength and weakness of University Grants Commission (UGC) Educational Television Programme (ETV), and to consider their appropriateness for college and institution suggest steps for improvement.

The sample of the study included 25 UGC programmes which were broadcasted during the period of 18.7.88 to 22.11.88. In addition to these course findings the study revealed that

- (1) Only the titles of the programme were announced from which it was difficult to guess the subject matter and objectives of the programme.
- (2) The knowledge objective had been realized to a great extent in all the programmes where as understanding and application objectives had been realized to a great extent in 60% and 52 % of the programmes respectively.
- (3) Due weightage had not been given to same content areas like philosophy Political Science, Anthropology, Arts

and Craft.

- (4) Only eight percent of the programmes were overloaded with content
- (5) Lecture with demonstrations and interview with experts were found more interesting and attractive than the documentary programmes which did not kindle the viewers.
- (6) Same different formats like group discussion and dramatization, project method were not given due importance.
- (7) Almost all the programmes were enriched with visual aids like two and three dimensional objects and real objects and activities.
- (8) In 84% of the programmes the visuals were very clear and in rest of the programmes these were partially clear.
- (9) Visual aids in 88% of the programmes were found lively and attractive
- (10) In majority of the programmes, the voice was distinct and the pace of communication was appropriate.

Mohanty and Salve (1991), conducted an appraisal study of countrywide classroom television programme produced by EMRC, AVRC.

The objectives of the study were, to identify the strength and weakness of these programmes and, to suggest

measures for improving these programmes.

The sample of the study included to programmes which were telecasted during the period from 23.4.91 to 29.4.91. The data were collected with the help of an observation schedule.

Findings of the study were as follows:

- (1) The knowledge aspect was given more emphasis in majority of the programmes.
- (2) Only ten percent of the programmes were overloaded with content.
- (3) Format like dramatization, quiz, group discussion had not been given due importance.
- (4) Interview with experts, documentary films and lecture with demonstration were found more attractive than?
- (5) Most of the visuals used in the programmes were sophisticated.
- (6) Majority of the programmes were found very clear, so far as their visuals were concerned.
- (7) Fifty five percent of the programmes were found more attractive and stimulating.
- (8) The voices in majority of the programmes were distinct.
- (9) So far as speed of the voice was concerned it was found that in almost all programmes the speed of voice was normal except only in one programme. Where the voice was slow.
- (10) Medium of all programmes was english.

Mehta (1989), conducted a pretesting exercise of the programme of University Grants Commission (UGC) on consumer protection". The main objectives of the study was to know the effectiveness of the programmes produced. The sample of the study included 14 post graduate students of Gujarat University. A group discussion was conducted in order to know the views of the students.

The findings of the study were as follows:

- (1) The programme was good and duration was also appropriate.
- (2) Visuals were used very less to impart the message and motivate the viewers.
- (3) Narrations and examples cited were the strong points of the programme.
- (4) The language used was little difficult to understand.

Trivedi and Shastri (1989), did the content analysis of UGC countrywide classroom programme produced at (EMRC) Educational Media Research centre, Ahmedabad. The sample consisted of 24, programme transmitted under the title 'countrywide classroom' between 12 p.m.to 10.45 p.m.in the afternoon for two weeks from 3rd July, 1989 to 15th July 1989. Two reseachers watched the countrywide programme for 10 days and filled the schedule. The observation schedule was made and used to analyse the content.

The findings of the study revealed that:

- (1) Fifty percent of the programmes were produced in documentary format, while 16 percent were in interview format.
- (2) Many of the programmes were totally studio based and represented the indoor educational set up.
- (3) Very less percentage of programme dealt with theory programmes while application oriented approach was used in only 29 percent of the programmes.
- (4) Majority of the programmes contained aesthetic and relevant visuals.
- (5) Music was found to be appropriate in all the programmes.
- (6) Half of the programmes were rated as good and 41% of the programmes as very good.

From the aforesaid discussion and reviews of various literatures, it was clear that number of researchers have established effectiveness of educational T.V. which is an inbuilt advantages of audio-visual aids. Thus, the investigator was motivated to take up a research in this areas, so as to get a better insight of effectiveness of video films to teach to college students.

#### CONCLUSION:

An overview of the past researches on education and use of video and TV revealed that the instructional use of these two is gathering momentum.

The review of studies institutions that maximum number of studies were done to check the effectiveness of television for instructional purpose. However, the researches done on video films were not many. Amongst the studies on video films, most of the studies were on the comparison of the effectiveness of video film with other teaching aids rather than studies done on video alone.

Majority of the studies were done with school children rather than with the college students. Almost all the research studies had used experimental design to find out the effectiveness of television and video.

The review of the studies highlighted the following major findings:

- There was definite gain in knowledge amongst the respondents, after viewing the video films.
- In almost all the studies, video, alone or along with other teaching aids, was found effective.
- Respondents with low as well as high grades equally found video effective.

The studies done on television showed that the:

- (i) majority of the respondents gained knowledge the rough ETV programmes.
- (ii) language development of such respondents was higher than those not expressed to ETV
- (iii) television improved the quality of teaching and

learning.

- (iv) the visuals, language and pace of communication were effective in almost all the programmes.
- (v) unsuitability of ETV time was major handicap in viewing the programmes.
- (vi) not only in formal educational set ups but also in non formal areas, TV had made significant effect as a medium of mass communication for imparting technical knowhow to farmers.
  - TV was found to be more effective than the other media in communication of agriculture information.
  - variables like SES and age of the respondents were not associated with gain and retention of knowledge when imparted through TV.
- (vii) Majority of the programmes had following physical characteristics.
  - (i) knowledge aspect was given preference in majority of the programmes.
  - (ii) lecture with demonstrations and interview with experts were found to be more interesting attractive than documentary programmes.
  - (iii) majority of the programmes were found clear, lively and attractive as far as the visuals was concerned.
  - (iv) duration of the programme was appropriate in almost all the programmes.

The review raises the following questions:

- Can video be used effectively for classroom teaching at higher education level?
- Is it possible that academic people with technical help and limited budget can prepare video films?
- Which type of topics should be taught through video?
- Which type of content will be suitable to the medium of video knowledge or change in attitudes and opinions?
- Which type of approaches (informative or persuasive) will be effective for making educational films for higher education students?
- Review pointed to the need for experimentation of video films with new topics?