THE IMPACT OF EDUCATIONAL PROGRAMMES BROADCAST BY DOORDARSHAN ON THE AUDIENCE IN KERALA

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Degree of Doctor of Philosophy in

JOURNALISM AND MASS COMMUNICATION

By

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DECLARATION

I, Merlin Abraham, do hereby declare that this thesis, **"The Impact of Educational Programmes Broadcast by Doordarshan on the Audience in Kerala"** has not been submitted for the award of any Degree, Diploma, Title or Recognition before.

C.U. Campus
28.02.2008 **MERLIN ABRAHAM**

CERTIFICATE

I, Dr. C.D. Chakkappan, research guide in Journalism & Mass Communication, University of Calicut do hereby certify that this thesis entitled **"The Impact of Educational Programmes Broadcast by Doordarshan on the Audience in Kerala"** is a record of bonafide study and research carried out by **Smt. Merlin Abraham** under my supervision and guidance.

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Merlin
Abraham

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From

Merlin Abraham
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To

The Director
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Sir,

Sub: Condonation for submission of Ph.D Thesis.
Ref: Lr.No.CDC/B3/4071/2007 dtd: 17-09-2007.

I am a part-time researcher in the Department of Journalism and Mass Communication. The last date for submission of my thesis was 2-2-2008. But I was not able to submit it as I was suffering from Viral fever. Kindly permit me to submit the thesis and I hereby request you to condone the delay.

Yours faithfully,

C.U.Campus
28-2-2008

MERLIN ABRAHAM

CHAPTER I
INTRODUCTION

Education through television is ideally suited for mass education in India as it is facing a challenge to educate its vast number of people. The non-formal system of education has come to the aid of millions of people in developing countries in realizing their aspirations. Mass media duplicate the message send by the teacher so that thousands can see and hear him/her from far away. Thus it is also a distance teaching learning programme.

Educational Television (ETV) is defined as all the efforts to impart planned educational benefits through television. It is used to equalise and spread educational opportunities. ETV is mainly directed towards students of formal and non-formal education. Being both instructional and recreational, it catches the attention of students and can be used as an effective teaching aid. "TV has a much greater educational influence than all the formal establishments devoted to education" (Dr. Palmer, p.78).

ETV can provide high quality education because of its flexibility. Educational programmes on mass media are meant to provide a unique classroom covering a vast area for education. They help to overcome

practical problems in schools such as shortage of laboratory equipment, libraries and trained teachers. They can respond vigorously to changes in curriculum and can introduce materials not available in text books.

Educational television makes equal opportunities of education throughout the country. The students in rural and deprived areas of the country, where educational resources are not available, get the same quality of education as in the urban areas. Thus television bridges the gap between the poor and the rich, the privileged and the under privileged, the rural and the urban.

"ETV provides an additional resource to the existing basic educational system for raising educational standards. It is a boon to the developing countries where educational standards are low. Thus it acts as an extension of Development Communication, aimed at the dissemination of information with the definite objective of transforming society from its current state of backwardness to a better state of technological, scientific, economic, social and cultural advancement" said I. Arul Aram, Asst. Professor, Department of Media Sciences, Anna University, Chennai in his lecture for teachers at the University of Madras in 2007 on Educational Television.

Teacher's role also has to be discussed in this context. The class room teacher can not be replaced with ETV, although it is a very effective medium. As Wilber Schramm has pointed out "Mass media can do the watchman's and

reporter's job unaided, but they can only help the teacher." The teacher should be trained to integrate television into class room teaching. The teacher should acquire the skills to assess individual needs and to determine the appropriate inputs. Television will be of little use if the student does not relate the televised lessons to his syllabus.

The educational broadcast cannot be categorised exclusively as mass communication. In educational broadcast, audience may be vast as in mass communication, but unlike the other, the audience here is often homogeneous. For an educational broadcast to be successful, it must reflect the viewpoints of the target group.

The application of satellite technology in India has certainly added new dimensions to the use of television for education. 'Edusat' launched by India on September 20, 2004 is the world's first satellite meant mainly for educational purposes. It is contrary to the traditional subject centred formal education. Hence most programmes on Educational Television are not based on or restricted to the syllabi. They seek to provide new insights to bring in new findings and show the inter-relatedness of various disciplines.

Educational technology is fast emerging and it aims at improving the quality of education as well as expanding the same to the whole country. It also maximises the learning experiences. Educational technology is the use of educational resources - men and materials, methods and techniques, means

and media in an integrated and systematic manner for optimizing learning. Henri Dieuzeide (p.5) has added "the use of these techniques has even sometimes made it possible to progress beyond a mere change in the educational climate and, for example, to encourage problem-solving abilities either collective or individual or develop self evaluation processes." It facilitate learning and makes learning effective as well as efficient. Effective, in the sense that the learning with the use of Educational Technology becomes easy and interesting, durable and comprehensive. It becomes efficient, when it is economical, financially viable and impart quality education to maximum learners.

Educational technology provides ample opportunities for imparting in service training to teachers and improving their professional standards and skills by the rapid dissemination of education on a massive scale. The NPE 1986 (p.22) has observed, "Educational technology will be employed in the spread of useful information, the training and retraining of teachers, to improve the quality, sharpen awareness of art and culture, inculcate abiding values etc., both in the formal and non-formal sections." Thus 'educational technology has now influenced all stages of education starting from pre-primary to university education, from formal to non-formal education and from distance to continuing education' (Yadav, 37).

The educational system at present is learner centred ie, the educational system revolves round the learner or he is given prime importance. The use of educational, technological devices can make education learner centred and interesting. The traditional class room with one teacher teaching 30 or 40 students was mainly one way communication of information, teacher was the only source of knowledge. It is no longer effective in modern times to teach wide range of subjects and more number of individuals by conventional methods of teaching. For solving all these problems successfully, educational technology consisting of the use of various media of mass communication and suitable child learning process are required.

The Varghese Committe set up in 1978 strongly recommended granting broadcast franchises to educational institutions. This facilitated the national institutions of higher learning to use low-power radio or television transmission solely for the propagation of quality education to large number of students and others. To serve this purpose, the UGC has launched Higher Education Project on 15 August 1984 which includes the Country Wide Classroom and it broadcast programmes at 5.30 AM regularly on all days. The UGC Country Wide Classroom programme is mainly intended for the rural undergraduate students. These programmes aimed at improving the quality of higher education and to stimulate their minds and broaden their horizon of knowledge. These are produced at the media research centres in the country. Some of the programmes are also purchased from foreign

countries (mainly from Britain, United States, West Germany & Russia). According to a 1993 ADMAR study, the UGC programmes have a viewership of over 19 million. Of these, 12 million watch the programmes at least once a week, and around seven million are regular viewers, watching two-to five transmissions per week, though only 45% of the regular viewers are students.

The Indira Gandhi National Open University (IGNOU) broadcast programmes for the IGNOU learners from 20 May 1991. The IGNOU programmes are based on the courses of studies run by IGNOU all over the country. This can bridge the gap between the learner and the teacher and also meet the various instructional needs. When the learner gets the same message through different media, his learning becomes effective. These programmes are produced in the production units of IGNOU at Tughlakabad and also at Maidan Garhi, located at Delhi. IGNOU also purchase programmes from other countries for its daily broadcast.

The NCERT programmes are produced with the objective of utilising educational technology for the improvement of education at the school level. The NCERT telecast includes telecast by the Central Institute of Educational Technology (CIET) and also telecast by the State Institute of Educational Technology (SIET). Gyandeep is an adult education programme of Doordarshan Bombay and Pune Kendras. Besides these educational programmes Doordarshan has three special education channels namely Vyas-

higher education channel, Eklauya - technology channel and Gyan Darshan. Only Gyan Darshan is a 24 hour channel run by the Indira Gandhi National Open University in Delhi. In addition to Doordarshan Kendras, all the above mentioned Educational organisations are fully involved in the programmes of Gyandarshan.

Significance of the Study

Compared to all other media, Television has a wider impact on various groups, as a visual medium. There are not many studies on the impact of educational programmes since the launching of different channels and different educational programme production centres in the country. The study will throw much light on designing meaningful and scientific programmes which will be relevant to the students and will improve the quality of teaching. The findings will pave the way for better concepts in the realm of educational programmes.

The present study is an effort to assess the impact of educational progrmmes broadcast by Doordarshan on the audience in Kerala. The study is restricted to the UG and PG students of different colleges in Kerala.

Aims and Objectives

1. To study the impact of educational programmes telecast by Doordarshan on the college students in Kerala in matters of Knowledge, understanding and application of content.

2. To explore the feasibility and acceptance, especially the format, content (the visuals, script and treatment of the subject) and the talents of the resource person of the educational programmes, particularly the programmes on science, commerce and arts.

3. To analyse the ETV viewing habits, attitudes and the suitability of the timings of educational programmes.

4. To assess the extent to which these educational programmes on ETV have contributed to the academic performance of the student community in urban, semi urban and rural areas.

5. To find out the relationship between academic performance with ETV viewing habits.

6. To identify the problems of students with respect to the utilisation or grasping of the ETV programmes.

7. To suggest measures for the improvement of the quality of the programmes.

Chapter Plan

The first chapter is an introduction of the study that gives an outline of the topic. The second chapter deals with the evolution and growth of Educational Television in India and in other countries. Review of literature comes as the third chapter and fourth chapter is the methodology used to

conduct the study which is divided into three sections - operational definitions, hypotheses and research designs. The fifth chapter consists of the analytical part of the study and sixth chapter discusses the findings, conclusion and suggestions of the study.

CHAPTER II

EVOLUTION OF EDUCATIONAL TELEVISION

In most democratic countries of the world, Television and radio are used as educational tools. Television was first used as an educational tool by the United Kingdom in 1952. The BBC used closed circuit television to reach school systems and began regular broadcasting to schools in 1955. The open University of Great Britain, is built around television and is one of the largest university in the country. In UK more than 80 percent of the population watch ETV programme for some 9 hours per week. The Government of Britain permitted the network only for 50 hours weekly.

In America the beginning of educational television was marked as the Federal Communication Commission's 'order of 1952' which reserved approximately 12 percent of all available television channels for education. The commission made an allocation of 242 television channel assignments for this purpose.

The first educational television station came on the air at Houston, Texas in April 1953. In 1954, the National Educational Television began to provide the first of thousands of recorded programmes for use by instructional

television stations. The teachers in Philadelphia of USA were able to report excellent outcomes from educational television. Iowa state college had also demonstrated the possibilities of educational television. Before 1960, 14 entire courses in liberal arts, air science and education were available by closed-circuit TV at Pennsylvania State University (Ahuja & Chhabra, p.73).

The Open University has been paying particular attention to the rapid advance of the Association for Media - Based Continuing Education (AMCEE) in the USA. AMCEE has assembled a formidable array of video - centred distance learning courses. Twenty two universities were involved in the early eighties offering video recordings of lecture courses in engineering, economics and management. Such materials can be studied at home or at work, and they are entirely up-to-date. AMCEE courses are particularly attractive to the participating academic institutions because they involve little interference with normal teaching -standard lectures are recorded in a lecture theatre at low cost. They attract clients and their employers because they involve less expense than conventional courses.

On the remote Island of *American Samoa*, 3680 kilometres South-West of Hawaii, an open broadcast facility and studio were constructed. The timing of television teaching was of three hours per day in Samoa. All educational TV instruction was developed at the broadcast centre by US mainland teachers who worked closely with Samoan teachers. The completed

broadcasts were sent into every classroom on the island where mainland - trained and Samoan teachers co-operate to adopt theory and practice to Samoan cultural needs. They advised the classroom teacher how to prepare for the telecast, what to watch for and how to follow up after the television portion of the class is over.

Japan is the most advanced country in the world which used ETV for its schools and educational institutions. Japan's publicly owned education television services covered 42 percent of the population in 1964. The first annual international ETV festival was launched in 1965 in Japan. Japanese Television is controlled by the Government and ETV is a part of its schedule to educational programming ie, for formal and informal education. During 1967, 94 separate relay stations were inter connected with key open - broadcast circuits to provide the most complete educational TV coverage in the world. Ninety percent of all primary schools, 81 percent of all intermediate schools and 72 percent of the high schools participated in a broadcast schedule of 10½ hours per day (Behera, p.5).

Television in *South America* had made a strong impression in the eight countries which at present maintain services. In Chile, all stations are educational and are operated by universities. One Brazilian, one Peruvian and one Venezuelan station are government owned. Uruguay is planning to start a

service under government auspices. Ecvador's sole station is operated non-commercially by United State Missionary Organisation.

Columbia, in South America, has mounted one of the largest instructional television programmes in the world, reaching over 275,000 pupils in over 800 primary schools, with forty televised lessons per week, in addition to three teacher - orientation programmes (Janardan Prasad & Vijay Kumar Kaushik, p.238). This meant that nearly 15 percent of the total primary enrolment in school had the benefit of televised instruction.

Television is used to provide the key instruction for two lessons a week in three courses for each of the five primary grades. This means the educational television staff are presenting televised instruction, accompanied by guides, for 30 lessons a week. Because of the shortage of receiving sets, most of the lessons for grades 1 and 2 are repeated. The actual televised instruction time takes up only 15 minutes of the lesson, the rest of the time is utilised by the classroom teacher on preparatory and follow-up activities as outlined in the television guides.

An evaluation mission on Colombia's instructional television programme reported that ; Television is expanding the contribution of the individual teachers and making their class rooms more pleasant and exciting place for the children. Although teacher - training is only a secondary responsibility of the programme, it may in the end be its most significant

contribution. All other South American Services are privately owned and commercially operated.

In *Australia*, the Division of Postgraduate Extension Studies of Television University, University of New South Wales, began in 1966. Lectures which reach the students at their homes are supplemented by printed - notes with diagrams as a substitute for the blackboard. The Television University was based on the principle that 'if the people won't come to our lectures, then our lectures must come to the people."

When mass media techniques and equipment are to be directed to relatively small groups of postgraduate extension students, the cost of production and presentation is the crux of the problem. For this and for educational reasons, a lecturer - controlled television studio was designed for the programmes. In the post graduate area the best person to control what the student sees and hears is the lecturer himself, just as the lecturer does when he controls a slide projector in a lecture theatre. He does not try to conceal the fact that he is controlling the picture and sound, and in fact simply uses the television channel as an audio and video aid to explain his points. In this special studio there are no cameramen, and in the early days no producer either the lecturer himself does everything for his class.

The USSR was a pioneer in television. Telecasts were first made in 1931 and two stations began operating regularly in 1938. The service was

resumed after the second world war which was to a very limited audience. A high percentage of viewing time is devoted to educational programmes for children and adults. They include a special programme entitled 'People's University' which offers courses in Science and Technology, Arts and English for 2½ hours per day.

China is one of the pioneering countries in the world to have exploited television medium for expansion of education. The largest distance teaching institution of the world, the national multimedia - distance learning institution in China is called the Central Radio and Television University (CRTVU). The CRTVU employs broadcast as the main delivery vehicle and supplements it with print, audio-visual-media, tutorials, and computerized instruction. Programmes are broadcast directly to learners at home, in the work place or the study centres located throughout the country. The CRTVU courses follow a multi-media approach. The input of non-print media varies according to the subject area-science and engineering course have greater proportion of TV programmes, whereas radio is the chief medium for social science course. TV programmes are transmitted by the Central China Television (CCTV) nationally through the microwave network.

France began its educational service, Television - Scoloria, in 1951. Italy in 1958, inaugurated its Telescuola, as a branch of the Radio Audizioni -

Italia. Norway introduced educational television in 1962, while the Netherlands began its schools Television in 1963.

In the developing countries (third world countries) the mass media like TV and Radio is used for education persuasion and opinion making. These countries also experimented with educational television.

Indian broadcasting and telecasting systems owned and operated by the government, has been used for instructional purposes since the 1950's. Nonformal education has been provided more through broadcast media than through other means. India has been using its limited television service for formal education since 1961. In the same year, 250 schools in Delhi were installed with television sets for in-school viewing. The lessons broadcast were on Chemistry, Physics, English and General science. By 1964 over 1,00 000 students were studying various subjects through television. Over 3,00,000 students in more than 500 schools in India were benefiting from television instruction in 1977 (B.N. Ahuja and S.S. Chhabra, p.63).

The *Thailand* government in 1969, established Ramkhamhaeng University to offer a complete college curriculum by closed circuit television. The University located in Bangkok, Provides educational opportunities to students who were not admitted to traditional universities for lack of space. Approximately 43,000 students were enrolled at this university. Textbooks are used in each course. Large group discussions constitutes an important

part of the educational programme. Degrees are awarded to students who complete the course satisfactorily.

El Salvador was the first developing country to use educational television on a large scale for formal education. Under the 1968-72 development plan, educational reform was introduced to educate a large number of people and to improve the quality of curricula of secondary schools. Grades from 7 to 9 were chosen for an educational television project because a study indicated that 'it was the lack of opportunity and the low quality of instruction at this level that was believed to constitute a 'bottleneck' to El Salvador's development. Instructional television was also expected to compensate for many unqualified secondary school teachers, who in turn could be trained in a short time with effective monitors within the television classes. According to an evaluation, educational television students were learning 15-25 percent more than to their counterparts. The success of the project led the government to extend free universal education up to the ninth grade.

Mexico

Projects in educational broadcasting in *Mexico* are attracting attention especially, Mexico's Radioprimaria and Telesecundaria. The telesecundaria offers a complete secondary school curriculum to groups assemble in towns that have no secondary schools. Television instruction is supplemented with

textual materials. There is usually one teacher for the entire school. As of 1977, the programme was attracting about 29,000 students. Researchers compared samples of schools in each of four districts of Mexico from among the schools teaching face to face and from Telesecundaria groups taught with the aid of television. They used before-and-after tests and found that Telesecundaria students had higher test scores in Mathematics, Spanish and Chemistry than did students from traditional schools.

Ivory Cost (in Africa) the educational television began in 1971. The ministry of education with the co-operation of UNESCO, France and Canada, began to broadcast instructional programmes. In the first year, 20,000 pupils were taught with the aid of television in the first grade. By 1976-77 school year, educational television programmes were broadcast for about 325,000 pupils in the six grades of the primary school system (B.N. Ahuja, p.65). Teachers have adapted to the use of instructional television as a result of their extensive inservice training. Schramn says it is evident that the project is 'moving forward very strongly' towards the goal of Universal Primary education.

In Nigeria, Education is the responsibility of the Ministry of Education within each region in that country. There were three types of important television programmes. It began in 1959 and they decided to concentrate its educational television activities at the secondary and teacher training levels.

The second was Northern Nigeria's Programme of Educational Television. This began in 1962 and the primary aim was to provide enrichment material to supplement instruction at primary, secondary and teacher training college levels. The third was, the use of Television for Primary instruction in the Federal District of Lagos. It was started in 1965 Educational Television in the Federal-District and Capital City of Lagos differs from that in the Northern and Western Regions. The main purpose here was to upgrade the content of primary level classroom instruction directly while at the same time alleviating some of the problems arising from the fact that many teachers were not adequately trained. Television would also make it possible to extend the range of the primary curricula by providing instructional content not previously possible.

The Programme provides one lesson a week for three subjects and each of these lessons is broadcast three times during the week. The programmes generally run for 20-25 minutes. A musical interlude between the two morning programmes permits any changing of classes where necessary. In all the educational television programmes the method adopted is that of direct teaching by television with supplementary class activities controlled by the class room teacher.

The Republic of *Niger*, faced a grave shortage of well trained and educated teachers, and there was no prospect of meeting this shortage as long

as the country's other needs for educated manpower remained urgent. Niger decided to overcome the problem by the joint use of television along with monitors holding an elementary school certificate and having been given a brief period of training. Their main task was to organise the student's activities during the day. They had their own TV programmes each day before the start of lessons in the classroom, and a teacher's guide gave them detailed information on the days activities.

At the start of the experiment in 1964 only grade I was taught by closed-circuit television. The results were encouraging and the experiment was extended to other grades, one at a time, and using open-circuit television. Within a few months about 400 television programmes were shown.

After 8 years, in 1972, the children was having a face to face lesson with a trained teacher. This demonstrated that educational television could and did work. More than that, it was obvious that the children taught by television enjoyed their lessons, they seemed far happier, were more spontaneous and absenteeism from school vanished, even during an epidemic. Not only did the children come to school, but they came extra early to make sure they did not miss the first television transmission.

Educational television exists only on an experimental basis in Cambodia, India and Kuwait. In China, Iran, Iraq, the Republic of Korea,

Lebanon, the Philippines, Saudi Arabia, Singapore, Syria and Thailand educational programmes are broadcast for only a few hours a day.

Until 1962, the African continent remained almost untouched by television. In 1956, Morocco was the only African country with a regular service. During sixties viewers in 12 countries received telecasts.

Evolution of ETV in India

Television was introduced in India on 15 September 1959 as a UNESCO - aided project under the auspices of All India Radio (AIR). It was by a decision taken in the General Conference of UNESCO in 1956 at Delhi that a pilot project should be implemented in India to study the use of television as a medium of education and community development.

The project was started on an experimental basis on 1959 at New Delhi and was inaugurated by the then President of India, Dr. Rajendra Prasad. It was mainly aimed at training and evaluation. The evaluation was mainly on the feasibility of using the medium as a vehicle of community development and evaluation. Tele-clubs were organised at 21 community centres and the transmission was limited to 24 km radius. A convenor was appointed at each tele-club for organised viewing and to conduct post-telecast discussions and to convey the viewer's reaction and comments as feedback to the All India Radio. The programmes were telecast for one hour every Tuesday and Friday. They were educative and informative and of various formats like

talks, plays, interviews, discussions, music and documentary films. About 150 to 200 persons were viewing the programmes at each tele-clubs. The nature as well as impact of these programmes was evaluated by the National Fundamental Education Centre and Indian Adult Education Association, New Delhi. The findings of the experiment were encouraging and the project was considered a success.

Television entered into class rooms

Educational Television was started in India by AIR on 19 January 1960 by starting a weekly series of specially designed programmes for the benefit of students of class IX on every Tuesday from 3 to 4 P.M. It was with the collaboration of the education department of the Delhi Administration. Follow-up activities were conducted by teachers at the end of the programmes and the reactions of students were reported back by them to the TV centre.

At the same period, the representatives of the Ford Foundation in India were approached by the Government to assist in the development of Educational Television. As a result of this, a Ford Foundation Team of TV experts visited India from 24 January to 20 February 1960 to study the feasibility and scope of future development of educational television in India (Behera, p.8) Later, a team of Indian experts visited USA and finalised the arrangements with the authorities of the Ford Foundation. At the end of 1960, India received necessary television equipments for strengthening the

television service in Delhi. This led to the planning and implementation of an educational television project for Delhi Schools.

Later, All India Radio, Delhi, joined hands with the Directorate of Education, New Delhi and Ford Foundation and organised a series of workshops for school teachers, to identify their problems and requirements and to finalise the content of the project. This project known as 'Delhi School TV Project' was launched in 1961. It broadcast syllabus oriented lessons on selected subjects, particularly in Science for the middle and high schools under the Delhi - Administration. The scripts were written by the teachers themselves. A common time table was devised for all schools which easily integrated the televised lessons with classroom teaching. Initially 250 television sets were installed in various schools or centres. Three 20 minutes programmes were broadcast each morning five days a week and repeated in the afternoon for the benefit of the second shift.

ETV service continued to develop in Delhi for more than a decade. As the Doordarshan Kendras increased in number, the Instructional Television programme Service were also expanded, covering the length and breadth of the country.

Satellite Television

The satellite Instructional Television Experiment (SITE) was a great turning point in the history of television in India. The SITE started on 1

August 1975 inaugurated by Smt. Indira Gandhi, the then Prime Minister of India, at Ahemdabad. This project was for one year to study the use of television as a medium of education and development and it ended on 31 July 1976. This Indo-American Project used communication satellite ATS-6 (US lent the satellite to India for one year). The programmes were related to Education, Agriculture, Health, Family planning, National Integration and so on. Telecast was made for four hours a day out of which one and a half hour in the morning were meant for primary school children and two and a half hour in the evening for adults (Chander, p.9).

This project was aimed to cater to the developmental needs of the rural community and with this in view, about 2400 villages in Rajasthan, Bihar, Orissa, Madhyapradesh, Andhra Pradesh and Karnataka were selected. Community TV sets were established in different cultural, linguistic and agricultural regions located in these six states. Besides, students programmes, a number of ETV programmes were also telecast for teachers who participated in the inservice training courses in Science.

SITE proved the success of television as a medium for education in India.

Instructional Television

Educational Television includes all the efforts to impart planned educational benefits through television. It is also known as 'instructional - television.'

It is mainly directed towards students of formal and non-formal academic education and is used to equalise and disseminate educational opportunities. ETV provides a learner - centered education and also provides an additional resource to the existing basic educational system for raising educational standards. It personalises the teaching and also improves the learning efficiency. ETV comprises syllabus based and enrichment type programmes. Syllabus oriented programmes involve direct teaching and the enrichment type programmes involve indirect teaching.

ETV - A Triangle

Educational Programmes may well be compared to a triangle, having three sides - TV - teacher - taught (Saksena, 17) (These sides may not be equal but certainly, contribute equally to the formation of the triangle). Here the taught is placed at last because the taught are at the receiving end. And TV gets precedence over teacher for it is more autocratic, ruthless and unceasing way in its bombardment of wisdom on the target audience. The teacher is also benefited from ETV. His teaching becomes more authentic, imaginative and sensitive.

ETV - Provides a Learner Centered Education System

In many developing countries, conventional teaching is based on learning dominated by text books. Teachers decide on the way knowledge is to be passed on and teaching methods used are often not relevant to the society in which the student lives. Since more modern findings prove that text book dominated learning is, by and large, a failure, the content and method of teaching ought to change radically towards the learning of functional skills and knowledge. ETV can provide learner centered instruction and serve as a great educative force.

Satellite for Education

INSAT-1 (A) is India's multi purpose – geostationary satellite launched on 10 April 1982. By the launching of the satellite India became the sixth country to own a communication satellite.

The countrywide National Telecast Service using INSAT - 1(A) was inaugurated on 15 August 1982 with transmission timings between 8.30 to 10.00 P.M. The INSAT ETV service for selected elementary schools of Orissa and Andhra Pradesh was started from 15 August 1982. It telecast two programmes of 20 minutes duration, for elementary school children of two age groups. The programmes were from Monday to Friday for 5-8 year old and 9-11 year old. There were programmes for elementary school teachers on Saturday.

After one year the INSAT -1(A) became disfunctional and the transmission was shifted to terrestrial system. India launched INSAT -1(B) on 30 August 1983. ETV programmes were telecast with the help of INSAT-1 (B) with great success. ETV programmes through the satellite for the elementary school children and teachers are available in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. In addition there is local transmission using the terrestrial transmitter.

Another satellite called INSAT-1(C) launched on 22 July 1988 has a lifespan of 10 years. The earth lock was lost on 22 November 1989 and the satellite was abandoned. The specification for the Insat-1(D) is the same as the Insat-1 (B) but with expanded battery and propellant capacities. This multipurpose satellite (Insat-1 D) was launched on 12 June 1990 to conclude the first generation INSAT series. Its expected life span is seven years. India's most powerful and advanced telecommunication satellite Insat-4A was launched on 22 Dec. 2005, having a life span of 12 years. This will give a major thrust to the fledging direct-to-home (DTH) television broadcasting services.

'Edusat' is a special satellite launched on September 20, 2004. It is the world's first satellite meant for educational purposes.

The satellite weighing 1950 kgs was launched from Sreeharikotta by the help of G.S.L.V. of ISRO. It is placed at 36,000 kms away from earth and is technically highly advanced.

It is a very difficult task to impart quality education to the students of our country as there are different languages and most of the places are far and remote. Eventhough educational institutions are mushrooming, the remote villages are not getting quality education and expert teachers.

Here is the importance of linking up the cities' educational institutions with all the facilities and the educational institutions of villages with poor facilities can be linked together with the help of Edusat. By the help of the interactive terminals the participants can interact with the experts and also they can ask questions. Edusat covers the entire part of our country and it provides radio/Television broadcasts, night downloading on-line education and video conferencing facilities.

Kerala is the first state to establish fifteen interactive terminals as part of the first phase and the 'I.T at School' project is implemented in the state recently (July 2005). The State Institute of Educational Technology is entrusted with producing the educational programmes on school level and they are sending the programmes to various destinations for broadcast.

DTH

It stands for Direct to Home. The signals are dispatched from a satellite directly to a viewer's home ie, the TV channels would be broadcast from the satellite to a small dish antenna placed on the window or rooftop of the viewer's home.

DTH can provide entertainment, news and lots more to a viewer and even to those pockets of the country where cable and Doordarshan have not yet reached. There are about 70 million TV homes out of which only 35 million have been connected by cable. The balance 35 million TV homes today have access to only Doordarshan. If it is an issue, DTH will be able to provide a solution. Within the first year of operation this service intends to offer up to 150 channels.

DTH can also be used to give a number of other value added services like-fax, voice, internet teleshopping, e-commerce etc.

DTH gives better quality pictures than conventional cable TV because cable TV in India is analog (subject to various disturbances and degradations during transmission on cable). DTH can give stereophonic sound effects which is not the case in Indian cable TV scenario today.

DTH operates on the KU band transponders which has a band of frequency of above 4800 MHZ. One part of the electromagnetic wave is known as KU band. These are microwaves with a frequency of 12 giga hertz to 18 giga hertz.

The pictures which are transformed into KU band waves with a definite frequency are sent to the transponders of the satellite. The waves which reflect from the transponders are collected by the DTH facility and is getting through the television screen.

KU band has a peculiarity that during heavy rains the DTH signals just fades away. Thus the DTH subscriber may receive just nothing during rains. Local programming is not possible on DTH.

Educational Broadcast for Higher Education

The Country Wide Class Room

The UGC educational telecasts or the country wide class room is the major step by communication scholars, social scientists and educational experts in India to utilize modern facilities of mass communication. The country wide class room programmes began by UGC on 15 Aug. 1984. It is co-ordinated by UGC Insat cell at Jamia - Milia Islamia, New Delhi.

The UGC programmes were telecast on six days a week between 12.45 - 1.45 P.M. and the same was repeated during 4-5 P.M. (currently the telecast is on every day from 5.30 - 6 AM). Within few months, arrangements were completed for the production of programmes at Jamia Milia, New Delhi, the Central Institute of English and Foreign Languages, Hyderabad, and the Educational Media Research Centres (EMRCs) at Pune and Ahmedabad.

Foreign Educational Programmes were imported mostly from U.K, U.S.A, Japan, West Germany, Canada, France and the USSR. The programmes were produced on Science, humanities and cultural programmes like festivals of India.

According to Prof. K. Gopalakrishnan of the Mass Communication Research Centre, Jamia Milia "the UGC programmes were aimed at making the student community aware of ecological and environmental issues, imparting hardcore information on selected topics and inculcate the spirit of nationalism in the young generation."

The UGC country wide classroom seeks to take quality higher education to the nook and corner of the country. Thus college students in rural areas also have access to good teachers and high quality audiovisual aids. It leads to fill the knowledge gap between the urban and the rural students.

The UGC educational telecast aims at a broader audience. It offers enrichment programmes which are not restricted to a syllabus. Thus it is beneficial to the teachers and also to the unemployed graduates. These programmes help to arouse the interest of the viewers and widen their knowledge.

IGNOU Programme

The Indira Gandhi National Open University (IGNOU), the apex body for distance education in the country began television broadcast in May 1991. It is a telecast for 30 minutes daily from 6 to 6.30 AM to suit IGNOU learners who are mostly employees. The programmes are syllabus oriented and deal with courses offered by the University. The programmes support the self instructional printed material supplied to the learners. Every learner learns about the broadcast schedule through the University's monthly news letter. IGNOU takes special care to use simple slow paced language with a lot of visuals.

There are about 170 study centres co-ordinated by 16 Regional centres run by IGNOU all over the country where the audio and video cassettes are played back for the benefit of students who buy the tapes for their use at home. These programmes makes the teaching learning process very interesting and effective for the teacher and taught and it also maintains the standards of distance education in our country.

A two-way, teacher taught communication facility is also experimented by IGNOU. It is known as the teleconferencing experiment of IGNOU, from 4-13, October, 1993. The experiment envisaged a two way audio and one way video link between the experts sitting in a Delhi studio and the audience present in the far-off studios. In other words, the latter could ask questions (audio alone) and get instantaneous replies and reactions from the former

(both video and audio). It was conducted for the PG Diploma course of Higher Education, through live lectures and discussion supplemented by computer graphics, charts and audio-visual aids. During the discussion, the students used STD telephone facilities for asking questions (in audio): The questions were answered using the audio and video mode (Aggarwal, 214).

Educational Teleconferencing

To overcome the limitations inherent in tele-education a new form of electronic media like teleconferencing is used recently. Teleconferencing is an interactive electronic communication between the sender and the receiver. The receiver can ask questions through telephone in audio mode. The questions are answered using the audio and video mode. It is of particular interest for distance learning because of its interactive capabilities.

Production Centres of ETV

The main ETV Programme production centers are the Central Institute of Educational - Technology, State Institute of Educational Technology, The Development and Educational Communication - Unit, the educational media research centres, the audio visual research centres, the IGNOU production centres and the Doordarshan Kendras.

The Central Institute of Educational Technology (CIET) was set up in New Delhi in 1984 by the National Council of Educational Research and

Training (NCERT), merging the centre of Educational Technology and the Department of Teaching Aids. The main objective of CIET is to promote educational technology at the school level. The programmes are in Hindi and English intended especially for the rural school children and teachers.

The state Institute of Educational Technology (SIET) have been established in six states as part of the INSAT for Education Project', by merging the existing ET cells and Audio Visual Educational Units (Arul Aran, 62). The SIET programmes are also for the rural school children in the age group of 5-8 and 9-11 and for their teachers.

The Development and Educational Communication Unit (DECU) of the Indian Space Research Organisation (ISRO) in Ahmedabad produced a large number of syllabus-based programmes for school children as part of the Kheda Communication Project.

The UGC has set up seven Educational Media - Research Centres (EMRCs) and ten Audio Visual Research Centres (AVRCs) in different parts of the country for the production of programmes. EMRCs have better equipment and more staff than the AVRCs. The UGC is gradually upgrading EMRCs to EM^2RCs (Educational Multimedia Research Centres).

The Indira Gandhi National Open University (IGNOU) produce programmes at its production unit at Tughlakabad and another in the IGNOU campus at Maidan Garhi, both at New Delhi.

Television in India has acquired new dimensions, greater popularity and wider reach. According to G. Saksena, Television has brought about two useful contributions to Indians: those living in remote corners of the country have been pulled out of their 'Pockets of isolation' and merged into the national mainstream; and it has provided a 'window' on the social and cultural scene in other parts of the country and beyond (Saksena, 12).

CHAPTER III
REVIEW OF LITERATURE

The relevant studies related to the impact of educational programmes is included in the following paragraphs.

Behera, S.C. (1995)[1] studied the impact of Educational Television Programmes on the competency of the elementary school teachers. The researcher used survey as well as field experiments. The socio educational status of the school in which television operates was determined by a case-study approach. A sample was selected by the researcher in four phases - Selection of schools, selection of teachers, selection of students, and selection of inspecting officers - a revenue district of Orissa, the TV schools and Non-TV schools of Sambalpur district randomly. A quasi experimental design was adopted to measure the impact of ETV programmes on the competency of teachers was analysed in terms of their knowledge, understanding and application in various content areas and their classroom interaction with students.

Mrunalini. T. in her work (1997)[2] 'Education and Electronic Media' studied, poses the problem whether TV viewing leave any impact on children of early childhood stages. if so, which is the most effective age group?

The study is conducted by the samples collected from the twin city of Hyderabad and Secunderabad and the Researcher formulated an empirical study. It includes collection of data through in-depth inquiry on the elements of sample. Family backgrounds are added to enhance the quality of data. Initially, Programme analysis provided the base for this study. The researcher found out that television viewing leaves a strong impact on children's behaviour, particularly at the early childhood stage. The intensity on variety of the impact of televiewing differs in relation to the type of programmes children watch.

Keval J. Kumar (1987)[3] in his study 'Media - Education and Computer Literacy in India: The need for an integrated "*Compunication education"* assess the exposure to mass media to computers which are very limited in India, even in urban areas. Some experiments in Media Education have been conducted outside the school curriculum. The Central Government has launched a pilot project in Computer Literacy and studies in school in 248 higher secondary schools and an evaluation of it has been commissioned. This paper sketches the media and computer science in India, the policies of the Central Government on media, Computers and school education and

computer literacy. Some preliminary findings of a media survey in Bombay's secondary schools suggest a wide interest among students, teachers and parents in media education and computer education. The paper concludes with a plea for a bringing together of the two areas of study because of the intimate connections between them as reflected in the terms 'Compunications' or 'telematics' not as vocational professional subjects but to promote critical thinking about the new media, especially about their role and influence in our society and the international context in which they function.

Vilanilam J.V. (1984)[4] studied about 'Is early education a factor in the inadequate and negative image of other countries reflected in the mass media of the United States.' For the work he had done the measurement of student awareness about other countries.

For practical reasons, the researcher decided to confine this study to ninth grade students of one school and to test the children's awareness about one country in Asia, namely India. To test the awareness of the children, a simple questionnaire was constructed, which was partly multiple-choice and mainly open-ended. The majority of the questions, 7 out of 10 were open-ended. The students could give any answers which they thought proper. This was to lessen the influence of the researcher's bias which might harm the scientific validity and reliability of the study. For example the very first question gave the pupils a chance to answer in one or two words what they

thought India was well-known for. No idea or lead was given by the researcher or the class teacher who personally administered the questionnaire survey in April 1971 and in January 1978. The image which came to their minds on hearing the word India could be expressed by the children in one or two words. Similarly, the second question gave them an opportunity to name three famous people from India. Here is an example of a structured multiple-choice question: "The population of India is nearly three times/ten times/ fifteen times that of the United States. Check the right answer."

On the basis of the questionnaire survey it is found that inadequate and negative coverage of other countries in the United States media of mass communication is caused, among other things, by the ignorance of and indifference to other cultures and countries that prevail among American - School Children from whose ranks come the American mass media proprietors, workers and users.

Pokharapurkar Raja (1993)[5] in his work 'Rural Development through Community Television' used the methodology, to collect informants responses by interview schedule to a few selected programmes in order to judge the extent to which a particular programme has had its desired impact on the viewers. This also is a kind of experimental model only with a difference that, there is no particular control group envisaged in the research design.

The study focuses on the role and functioning of TV on the community level. A kind of feedback study with the background of the viewer is conducted. The study has been conducted in the three districts of Maharashtra. The researcher used interview schedule, case studies and an experiment with Programme-Feedback. It is found that a large majority of the rural population is slowly but definitely developing 'viewing habit.'

Landstorm Margeret (1987)[6] studied the application of distance education media technologies by the University of Windsor to meet the needs of adult students. The purpose of this study was to assess the application of media technology to meet the educational needs of University of Windsor adult students. A study to determine current adult distance students needs and motivation was undertaken. The use of media in three particular case studies was assessed, followed by an evaluation of the University of Windsor's access to media technologies classified as audio, visual and computer technologies. An evaluation indicated the technologies accessible and useful in the University of Windsor case.

The research indicated the effective use of media technologies in distance education programmes varied with reference to three groups of students: (a) those accessible to campus (b) those near a study centre or sub-campus and (c) those who are remote and require a total distance format. The distance programme for each group of students must include opportunities for

activities which meet the needs of those students, and will depend on the technologies available for each group. Courses offered for each group should use different combinations of media to help satisfy student motivational needs.

In summary, the appropriateness of the use of any media in distance education is affected by the other components of the learning content and environment. Media must be chosen which provide opportunities for growth and development, serve to encourage change in the students' habits and patterns of interaction, and give the student access to tutors and other university resources.

David A. Poland (1989)[7] studied the Video effects on western Samoan viewer's pesticide knowledge and attitudes. This study explores the influence that regular television and video viewing might have on the attitudes toward and knowledge gained by Western Samoan farmers viewing a small format video on safe pesticide use. Two hypotheses generated to investigate this issue posited that farmers with more television and video experience, and farmers with ready access to these media, would show greater knowledge gains than their non-viewing and no access counterparts. Two other hypotheses asserted: (1) that farmers who did not view television or video regularly or (2) have ready access to them would be more receptive to the small format video production.

These hypotheses were tested using a field experiment based on pre- and post-treatment questionnaires administered to more than 120 farmers in three Western Samoan villages with distinct audio-visual media characteristics, producing 106 valid surveys.

Knowledge gains and receptivity were analysed using four independent variables: Video access in village, television access in village, television viewing and video viewing. All groups showed knowledge gain and positive receptivity to the treatment. Factor analysis, ANOVAS and independent sample T-Tests indicated that the null hypotheses could not be rejected; therefore, generally, farmers who watched television and/or video or had access to television and/or video showed no significant knowledge gain over their non-viewing, no-access counterparts. Results also indicated that farmers who did not regularly view television/video or who had ready access to these media, did not show increased receptivity to the small format video over their counterparts. The findings suggest that television/video viewing experience is not critical to knowledge gains or receptivity to small format development videos.

Chris W. Allen (1987)[8] studied the development of a low-cost formative research model to aid in the production of Educational Television programmes for adults. This thesis devises a formative research model that will guide producers through the presentational aspects of the programme.

It uses three existing formative research models that, for various reasons, are unsatisfactory for small projects, and distills from them a fairly low-cost, easy to follow plan. The three models are from the children's Television Workshop, The Communication Technology transfer in Agriculture project of the Academy for Education Development and the Manhoff Social Marketing Project.

Relevant and overlapping sections of each model were studied and weighed before being included in the formative research model. Irrelevant steps were discarded and other steps combined to streamline the model.

The new model is then partially tested through the use of a focus group study of an Iowa State University Extension Service Project. The test helps validate the model and also indicate the value of focus groups.

The result is a model that is cheaper and easier to follow than the three models cited. The model should result in more efficient use of programme time and presentational methods. The model will not, however, likely reduce the overall amount of time necessary to produce a worthwhile informational programme or series, nor will it reduce the cost of such a project.

Channell Kathy (1983)[9] studied An analysis of viewing and study habits of instructional television students. To scientifically explore both viewing and study habits,. a study was conducted at West Virginia University. Students enrolled in seven telecourses during the four semester were given a

pretest and a post test. The two questionnaires were designed to provide comparisons between viewing television for entertainment and for instruction, and to determine student study techniques that contribute to a successful telecourse experience.

A total of 95 pretests and 123 posttests were completed. Of the students who answered the posttest, 57 had also turned in a pretest. The results showed a significant number of students who felt a need to modify their typical television viewing habits. When watching the instructional television programmes, students indicated that they refrain from eating, pay more attention, avoid interruptions and distractions, are alone, and sit in a chair instead of lying down. Suggestions for effective study included 'maintain a steady pace', 'watch all programmes' and read and outline the text.

From the results, four conclusions described the need to develop effective viewing and study habits and the course satisfaction expressed by most students. The information collected during the study was incorporated into a suggestion sheet for future telecourse students.

Burrows, Paul Edmund (1982)[10] studied an instructional television programme in visual communication 'vector field forces'. The production of a prototype instuctional video tape seemed an appropriate subject for the creative project requirement. Focusing on selected principles of visual

communication, this video unit afforded an opportunity to explore the acceptability and instructional effectiveness of a televised lesson.

The instructional unit chosen be programme-development reviewed the field force principles of vectors as they occur in two-dimensional pictorial representations of the three dimensional world. The instructional programme, a video taped examination, and a feedback questionnaire were submitted to selected groups of students for their screening and comment. Based on these viewing experiences, recommendations are made for the improvement and utilization of the instructional videotape.

Jaiswal (1988)[11] undertook a study of Higher Education ETV programmes as regards their effectiveness and student's reactions. The important findings are as follows:

1. The higher education CWCR Science TV Programmes were found effective for both the Hindi and English media students.

2. The gain of the English medium students was significantly more than that of the Hindi medium students in 60 percent of the programmes.

3. According to 29 percent of students, the content of the programme was adequate and to 14 percent of the students, there were too many teaching points for the time available. The highest percentage (64%/71%) were of the view that there was fast speed delivery of the

CWCR programmes and appreciable improvement in general knowledge respectively.

Doneriya (1988)[12] conducted a study which concluded that in most of the programmes the post-test scores were of significantly higher than their pre-test scores. There was no significant difference in the effectiveness of Indian and imported programmes.

Mohanty & Rath (1990)[13] in an appraisal study of CWCR TV programmes reported the major findings as given below:

1. It was difficult to know the objectives and exact subject matter of the CWCR programmes from the brief announcement made one day earlier.

2. Due weightage was not given to some content areas like Philosophy, Political Science, Arts and Crafts etc.

3. The 'knowledge' objective seemed to have been realised to a great extent in all the programmes whereas 'Understanding' and 'application' objectives were found to have been realised to a great extent in 52 to 60 percent of the programmes.

4. Only 8 percent of the programmes were found overloaded with content.

5. Lecture with demonstration and interview with experts were found more interesting and attractive whereas documentary programmes did not motivate the viewers.

6. Formats, namely, group discussion, dramatisation, project methods etc. were not given due importance.

7. Almost all programmes were enriched with visual aids like activities, two and three dimensional materials and real objectives.

8. In about 84 percent of the programmes the visuals were very clear and in the remaining ones these were partially clear.

9. Visuals in 88 percent of the programmes were found lively and attractive.

10. In 80 percent of cases, the voice was distinct and in the rest 20 percent cases it was partially so.

11. In 16 percent of the programmes the pace of communication was found a bit fast whereas in only 4 percent case it was slow.

During 1987-98 Shastri (1990)[14] conducted a study entitled 'Where are the TV sets?' through surveys to find out how many colleges had procured TV sets and whether viewing arrangements were made or not. The study disclosed that:

1. In all 10 colleges of 5 universities of Gujarat, TV sets were installed and out of them 50 percent of the colleges made proper viewing arrangements.

2. The reasons for not making viewing arrangements in the remaining 50 percent of colleges were, clash of college time with transmission, no place for installation of TV sets and improper reception of the transmission etc.

3. The information about the CWCR programmes was received by 41.18 percent of colleges through TV, 32.29 percent through news papers and 23.53 percent through UGC programme schedule.

Saravaran (1990)[15] undertook a study of improving the quality of CWCR programmes. A total of 56 programmes were viewed and the following findings were made.

1. Out of the total number of 56 programmes viewed, 70 percent were produced by EMRCs and AVRCs and 30 percent viewed were foreign (USA).

2. The duration of the programmes ranged from 9 minutes to 36 minutes and 23 percent of the programmes were on Arts subjects, 50 percent on Science and rest were on general category.

3. Out of the total sample, 50 percent were based on indoor shooting, 39 percent on outdoor location and the rest of them used both.

4. Of the total, about 40 percent of the programmes used the narration, 34 percent used lecture/lecture-cum demonstration format and 26 percent were the interview/discussion format.

Anandan (1990)[16] conducted another study to find 'how to make ETV programmes more interesting' which reported the following findings.

1. Most of the students who were not interested in the CWCR programmes were of the view that these programmes were not based on syllabus.

2. In some programmes, although there was students' interaction, it was artificial and not spontaneous.

3. Audio-visual media were not used in adequately most of the programmes.

4. The telecast timings from 12.45 p.m to 1.45 p.m and from 4 p.m to 5 p.m were not suitable for the students, former being the time for lunch and the latter for going home or hostel.

5. In some programmes, the language used was in high speed and also difficult to understand.

6. The background music in some ETV programmes was good and in some other programmes bad.

Kumar (1990)[17] in his study made content analysis of the CWCR programmes and reported the following:

1. The sample indicated an appreciable increase of indigenous programmes during the period from January 1990 to April 1990.

2. Duration of 69 percent of the programmes ranged from 15 to 25 minutes which was found quite appropriate.

3. Nearly 22 percent of the programmes were not comprehensible due to either fact delivery of content or indistinct pronunciation etc.

4. The language was not suitable to the primary target viewers, eg, undergraduates.

5. About 30 percent of the sample were based on interview format and 12 percent were on lecture format which was not in any way better than classroom teaching.

6. Information transfer pedgogy was used in most of the programmes.

7. Nearly 17 percent of the sample were devoid of any learning factor, namely, interest, reinforcement, motivation etc. and as such monotonous and ineffective.

8. Lab experiment and field studies were shown in 21 percent and 36 percent of the programmes respectively.

9. Development of skills like drawing, construction, experiment and creativity were by and large ignored in the programmes.

10. In 28 percent of the sample, there was not clarity due to dull focus.

11. In 14 percent of the programmes treatment of subject matter was not adequate.

Kumari and Ali (1991)[18] in their evaluative study of CWCR programmes reported the following findings.

1. Very fast students could recall only the bare outlines of the programmes -very small disjointed pieces of information.

2. Difficult formula and terms used to break the attention of viewers to the programmes.

3. Music was distracting for the understanding of the programme and did not add to its quality.

4. The programme need not be simplistic but should be simple and explanatory.

Goel and Jaiswal (1991)[19] in their study "Pedagogical Analysis of UGC Countrywide Classroom Science Programmes" have reported the following findings:

1. Duration of 56 percent of the programmes was ranging from 15 - 24 minutes which can be considered as an appropriate duration range for an educational proramme.

2. The 'knowledge' objective has been focussed to a great extent in all the programmes; whereas, 68 percent of the programmes were having 'understanding' objective, 'Application' has been reflected to a great extent in 32 percent programmes. 48 percent of the programmes were on the development of experimental skills.

3. 20 percent of the programmes were found overloaded with content.

4. The presentation was in an excellent logical sequence in a large majority (88 percent) of theprogrammes.

5. In 80 percent of the programmes, the individual teaching points were discussed adequately, whereas in 20 percent of the programme all the teaching points were not discussed adequately.

6. In 88 percent of the programmes the level of the language used was appropriate, whereas in 12 percent of the programmes the language was above the level.

7. The sound was not clear sometimes during the telecast in 24 percent of the programmes because of bad transmission or fault in the equipment.

8. In 44 percent of the programmes the visuals were not clear due to dull focus, inappropriate colour or the size of the captions was not appropriate.

9. In almost all the programmes, the sequence of visual presentation and coordination of sound and visual was appropriate.

10. In 20 percent of the programmes the choice of colours was not appropriate sometimes.

11. 24 percent of the programmes were not interesting and motivating to the students. So the students were usually inattentive.

12. Science programmes were appropriately produced indoor or outdoor depending upon the theme of the programme.

13. 8 percent programmes were below the level of target viewers.

14. Teaching level of 52 percent of the programmes was memory, 44 percent of the programmes was understanding and 4 percent was reflective.

15. Lecture with demonstration and illustrated talk method were found quite effective.

16. Almost all the programmes integrate the skills of introducing lesson, stimulus variation, explanation, illustration and lesson closure, but the reinforcement and probing questioning skills were by and large ignored in the programmes.

17. Teaching maxims and devices were appropriately used in all the programmes.

18. All the programmes made use of the instructional aids optimally.

Mohanty and Sahoo (1991)[20] conducted a study of the CWCR programmes for making an appraisal of the differet aspects of the ETV programmes and their strengths and weaknesses for improvement. The major findings have been reported as follows:

(i) 'Knowledge' objective was given more emphasis in 75 percent of the programmes, whereas 'understanding' and 'application' objectives were given importance in 60 percent of the programmes and 40 percent of the programmes respectively.

(ii) Only 10 percent of the programmes were overloaded with content.

(iii) Formats like dramatisation, quiz, group discussion have not been given due emphasis.

(iv) Interview with experts, documentary films and lecture with demonstration were found more attractive

(v) Most of the visuals used in the programmes were sophisticatd and it was difficult on the part of the observer to view properly the two-dimensional visuals they were on the television screen for very short time.

(vi) About 75 percent of the programmes were found very clear so far as their visuals are concerned.

(vii) 55 percent of the programmes were found more attractive and stimulating.

(viii) The voice of 85 percent of the programmes was distinct and 10 percent of the programmes it was partially distinct and in only 5 percent of the programmes it was not distinct.

(ix) So far as speed of voice is concerned, it was found that almost all programmes the speed of voice was slow except only in one programme where the voice was not slow.

(x) Medium of all programmes was English.

Rao (1991)[21] studied the impact of CWCR programme on educational scene and reported the following major findings.

1. Almost 80 percent of the programmes were comprehensible.

2. In about 85 percent of the sample, content delivery rate was quite satisfactory.

3. From the point of view of pronunciation and accent, 75 percent of the programmes were clear to the target audience.

4. Nearly 45 percent of the sample were studio-based, 13 percent were produced outside the studio and some programmes were produced both in and outside the studio.

5. Almost 60 percent of the programmes were suitable for the primary target audience and 30 percent for secondary audience.

6. Graphics, charts, tables etc. were used in many of the programmes and field as well as laboratory experiments were also shown in some ETV programmes.

7. The programmes aimed at developing scientific attitudes among the viewers and enriching their knowledge.

In another study of the CWCR programmes, *Mohanty and Sahoo* (1991)[22] have reinforced some of the above points and reported the following findings.

(i) 'Knowledge' objective was given more emphasis in 88 percent of the programmes whereas due importance was not given to other objectives like 'understanding' and 'application'.

(ii) Most of the programmes were adequate in content.

(iii) Formats in most of the programmes were lecture, discussion and interviews. Dramatisation, quiz and problem solving approaches were not given due emphasis.

(iv) Interview with experts, documentary films and lecture with demonstration were found more interesting.

(v) In 84 percent of the programmes, the visuals were quite clear.

(vi) In 60 percent of the programmes the visuals were quite atttractive.

(vii) In most of the programmes the voice was quite distinct and was normal.

(viii) Medium of all programmes was English.

A few studies have exclusively been undertaken for ascertaining the status of TV sets and extent of utilisation of CWCR programmes in the colleges and universities and one of them conducted by *Mohanty (1991)*[23] has reported the following.

(a) In 8 percent of colleges there were B/W TV sets and in 44 percent of the colleges there were colour TV sets. On the whole, only 52 percent of colleges had TV sets.

(b) TV sets of 9 percent of colleges were regularly used, in 25 percent occasionally and in 13 percent of colleges not at all.

(c) Only 20 percent of colleges utilized their TV sets for viewing the UGC programmes whereas 19 percent used TV sets for viewing sports and games, 8 percent for feature films and chitrahaars, 19 percent for News and 5 percent for viewing educational video programmes.

(d) As regards difficulties in viewing UGC programmes 20 percent pointed out non-availability of TV sets, 17 percent lack of accommodation, 2 percent other engagemetns and 2 percent lack of interst and motivation on the part of Principals and students.

(e) According to 31 percent of respondents, the timing of telecast of ETV programmes cannot be convenient and 17 percent pointed out that TV sets be provided.

(f) As many as 16 percent of respondents suggested for showing programmes on wildlife conservation, indigenous technology, basic education, AV aids and current problems in UGC ETV programmes.

(g) According to 14 percent of respondents separate periods should be provided for UGC programmes.

(h) In the absence of the repeated transmission 11 percent suggested supply of VCR, VCP and recorded ETV programmes to college/PG departments for their utilisation at convenience.

(i) On the whole, UGC programmes were well received as they were found enlightening and useful both by students as well as teachers.

A similar study was also conducted by Mohanty (1992)[24] for ascertaining the number of colleges/PG departments of the Universities where TV sets were available and for knowing the purpose as well as extent of their utilisation. Some major findings of the study are as follows:

(a) Only 11 percent of the colleges had B/W TV sets and 38 percent of respondents had colour TV sets.

(b) In 13 percent of the sample, TV sets were regularly used, 30 percent used only occassionally and 9 percent did not use at all.

(c) About 38 percent of the sample utilised their TV sets for viewing CWRC programmes whereas 40 percent for sports and games, 13 percent for feature films and songs, 34 percent for news, 38 percent for CWCR programmes and 13 percent for other programmes.

(d) About 38 percent of the sample pointed out non-availability of TV sets, 30 percent lack of accommodation, and 11 percent otherwise utilised as the reasons for nonutilisation of CWCR programmes.

(e) As high as 53 percent opined that the present time of telecasting was not convenient.

(f) Similarly, 53 percent of respondents asked for provision of TV sets.

(g) However, 19 percent suggested for separate period in the time table for viewing CWCR programmes and 9 percent for practical Indian oriented programmes.

In an evaluative study of CWCR programmes, *Mohanty and Seth (1992)*[25] have reported that

(a) 'Knowledge' objective was realised to a great extent and other objectives to a small extent.

(b) More weightage has been given on the content 'General Awareness' than anything else.

(c) More ETV programmes have been produced and telecast in the format lecture with Demonstration than other modes of presentation.

(d) Visuals, namely, activity, two and three dimensional aids and real objects have been used in the CWCR programmes as and when necessary.

(e) The cent percent visuals were fully clear and attractive in most of the programmes.

(f) Visuals were also shown for reasonable time in the demonstration and experimental programmes and

(g) Voice in majority of programmes was fully distinct and speed as well as pace of commentary was very normal.

Goel and Jaiswal (1992)[26] have reported the important findings of a study of ISRO - UGC sponsored Talk Back Experiment under CWCR project

1. 58 percent of the total questions asked during talk back were clearly audible, 33 percent partially audible, whereas, 9 percent were not at all audible. Maximum percent of the clearly audible questions (23 percent0 was from Roorkee, whereas, minimum (3 percent) from Madurai. Imphal too was low on clear audibility (4 percent).

2. More than 75 percent of the questions raised by each of Jodhpur, Roorkee and Patiala viewers were clearly audible 23 percent of the total questions raised by Imphal were clearly audible, whereas, 13 percent of the total questions raised by Madurai were clearly audible. 12 percent of the total questions raised by each one of Ahmedabad, Hyderabad and Madurai viewers were not at all audible Maximum number of questions (17 percent) were put by Roorkee, whereas, minimum number of questions (10 percent) were put by each one of Imphal, Jodhpur and Patiala.

3. The average talk back time per question ranged from 30 seconds to 60 seconds. On an average the talk back time per question was 48 seconds. In 80 percent programmes the average talk back time per question was about one minute.

4. Fifty-eight percent of the questions raised by the viewers during talk back were 'What' type, 30 percent 'How' type, whereas, 12 percent 'Why' type.

5. Ninety-one percent of the questions raised during talk back session were precise, well structured, and focussed, whereas 9 percent were not.

6. All the talk back questions were at the level of the CWCR programme.

7. Out of the partially audible questions, 71 percent of the questions were not clear to the viewers but were clear to the experts, whereas, 29 percent of the questions were not clear to the viewers as well as experts.

8. Almost all the questions were well moderated, if required.

9. Twenty-seven percent of the questions were anchored by the anchor person and it was required, 15 percent of the questions were anchored but it was not required, 18 percent of the questions were not anchored

but it was required, whereas 40 percent of the questions were not anchored and also it was not required.

10. 57 percent of the questions were treated by TV expert or scripter, 33 percent by Delhi based experts, whereas, 10 percent of the questions were cordially treated by the scripter and Delhi based expert.

11. 93 percent of the responses of the studio team were clear, 5 percent partially clear, whereas, 2 percent responses were not clear.

12. 87 percent of the questions were adequately treated by the experts, whereas 13 percent were not adequately treated.

13. The speed of delivery of responses was suitable in almost all the programmes.

14. Eighty two percent of the questions were promptly responded by the experts, whereas, on 18 percent questions the response time was more than required.

15. 78 percent of the responses to the talk back questions were of optimum length, 8 percent short, whereas, 15 percent responses were too long.

In a pioneering study of IGNOU ETV Programmes Goel and Jaiswal (1991)[27] made pedagogical analysis and the major findings have been given as follows:

i) The medium of instruction of 80 percent of the programmes was English, whereas in 20 percent of the programmes the medium of instruction was Hindi.

ii) Forty percent of the programmes were on knowledge enrichment, 20 percent on developing scientific attitude, 20 percent on explaining difficult concepts, whereas, 20 percent programmes were on creating awareness and stimulating learning.

iii) 80 percent of the programmes were found to have adequate number of teaching points.

iv) There was an excellent logical presentation in 40 percent of the programmes, in 50 percent of the programmes the logical sequence was satisfactory, whereas, in 10 percent thelogical sequence was poor.

v) In 60 percent of the programmes, the individual teaching points were discussed adequately, whereas in 40 percent of the programmes all the teaching points were not discussed adequately.

vi) The transition from one idea to other in 80 percent of the programmes was smooth.

vii) In all the programmes the level of the language used was appropriate.

viii) The sound was clearly audible during the telecast in 90 percent of the programmes.

ix) The IGNOU ETV used music appropriately.

x) Visuals used were adequate in 90 pecent of the programmes.

xi) In most of the programmes the sequence of visual presentation and coordination of sound and visuals was appropriate.

xii) The visuals were focussed sharply in all the programmes.

xiii) In 30 pecent of the programmes the choice of colours was excellent, whereas, in 60 percent it was good.

xiv) The speed of delivery of the contents was normal in all the programmes.

xv) The programmes were appropriately produced indoor or outdoor depending upon the nature of the programme.

xvi) All the programmes were at a suitable level with respect to the target viewers.

xvii) Sixty percent of the contents of IGNOU ETV programmes was at fact level, whereas, 40 percent at concept levels.

xviii) Lecture, demonstration and explanation methods were frequently used and found quite effective.

xix) Almost all the programmes integrated the skills of introducing lesson stimulus, variation, explanation, illustration and lesson closure, but the reinforcement and probing questioning skills could be used more meticulously.

xx) All the programmes made use of graphics, captions and experimental aids optimally.

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CHAPTER IV
METHODOLOGY

Methodology means the procedures followed by the researcher to make the study scientific and valid. The methodology consists of the ways in which the data was collected, hypothesis were framed and tested and the theories are formulated. The nature of the problem and the kind of data needed for its solution determine the method of the study.

This study is an effort to extract the impact of educational programmes broadcast by Doordarshan on the audience in Kerala. The research method preferred to carryout the study is survey method. The survey method is a process by which quantitative facts are collected about the social aspects of a community's position and activities. According to Best "the survey is an important type of study. It involves a clearly defined problem and defined objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skilful reporting of the findings." The methods adopted for the study is described in the following pages which include operational definitions, hypotheses and research design.

Operational Definitions

The researcher in her study used a number of terms which are inevitable for the study.

1. Educational Television (ETV)

Educational Television is defined as all the efforts which are used for imparting planned educational benefits through television.

Educational Television includes programmes aimed to educate rather than to entertain. Its communication is very much effective because of the use of audio-visual materials for demonstration in the class room.

Here, Educational Television means the programmes which are aimed mainly on education of students by Doordarshan.

(ii) Educational Technology

The council of Educational Technology in Britain defines Educational Technology "as the development, application and evaluation of systems, techniques and aids to improve the process of human learning."

Educational Technology uses technology for individual instruction as well as mass introduction. The technology for individual instruction is equipment and material designed for individual operation, such as computer assisted instruction, interactive video and language laboratory. Technology

for mass instruction comprises all mass media. In this study television is used as an educational, technological device for broadcasts of ETV programmes.

(iii) Audience

An audience is an individual or a group of persons intended to receive the message. In good communication the audience aimed at is already identified by the communicator.

In this study, the degree students and PG students of various colleges of Kerala, are considered as audience. It is considered so, because these educational programmes are intended for the degree and PG students and they are the main beneficiaries of the programmes.

(iv) Development Communication

Development Communication is communication which is purposeful, pragmatic, goal directed and audience oriented.

Here, educational development means the dissemination of visual and audio communication messages through Television is given importance.

(v) Non-formal Education

It is planned educational activity but without the structures and organizations associated with such institutions as schools and colleges. Examples of this type of education include the Adult Literacy and

Community centre programmes, agricultural extension and some forms of religious education.

In the present study Educational Television is used as a Non-formal educational device as it doesn't have the formal set up.

(vi) Distance education

Distance education is the method used to study any subject in a place physically remote from the institution, disseminating the course materials such as through correspondence - texts sent by post, so that face-to-face instruction is a rare occurrence. So ETV programme is a distance education programme.

(vii) Learner - Centred Education

In this system of education, student or the learner is placed in the centre. In other words the learning system revolves round the learner; he is given prime importance.

ETV can provide learner centred education and serve as an educative device.

(viii) Impact

The concept 'impact' corresponds to the influence of the medium of ETV on the cognitive (knowledge) and affective (attitude) behaviour of the

target audience (the students). Looking from the audience point of view, it can be said that people learn a great deal from television, and are usually influenced. 'Learning' and 'getting influenced' are two dimensions of behavioural change, and again the change is assumed to be positive in nature. Hence IMPACT represents a state of change or gain in both cognitive and affective dimensions.

The impact created by ETV on the degree and PG students in Kerala is the main point of discussion in this study.

Hypotheses

1. There is a significant relation between educational status and difficulty in understanding of ETV programmes.

2. Residential status of a student affects his understanding level of ETV programmes.

3. There is an association between subject specialisation and difficulty in understanding of ETV programmes.

4. There is a significant relation between educational status and ETV watching habit.

5. Residential status of a student affects his ETV viewing habit.

6. There is association between subject specialisation of a student and his ETV viewing habit.

7. The programmes which are regularly watched by the students affect their academic performance.

8. ETV watching habits and academic performance of students are dependent attributes.

Research Design

Area and Respondents of the Study

The researcher for the purpose of study divided the state into three zones - North, Central and South zones. Then selected the districts that fall under these three regions. Thus the districts selected were Thiruvananthapuram, Kottayam, Idukki, Ernakulam, Thrissur, Malappuram and Kozhikode. From each district respondents from two colleges were selected and from each college, forty students were selected from the degree (UG) and Post Graduate (PG) level, belonging to different disciplines like Science, Commerce and Arts.

The respondents consist of both male and female who come under the age group of 18-26. Adequate representation were given to urban, semi-urban and rural areas of the state. These respondents were selected purely on

random basis. The study was conducted during the period between August 2005 and May 2006.

Data Collection

The investigator used questionnaire method for collecting data. Questionnaires were given to the respondents and were collected from them. Even though a total of 560 questionnaires were distributed among the students the researcher was able to get back only 487 filled questionnaires. The questionnaires contained about 17 questions pertaining to the objectives of the study. First part contained questions relating to demographic factors. The second part deals with open ended, close ended, multiple choice and descriptive questions.

Tools of data collection

The needed data for the study on the impact of educational programmes broadcast by Doordarshan was colleted by using simple random sampling and stratified sampling method.

In random sampling all the units were given equal importance. Every unit has an equal chance of being included in the sample. "Random sampling is the form applied when the method of selection assures that each individual or element in the universe has an equal chance of being chosen."

In stratified sampling method the entire population is divided into a number of groups or strata inorder to homogenize the population. Since the method deals with 'strata' and so it is called 'stratified' sampling. Once the whole population is divided into various groups, certain number of items were taken from each group at random. In selecting the units at random out of different strata, we have selected them with a definite purpose or with a deliberate intention.

The collected data is analysed using SPSS package (SPSS is a well known statistical package for social sciences). Here frequency tables for some single attributes are calculated and they are presented by means of pi-diagram. Separate and detailed cross tabulation is made for the attributes. And tabulated data is also presented by means of multiple bar diagrams. Thus we tested each hypotheses one by one using chi-square test. Chi-square test is used for testing the concerned attributes when the attributes are in nominal scale.

CHAPTER V

ANALYSIS

The analysis part comprises critical examination of the data with the main objectives in mind for determining the pattern of relationship among the variables. Analysis of data involves a number of closely related operations which are performed with the purpose of summarising the collected data to find out answers to the research questions.

The present study intends to find out the Impact of Educational Programmes broadcast by Doordarshan on the audience in Kerala. For getting a clear picture of the population and sample, the researcher presents the data collected from 487 samples in the form of frequency tables and pi-charts. After this we test each hypotheses one by one using chi-square test. In each case we present the testing attributes by means of cross tabulation and bar diagrams for getting a clear idea about the analysis of each hypotheses. The detailed tabular colums related to the questionnaire is also included in this chapter.

1. FREQUENCY TABLES:

TABLE 5.1.1

Educational Status

Educational status	Frequency	Cumulative Percent
PG	158	32.4
UG	329	67.6
Total	487	100.0

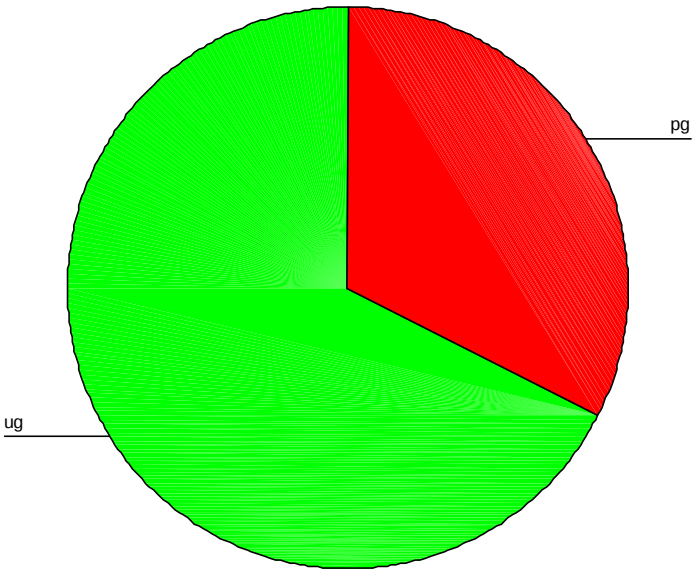

Fig. 5.1

Pie-diagram showing Educational Status

TABLE 5.1.2

Subject Specialisation

Subject specialization	Frequency	Cumulative Percent
Science	117	24.0
Commerce	76	39.6
Arts	294	100.0
Otal	487	

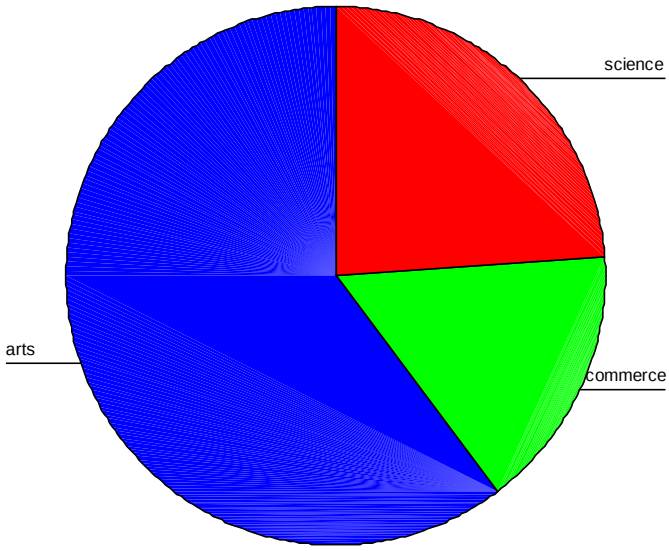

Fig. 5.2.

Pie-diagram showing Subject Specialisation

TABLE 5.1.3

Residential Status

Residential status	Frequency	Cumulative Percent
Urban	52	10.7
Semi urban	202	52.2
Rural	233	100.0
Total	487	

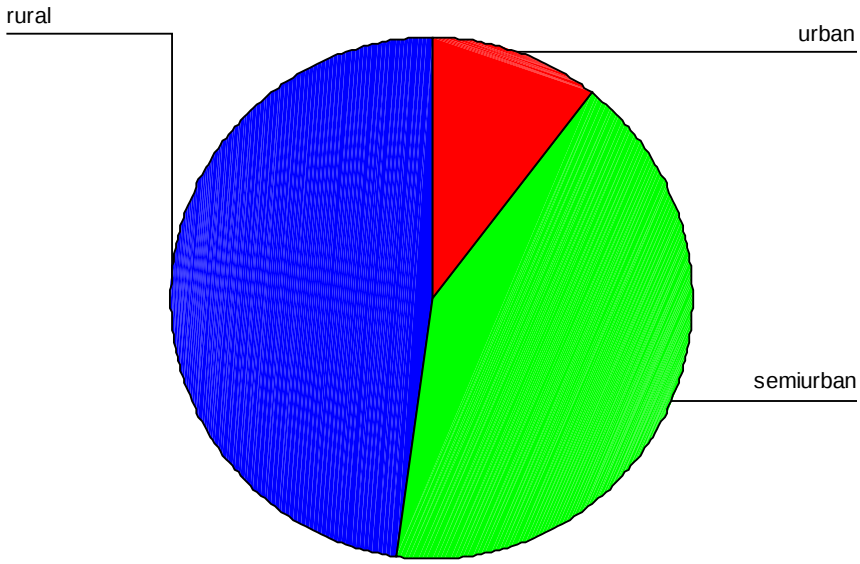

Fig. 5.3.

Pie-diagram showing Residential Status

TABLE 5.1.4

Gender

Gender	Frequency	Cumulative Percent
Male	207	42.5
Female	280	100.0
Total	487	

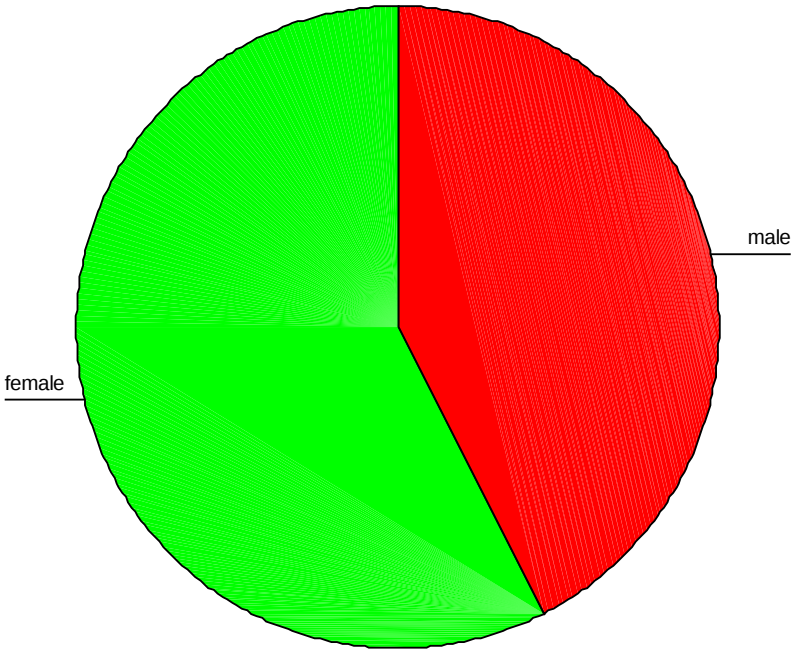

Fig. 5.4

Pie-diagram showing Gender

2. Testing of Hypothesis

5.2.1. There is a significant relation between educational status& difficulty in understanding of E TV programmes.

Education * Understanding Level

Crosstabulation-1

		Understanding Level		Total
		Easy	Difficult	
Education	P G	114	44	158
	U G	185	144	329
Total		299	188	487

Chi-Square Tests-1

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.415	1	.001		
Continuity Correction	10.753	1	.001		
Likelihood Ratio	11.716	1	.001		
Fisher's Exact Test				.001	.000
Linear-by-Linear Association	11.392	1	.001		
N of Valid Cases	487				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 60.99.

Explanation of the table:

From the table it is clear that the attributes are significant at 5% level, because the sig.level is less than .05.

Therefore we accept our research hypothesis that "There is a significant relation between educational status& difficulty in understanding of ETV programmes".

i.e., compared to UG students, PG students understand the ETV programmes very well.

This is also very clear from the following graph.

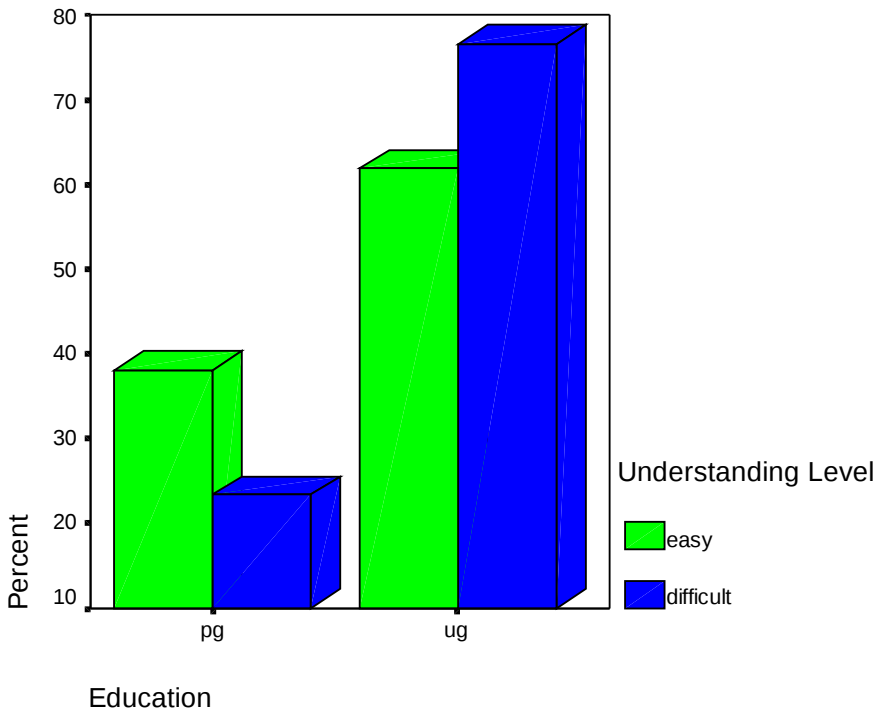

Fig. 5.5

Bar diagram showing the relationship between Educational Status and Understanding Level

Values in the cross tabulation table is converted into percentages. Difficulty in understanding of ETV programmes is much higher for UG students when compared to PG students.

5.2.2. Residential status of a student affects his understanding level of ETV programmes.

Area * Understanding Level

Crosstabulation-2

		Understanding Level		Total
		Easy	Difficult	
Residential Status	Urban	39	13	52
	Semi urban	129	73	202
	Rural	131	102	233
Total		299	188	487

Chi-Square Tests-2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.209	2	.027
Likelihood Ratio	7.430	2	.024
Linear-by-Linear Association	7.075	1	.008
N of Valid Cases	487		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.07.

Explanation of the table:

From the table it is clear that the attributes are significant at 5% level, because the sig.level is less than .05.

Therefore we accept our research hypothesis that "Residential status of a student affects the understanding level of ETV programmes".

i.e., students from urban and semi urban areas understand ETV programmes easier than students from rural areas.

Following graph shows the understanding level of a student varies with respect to the residential status of a student.

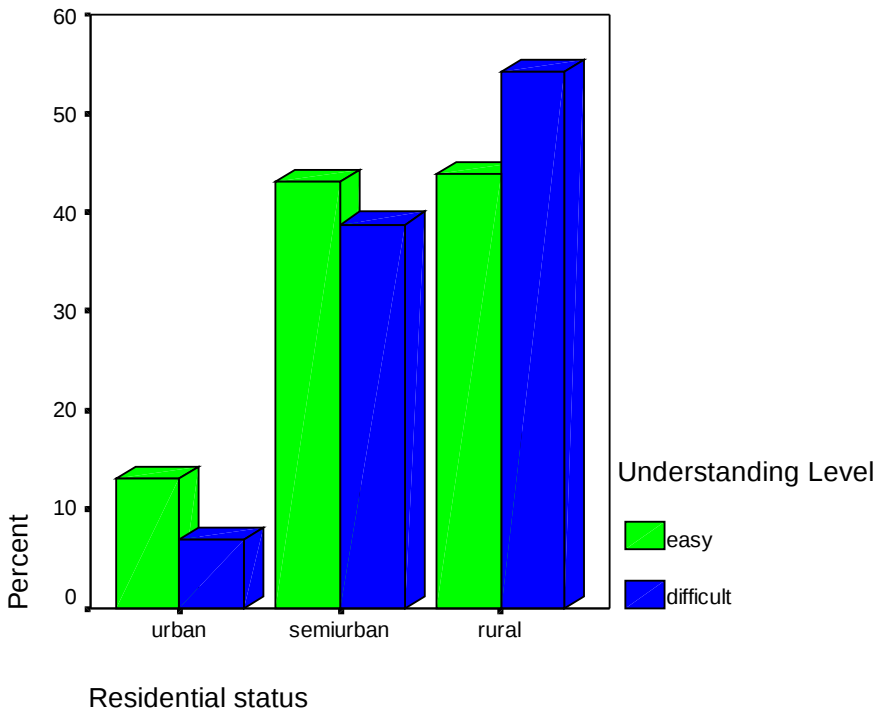

Fig. 5.6.

Bar diagram showing the relationship between Residential Status and Understanding Level

Difficulty in understanding of ETV programmes is very high in those students from rural areas when compared to urban and semi urban areas.

5.2.3. There is an association between subject specialization of a student & his difficulty in understanding of ETV programmes.

Subject * Understanding Level

Crosstabulation-3

		Understanding Level		Total
		Yes	**No**	
Subject	Science	94	23	117
	Commerce	52	24	76
	Arts	153	141	294
Total		299	188	487

Chi-Square Tests-3

	Value	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	30.158	2	.000
Likelihood Ratio	31.749	2	.000
Linear-by-Linear Association	29.966	1	.000
N of Valid Cases	487		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.34.

Explanation of the table:

From the table it is clear that the attributes are significant at 5% level, because the sig.level is less than .05.

Therefore we accept our research hypothesis that "There is an association between subject specialization of a student & difficulty in understanding of ETV programmes".

i.e., science students have better understanding level than students from arts and commerce group.

Following graph shows the understanding level of a student varies with respect to subject specialization of a student.

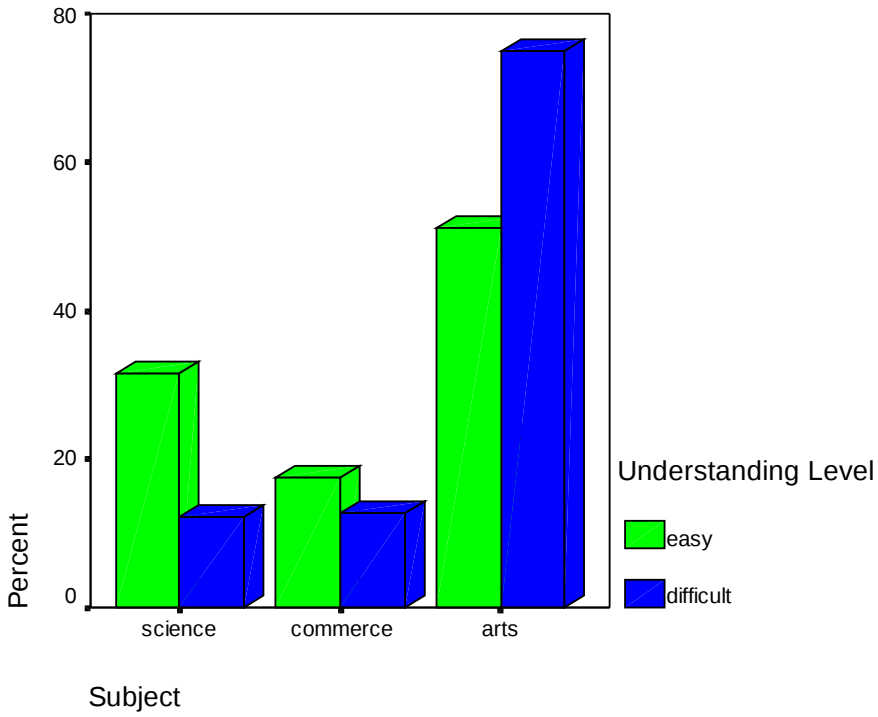

Fig. 5.7
Bar diagram showing the relationship between Subject Specialisation and Understanding Level

Science students have better understanding level than commerce and arts students. Difficulty level is higher for arts subjects i.e., nearly 80%.

5.2.4. There is a significant relation between educational status & ETV watching habit.

Education * ETV Watching Habit

Crosstabulation-4

		ETV Watching habit			Total
		Very often	**Once in a week**	**Rarely**	
Education	pg	12	44	102	158
	ug	26	120	183	329
Total		38	164	285	487

Chi-Square Tests-4

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	3.827	2	.148
Likelihood Ratio	3.884	2	.143
Linear-by-Linear Association	2.241	1	.134
N of Valid Cases	487		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.33.

Explanation of the table:

From the table it is clear that the attributes are not significant at 5% level, because the sig.level is greater than .05. Therefore we reject our research hypothesis, and accept that "There is no significant relation between educational status & ETV watching habit".

i.e., educational status of students & their ETV watching habits are independent.

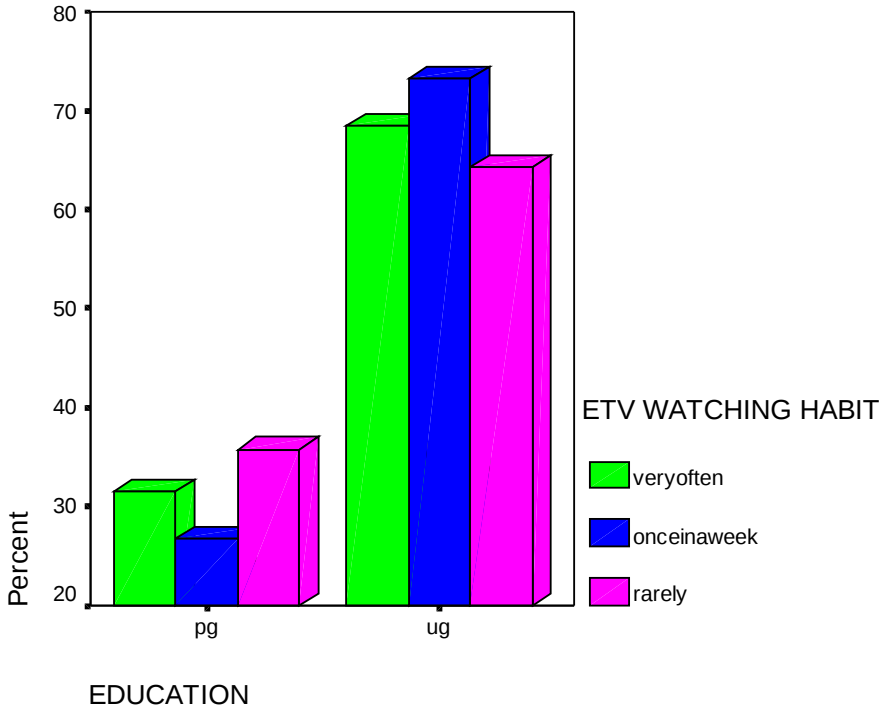

Fig. 5.8.

Bar diagram showing the relationship between Educational Status and ETV Watching Habit

The bar diagram below shows that ETV watching habit is independent of student's educational status (PG&UG).

5.2.5. Residential status of a student affects his ETV watching habit

Area * ETV Watching Habit

Crosstabulation-5

		ETV Watching Habit			Total
		Very often	Once in a week	Rarely	
Area	Urban	5	20	27	52
	Semi urban	14	70	118	202
	rural	19	74	140	233
Total		38	164	285	487

Chi-Square Tests-5

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.603	4	.808
Likelihood Ratio	1.598	4	.809
Linear-by-Linear Association	.585	1	.444
N of Valid Cases	487		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 4.06.

Explanation of the table:

From the table it is clear that the attributes are not significant at 5% level, because the sig.level is greater than .05. Therefore we reject our research hypothesis, and accept that "Residential status of a student does not affect ETV watching habit"

i.e., residential status of students & their ETV watching habits are independent.

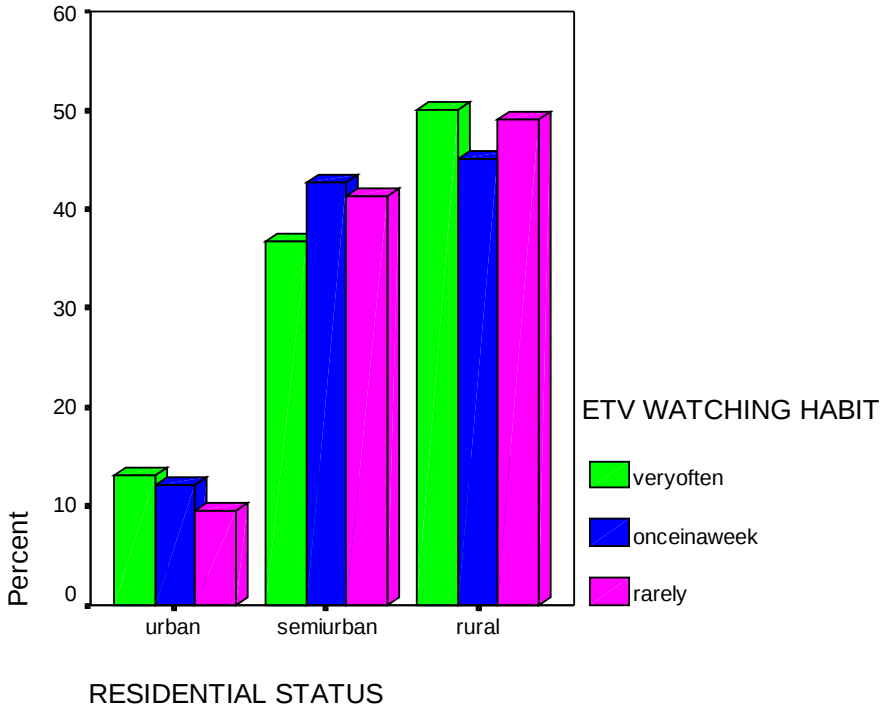

Fig. 5.9.

Bar diagram showing the relationship between Residential Status and ETV Watching Habit

The bar diagram shows that ETV watching habit is independent of student's residential status.

5.2.6. There is an association between subject specialization of a student & his ETV watching habit.

Subject * ETV Watching Habit

Crosstabulation-6

		ETV Watching Habit			Total
		Very often	**Once in a week**	**Rarely**	
Subject	Science	11	48	58	117
	Commerce	6	27	43	76
	Arts	21	89	184	294
Total		38	164	285	487

Chi-Square Tests-6

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	5.993	4	.200
Likelihood Ratio	5.956	4	.202
Linear-by-Linear Association	4.877	1	.027
N of Valid Cases	487		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.93.

Explanation of the table:

From the table it is clear that the attributes are not significant at 5% level, because the sig.level is greater than .05. Therefore we reject our research hypothesis, and accept that "There is no association between subject specialization of student & his ETV watching habit i.e., subject specialization of students & their ETV watching habits are independent.

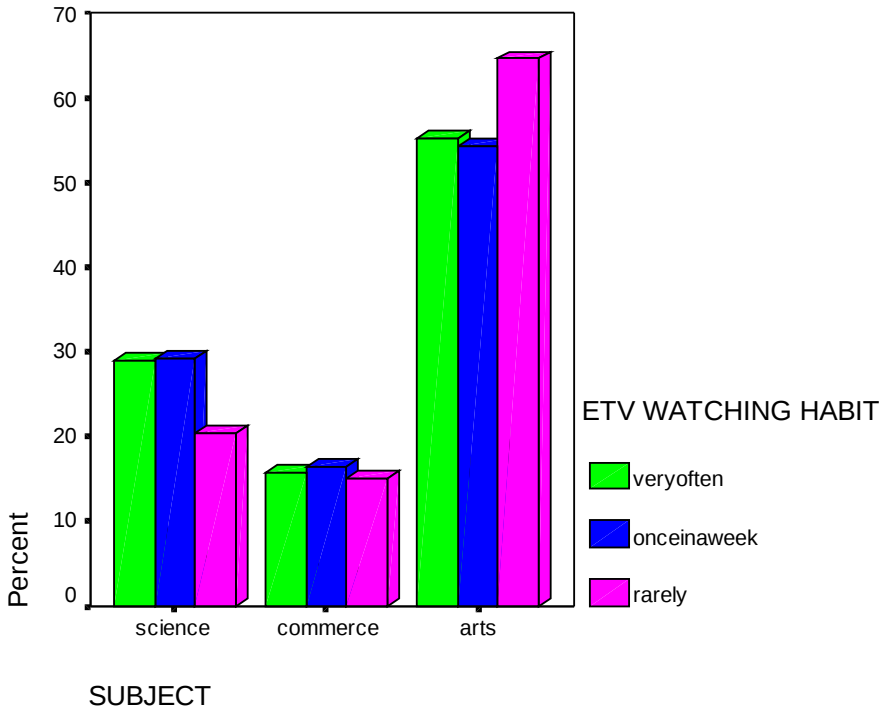

Fig. 5.10. Bar diagram showing the relationship between Subject Specialisation and ETV Watching Habit

The bar diagram shows that ETV watching habit is independent of student's subject specialization

5.2.7. The programmes, which are regularly watched by the students, affect their academic performance.

Reg.Wat.Prg* Aca.Per.

Crosstabulation-7

		Academic Performance		Total
		Yes	**No**	
Reg.Wat. Prg	ugc	151	9	160
	ignou	37	4	41
	siet	41	3	44
	tp	223	10	233
	ep	9		9
Total		461	26	487

Chi-Square Tests-7

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.812	4	.590
Likelihood Ratio	3.016	4	.555
Linear-by-Linear Association	.801	1	.371
N of Valid Cases	487		

a 3 cells (30.0%) have expected count less than 5. The minimum expected count is .48.

Explanation of the table:

From the table it is clear that the attributes are not significant at 5% level, because the sig.level is greater than .05. Therefore we reject our research hypothesis, and accept that "The programmes which are regularly watched by the students do not affect their academic performance."

i.e., There is no relation between regularly watching programmes & student's academic performance.

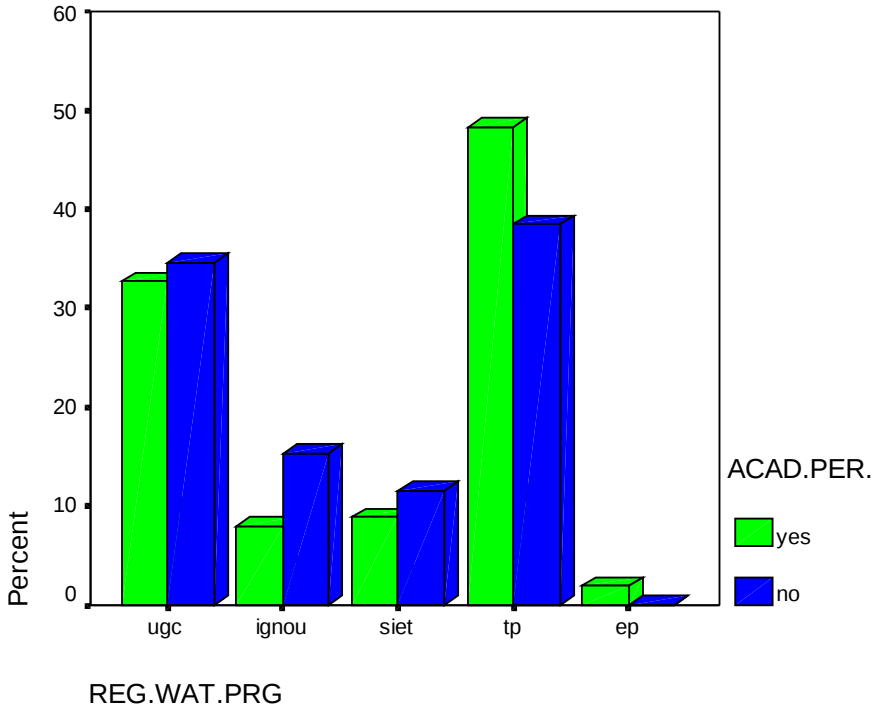

Fig. 5.11

Bar diagram showing the relationship between the regularly viewing programmes and Academic Performance

The bar diagram shows that, generally student's academic performance is independent of his regularly watching programme. But we can see from graph that, T.P (turning point)&academic performance are moderately related.

5.2.8. ETV watching habits & academic performance of students are dependent attributes.

ETV Watching Habit* Acad.Per.

Crosstabulation-8

		Acad.Per		Total
		Yes	**No**	
ETV Watching Habit	Very often	37	1	38
	Once in a week	160	4	164
	Rarely	264	21	285
Total		461	26	487

Chi-Square Tests-8

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	5.603	2	.061
Likelihood Ratio	6.149	2	.046
Linear-by-Linear Association	4.636	1	.031
N of Valid Cases	487		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 2.03.

Explanation of the table:

From the table it is clear that the attributes are significant at 5% level, because the sig.level (.046) is less than .05.

Therefore we accept our research hypothesis that “ETV watching habits & academic performance of students are dependent attributes”.

i.e., The students who spend more time to watch ETV programmes have better academic performance.

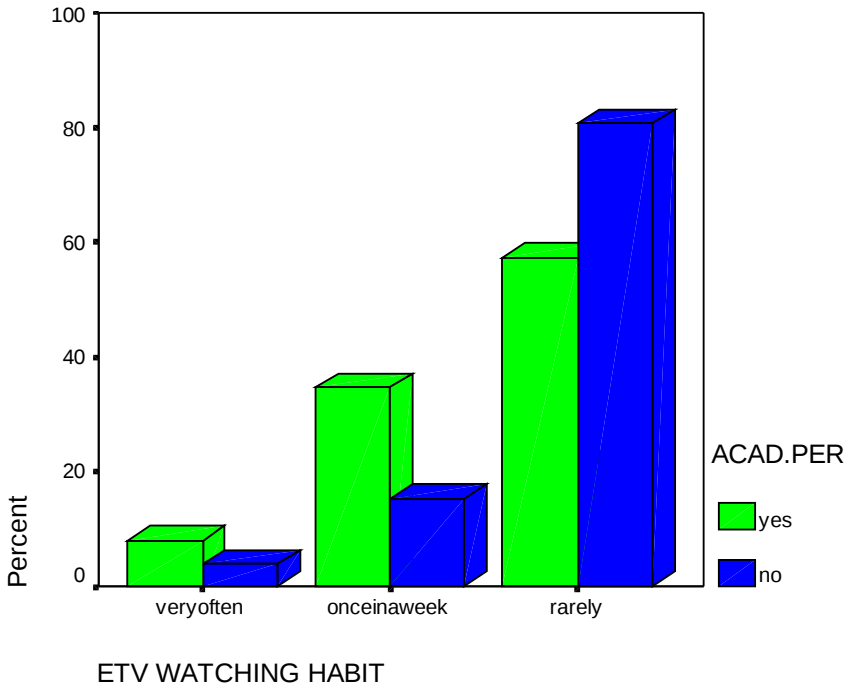

Fig. 5.12.

Bar diagram showing the relationship between ETV watching habit and Academic performance

The bar diagram shows the relation between ETV watching habits & academic performance of students. Academic performance is poor for those who watch ETV rarely, when we compare very often viewers and once in a week viewers.

Detailed Frequency Tables

TABLE 5.1.5

Frequency of TV Watching Habits

TV Watching Habits	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Very often 128/26%	48 37.5%	80 62.5%	17 13.3%	62 48.4%	49 38.3%	22 17.2%	21 16.4%	85 66.4%	55 43.0%	73 57.0%
Sometimes 277/56.8%	115 41.5%	162 58.5%	27 9.7%	102 36.8%	148 53.4%	80 28.9%	29 10.5%	168 60.6%	69 24.9%	208 75.1%
Rarely 82/16.8%	44 53.7%	38 46.3%	8 9.8%	38 46.3%	36 43.9%	15 18.3%	26 31.7%	41 50.0%	34 41.5%	48 58.5%

The television viewing habits of the respondents are shown in the table 5.1.5 above.

The findings of the study revealed that 26 percent of the total respondents watched television very often. Out of the total 487 respondents, males constitute 37.5 percent and females 62.5 percent. Of the 26% percent respondents watched TV regularly, 13 percent of them are urban residents and 48 percent belong to semi urban area and 38 percent of them come from rural area. Out of the total respondents, 57 percent of the students belong to degree programme and 43 percent comes under the post graduate programme. Of this 17 percent belong to science, 16 percent to commerce and 66 percent of them belongs to arts subjects.

Those who watch TV sometimes constitute 56.8 percent of the total respondents. Of them, 41.5 percent happened to be males and 58.5 percent females. Among them 9.7 percent of the respondents hails from urban area 36.8 percent to semi urban area and 53 percent of them belong to rural area. Out of the total student population under study 75 percent of them belong to degree programme and 24.9 percent to PG programme. Of this 28.9 percent of them are from science, 10.5 percent of them from commerce and 60.6 percent of them belongs to arts subjects.

Those who watch TV rarely constitute 16.8 percent of the total population under study. Of them 53.7 percent happened to be males and 46 percent of them were females. Among them, 9.8 percent come from urban area and 46 percent from semi urban area and 43.9 percent belongs to rural area. Of the total population under study, 58.5 percent of them are degree students and 41.5 percent of them are PG students. Of this 18 percent are from science, 31.7 percent from commerce and 50 percent of them from arts subjects.

The findings revealed that female students are more exposed to television than the male students and the urban students are spending less time before TV than the rural students. The degree students are spending more time watching TV than the PG students. Majority of the students are watching TV sometimes.

TABLE 5.1.6

Frequency of Watching Educational Programmes

TV Watching Habits	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Very often 38/7.8%	26 68.4%	12 31.57%	5 13%	14 36.8%	19 50%	11 28.9%	6 15.78%	21 55.3%	12 31.57%	26 68.4%
Sometimes 164/33.7%	65 39.6%	99 60.7%	20 12.2%	70 42.7%	74 45.1%	48 29%	27 16.5%	89 54.3%	44 26.8%	120 73.2%
Rarely 285/58.5%	120 41.9%	165 57.9%	27 9.4%	118 41.4%	140 48.9%	58 20%	43 15.1%	184 64.6%	102 35.66%	183 64.2%

The frequency of watching educational programmes are shown in the table 5.1.6.

Regarding the impact of educational programme, the study revealed that 7.8 percent of the total respondents watched ETV very often. Out of the total 487 respondents, males constitute 68 percent and females 31.6 percent. Of them, 7.8 percent respondents who watched ETV very often, 13 percent are urban residents, 36.8 percent belongs to semi urban area and 50 percent of them come from rural area. Out of the total respondents, 68 percent of the students belong to degree programme and 31.6 percent comes under PG programme. Among this 28.9 percent of them belong to science, 15.8 percent from commerce and 55 percent of them from arts subjects.

Those who watch ETV once in a week constitute 33.7 percent of the total respondents. Out of them, males constitute 39.6 percent and females60.7

percent. Of them 12 percent belongs to urban area, 42.7 percent belong to semi urban and 45 percent of them come from rural area. Out of the total students under study, 73 percent of them belong to degree programme and 26.8 percent of them belong to PG programme. Of this, 29 percent of them from science, 16.5 percent from commerce and 54 percent of them from arts subjects.

Those who watch ETV rarely constitute 58.5 percent of the total population. Of them, 41.9 percent of them happened to be males and 57.9 percent females. Out of this, nine percent of them from urban area, 41 percent from semi urban area and 48.9 percent of them come from rural area. Among them 64 percent are degree students and 35.7 percent are PG students. Of this 20 percent of the students belong to science and 15 percent of them from commerce and 64.6 percent from arts subjects.

The findings shows that58.5 percent of the students rarely watch ETV programmes. But it is found that 68 percent of the degree students are watching ETV programmes regularly.

TABLE 5.1.7

Most Preferred Educational Programmes of Students

Edu progra Mmes	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
UGC 160/32.9%	56 35.0%	104 65.0%	9 5.6%	68 42.5%	83 51.9%	62 38.8%	21 13.1%	77 48.1%	27 16.9%	133 83.1%
IGNOU 41/8.4%	21 51.2%	20 48.8%	4 9.8%	19 46.3%	18 43.9%	15 36.6%	6 14.6%	20 48.8%	25 61.0%	16 39.0%
SIET 44/9%	20 45.5%	24 54.5%	6 13.6%	15 34.1%	23 52.3%	9 20.5%	3 6.8%	32 72.7%	18 40.9%	26 59.1%
TP 233/47.8 %	107 45.9%	126 54.1%	33 14.2%	96 41.2%	104 44.6%	28 12.0%	46 19.7%	159 68.2%	87 37.3%	146 62.7%
EDUSAT 9/1.8%	3 33.3%	6 66.7%	0 0	4 44.4%	5 55.6%	3 33.3%	0 0	6 66.7%	1 11.1%	8 88.9%

The most preferred educational programme of students are shown in the table 5.1.7 above.

Regarding the question of the most preferred educational programme of the students, it is found that out of the total 487 students, 32.9 percent of them are watching UGC programme. Out of this, 35 percent of them are males and 65 percent of them are females. Among this 5.6 percent belongs to urban area, 42.5 percent from semi urban area and 51.9 percent belongs to rural area. Of this 83 percent are degree students and 16.9 percent of them are PG students. Among them 38.8 percent are from science, 13 percent from commerce and 48 percent of them from arts subjects.

At the same time IGNOU programmes are watched by 8% of the total respondents. Out of them, 51 percent of them are males and 48.8 percent females. Of this, 9.8 percent belongs to urban area, 46 percent of them are from semi urban area and 43.9 percent of them from rural background. Out of this, 39 percent of them are degree students and 61 percent of them are PG students. Of this, 36.6 percent of them are from science, 14.6 percent are from commerce and 48.8 percent are from arts subjects.

Those who watch SIET programme are 9% of the total population. Of them, 45.5 percent of them are males and 54.5 percent are females. Out of this, 13.6 percent are from urban area, 34 percent from semi urban and 52 percent of them from rural background. Of this, 59 percent of them belongs to degree programme and 40.9 percent belongs to P.G. Of this 20.5 percent are from science, 6.8 percent of them from commerce and 72.7 percent are from arts subjects.

Those who watch turning point programme are 47.8 percent of the total population. Out of this, 45.9 percent happened to be males and other 54 percent are females. Of this, 14 percent are from urban area, 41 percent are from semi urban area and 44.6 percent of them are from rural background. Among this 62.7 percent of them are degree students and 37 percent are PG students. Of this, 12 percent of students are from science 19.7 percent of them are from commerce and 68 percent are from arts subjects.

Those who watch Edusat programmes constitute only one point eight percent of the total population understudy. Out of this, 33 percent are males and 66.7 percent are females. There is not even a single student from urban area who is watching this programme and 44 percent are from semi urban and 55.6 percent are from rural area. Of them, 88.9 percent are degree students and 11 percent are PG students. Of this, 33 percent of them are from science and 66.7 percent of them are from arts subjects.

The programme ‘turning point’ has got more viewer ship among the students compared to the other ETC programmes. 83 percent of the degree students are watching the UGC programme. The study disclosed that more female students are watching the UGC programmes than the male students. Only a small percent (1.8%) of the students are watching ‘Edusat’ programes.

TABLE 5.1.8

Time Spend for Watching Educational Programmes on DD

Time Spend	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
>2hrs 14 2.8%	11 78.6%	3 21.4%	2 14.3%	3 21.4%	9 64.3%	4 28.6%	5 35.7%	5 35.7%	6 42.9%	8 57.1%
1 hr 205 42%	67 32.7%	138 67.3%	28 13.7%	85 41.5%	92 44.9%	64 31.2%	14 6.8%	127 62.0%	61 29.8%	144 70.2%
<1/2 hr 268 55%	129 48.1%	139 51.9%	22 8.2%	114 42.5%	132 49.3%	49 18.3%	57 21.3%	162 60.4%	91 34.0%	177 66.0%

The time spend for watching the educational programmes are shown in the table 5.1.8.

Out of the total 487 respondents, those who watch the ETV programmes ‘more than two hours’ daily constitute 2.8 percent. Of them 78.6 percent are males and 21 percent are females. Out of this, 14 percent are from urban area, 21 percent from semi urban and 64 percent from rural area. Among them 57 percent of them are degree students and 42.9 percent of them are PG students. Of this 28.6 percent of them belong to Science, 35.7 percent to commerce and 35.7 percent of them from arts subjects.

Those who watch ETV programmes one hour daily constitute 42 percent of the total population. Of this 32.7 percent are males and 67 percent are females. Of them 13.7 percent are coming from urban area, 41.5 percent

from semi urban and 44.9 percent from rural background. Out of this 70 percent belongs to degree classes and 29.8 percent to PG classes. Among this 31 percent are from science, six point eight percent from commerce and 62 percent of them from arts subjects.

Those who watch the programme half an hour daily are 55 percent of the total population. Of this 48 percent are males and 51.9 percent are females. Of this eight percent are urban residents, 42.5 percent are from semi urban area and 49 percent are from rural area. Out of this 66 percent are degree students and 34 percent are PG students. Among them 18 percent are from science, 21 percent are from commerce and 60 percent are from arts subjects.

The findings revealed that only two point eight percent of the students watched ETV programme daily, more than two hours. The degree students are watching the ETV programmes more than the PG students. Most of them are watching ETV programmes ‘less than half an hour’. Comparatively more rural students are watching the ETV pergrammes than the urban and semi urban students.

TABLE 5.1.9

The Influence of Educational Programmes on the Study Habits of Students

Response	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 461/94.7%	196 42.5%	265 57.5%	50 10.8%	190 41.2%	221 47.9%	112 24.3%	69 15.0%	280 60.7%	145 31.5%	316 68.5%
Negative 26/5.3%	11 42.3%	15 57.7%	2 7.7%	12 46.2%	12 46.2%	5 19.2%	7 26.9%	14 53.8%	13 50.0%	13 50.0%

The influence of the educational programmes on the study habits of the respondents are shown in the table 5.1.9 above.

Ninety four point seven percent of the students responded positively to the influence of the ETV programmes on the study habits. Of them 42.5 percent are males and 57.5 percent are females. Out of this 10.8 percent of them are from urban area 41 percent are from semi urban area and 47.9 percent of them are from rural background. Of this 68.5 percent are degree students and 31.5 percent are PG students. Of this, 24 percent of them from science,15 percent of them from commerce and 60.7 percent of them belongs to arts subjects.

Those who responded negatively to the ETV programmes are only five percent of the total respondents. Forty two percent of them are males and 57.7 percent are females. Out of this seven point seven percent of them are from urban area, 46 percent are from semi urban area and 46 percent of them

from rural background. Among this 50 percent are degree students and the other 50 percent are PG students. In this 19 percent of them belong to science, 26.9 percent of them from commerce and 53.8 percent of them from arts subjects.

The study disclosed that the ETV programmes of DD has influence on the study habits of 94% students under study compared to PG students, degree students have highly benefited by ETV programmes (68.5 percent)

TABLE 5.1.10

Response about the Duration and Grasping of Educational Programmes on DD

Response	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 191/39%	79 41.4%	112 58.6%	10 5.2%	80 41.9%	101 52.9%	24 12.6%	23 12.0%	144 75.4%	42 22.0%	149 78.0%
Negative 296/60.8%	128 43.2%	168 56.8%	42 14.2%	122 41.2%	132 44.6%	93 31.4%	53 17.9%	150 50.7%	116 39.2%	180 60.8%

While responding about the duration and grasping ability of educational programmes in table 5.1.10. Out of the total 487 respondents, 39 percent of them stated that the programmes are too long and not understandable. Of this, 41 percent of them happened to be males and 58.6 percent are females. Out of this, five percent of them hails from urban areas, 41.9 percent of them from semi urban area and 52.9 percent of them from

rural area. Of this 78 percent are degree students and 22 percent are PG students. Of this 12.6 percent of them belongs to science, 12 percent from commerce and 75 percent of them belongs to arts subjects.

Those who responded positively constitute 60.8 percent of the total respondents. Of the total respondents, 56.8 percent of them are females and 43 percent males stated that the programmes are understandable and short. Of this 14 percent of them belong to urban area, 41 percent of them from semi urban and 44.6. percent of them from rural areas. Of this 60.8 percent of them are degree students and 39 percent are PG students. Of this 31 percent of them from science, 17.9 percent of them belongs to commerce and 50.7 percent of them from arts subjects.

Seventy eight percent of the Degree students stated that the programmes are too long and not understandable.

TABLE 5.1.11

Responses on the Clarity and Impact of Educational Programmes on DD

Response	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 256/52.6%	106 41.4%	150 58.6%	22 8.6%	87 34.0%	147 57.4%	49 19.1%	24 9.4%	183 71.5%	68 26.6%	188 73.4%
Negative 231/47.4%	101 43.7%	130 56.3%	30 13.0%	115 49.8%	86 37.2%	68 29.4%	52 22.5%	111 48.1%	90 39.0%	141 61.0%

Out of the total 487 respondents 52.6 percent of students stated that the ETV programmes lack clarity and impact on audience. Of this 41 percent of them are males and 58.6 percent are females. Eight point six percent of them are urban residents, 34 percent of them belong to semi urban area and 57.4 percent of them from rural areas. Of this 73.4 percent of them belongs to degree and 26.6 percent of them belongs to PG. Out of this 19 percent of them are from science, 9.4 percent of them from commerce and 71.5 percent of them from arts subjects.

Those who responded negatively to the statement are 47.4 percent of the total population. Of this males constitute 43.7 percent and females 56.3 percent. Out of this 13 percent are from urban area, 49.8 percent of them from semi urban and 37.2 percent of them from rural area. Of this 61 percent belongs to degree classes and 39 percent to PG classes. Of this 29 percent of them belongs to science, 22.5 percent of them from commerce and 48 percent of them from arts subjects.

Seventy three percent of the degree students stated that the programmes lack clarity and impact on audience.

TABLE 5.1.12

Response on the Relevance of Visuals in Educational Programmes and its Impact on Students

	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 175/36%	76 43.4%	99 56.6%	8 4.6%	74 42.3%	93 53.1%	21 12.0%	20 11.4%	134 76.6%	39 22.3%	136 77.7%
Negative 310/63.9%	131 42.3%	179 57.7%	44 14.2%	126 40.6%	140 45.2%	96 31.0%	56 18.1%	158 51.0%	117 37.7%	193 62.3%

Out of the total respondents, 36 percent of the students stated that the ETV programme visuals are irrelevant and do not generate any interest in subjects. Of this 43 percent respondents happened to be males and 56.6 percent females. Among them 4.6 percent of them hails from urban area, 42 percent of them from semi urban and 53 percent of them from rural background. Out of this, 77.7 percent are degree students and 22 percent of them PG students and 12 percent of them belongs to science, 11 percent from commerce and 76.6 percent of them belongs to arts subjects.

The majority, 63.9 percent of the respondents stated that the visuals are relevant and the programmes generate interest in subjects. Of this, males constitute 42 percent and females 57.7 percent. Out of this 14 percent belongs to urban area, 40.6 percent of them belongs to semi urban area and 45 percent of them belongs to rural background. Of this 62.3 percent of them

belongs to degree programme and 37.7 percent of them to PG and 31 percent of them belongs to science, 18 percent of them from commerce and 51 percent of them from arts subjects.

Majority of the degree students, 77.7 percent stated that the visuals are irrelevant and those visuals do not generate any interest in subjects. But the PG students stated that the visuals are relevant and it can generate interest in subject of study.

TABLE 5.1.13

Response on the Speed and Time taken for Presentation of Educational Programmes

Response	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 192/39.6%	70 36.5%	122 63.5%	24 12.5%	77 40.1%	91 47.4%	41 21.4%	33 17.2%	118 61.5%	72 37.5%	120 62.5%
Negative 293/60.4%	137 46/8%	156 53.2%	28 9.6%	123 42.0%	142 48.5%	76 25.9%	43 14.7%	174 59.4%	84 28.7%	209 71.3%

Out of the total respondents, 39.6 percent of them stated that the time taken for the presentation of he ETV programme is insufficient and speed of anchor person is fast and understandable. Of this 36.5 percent of them happened to be males and 63.5 percent are females. Of this 12.5 percent of them are urban residents, 40 percent are semi urban and 47 percent of them from rural background. Of the total, 62.5 percent are degree students and

37.5 percent are PG students and 21 percent of them belongs to science, 17 percent of them belongs to commerce and 61.5 percent of them from arts subjects.

Those who responded negatively to the statement are 60 percent of the total respondents. Of this 46.8 percent are males and 53 percent are females. Of this 9.6 present of them hails from urban area, 42 percent of them from semi urban area and 48.5 percent of them from rural background. Out of this, 71 percent of them belongs to degree classes and 28.7 percent to PG classes and 25.9 percent of them belongs to science subjects, 14.7 percent of them from commerce and 59 percent of them belongs to humanities.

TABLE 5.1.14

Responses on the Format, Script and the Treatment of the Theme of Educational Pogrammes

Response	Sex		Area			Subject			Education	
	Male	Female	Urban	Semi Urban	Rural	Science	Commerce	Arts	PG	UG
Positive 362/74.6%	158 43.6%	204 56.4%	39 10.8%	150 41.4%	173 47.8%	104 28.7%	55 15.2%	203 56.1%	119 32.9	243 67.1%
Negative 123/25.4%	49 39.8%	74 60.2%	13 10.6%	50 40.7%	60 48.8%	13 10.6%	21 17.1%	89 72.4%	37 30.1%	86 69.9%

Out of the total respondents, 74.6 percent of them responded positively. Of them 43.6 percent of them happened to be males and 56percent are females. Out of this 10.8 percent of them are from urban area and 47.8 percent of them belongs to rural area. Of this 67 percent of the students

belongs to degree and 32.9 percent of them belongs to PG. Of this 28.7 percent of them are from science and 15 percent are from commerce and 56 percent of them are from arts subjects.

Those who responded negatively to the statement constitute 25 percent of the total population. Out of this, 39.8 percent happened to be males and 60 percent females. Of them, 10.6percent of them hails from urban area, 40.7 percent from semi urban area and 48.8 percent of them from rural area. Of this 69.9 percent of them belongs to degree and 30 percent of them belongs to PG. Of this 10.6 percent of them are science students, 17 percent of them are commerce and 72 percent of them belongs to arts subjects.

Majority respondents 74.6 percent stated that the format, treatment of the theme, script, visuals and presentation of the educational programmes are appropriate to create the desired impact on students and helped them to better their academic performance.

TABLE 5.1.15

The Subjects Preferred by the Students in the ETV Programmes

Subjects	Male	Female	Urban	Rural	UG	PG	Science	Humanities	Total	%
Science	66	114	11	169	130	50	112	68	180	37%
Social Science	36	29	6	59	39	26	0	65	65	13%
Humanities	64	69	11	122	110	23	1	132	133	27%
All-equal Importance	5	22	7	20	10	17	1	26	27	6%

The priority of subject by the students is shown in table 5.1.15 above. Out of the total respondents, 37% of them demanded priority to science subjects. Whereas 13 percent of them gave priority to social sciences and 27 percent of them demanded priority to humanities and 6% demanded equal importance to all subjects.

A good number of respondents gave priority to their subjects of study and the time slot preferred by them is the peak hours of each day. Some of the students selected one hour duration for the subjects and others half an hour.

TABLE 5.1.16

Preference of the Subjects by the ETV Programme Producers (According to Students)

Subjects	Male	Female	Urban	Rural	UG	PG	Science	Humanities	Total	%
Science	137	184	37	284	207	114	97	224	321	66%
Social Science	12	12	3	21	17	7	7	17	24	5%
Humanities	27	52	1	78	71	8	2	77	79	16%
All-equal Importance	2	6	1	7	8	0	4	4	8	2%

The priority of subjects given by programme producers as reported by the students are shown in table 5.1.16 above.

Out of the total respondents, 66 percent of them stated that producers are giving more importance to science while five percent of them stated the producers are giving importance to social science, 16 percent of them stated the preference is given for humanities and two percent of them stated that the programme producers are giving equal importance to all subjects.

TABLE 5.1.17

Suggestions Recorded by the Students to Improve the Quality of ETV Programmes

Suggestions	Male	Female	Urban	Rural	UG	PG	Science	Humanities	Total	%
Change of the time of Telecast	33	54	5	82	62	25	42	45	87	18%
Increasing time duration	13	32	6	39	36	9	19	26	45	9%
Minimising presentation speed	6	31	2	35	32	5	19	18	37	8%
Preferring simple Language	23	36	4	55	42	17	9	50	59	12%

Suggestions for improvement of the quality of programmes reported by the students is shown in Table 5.1.17.

Regarding the suggestion to improve the quality of the programme, 18 percent of the total respondents stated that the time allotted for the telecast of the programmes to be changed. The students suggested that the time should be shifted during the peak hours of the day – ie, during right. If possible it

should be repeated in the morning and special timings should be given for each subject. Nine percent of the respondents stated that the time and the content of telecast should be increased.

The programme presentation should be made attractive with moderate speed. Eight percent of the respondents stated that the speed of anchor person should be minimised. Apart from the above mentioned aspects, the use of simple language is preferred by 12 percent of the respondents. They suggested that the language should be understood by all levels of students. Some of them stated that it should be translated into regional language and depicted with familiar examples. Further the programmes should be communicated properly as most of the students are often unaware of the timings of the programme.

CHAPTER VI

FINDINGS, CONCLUSION AND SUGGESTIONS

Findings

The findings of the study on the Impact of educational programmes broadcast by Doordarshan on the audience in Kerala, revealed that there is a significant relation between educational status and difficulty in understanding of ETV programmes. Compared to UG students, PG students understand the ETV programmes better.

It is found that residential status of students affect the understanding level of ETV programmes. Students from urban and semiurban areas understand ETV better than the students from rural areas.

It is revealed that the understanding level varies with respect to subject specialization. Science students have better understanding level than students belonging to arts and commerce group.

There is no significant relation between educational status and ETV watching habits. Educational status of students and their ETV watching

habits are independent. Residential status of a student does not affect ETV watching habit.

There is no association between subject specialisation of students and their ETV watching habits. It is also independent to each other.

The programmes which are regularly watched by the students do not affect their academic performance. But it is observed that the ETV programme 'Turning Point' broadcast by D.D. and the academic performance are moderately related and it has more viewers.

The ETV viewing habits and academic performance of students are dependent attributes. The students who spend more time to watch ETV programmes have better academic performance.

The degree students are spending more time on watching TV than the PG students. Female students are comparatively more exposed to TV than the male students.

Most of the students rarely watch ETV programmes. But compared to PG students more UG students are watching ETV programmes.

Generally the students are viewing the ETV programmes less than half an hour. Major portion of rural students are watching the programmes than urban and semi-urban students.

The ETV programme of DD influence the study habits of 94 percent of students. A major portion of the respondents, 74.6 percent stated that the format, treatment of the theme, script, visuals and presentation of the ETV programmes are appropriate to create the desired impact on students and helped them to better their academic performance.

The study disclosed that majority of the students are getting wide range of information about the subjects from educational programmes. The information received through the DD's ETV programmes deal with relevant topics and also it gives explanations about facts which are not discussed in text books. The programmes help for better study habit and increase interest in studies. They are colourful and attractive than the classroom teaching as they have a good audio-visual impact. The visuals help to retain the subjects in memory than the audio messages and its presentation makes it easily understandable. A good number of students gave importance to their subject of study. Majority of students complained that programme producers are giving more importance to science subjects than the other ones.

Numerous suggestions were given by the respondents to improve the quality of the programme. Important of them are the following, the time allotted for the telecast be changed to the peak hours of the day - during night. The programme should be repeated in the morning and special timings should be devoted for each subject. Duration of time and content of telecast

should be increased. The presentation of programme can be made attractive with moderate speed and with simple language.

Conclusion

Is media an educator? What are the 'effects' of media? The answers for these questions is - literate and educated people benefit much more from education oriented programmes as these programmes are specially focused on the needs, interests and levels of specific target groups.

Educational broadcast has immense possibilities and potentialities for expansion of education at all levels. Proper planning, production, utilisation and evaluation of educational telecast can bring about drastic changes in education. This will lead to the creation of desired impact in the mind of students. Thus the primary purpose of television in India is development through education, information and enlightenment to improve the quality of life which is fulfilled through the use of educational television.

Television is a powerful educational tool as the students learn effectively from educational television in favourable conditions. It has also shown that it is a productive tool in the hands of educators if it is utilised imaginatively.

Suggestions

Here are some suggestions for improvement of the ETV programmes of Doordarshan.

- the programme should be properly communicated among the benificiaries.
- use effective teaching methods - like lecture with demonstration and teaching aids.
- make the visuals more clear for all the broadcasts.
- the speed of the anchor person should be moderate.
- broadcast should be in suitable timings for the students and it should not make any clash with the college timings.
- if possible, the same programme should be repeated in the same week itself for the students who have missed the programme.
- increase the time of broadcast from 30 minutes to one hour per day.
- use simple language, so that it will be helpful for all the students.
- the ETV programmes should be translated to Malayalam for the students who are coming from rural areas of the state.
- make arrangements to update the topics of ETV programme if they are produced years back.

- give due importance to all the subjects.

- make the classes more interactive with the participation of students.

- there should be a close co-ordination between the centre and the states on ETC. It must be noted that the broadcast media are under Central Government control, while education is a State Government subject under the constitution. This has been recently initiated by granting 'autonomy' to the SIETs (State Institute of Educational Technology).

Suggestions for further research

Discussions about further research in relation to the educational programmes - the performance of the teachers of the higher education level shall be studied. Since there are numerous channels for ETV broadcast, the educational programmes in those channels also can be studied.

Study about the programme producing centres and the technical aspects may also be researched further.

Limitations of the Study

An effort was made to make the study as precise and scientific as possible. As in any other research work, this work also suffers from unavoidable limitations. It is due to non-availability of material resources and also the time of the researcher. The inherent limitations of social science research i.e., connected with the survey method - a survey cannot be

conducted for each and every individual of the state - is also anticipated in this study also.

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A SURVEY OF THE IMPACT OF EDUCATIONAL PROGRAMMES BROADCAST BY DOORDARSHAN ON THE AUDIENCE IN KERALA

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University of Calicut

INTRODUCTION

This study intends to prob the impact of educational programmes broadcast by Doordarshan on the audience in Kerala. On the following pages you will find questions related to it. The answers to these questions will be analysed objectively to answer some of the research problems. The data collected will be used only for research purpose and the replys will be kept confidential. Therefore we anticipate your frank answers.

Merlin Abraham
Research Scholar
Department of Journalism & Mass Communication,
University of Calicut

1.	Name	
2.	Age	
3.	Education	(i) Class:
		(ii) Subject:
4.	Sex	Male/Female
5.	Residential status	Urban
		Rural
		Semiurban

1. How often do you watch Television?

   (a) Very often ( )

   (b) Some times ( )

   (c) Rarely ( )

2. How often do you watch educational programmes on Television?

   (a) Very often ( )

   (b) Once in a week ( )

   (c) Rarely ( )

3. Which of the following educational programmes do you regularly watch on Television? Indicate your preference by putting one against the most preferred and two against the second and so on.

   (a) UGC Education Programme ( )

   (b) IGNOU programme ( )

   (c) SIET Telecast ( )

   (d) Turning point ( )

   (e) Educate programme ( )

4. How much time do you spend for watching the educational programmes?

   (a) more than two hours daily ( )

   (b) almost one hour ( )

   (c) less than half an hour ( )

5. Which educational programme do you regularly watch on Television?

6. Name the educational programme you like most

7. Do you think the educational programme help you to mould your study habits and generate interest in your subject. (Put a tick mark for the appropriate)

   Yes ( ) No ( )

8. Do you agree with the following points of opinion, indicate your agreement or disagreement with yes or no. (Write it on the space provided in the left side bracket)

   ( ) much of the educational programmes are too long and not understanable.

   ( ) much of the educational programme are short, comprehensive and sufficiency understandable.

   ( ) The treatment of most of the educational programme lack clarity and impact on audience.

   ( ) The treatment of most of the educational programmes have formulated scientifically and have the desired impact on the audience.

   ( ) Most of the visual shown on the educational programme are irrelevant and does not generate any interest to the subject.

   ( ) Most of the visual of the educational programme are to the point and generate interest in students to the topic and retain in their memory system.

   ( ) The time taken to present the educational programme is insufficient and the speed of the anchor person is very fast and understandable.

   ( ) The time taken to present the educational programme is sufficient and the speed of the anchor person is appropriate to follow the subject.

   ( ) The format, treatment of the theme, script visuals and presentation of the educational programmes are appropriate to create the desired impact in students and helps them to better their academic performance

( ) The format treatment of theme, script visuals and presentation of the educational programmes are not appropriate and does not create any interest in students.

9. What according to you are the strong points and the drawbacks of the educational programmes.

10. What is your opinion about the priority of the subject and allotment of time slot for subjects belonging to science, social sciences and humanities.

11. According to you which of the following subjects gets maximum importance from the part of programme producers.

12. What suggestions you have to offer for the improvement of quality of the programme.

Consortium for Educational Communication
University Grants Commission
Schedule for Gyan Darshan - Country Wide Class Room Sept-2005

Day/Date	Time	Subject	Topic
1-8-2006	5.30-6	Home Science	• Nutrition Education in India
2-8-2006	’’	Sociology	• Dance Therapy-Charging Lives through movement
3-8-2006	’’	Chemistry	• Pause and ponder-carbonated Beverages
4-8-2006	’’	Physics	• Space Time Measurement (Prof. V. Narlikar)
5-8-2006	’’	Botany/Agricul.	• Role of Algae in Bioprospecting-1
6-8-2006	’’	Lang/Lit.	• You and Your English-3
7-8-2006	’’	Psychology	• Learning organisation-2
8-8-2006	’’	Education	• Saksharta
9-8-2006	’’	Env. Sc.	• Cold Water Fishes and its Environment
10-8-2006	’’	Communication/Info.Sc	• Technical Writing-1
11-8-2006	’’	Anthro/Medical Sc.	• Miracles in Micro world
12-8-2006	’’	Music, Art/Cul.	• Melody Out of Tune
13-8-2006	’’	Technology	• Technological Innovations in South Indian Cinema
14-8-2006	’’	Maths	• The search for Primes
15-8-2006	’’	Geography	• Rubber
16-8-2006	’’	Fine Arts	• Kathak
17-8-2006	’’	Career Watch	• Career Update-Interior Designing
18-8-2006	’’	History	• British Imperialist Act in India-1
19-8-2006	’’	Eco./Comm.	• Entrepreneurship-2
20-8-2006	’’	Zoology	• Health show-Sinusitis
21-8-2006	’’	Pol. Science	• Disarmament
22-8-2006	’’	Sociology	• Women of Japan-From

Day/Date	Time	Subject	Topic
			Koyokikumama to Derukagi
24-8-2006	’’	Chemistry	• Plastic and Polymer-Recent Trends
25-8-2006	’’	Physics	• Properties of matter Elasticity-2
26-8-2006	’’	Botany/Agricul.	• Chrysanthenium
27-8-2006	’’	Lang/Lit.	• Polythene Bags
28-8-2006	’’	Psychology	• Understanding learning-Classical Conditioning
29-8-2006	’’	Education	• Speak so that we may Hear
30-8-2006	’’	Env. Sc.	• Solar Cooker

Consortium for Educational Communication

University Grants Commission

Schedule for IGNOU telecast October - 2005.

Day/Date	Time	Subject/Theme	Topic	Resource Persons	Teaching End
01-09-7 Wednesday	6.30-7	Sociology	Muslims in India: Introspective and Retrospective	Prof. Imtiaz Ahmad	CEC
03-08-07 Friday	6.30-7	Sociology	Rural Development	Prof. Zubair Meenai	CEC
06-08-07 Monday	6.30-7	Home Science	Flower Arrangement	Dr.Sushma Goel	CEC
07-08-07 Tuesday	6.30-7	Political Science	India and Japan in the 21st Century	Prof. Lalima Varma	CEC
08-08-07 Wednesday	6.30-7	Sociology	Human Resource Management	Prof. A.S. Kohli	CEC
09-08-07 Thursday	6.30-7	EDUSAT	EDUSAT Gateway	Mr. Haresh Bhatt Mr. Dharmesh Bhansali	AHMEDABAD
10-08-07 Friday	6.30-7	Home Science NORTH EAST COUNCIL	Costumes and Textile patterns as depicted in Miniature paintings Interactive Session	Dr. Nirmala Sharma Mr. B.G.Verhese Dr. Rita Panday	CEC CEC
13-08-07 Monday	6.30-7	Sociology	Psycho Social Interventions in Mental Health	Prof. Ashum Gupta	CEC
14-08-07 Tuesday	6.30-7	Management	Knowledge Management	Prof. M.R. Dixit	AHMEDABAD
15-08-07 Wednesday	6.30-7		**HOLIDAY**		
17-08-07 Friday	6.30-7	Home Science	Traditional Indian Textiles	Dr. Nirmala Sharma	CEC
20-08-07 Monday	6.30-7	Mathematics	Bio-mathematics	Prof.V.K. Katiyar	ROORKEE
21-08-07 Tuesday	6.30-7	Political Science	India and China in South east	Prof. Srikant H. Kondapalli	CEC
22-08-07 Monday	6.30-7	Chemistry	Spectroscopy	Dr. P. Jeevanandan	ROORKEE

Day/Date	Time	Subject/Theme	Topic	Resource Persons	Teaching End
24-08-07 Friday	6.30-7	Sociology	Political Sociology	Dr. George Mathew	CEC
27-08-07 Wednesday	6.30-7	Chemistry	Photo Chemistry	Dr. K.P. Justin Thomas	ROORKEE
28-08-07 Tuesday	6.30-7	Political Science	India's Look-East Policy and its Implications on North East	Mr. Sanjoy Hazarika	CEC
29-08-07 Wednesday	6.30-7	English Language	How to pronounce English Vowel Sounds		CIEFL
31-08-07 Friday	6.20-7	English Language	How to pronounce English Consonant Sounds		CIEFL