

CHAPTER - II

CHAPTER II

REVIEW OF THE RELATED RESEARCH STUDIES

- II.1 INTRODUCTION
- II.2 REVIEW OF THE RELATED STUDIES IN EDUCATIONAL TECHNOLOGY
 - II.2.1 Review of Research Studies Related To School Broadcasts And School Television Programmes.
 - II.2.2 Review of Research Studies Related To Use of Visual Aids And Audio-Visual Aids In Teaching School Subjects.
 - II.2.3 Review Of Research Studies Related To Multi Media Programmes.
 - II.2.4 Review Of Research Studies Related To Instructional Media.
 - II.2.5 Review Of Research Studies Related To The Use of Mass Media.
 - II.2.6 Review of Research Studies Related To Miscellaneous Studies
- II.3 CONCLUDING REMARKS

CHAPTER : II

REVIEW OF THE RELATED RESEARCH STUDIES

II.1 INTRODUCTION :-

Every research project should be based on all of the relevant thinking and research that has preceded it. When completed, it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follow. For any specific project to occupy this place in the development of a discipline, the researcher must be thoroughly familiar with both theory and research (Fox. D.J., 1969, P.111)

Once the problem is formulated, an extensive literature survey connected with the problem is an important step which helps the researcher in his study. The investigator must be well acquainted with upto date information, about what has been taught and done in the particular area, from which he intends to take up a problem for research. This enables him to avoid the task of duplicating and helps him in the formation of basic theories, assumptions or hypothesis in deciding, what appropriate method should be suitable for his study in collecting comparative data, useful in interpretation.

As the statement of the problem suggests, the present study is concerned with "A study of effect of media on IX class students' learning English." : the researcher

had decided to review the related literature for better planning, designing and developing medias.

The present investigation touches the area of educational technology. Hence the researcher had decided to review, in brief, the research studies from the related areas.

For keeping view to review the related studies, the researcher has gone through the following volumes of Educational Research.

- i) Third Survey of Research in Education (1978-1983)
Dr. M. B. Buch - Publication Department, National Council of Educationla Research and Training Ltd., Link House, 1986.
- ii) Fourth Survey of Research in Education, M. B. Buch
Publication Department, National Council of Educational Research and Training Ltd., Link House, Vol. 1, 1991.
- iii) Fourth Survey of Research in Education, M. B. Buch
Delhi, Publication Department, National Council of Educational Research and Training Ltd., Link House, Vol. II, 1991.

Though no study was available that has direct bearing on the present problem, the researcher decided to explore and study, what efforts have been made in studying the problems "A Study of effect of Media on IX class Students' Learning English."

A brief review of the related studies in the above mentioned area viz. Educational Technology is taken in the following paragraphs.

II-2 REVIEW OF THE RELATED STUDIES IN EDUCATIONAL TECHNOLOGY :-

The present study is concerned with the effect of media on learning English and hence the investigator had decided to review the related studies in educational technology. The review is done of the several studies classified in six categories.

- i) School Broadcasts and school television programme.
- ii) Use of Visual Aids and Audio-visual Aids in Teaching School subjects.
- iii) Multi Media Programmes.
- iv) Instructional Media.
- v) The use of Mass Media.
- vi) Miscellaneous Studies.

II.2.1 REVIEW OF RESEARCH STUDIES RELATED TO SCHOOL BROADCASTS AND SCHOOL TELEVISION PROGRAMME :-

There is a very few studies using media in English education. A brief review of the related studies is undertaken for the development of the present study. The following studies were done in this area.

Biswal, B, (1980) Developing Strategies For Effective Utilization of School Broadcast Programme in Orissa State (Ph.D. Edu. MSU.)

Objectives :-

The main objectives of the investigation were :-

- i) to study the school broadcast programme (S B P) in terms of instructional objectives, number of programmes broadcast, content coverage, script - writing and quality of the programmes.
- ii) to study the facilities provided by the highschools of Orissa for the use of school broadcast.
- iii) to develop and try out instructional strategies for the effective utilization of school broadcast programmes.
- iv) To compare the effectiveness of the developed instructional strategies with the radio broadcast alone.
- v) to study the reactions of students and teachers towards the strategy.

Procedure :-

The study was conducted in two phases. In the first phase, the survey of the studies of the school broadcast programmes, the development tryout and modification of the instructional materials were done whereas in the second phase, the effectiveness of the strategies was studied. The All India Radio Cuttack, and the school listening to the broadcast programmes were the samples of the study. In order to study the facilities and reactions, questionnaires were developed, and used by the

investigator. Criterion tests were developed to measure the achievement of the students. In addition to this, a proforma and unstructured interviews were also used to collect data. The data collected were analysed qualitatively and by employing certain statistical techniques like analysis of variance.

Findings :-

The major findings of the investigation were :

- i) The objects of different subjects of the school broadcast programmes had remained the same throughout the academic year 1975-76 to 1979-80 and the objectives for most of the subjects were not in specific terms.
- ii) The number of broadcasts for particular grades was less and for grade X there was no programme. Also several subjects were neglected.
- iii) Experts were not given training in writing scripts for radio lessons and they felt that teachers in the schools did not know how to make use of S B P. In most of the programmes clarity of speech was there but due to the lack of novelty the programmes were not interesting.
- iv) Among the respondents, 62 per cent of the schools had been found not using S B P.
- v) Wherever the programmes were used, there was no guidance was given to students about the use of S B P. Even teachers were not trained to make use of S B P.

- vi) Teachers also expressed that there was need for special radio work book.
- vii) Teachers felt that English lessons were difficult for students to understand, students had inerested in listening to radio lessons and half of the students expressed the desire to have radio lessons daily.
- viii) Student's achievement was found to be above fifty-six per cent in two programmes, above sixty per cent in ten programmes and above seventy per cent in four programmes which were selected for this purpose.
- ix) The strategies developed for effective utilization of S B P were significantly effective when compared to the radio broadcast alone. Students and teachers favoured the strategies.
- x) The strategies were feasible in terms of time schedule and cost involved.

Goel, D. R., (1982) A Study of School Broadcasts in India (Ph. D. Edu. MSU.)

Objectives :-

The objectives of the investigation were -

- i) to study the functioning of school broadcast units with respect to different aspects of the programme such as transmission, script preparation etc.
- ii) to find out the extent of utilization of school broadcasts in school and,

- iii) to explore the possible role of colleges of education in the scheme of school broadcast programmes.

Procedure :-

For studying the functioning of school broadcast units, all the thirty-five stations of AIR producing school broadcast programmes were included in the study. Out of these eight stations were visited personally for in - depth study. Five script - writers from each radio station were contacted. The extent of utilization was studied by conducting schools in the state of Haryana. Data were collected by using different questionnaires for producers of school broadcasts, script-writers, students teachers, headmasters and principals of colleges of education. A school broadcast observation schedule was developed by the investigator for recording observation with respect to school broadcasts. Unstructured interviews were conducted with producers, students, teachers and headmasters. The data were analysed by using frequency distribution, percentages etc.

Findings :-

The major findings of the investigation were :-

- i) Coordination between school broadcast units and state departments of education in different states in organizing school broadcasts was not adequate.
- ii) The objectives of particular programmes were not enuciated at most of the school broadcast units.

- iii) A very limited portion of the syllabus was covered through these programmes.
- iv) The majority of the script-writers (seventy eight per cent), received no training in preparing scripts.
- v) In none of the schools was there provision for school broadcast period in the time table.
- vi) The majority of the principals of colleges of education thought it advisable for the pupil teachers to listen to the school broadcast programmes and offer suggestions to the AIR for improving these programmes.

Jagdish Singh and Shukla. S, (1980) A Case Study of School Broadcast in Delhi, Centre for Educational Technology (NCERT, New Delhi).

Objectives :-

The objectives of the investigation were ;

- i) to examine the extent of radio utilization in Delhi schools.
- ii) to understand the conditions that encouraged or impeded radio utilization.
- iii) to study teachers attitude towards school broadcasts.
- iv) to study the process of programme planning and production and liaison between the Directorate of Education and Akashvani in various stages of programme planning and production and,

- v) to study the comprehensibility of radio lessons on the part of students.

Procedure :-

A structured was prepared containing a few open ended question in order to elicit teachers' comments and suggestions. The field investigators visited every third school out of 532 schools having listening facility of the broadcast. The investigators collected information from the records as maintained by the schools in respect of school broadcasts. The information was also obtained through observation, informal discussion, interviews etc. Comprehension of programmes was studied by a pre and post test design. These tests were administered by the investigators. The data were analysed by using percentages and other descriptive stastics.

Findings :-

Some of the major findings of the investigation were ;

- i) The Directorate of Education and the Akashvani did little in training script writers for school radio.
- ii) Of the schools having radio sets fourteen per cent did not utilize the radio programmes.
- iii) Only in thirty-two per cent cases, there was some proximity in time between radio programme and the teaching of those lessons in the class.

- iv) Forty per cent of the radio programmes were not related to the syllabus.
- v) Non availability of programme chart and lack of awareness of radio programmes were some of the difficulties in the utilization of school programmes.
- vi) After listening to the programmes, the experimental group gained on all programmes to the extent of seven to seventeen per cent.

The researcher had studied all the relevant area in this field. Here he has mentioned very few studies in detail. Remaining related studies about the school broadcast programmes were given only titles they were as follows ;

Shrvastava, R., (1974) A Critical and Comparative Study of the School Broadcasts in Western Region. (Ph.D. Edu., Vik, U.,)

Passa, B. K., Katiyar, P.C., Sansanwal, D.N., and Syag, R.N., (1980) Survey of Starting Radio Broadcasts for Primary and Middle School Teachers of M.P.State, Dept. of Edu., Indore. U.

Jois, S., (1982) A Study of the Instructional Radio Users in Karnataka (a case study of School Broadcast in Karnataka) Educational Technology Cell Dept. of State Educational Research and Training, Bangalore.

Nagaraju, C.S. and Ramkumar, U., (1982) School Broadcasting, Utilization by High Schools in Bangalore District (ISEC, Bangalore).

Oberai, N., (1981), Development and Evaluation of Radio Vision as an instructional system. (Ph.D., Edu., SGU).

Mohanty., J and Giri, A.P., (1976) A Study on School Broadcast Programmes, (Directorate of Higher Education, Orisa).

Nagaraju, C.S., and Usha Ramkumar, (1983) School Broadcasting Utilization by High Schools in Bangalore District (ISFC, Bangalore).

Phutela, R.L. (1980) A Study into Utilization and Comprehensibility of School Television Programmes in Delhi (Centre for Educational Technology, NCERT, New Delhi).

Objectives :-

The objectives of the investigation were ;

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

Procedure :-

A questionnaire was constructed based on content factors, motivation factors, presentation factors, and viewing conditions. A 4 - point attitude scale for assessing the attitudes of the teachers towards STV

programmes was also included. The sample was drawn from the higher secondary, highschools and middle schools of Delhi. Every third school was included in the sample study. The school were visited by the investigators, without prior imitation at the time of the telecast. Comprehension tests were administered to the students both before the telecast (pretest) and after the telecast (post test). The data obtained were analysed using percentages and 't' test.

Findings :-

Some of the major findings of the investigation were :

- i) Many teachers did not find STV programmes useful as they were not different from classroom teaching or were not presented in such a manner to sustain student's motivation. The quality of the programme was not high. The number of programmes per class was not adequate.
- ii) About 38 per cent schools in the sample possessing TV sets were utilizing STV programmes. The reasons for not viewing were : T.V. sets being out of order. Functions in the schools, examinations, etc.
- iii) Most of the teachers from these schools accepted TV as a well come help and agreed to the positive statements like teachers too learn about better methods of teaching.

- iv) The results of four out of the five comprehension tests showed real differences in the learning of the subject matter, indicating that these lessons were well understood.

Conclusion :-

Eleven studies have been done in this area out of them nine were on school Broadcasts and 2 on school television programme. From the review of the studies related to school broadcasts and school television programme, it is clear that these are effective in instruction. Most of the studies were based on survey method. There was not a single study of separate programme in English. Most of the studies were related to the facilities provided by the highschools of different states for the use of school broadcast. It was also noted that the scriptwriters for the school broadcasting programme the writers were not trained. Most of the studies used questionnaires, interview and direct approach for data collection. Some studies noted that there was not special provision for school broadcast period in the time-table. In short in this field most of the studies tried to find out the position of school broadcasting programmes in the schools.

II.2.2 REVIEW OF RESEARCH STUDIES RELATED TO USE OF
VISUAL AIDS AND AUDIO-VISUAL AIDS IN TEACHING
SCHOOL SUBJECTS :-

Golani, T.P., (1982) The Use of Audio-Visual in the Secondary Schools of District Thane (Ph.D. Edu., Poona U.,)

Objectives :-

The objectives of the study were :

- i) to create awareness among teachers and headmasters of secondary schools about the importance of audio-visual aids.
- ii) to help in raising the academic standard in secondary school of Thane district.
- iii) to know the existing situation regarding audio-visual materials in the secondary schools of Thane district.
- iv) to elicit the opinions of headmasters and concerned teachers about the measures for providing better and improvised materials on audio visual education, and
- v) to present these measures in the form of concrete proposals and their implications for secondary schools as well as for the professional courses in training teachers and preparing materials for audio-visual aids in education.

Procedure :-

The methodology consisted of library study, empirical survey through questionnaire, interview, visits and observations and field experiment. A survey was conducted in 217 secondary schools in Thane district. Experiments were conducted in twenty schools to demonstrate the advantage of using audio-visual aids in teaching subjects like social studies, mathematics, sciences and language.

Findings :-

The findings of the study were ;

- i) According to the opinions of the secondary schools under survey, the teaching aids were essential and useful in developing clear concepts and in stimulating learning.
- ii) The audio-visual aids being expensive, the schools could not afford to purchase them. Sophisticated aids, like tape recorder, radio, television set and projectors, were out of the question in many of the schools as they were exorbitantly costly.
- iii) Audio-visual aids were not easily made available whenever required.
- iv) Due to difficulty of transport facilities in rural areas, the audio-visual aids were not available even on loan.
- v) The use of Audio-visual materials could be increased if teachers were allowed some free time

for the location and preparation of requisite materials, because they had to perform many other duties, in addition to teaching, they did not usually find time.

- vi) Not a single school had employed a specially trained teachers for this purpose.
- vii) Accommodation was a problem of every school in the district, laboratory and teachers' common rooms were used for storing the materials.
- viii) Schools promised to use modern teaching aids in the near future, if they got monetary support from the government.
- ix) The fullest value of the teaching aid could be realized only when the teacher was thoroughly trained to use it to the best possible advantage.
- x) The students learned better when audio-visual aids were used and they also sustained more interest in the learning activity which audio-visual aids than without them.

Rao, L. N., (1984) A Study of factors Influencing the Effective Use of Audio-Visual Equipment and Materials in Classroom Teaching. (Ph.D. Edu., SVU)

Objectives :-

The objectives of the study were :

- i) to find out the present position of the audio-visual equipment and materials in the secondary

schools of east and west Godavari districts of Andhra Pradesh.

- ii) to determine the factors hindering the effective use of audio-visual equipment and materials in classroom teaching and,
- iii) to ascertain the attitude of the respondents towards the factors influencing the effective use of audio-visual equipment and materials in classroom teaching.

Procedure :-

The study was conducted on a sample of eight schools by making four types of questionnaires for the availability of audio-visual equipment and materials and their effective use in classroom teaching.

Tools :-

The following tools were developed by the investigator for the purpose of data collection;

- i) questionnaires on the availability of audio-visual equipments.
- ii) questionnaires on the availability of audio-visual materials.
- iii) questionnaires on the effective use of audio-visual equipment in classroom teaching.
- iv) questionnaires on the effective use of audio-visual materials in classroom teaching.

Findings :-

The major findings were ;

- i) The position of the audio-visual equipment in the school was poor.
- ii) There was a significant relationship between the availability of the equipment and type of the management of the school.
- iii) There was association between the availability of the equipment in the schools and their locality.
- iv) There was relationship between the availability of the audio-visual equipment and the age (edge) of the schools.
- v) There was relationship between the availability of the audio-visual equipment and the type of school.
- vi) There was no positive association between the availability of audio-visual equipment and the strength of the school.
- vii) There was no positive association between the effective or ineffective use of audio-visual equipment in class room teaching and the type of management.
- viii) Absence of sufficient equipment and materials as the first and fourmost hindering factor for the effective use of audio-visual equipment and the materials.

Ramchandra, K.T., (1982) A Study of Use of Visual Aids by Teachers of University of Agricultural Sciences, Bangalore, (Ph.D. Edu., (Agri), Agri, SCU., Bangalore)

Conclusion :-

From the review of the studies related to use of visual aids and audio-visual aids in teaching school subject, it is found that very few studies were done in this area. Among them most of studies used survey method. These studies were related with how many schools have facilities of these aids and problems in using media. It is also concluded that if the teachers were well acquainted with the audio-visual aids and financial facilities were provided by the government for purchasing these aids, these aids proved very effective in the learners' achievement.

II.2.3 REVIEW OF RESEARCH STUDIES RELATED TO MULTI MEDIA

PROGRAMMES :-

Mullick, S.P., (1979) An Inquiry into the Relative Effectiveness of Linear Style Book Format and Multimedia Programmes, (Ph.D., Edu., SGU.)

Hypotheses :-

The hypotheses of the study were ;

- i) There will be ample gain in the scores of students taught by the book format programme (BF) and Multi Media Programme (MMP) as measured from pretest and immediate post test or retention test on the identification of terms and recall of terms.
- ii) The multi-media programme and book format programme will teach differently, with reference to the objectives measured by the comprehension and application, drawing and teacher made test.
- iii) The multi-media programme group is expected to do better in so far as the objectives measured by oral tests are concerned.
- iv) The book format programme group is expected to commit fewer spelling errors than the multi-media group.

Sample :-

The sample consisted of 444 children studying in three English Medium Schools of Delhi of whom 204 children belonged to class V and 240 to class VI.

Findings :-

The major findings of the study were :

- i) The M.M. Programme was superior to BF Programme when the gain was measured by the tests of identification and recall of terms, comprehension, application and drawing and teacher-made test and also when the time for completion was taken as a criterion.

- ii) The M.M. Programme was particularly suitable for average level groups in intelligence and general science when the teacher made test was used.
- iii) The BF programme was particularly found suitable for low level students in English of class VI when the teacher made test was used.

Ravindranath, M.J., (1982) Development of Multi-Media Instructional Strategy For Teaching Science (Biology) at Secondary School Level. (Ph.D. Edu., M.S.U.)

Conclusion :-

Here two studies were noted in this area. The first study in this area related with the effect of Multi-Media and book format. This was an excellent work and It was found that multimedia programme was superior to Book format programme. It was also considered the level of the students. One of the studies in this area related with development of multimedia instructional strategy for teaching science.

II.2.4 REVIEW OF RESEARCH STUDIES RELATED TO

INSTRUCTIONAL MEDIA :-

KOTHARI, R.G., (1985) An Investigation into Efficacy of Different Instructional Media in the Teaching of Mathematics to the Pupils of Class IX in Relation to Certain Variables (Ph.D. Edu., SPU) 1985.

Objectives :-

The objectives of the study were ;

- i) to investigate the efficacy of instructional media I (visual projection) over instructional Media II (activities and experiment) in terms of achievement,
- ii) to investigate the efficacy of visual projection over programmed learning material.
- iii) to investigate the efficacy of activities and experiments over programmed learning material.
- iv) to investigate the efficacy of visual projection over the traditional method of teaching,
- v) to investigate the efficacy of activities and experiments over the traditional method of teaching, and
- vi) to investigate the efficacy of programmed learning material over the traditional method of teaching in terms of achievement.

Procedure :-

Factorization of the type $a^2 - b^2$ and expansion of $(a + b)^2$ were selected for preparing transparencies for topic was selected for the preparation of materials for activities and experiments as well as for preparing programmed learning material. The criterion tests on both units were prepared. The pretest post-test control group design was adopted for the purpose of studying the efficacy of different media. 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 junior Index of Motivation (JIM Scale) and Test of Reasoning Ability were used for collecting necessary information about the variables. The analysis of covariance was used to draw conclusions.

Findings :-

Some of the major finding of the study were :-

- i) Visual projection and activities and experiment were equally effective for Unit I while visual projection was superior to the activities and experiments approach for Unit II.
- ii) Visual projection was superior to programmed learning material for Unit I, while they were equally effective for Unit II.
- iii) The approach of media activities and experiment was superior to programmed learning material for

Unit I but they were equally effective for Unit II.

- iv) Visual projection was superior to the traditional method of teaching for Units I and II.
- v) The activities and experiment approach and the traditional method were equally effective for both Units.
- vi) Programmed learning materila and the traditional method of teaching were equally effective for Units I and II.
- vii) The results clearly indicated that the instructional media I, namely visual projection, was comparatively more effective than any other media like activities and experiment or even programmed learning material. The low achievers were comparatively more benefited by programmed learning material than the high and average achievers.

DESAI, K.V., (1985) An Investigation into Efficacy of Different Instructional Media in the teaching of Sciences to the pupils of Class VIII in Relatiion to Certain Variables (Ph. D. Edu., SPU)

Objectives :-

The objectives of the study were ;

- i) to compare the achievement of pupils in science learning through different instructional media and the traditional way of teaching.

- ii) to compare the achievement of pupils in science learning approach and the traditional way of teaching.
- iii) to compare the achievement of pupils in science learning through slides with discussion approach and the traditional way of teaching,
- iv) to compare the achievement of pupils in science learning through the experimental approach and the traditional way of teaching,
- v) to compare the achievement of pupils in science learning through the programmed learning approach and slides with discussion approach,
- vi) to compare the achievement of pupils in science learning through the programmed approach and the experimental approach, and,
- vii) to compare the achievement of pupils in science learning through slides with discussion approach and the experimental approach.

Procedure :-

The destiny, specificity destiny of a solid and the cell and its structure were selected for the preparation of the material for instructional media. The programmed learning material, slides and laboratory experiments were designed. The criterion test was prepared on the units selected for experimentation . The junior index of Motivation Scale and the Reasoning Ability Test were used for measuring motivation towards schools and

reasoning ability of pupils. The experiment was carried out in two schools of Anand city. Four equivalent groups with respect to motivation towards schools and reasoning ability were prepared. In each group there were twenty five students one group was taught through programmed learning, the second group was taught through slides with discussion approach the third group was taught through the experimental approach, and the fourth group was taught through the traditional approach. The analysis of covariance was used to test the various hypotheses.

Findings :-

The major findings of the study were ;

- i) The programmed learning approach was more effective than the traditional way of teaching science.
- ii) The slide with discussion approach was more effective than the traditional way of teaching science.
- iii) The experimental approach was more effective than the traditional way of teaching science.
- iv) In the teaching of science, the experimental approach was the most effective of all approaches.
- v) The programmed learning approach and slides with discussion approach were equally effective.
- vi) The use of instructional media indicated the possibility of improvement in the methodology of

science teaching, raising the standard of science education in secondary schools and development of taste and interest in the younger generation for the subject of science.

The major educational implication of the study is that there is not one method of teaching science. The teacher should be experimental minded and should use different approaches in the light of different objectives. Media were effective in science education.

Conclusion :-

From the review of the studies related to instructional media, it is clear that the studies were done in the subject of science and mathematics. They studied which approach was more effective either programmed learning or traditional way of teaching. They used experimental method for the study. The use of instructional media indicated the possibility of improvement in the methodology of science teaching. It was also noted that there was not one method of teaching science.

II.2.5 REVIEW OF RESEARCH STUDIES RELATED TO THE USE OF

MASS MEDIA :-

Paigaonkar, A. (1978) The Use of Mass Media for Second Language Teaching in India with Special reference to Radio and Television (Ph.D. Ling, Poona. U.,)

Objectives :- The objectives of the study were ;

- i) To take a survey of the availability of English and Hindi teaching programmes through the mass media in India.
- ii) to see how far the principles of linguistics, the principles of psychology of learning and considerations about the socio-cultural conditions of the learners were used in preparing English and Hindi lessons for the mass media.
- iii) to find out facts about the conditions in which planning, preparation and evaluation of English and Hindi lessons for the mass media took place and
- iv) to see how English and Hindi programmes over the mass media were being utilized by teachers and pupils.

Procedure :-

The programmes studied were Hindi teaching on the Pune radio through Marathi, English teaching on radio for schools in Maharashtra. English teaching on Bombay, Pune and Delhi televisions under the school television programme and English teaching through the Marathi news paper 'Kesari' from Pune.

Design of the Study :-

The design of the study was based on survey methodology, using observation, interviewing and questionnaire as tools for data collection, content analysis of official documents was also carried out.

Findings :-

The findings of the study were ;

- i) Script-Writers and subject experts of radio and television lessons for school had the knowledge about the principles of linguistics and pedagogy but did not have the training needed to use the media potentials. This was reflected in the actual lessons produced. English lessons through the newspapers and Hindi on radio for general public did not reflect such knowledge and training of their producers.
- ii) Teachers in the schools of Pune, Bombay and Delhi lacked awareness of the principles of linguistics and their application to second language learning. No training was available to them from any source.
- iii) Rural teachers were more aware of the radio as an available medium of teaching second language than their urban counterparts, but the situation was reverse in the case of the rest of the mass media.
- iv) It was hypothesized that the use of English and Hindi lessons put across by the radio and the TV would progressively decrease as one moved from the urban upper class schools to the urban lower class school, Suburban schools and rural schools. This was not supported in the case of the radio programmes and there being very few TV sets in the rural schools, a meaningful comparison could not be made.

Conclusion :-

It is found that the study was based on survey method. The major findings in this area was that sufficient training was needed to use mass media. Radio and T.V., played very important role in teaching learning process but teacher should be aware of these programmes.

II.2.6 REVIEW OF RESEARCH STUDIES RELATED TOMISCELLANEOUS STUDIES :-

Kakur, R., (1981) An Inquiry Into the Effectiveness of Self-instructional Audio Cassettes in Developing Teaching Skills among Student Teachers in Three phased study , (Ph.D., Edu., Pan. U.,)

Objectives :-

The objectives of the study were ;

- i) to develop instructional materials for the skill of probing questioning, explaining and illustrating with examples.
- ii) to prepare audio cassettes of the instructional materials prepared by the investigator for the above mentioned teaching skills.
- iii) to develop the skills of probing, questioning, explaining and illustrating with examples through self instructional audio-cassettes and,
- iv) to examine the effect of self-instructional audio-cassettes on the general teaching competence of student teachers.

Sample :-

The sample consisted of thirty-two student teachers taken from Dev Samaj College of Education for Women Ferozepur city.

Findings :-

The important findings of the study were ;

- i) Teachers of the experimental groups made continuous progress componentwise and as a whole in the skills of probing questioning, explaining and illustrating with examples.
- ii) The traditional techniques of teaching also helped continuous progress in the performance of student teachers.
- iii) Both the techniques of training traditional and micro-teaching were effective in improving general teaching competence of student teachers.
- iv) The experimental group exposed to both the treatments showed better performance than the control group exposed to the traditional technique only.
- v) Immediate pinpointed and self feedback through audio cassettes was an effective way of improving the performance of student teachers in the use of different teaching skills.

Sastry, S.N., (1982) A Study of The Effectiveness of Using Educative Toys in Teaching Science for Primary Standards (Government Teachers Training Institute, Hassan, NCERT Financed).

It was hypothesised that ;

- i) Science teaching through educative toys might not be as effective as through traditional methods and
- ii) Science teaching through educative toys might not increase comprehension easily.

Toys, Models and Figures based on one or other concept included in primary school science syllabus were used. Two sections of standard V of a primary school in Karnataka were selected. Only one section, the experimental group was exposed to science teaching through toys for an academic year. Some of the toys were prepared by teacher investigator while others were from children's collections locally available or from toy manufactures. The selection of the toys was dependent on their relevance to the concepts in physics, chemistry and biology which could be taught through toys. The same teacher both the groups. So as to minimise differences likely to arise because of teacher available. The selected teacher was oriented to teaching science through toys. Data were available with the help of a questionnaires. Observations and school test materials.

Findings :-

The major findings of the study were ;

- i) The experimental group did considerably better on the post test than the control group. Indirectly they were became aware of the treatment.
- ii) Comparasion of the school marks of the two groups revealed a steep rise in the marks of the experimental group.
- iii) There was marked difference in attitude toward̄s learning science among the experimental group people.
- iv) The students of the experimental group evinced more interest in science whether it was taught in the first or the last school period.

Singh, U., (1983) Effectiveness of Media
With Reference to Classroom Ethos, (Ph.D.,
Edu.,SGU).

Conclusion :-

From the review of the studies in this area, it is clear that toys are very important in teaching- learning process and also the effect of self instructional audio cassettes in developing in teaching skills among student teachers.

II.3 Concluding Remarks :-

It was found that major studies were conducted in the use of audio-visual packages. But in attempt to prepare media package was left and untouched specially in relation to teaching of English in the Secondary schools.

It is clear that a lot of research work is needed in the use of media packages to know the achievement of students' learning after using media. It was also noted from the review of the related studies that no one tried to use media for the units of Std. IX in English language.

Hence, the researcher has selected the problem of a study of effect of media on IX class students' learning English.