CHAPTER – V

Views of Producers, Resource Persons and Anchors Towards IGNOU Teleconferencing

5.0 Introduction

The present chapter describes the details of objective IV. This objective is aimed at studying the views of IGNOU personnel (producers, anchor persons and resource persons) involved in planning, production, coordination and implementation stages of IGNOU teleconferencing programme.

5.1 Sample

The sample included selected personnel for the purpose involved in the planning, production, coordination and implementation of the IGNOU teleconferencing programmes, from January 1998 to February 2001. The sample comprises of 20 producers, 10 anchor persons and 50 resource persons.

5.2 Instrumentation

Questionnaires were constructed to gather data from the IGNOU personnel associated with the IGNOU teleconferencing programmes at the teaching and learning ends.

Unstructured interviews were also conducted. The following tools were used for the present study.

I   Questionnaires for Producers, Resource persons, and Anchor persons.

II   Interviews for Producers, Resource persons, and Anchor persons.

5.2.1 Questionnaires

Separate questionnaires were prepared for producers, resource persons and anchor persons in order to take their views regarding preparation,

presentation, production, implementation, and evaluation of IGNOU TC programmes. The details regarding preparation of questionnaire is as follows:

5.2.1.1   Preparation of Questionnaires

Prior to preparation of tools, the investigator observed the teleconferencing programmes both from teaching as well as learning ends. The production units were observed for some time at Indian Space Research Organisation (ISRO) as well as Electronic Media Production Center (EMPC). The related literature was studied. Some of the major sources from where it were collected are the EMPC unit, Central Institute of Educational Technology (CIET), IGNOU schools and Development Education Communication Unit - ISRO (DECU-ISRO).

Items on various aspects were constructed. These items were then discussed with a number of knowledgeable persons in the area of ETV, teleconferencing, distance education and education measurement.

The items were then modified and new ones were added based on the reactions of the experts. The initial formats of the questionnaires were given to the experts of the respective fields. Then, based on their feedback, modifications were done. Formats of the questionnaire were then developed after critically examining the comments and incorporating the necessary suggestions.

The content validity of the questionnaires was established through the judgement of the experts in the field of distance education and also persons involved in IGNOU teleconferencing.

5.2.1.2   Description of Questionnaires

The questionnaires developed for the present study contained items on different aspects of IGNOU teleconferencing programmes, such as, preparation,

presentation, production and coordination. They also included items intended to collect

a)   reactions of the persons associated with IGNOU teleconferencing programmes regarding the present status, and

b)   suggestions made by them for improvement.

All the questionnaires contained both - open as well as close ended questions. Open-ended questions were included to allow maximum latitude for responses.

5.2.1.2.1   Questionnaire for Producer(s)

The detailed description of the questionnaire of producer(s) is given as follows:

(i)   Background

This category gathered information concerning the association of the producers with the production of the teleconferencing programmes with respect to his / her experience in years as a producer of IGNOU teleconferencing programme. His / her involvement with IGNOU teleconferencing programmes in terms of time, approximate number of IGNOU teleconferencing programme, specifically, for various IGNOU schools or subjects.

(ii)   Remuneration

Here data were gathered related to the opinion concerning the remuneration paid to the producers. Information concerning aspects, such as, whether the amount being paid was satisfactory or not, whether it was received duly or not, etc. was also gathered. In addition, with the help of an open ended question, other significant points were covered.

(iii) Topics

Here views were sought concerning the allotment of IGNOU teleconferencing programme - whether it was according to the producer's interest, capability, feasibility or it was a part of his / her job. Further, information concerning, the authorities responsible for allotting the topics of IGNOU teleconferencing programmes were also gathered. Also, an open-ended question was included here in order to cover any other relevant points concerning it.

(iv) Time

In this section questions pertaining to the actual time allotted for the production of IGNOU programmes, views regarding sufficiency of the time allotted were included. Suggestions regarding how much time should be allotted were also sought. Besides, with the help of an open-ended question, any other important point(s) that were not covered so far in this aspect were also asked.

(v) Training

Here information related to training the producers is sought, specifically, for producing teleconferencing programmes, the necessity of training and the training facilities available for beginners.

Open-ended questions helped in collecting any other significant point(s) not covered in the above questions.

(vi) Facilities Available

This aspect dealt with information related to the adequacy of infrastructural facilities needed, i.e. studio, staff, equipment and any other requirement for the production of the teleconferencing programmes.

Opinion concerning the functioning due to the above facilities was sought. Also information regarding sufficiency of finance made available for the production of teleconferencing programmes was collected.

Besides, an open-ended question to facilitate any other relevant uncovered point(s) was also mentioned.

(vii) Reaction

Here the producer's reactions were documented regarding the performance of their colleagues involved in the teaching learning ends, i.e. anchor persons, coordinators, other producers, camera persons, resource persons or any other persons concerning teaching learning ends.

(viii) Interaction Among Different Functionaries

This aspect dealt with the interaction among planners, presenters and production personnel in terms of how often do they all interact or keep meeting for the planning of teleconferencing programmes.

(ix) Suggestions

The suggestions have been further classified into five parts – Selection of topics, Transmission, Presentation, Utilization, and Other aspects.

Selection of topics: Here the suggestions of producers were collected concerning the present procedure for selection of teleconferencing topics and whether it is satisfactory or there could be some other procedure for the selection of these topics. Also his/her views regarding the suitability of the topics for two way audio and one way video were sought.

Transmission: Data regarding the satisfaction about the time length and frequency of the teleconferencing programmes were collected. Also, suggestions concerning the time-length and frequency of the IGNOU teleconferencing for various subjects were sought.

Presentation: In this part, their views regarding satisfaction about the standard of the presentation of the prevailing IGNOU teleconferencing programmes were collected. They were also asked to mention the steps they thought should be taken for improvement.

Utilization: Here the views and suggestions of the producers concerning the specific steps they had in mind, which could be adopted by the IGNOU teleconferencing team to maximize the utilization of IGNOU teleconferencing programmes at receiving ends or at learning ends were gathered.

Other Aspects: In this part suggestions of the producers and their views regarding any relevant point which was not mentioned above and also the problems which they faced during the production of IGNOU teleconferencing programmes were collected.

5.2.1.2.2 Questionnaire for the Resource person(s)

The detailed description of the questionnaire for resource persons is given as follows:

This consisted of questions concerning their background in terms of their association with IGNOU teleconferencing programmes in the specific specialization or area with respect to time. There were questions petaining to selection of topics for teleconferencing programmes. The information concerning the remuneration paid to them and whether it was satisfactory or to what extent they feel it to be sufficient. Besides these, questions were asked pertaining to

time allotment for presenting a topic, preparing a topic for teleconferencing programme and also number of times they went for rehearsals to the studio.

Information on Training aspect, where items seeking information for the specific type of training if they had received or their views regarding the necessity of training for presentation of teleconferencing programmes were gathered. Specific views regarding the performance of various personnel, like, producers, anchor persons, other resource persons, coordinators and any other personnel, of what they think were left in the team of teleconferencing programme, were also collected.

Apart from above, their experience as a resource person for teleconferencing programmes were gathered.

Resource persons were also asked about the type of facilities available and teaching aids they were using.

Further, data regarding the appropriateness of the criteria used for the selection of teleconferencing topics, their suitability with respect to media used, frequency of transmission of teleconferencing programmes in terms of time and duration and quality of present teleconferencing programme presentation were collected. In addition an open-ended question was asked for improving the presentation of teleconferencing programmes.

Suggestions were sought on the aspects of utilization and talkback session. Here the views which they had in mind, should also be adopted to maximize and improve the learner's attendance interest and participation in teleconferencing programmes and specially during talkback session, viewing conditions at receiving ends. Also to enhance the involvement of staff at receiving end for teleconferencing programmes were gathered.

Lastly, with the help of an open ended question, suggestions about steps to be taken by the IGNOU teleconferencing team for the improvement of teleconferencing programmes, especially, to increase the participation of learners at receiving end for question-answer sessions were collected.

5.2.1.2.3 Questionnaire for the anchor persons

The detailed description of the questionnaire for anchor persons is given as follows:

(i)   Background

Under this category information was sought concerning involvement of an anchor person for teleconferencing programmes in terms of time (months/years) and also numbers of teleconferencing programmes they had anchored.

(ii)   Remuneration

This section tried to document their opinions regarding the remuneration paid to them. Information on aspects, such as, the amount being paid was to their satisfaction or not, and also whether they were entitled for it duly or not.

Any relevant information that they liked to mention was collected with the help of an open-ended question.

(iii)   Training

Under this title, views regarding any training the anchor person had undergone for it, and the necessity of training were collected.

Other relevant information was collected through an open - ended question included in it.

(iv)   Coordination

This part documented the views of anchor person(s) concerning the need to introduce audience with teaching schedule and resource persons. It also

focussed on knowing their views regarding summarization and recapitulation of points at the end of each teleconferencing sessions.

Any other relevant information was collected by an open - ended question included in it.

(v) Reactions

This category gathered reactions of the anchor persons concerning length of the transmission, accuracy and adequacy of content, sessionwise or subjectwise frequency of transmission, evaluation approaches and any other point which they think is relevant.

(vi) Suggestions

Here suggestions of anchor persons towards the improvement of the present IGNOU TC programmes were collected on four different aspects. These were: Presentation, Pre telecast activities, Post telecast activities, and Evaluation / Feedback.

In addition, an open ended question was included to get his/her suggestions about some relevant point(s) or aspects, which were not included in the previous questions.

5.2.2 Interview

Based on the comprehensiveness of each questionnaire, unstructured interviews were conducted for producers, resource persons and anchor persons in an informal conversational manner by the investigator with regard to the following aspects – Remuneration, Time, Facilities, Training, Duty allotment, Preparation (Pre telecast), Co-ordination, Problems, and Suggestions for an effective IGNOU TC programme.

5.2.2.1 Interview for producers

Guidelines for interviewing producers involved views regarding their background information related to remuneration, their experience in the area of TC as a producer. Apart from this, producers were even interviewed informally regarding the various aspects of IGNOU TC programmes whereby their constraints, the type of problems they faced at each phase of planning, production and implementation. Further, it also focused on the areas like time constraints for the preparation of TC programmes, extent of availability of prevailing facilities, training provision, duty allotment procedure, coordination among different personnel those involved in TC programmes. Lastly their suggestions to make existing TC system more effective were also sought.

5.2.2.2 Interview for resource persons

Guidelines for interviewing resource persons involved their views on the prevailing selection procedure of the topics for TC programmes, preparation time they require for presentation, the problems they face at various phases of planning, implementation and evaluation stages of IGNOU TC programmes. They were also asked about the kind of problems they experienced during question-answer session (talkback) as well as how to enhance interactivity of participating learners in this session. Further their views relating to training, coordination among different functionaries and suggestion for better presentation and utilization of IGNOU TC programmes were also sought

5.2.2.3 Interview for the Anchor persons:

The guidelines for interviewing anchor persons involved their views on the existing presentation style of TC programmes, the mode of selecting topics for

TC programmes, the kind of training they had received (if any) for anchoring live talk back shows. Also, Anchor persons were asked about the difficulties they faced during talk back session and while seeking the feedback on the programmes from the participating learners. Further, their suggestions were taken for the effective utilization of IGNOU TC programmes.

5.3   Procedure of Data Collection

Questionnaire(s) were administered mainly by contacting the respective respondents in person. Specially prepared questionnaire for producers, resource persons and anchor persons were administered to them belonging to IGNOU TC programme group.

Producers, resource persons and anchor persons were contacted in person for the information needed in the respective questionnaire and also for gathering of any other relevant information which might have not been covered under the questionnaire. The extra information was collected in the form of unstructured interviews by meeting them personally.

5.4   Data Analysis and Interpretation

The data collected included a survey of the planning, production, implementation and coordination stages of IGNOU TC programmes. This also covered an in-depth study of these dimensions through the views and suggestions collected from the personnel associated with IGNOU TC, while the former type was categorized as quantitative data, the latter was classified as qualitative data. The quantitative data were collected with the help of close-ended questions of the questionnaire. The qualitative data were collected with the help of open-ended questions in the questionnaire and unstructured interviews. While

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quantitative data were analysed using frequency and percentage distribution, the content analysis was done to analyse qualitative data.

Following text gives the details of data analysis and interpretation on views of producers, resource persons and anchors on various aspects of IGNOU-TC programmes.

5.4.1 Views of Producers

The questionnaire consisted of structured and unstructured questions. Responses of the producers on the structured questions have been presented in a tabular form. Table 5.1 shows the distribution of producers' responses to structured questions regarding planning, production and utilization aspect of IGNOU TC programmes. The table 5.1 has been presented here under:

Table 5.1: Distribution of Producers' Responses to Structured Questions regarding Planning, Production and Utilization of IGNOU-TC Programmes

Sr. No.	Question(s)	Responses (Frequency) (N=20)		
1.	**Remuneration:**	Yes		No
	Paid Remuneration	19		1
	Sufficiency	7		13
2.	**Topics:**	Always	Sometimes	Never
	Allotment/Distribution according to			
	- Interest	-	5	-
	- Capability	-	5	-
	- Feasibility	-	4	-
	Part of official job	20	-	-
3.	**Time:**	Yes		No
	Sufficiency	17		3
4.	**Training:**			
	- Undertaken any training	11		9
	- Necessity of training	20		0
	- Adequacy of the existing training available in India.	16		4
5.	**Facilities available:**			
	(i) Adequacy of physical facilities:			
	a) Studio	16		4
	b) Staff (trained)	7		13
	c) Other staff (number)	4		16
	d) Equipment (camera, video tapes, computers etc.)	15		5
	(ii) Functioning of the facilities up to the satisfaction			
	a) Studio			
	b) Staff (trained)	16		4
	c) Other staff (number)	6		14
	d) Equipment (Camera, video tapes, computers etc.)	3		17
		17		3
	(iii) Availability of sufficient finance	19		1
6.	**Interaction among functionaries**			
	- Once a month	5		15
	- Twice a month	0		20
	- As many times as required	0		20
	- Not at all	15		5
7.	**Suggestions**			
	(i) Selection of topic			
	a) Satisfaction of the present procedure	11		9
	b) Suitability of topic for medium	12		8
	(ii) Transmission			
	- Satisfaction concerning the time length of TC programmes	12		8
	- Adequacy of number	9		11
	(iii) Presentation			
	- Satisfaction with the quality of the present IGNOU TC programmes	5		15

The following text is the interpretation of the above table along with the interpretation of open ended questions.

5.4.1.1   Background of the producers

The background of the respondents varied from merely 5 months to 8 years experience but a majority of the producers had 4 to 7 years of experience in the field of producing teleconferencing programmes.

The experience of the producers in relation to the number of TC programmes produced so far varied from 50 (approximately) to 250 (approximately) but majority of the producers had 50 to 100 TC programmes produced. All the 20 respondents were regular producers.

5.4.1.2   Remuneration for producers

Out of all the twenty producers who responded, 19 of them stated that they were getting remuneration for producing TC programmes. One of the producers responded that he was not getting remuneration. The reason was that he was staying within the IGNOU campus and the remuneration was a honorarium as conveyance allowance (TA). (See table 5.1)

Very few producers had responded in favour of the sufficiency of the amount paid for a programme. Most of the respondents were not happy with the amount they were getting as remuneration. The producers had also expressed that remuneration should be from Rs. 300/- to Rs. 500/- per programme. Some respondents had expressed that it should be equivalent amount to what is given to Academician (resource persons) or it should be raised to Rs. 1000/- per programme (whole day).

Relevant points concerning remuneration were asked to them with the help of an open ended question. The responses were:

- Remuneration amount be raised as the conveyance in Delhi is very expensive and the distances are too long.

- Remuneration or Honararium works as incentive and motivating factor. Thus, it will be reflected in production quality.

- Remuneration should not be given only for weekends (Saturday and Sunday) but also for other week days.

- It depends upon the type of programme.

5.4.1.3   Allotment of topics to producers

All the respondents stated that the allotment of the topics for TC programmes was a part of their official work. One-fourth of them even mentioned that though it was part of their job but still they sometimes get topics based on their interest, capability and feasibility (see table 5.1).

Almost all the respondents stated that selection of the topic for TC programmes was done by faculties or academics and respective schools. One of the producers mentioned that previously the topics were selected based on the needs of the subject by academicians alongwith director and producers.

Following were the significant point(s) regarding "topic" given by the producers:

- Abstract and difficult topics should be selected for TC programmes as it becomes easy for learners to understand such topic with expert's support.

- While selecting topics, interest of students and producers are also important.

5.4.1.4   Allotment of time for production of TC programmes to producers

Regarding the availability of time for the producers for the production of TC programmes, it was found that generally a duty chart was issued in the beginning

of every month. But many a times, changes were made at the last moment. Generally the time of production was from one week to two weeks; and also depending upon the emergency or crisis even at a short notice of 24 hours. Mostly one week's time was given for the production (see table 5.1).

Three of the producers had stated that the time given for the production of a TC programme was not sufficient while remaining were of the opinion that the allotted time was enough.

An open ended question was included to cover information concerning the sufficiency of time needed on the part for the production of a TC programme. A few producers mentioned that at least one month was necessary. Some of the other producers mentioned that the time required varied from topic to topic.

Relevant point(s) mentioned by the producers regarding 'time' aspect are presented here:

- The physical time is not very important, meetings with presenter or concerned experts to discuss about the visual inputs required for TC programmes are necessary.

- At least 2 weeks in advance for the preparation is befitting.

5.4.1.5 Provision of training for producers

Regarding this aspect, it was found that five of the producers had received some training in production for around 3 weeks conducted by BBC on multi-camera set-up production and six got training by Television and Film Institute of India (TFII), Pune in collaboration with CEMCA for production but not specifically for TC programme production. While others had no training in this aspect so far. (see table 5.1)

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The producers had responded in favour of the training in the production. Four of the respondents thought that the training available in India at present in the production of TC programme was inadequate. Open ended question was added here to cover other relevant information. The responses are given here under:

- It was expressed that all the producers of the TC programmes should be given proper training in handling "live" transmission apart from general production aspect.

- There should be some sort of inservice training from time to time to keep the producers abreast with the contemporary technical developments in the area.

5.4.1.6 Availability of production facilities for producers

Regarding the sufficiency of the availability and the functioning of the prevailing facilities for the production of TC programmes, it was found that a majority of the respondents were in favour of access to well-equipped studios and other equipments. While the number of training staff and supporting staff members were inadequate. Only four of them had responded in favour of adequate number of staff members and seven of them had responded in favour of trained staff members. (see table 5.1)

While the responses to the functioning of the physical facility (staff in terms of number and trained persons) was not satisfactory to the majority (14 to 17 of them), the functioning of the availability of studio and other equipment was satisfactory and enough. But due to non-upgradation of technical know-how of latest equipments and lack of time for training, the functioning of studio and equipment was affected.

A majority of the respondents mentioned that there is a need for more trained staff members including floor manager, telephone operator, research assistants and other technical assistants. They mentioned about the need for scanner and one of the respondents even mentioned that though there is a facility of 8-channel audio-tract recording but it was not used so far due to lack of upgraded training.

Notably, a majority (nineteen) had stated that the finance made available for production was sufficient but due to mismanagement and misorganization of funds, sometimes there's a paucity of funds for production activities.

5.4.1.7 Reactions of producers towards roles of different personnel

This will include those personnel who were involved in planning, production, implementation and evaluation stages of IGNOU TC. With the help of an open-ended question, reactions of the producers towards the performance of their members were documented. Its analysis is presented hereunder:

5.4.1.7.1   Producers' reactions towards anchor persons

Most of the producers opined that

- Some of anchor persons are good/satisfactory, but most of them need training for live interaction.

- They should be well versed in the subject.

- They should be encouraging the students for interaction in TC programmes.

- They should have fluency in presenting the TC programmes.

5.4.1.7.2   Producers' reactions towards co-producers

Most of the producers opined that

- Some of co-producers are good / satisfactory

- Varies from producer to producer and subject to subject. The performance of producers also depends on the time given to them.

- Training is essential for all the producers.

5.4.1.7.3 Producers' reactions towards coordinators

Most of the producers opined that

- Their programme is not satisfactory.

- Most of them are not cooperative. Information is not reaching the students in time.

5.4.1.7.4 Producers' reactions towards resource persons

Most of the producers opined that

- Content knowledgewise, most of them are good but they lack in communication skills required for live transmission (like TC programmes).

- Some of them come at the last minute and without preparation.

- They should be camera friendly.

5.4.1.7.5 Producers' reactions towards camera persons

Most of the producers opined that

- Most of them are reasonably good.

- They need training for live production of programmes.

- Coordination between camera person and producer is important.

5.4.1.7.6 Reactions of Producers' towards other personnel

Most of the producers opined that

- Floor manager is required

- Model makers (make-up persons) were not available.

- Director was not very cooperative and encouraging for IGNOU TC programmes.

5.4.1.8 Producers Interaction with Different Functionaries

Regarding this aspect, most of the respondents mentioned that they do not have any meetings or interaction with resource persons, anchors and other producers or functionaries involved in TC programmes. Only five of the respondents stated that they meet once in a month with academicians/presenters and that too not on a regular basis, only in case of urgency. Almost all the producers showed interest in keeping the meetings with other functionaries as according to them it reduces mismanagement and communication gap among different functionaries. (see table 5.1)

5.4.1.9 Suggestions of producers towards different aspects of IGNOU TC

5.4.1.9.1 Suggestions of producers for selection of topics

This includes the suggestions related to planning, presentation, and implementation of IGNOU TC programmes. Fifty percent (eleven of the respondents) of them expressed their opinions in favour of the present procedure for selection of topics as IGNOU TC programmes, while nine of them responded against. They stated that, producers be consulted much before the actual transmission as it would affect the presentation aspect of the chosen topic. Some even stated that learners / students for whom the TC programmes is actually made, should also be involved in selection. (see table 5.1)

Regarding the producers' opinions concerning the suitability of the selected TC programmes for the medium, forty percent of them responded negatively. They stated that topics to be selected for teleconferencing require more interaction between the communicator and recipients. Thus, topics should have more scope of visuals as it makes the programme more interesting. Also, practical oriented topics be selected. Further, they mentioned that, presently

selected topics were lecture based and that was why it failed to create any interest among student community.

5.4.1.9.2 Suggestions of producers for transmission

Nearly sixty percent of the respondents agreed upon satisfaction with the time-duration or length of the transmission of TC programmes which was of approximately 60 minutes per session. Those who showed dissatisfaction stated that it should be of 45 minutes where 15 minutes for presentation and 30 minutes for talkback. Almost all the producers stated that there should be one session of subject per day instead of three or four sessions of same subject per day. (see table 5.1)

Concerning the adequacy of the number (frequency) of TC programmes to be telecast subject-wise, eleven had expressed that it was less both subjectwise and in a week.

Following are some of the suggestions made by them in this regard.

- Instead of 3 to 4 hours programme per subject in a day, it should be one hour per subject.

- Frequency of programmes in a week should be increased (e.g. Three programmes of same subject on three different days).

- More subjects should be covered.

5.4.1.9.3 Suggestions of producers for presentation

Out of twenty, fifteen producers opined that they were not satisfied with the standard of presentation of the current TC programmes, while, five had expressed satisfaction relating to the standard of the presentation of the prevailing IGNOU - TC programmes. (see table 5.1)

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Some of the steps suggested by them for improving the presentation of these programmes are given below:

- Proper planning, adequate preparation and structuring of the programme should be done in advance.

- Need for more visuals inputs is required, for which academicians should consult producers in advance.

- Presentation should be more informal, just like classroom situation.

- Time to time orientation of persons involved in this activity is a must.

5.4.1.9.4   Suggestions of producers for utility of IGNOU TC

The specific steps suggested by the IGNOU TC producers concerning the improvement of the utilization of this activity to its maximum are presented as follows:

- Regional Service Division (RSD) has to take more initiative to intimate about the TC Schedule to all the Regional Centres (RC) and Study Centres (SC) in time.

- Learners should be motivated by RCs and SCs personnel to attend TC programmes.

- Publicity of the programmes should be done through radio, print media and if possible through mail.

- TC should either be made compulsory for learners or some incentives in terms of extra credit/grade be given to those who attend TC programmes regularly.

- More time should be given for interaction in TC presentation.

- The timings of the TC programmes should be in accordance to the learners' suitability. It should be either in early hours of morning or late evening as most of the learners are working.

- Holidays should be preferred for TC programme

- Learners should be given full facility of phone and fax from their respective receiving centre.

- Apart from the presenter and the anchor, a person who has general knowledge about the respective subject and general admission procedure of respective IGNOU subject be present so that the general queries of participating learners could be attended to.

5.4.1.9.5   *Suggestions of producers for other aspects of IGNOU TC*

Producers were asked to mention any problems or suggestions with regard to other aspects of IGNOU TC programmes, which were not included in any of the stated category and which they felt were important to mention. Some of the problems and suggestions stated by producers are as follows:

- Studio personnel including presenters should enter the studio at least 30 minutes prior to the programme.

- Visuals should be shown to producers before the programme.

- Timely feedback about the TC programme should be given to producers and all other personnel. It will help in improving the quality of programmes and will work as self check.

- At least once in 2 / 3 months, a meeting should be conducted for all those who were involved in TC programmes so that nobody works in isolation.

5.4.2 Views of Resource Person(s)

Here resource persons are the subject experts. The data were collected with the help of the questionnaire and interviews. The questionnaire contains open and closed-ended questions. Responses on various questions given in the questionnaire were sorted out. Responses to the closed ended questions have been presented in a tabular form. Table 5.2 presents the distribution of the resource person's responses to structured (close ended) questions concerning regarding planning, production and utilization aspect of IGNOU TC programmes. The table 5.2 has been presented here under:

Table 5.2: Distribution of Responses of Resource persons to Structured Questions Regarding Planning, Production and Utilization of IGNOU TC programmes.

Sr. No.	Questions	Responses (Frequency) (N=50)		
1.	**Topics:**	Always	Sometimes	Never
	(i) Allotment of topics according to one's:			
	a) Interest	50	0	-
	b) Capability	42	8	-
	c) Availability	2	48	-
	(ii) Personnel responsible for allotment			
	a) Self			
	b) Programme Coordinator	26		
	c) Respective school (as a whole)	13		
	d) Any other	11		
		-		
2.	**Remuneration:**	Yes		No
	Paid Remuneration	50		-
	Sufficiency	33		17
3.	**Time:**			
	a) Sufficiency for presentation	32		18
		Not even once	Twice	Four times	More than that
	b) Number of visits to a studio for preparation of TC programme	47	0	0	0
4.	**Training:**	Responses (frequency)		
		Yes		No
	- Undertaken any training	0		50
	- Necessity of training	37		13
5.	**Experience:**	Always	Sometimes	Never
	- Quite interesting	39	11	0
	- Interesting to some extent	11	39	0
	- Not at all interesting	0	0	50
6.	**Suggestions:**	Yes		No
	(i) Selection of topics			
	- Satisfaction concerning the present procedure employed.	38		12
	(ii) Transmission			
	- Satisfaction concerning the time duration of TC programmes	18		32
	- Sufficiency/adequacy of number	29		21
	(iii) Presentation			
	- Satisfaction with the quality/ standard of the current IGNOU TC programmes	24		26
	(iv) Utilization			
	- Utilization of the TC programmes up to the optimum level by receiving centres	4		46
	(v) Talkback(question-answer session)			
	- Sufficiency of time			
	- Involvement / participation of attending learners	15		35
		4		46

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The following text is the interpretation of the above table along with the interpretation of open ended questions.

5.4.2.1   Background of the resource persons

Here is given the experiences of the resource persons of IGNOU - TC programmes in terms of their involvement in the respective specialization in years as well as number of TC programmes they had presented till date for IGNOU learners. The data indicated that the experience of the resource persons varied from six years to twenty four years in terms of their association time-wise in their area of specialization.

The data concerning the number of TC programmes presented by respondents relating to their area of specialization varied from approximately fifteen programmes to one hundred and thirty programmes. At the same time, only four respondents had presented TC programmes for more than hundred times, most of them (thirty two of them) had presented in the range of twenty five to fifty programmes.

The data regarding the presentation of TC programmes other than respondent's specialization were also collected. Nine of the respondents had presented TC programmes other than their specialization.

5.4.2.2   Allotment of Topics to Resource Persons

The table 5.2 reflected that all the resource persons had been getting topics for IGNOU-TC programmes based on their interest and more than eighty percent of the respondents mentioned that they got as per their capability. They even stated that some resource persons got opportunity to present on the basis of their hierarchical order / protocol. Only two respondents stated that the topics for presentation were given based on their availability. Further they mentioned

that they were informed at the last moment as the scheduled presenter was absent.

Regarding the data concerning the allotment of the topic for the TC programmes, twenty six respondents stated that they themselves select the topic and present the programme. Around one-fourth of respondents mentioned that it was allotted by programme coordinator and eleven stated that respective school as a whole decides and allots the topic to the presenters.

Relevant information concerning 'topics' by the resource persons is given here under:

- The most popular TC sessions / programme were of those topics which were general in nature and not strictly adhering to the prescribed syllabus.

- Topics should not be allotted just on the basis of experience and protocol.

- Topic for TC programmes should be decided in the beginning of the academic session by the concerning school so that sufficient home work can be done on that topic.

5.4.2.3   Remuneration for Resource Persons

The data concerning this aspect was collected with the help of open and closed ended questions and are presented in the table 5.2. The data given in the table 5.2 showed that all the respondents had replied that they were getting remuneration on weekends that is Saturdays and Sundays. But according to seventeen resource persons the amount paid as remuneration for an IGNOU TC programmes was not sufficient. Thirty three of the respondents had responded in favour of satisfaction.

An open-ended question was included to get reasons concerning dis-entitlement for any remuneration. The reasons mentioned are given below:

- It is a part of duty or job for the teachers of various schools of IGNOU.

- By paying, educational system becomes commercialized and looses its value.

When the resource persons were asked to mention the amount that should be paid for presentation, they expressed that at least Rs. 1000/- per programme should be given.

Regarding the sufficient amount to be given for the presentation of an IGNOU - TC programmes they responded as follows:

- It should be same as that given to external resource persons because internal faculties also work equally.

- Remuneration should be revised from time to time.

5.4.2.4 Time Allotment for Preparation, Presentation of TC to Resource Persons

Thirty-five out of the fifty resource persons stated that they got fifteen to thirty days for preparing a presentation for TC programmes.

Fifteen of the resource persons stated that they got one week to two months. At the same time, all the respondents mentioned that at times, they got only one or two days depending on requirement and situation. (See Table 5.2)

Concerning the availability of time sufficient for presentation of TC programmes, around eighteen of them had stated that the time given was not enough. While more than sixty percent of them replied that the time given was sufficient. In another point on the preparation of TC programmes, almost ninety five percent (forty seven) of the respondents expressed that they were not going to the studio even once for preparation or rehearsals.

The relevant point(s) added by them concerning 'time' are presented hereunder:

- Time depends upon the programme.

- It varies from time to time but usually the information of the programme is given two to four weeks in advance.

5.4.2.5   Provision of Training for Resource Persons

The data concerning the prevailing conditions of the training from the resource persons revealed that in teleconferencing presentation (or live presentation), none of the presenters had undergone through any formal training. (See Table 5.2)

The data related to their responses on the need of training shows that almost three fourth of them (nearly seventy five percent) were in favour of necessity of training while thirteen (One fourth) of the respondents felt that there was no need of any training in live presentation and infact it's more of seeing and learning.

Some relevant points concerning training were asked by putting an open-ended question. The points specified by them are given here under :

- An indepth training in designing and presenting a TC programme is a must.

- The on-site training was conducted by EMPC once during the inception phase of TC project and another was two days workshop that also, years back. Such short duration workshops should be conducted more often.

- The presentation of live programme like teleconferencing is a specialized work, which not only requires depth of the subject, but also a fluency "to the point and camera savvy expression". The success of the progamme

greatly lies on the presenter. The presenters (resource persons), therefore should be adequately trained from time to time.

5.4.2.6 Reactions of Resource Persons Towards Different Personnel

This included those personnel, involved in planning, production, implementation and evaluation stages of IGNOU TC. Here open-ended question helped in gathering reactions of the resource persons regarding the performance of their colleagues and team-mates in the preparation of TC programmes. The analysis of reactions are given as follows:

5.4.2.6.1 Resource Persons Reaction towards Producers

Resource persons opined that

- the producers are good/satisfactory.

- They need serious training in pedagogy of teleconferencing.

- They do not give due importance to TC programmes, just do the needful.

- Some showed great interest while most of them showed little interest in qualitative improvement of the TC programmes.

- They should have interest in the topic.

5.4.2.6.2 Resource Persons Reactions towards Anchor persons

They opined that

- The anchor persons are good/satisfactory.

- Their role should be defined explicitly and they should be aware of it.

- In fact, there might not be much need of anchor. The faculty or resource person can handle a session. The point is that, only those who are involved in transacting input, should participate in TC programmes.

- They need required training.

5.4.2.6.3 Resource persons Reactions towards Fellow Resource Persons

They viewed that -

- The resource persons are good/satisfactory/cooperative.

- Generally well informed (knowledgeable subjectwise) about the subject.

- Those having the TC presentation experience prove effective.

- They should be interested in the topic / programmme, then only they can be more realistic in TV screen.

- Some of them were very monotonous in their presentation (using only lecture method), they need to be more creative and imaginative.

- Some of them were not acquainted fully with the potentialities and limitations of the media.

- They need adequate training in live presentations (building eye-contact through camera, be more casual and media friendly).

5.4.2.6.4 Resource Persons Reactions towards Coordinators

Resource persons opined that

- coordinators are good only in some centres.

- Mostly coordinators are fair to poor in their performance.

- They should inform and encourage students to participate in TC programmes.

- They should check the required infrastructure in advance.

- They should maintain the attendance of participating learners.

- They should send report / feedback of TC programmes to EMPC.

5.4.2.6.5 Resource Persons Reactions Towards Other Personnel

- Camera and graphic persons were good

- Supporting technical persons, graphic artists were very resourceful, cooperative and helpful.

- Systematic planning is required for effective result of TC programmes.

5.4.2.7 IGNOU TC : Resource Persons' Experience

Data concerning their experience as a resource person in IGNOU-TC programmes reveals that most of them (nearly eighty percent) had expressed their total involvement with the IGNOU TC programmes and commented that it was quite interesting. None of them had expressed that it was boring or not interesting at all. (See Table 5.2)

5.4.2.8 Suggestions of Resource Persons towards Different Aspects of IGNOU TC

This includes suggestions related to planning, preparation, presentation, implementation and feedback of IGNOU TC programmes.

5.4.2.8.1 Suggestions of Resource Persons for Selection of Topics

The data regarding the appropriateness of the procedure adopted and suitability of the topics for the present IGNOU-TC programmes, stated that thirty eight (seventy six percent) of the presenters were satisfied with the procedures followed now-a-days for the selection of topics for TC programmes. (See Table 5.2)

Following are some of the reasons given by the presenters about the satisfactory selection procedure:

- Topic should be selected based on the needs of students.

- Topic should be suitable to the medium.

- Dry topics with talking head approach should be avoided.

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5.4.2.8.2 Suggestions of Resource Persons for Transmission

The data (Table 5.2) related to this point revealed that thirty two (sixty four percent) of the resource persons were not satisfied with the duration of TC programmes and only eighteen of them responded to it. While concerning the sufficiency of the frequency (number of transmissions) of TC programmes, twenty one respondents had felt that the number of transmissions of TC programmes for respective IGNOU subjects were inadequate.

The presenters were also asked to express their opinions concerning the duration of a transmission of the TC programme and number of the transmission. Following are the opinions of the respondents in this regard.

- There should be at least one TC programme per subject in a week so that it becomes a regular practice as well as maintain continuity. This will also sustain motivation of learners.

- Time should be decided based on the need of the learners; availability of spare time.

- The timing of TC programmes should either be in early morning or late night.

- The presentation session and interaction session should be in 1 : 4 ratio and where one fourth of the time for presentation and three fourth for interaction.

- It varies from subject to subject.

5.4.2.8.3 Suggestions of Resource Persons for Presentation

The data concerning the presentation of TC programmes (table 5.2) reveals that little more than half of the respondents (twenty six of them) were not

satisfied with the quality of the present TC programmes while twenty four of them were satisfied with it.

The respondents' opinions related to the suggestions to be made to have a desirable quality of the presentation of the prevailing TC programmes were obtained and are mentioned here under:

- Planning and designing of the TC presentation in a team is required.

- The well-trained producers with background of the subject-matter is needed.

- The presenters should be given necessary training and only the good and capable faculties should present the programme.

- Proper training of those involved in planning, designing, implementing and utilizing the TC programmes is a must.

5.4.2.8.5 *Suggestions of Resource Persons for Utilization:*

The data concerning this aspect is shown in table 5.2 and it is stated there that more than ninety percent (forty six) of the respondents were not satisfied at all with the utilization of TC programmes in receiving centres by the target learners.

Resource persons mentioned the reasons for its under-utilization and also gave suggestions for the better utilization of these programmes. They are presented as follows:

(i) Learners' motivating factors: Following were the suggestions made by resource persons to motivate learners to participate in TC programmes. These are as follows

- Advance information through different means of communication.

- Awareness about TC at local level by centre personnel.p

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- Arrange wide publicity of these programmes.

- Easy access to talkback system.

- Incentives for attending TC programmes.

(ii) Viewing conditions in the classroom: Resource persons suggested that viewing conditions in TC classroom should have following facility in order to enhance participation of learners in TC programmes.

- Proper seating arrangements at receiving centres.

- Phone and fax machine within the reach of learners.

- Facility of drinking water, toilets and proper ventilation and light.

(iii) Accommodation of teleconferencing programmes in learners' time table: Resource persons suggested that in order to enhance participation level of learners, care should be taken regarding the time schedule of TC programmes. It should not be on holidays.

- Though no research / empirical evidence is available, but as per the nature of distant learners (many of them are working), the timings of TC programmes should be either in the early morning or late evening.

(iv) Learners' interest: In order to make TC programmes more interesting for learners, resource persons suggested that

- the programme should be need based.

- Time to time feedback from learners on the topic of their interest and performance of previous TC programmes.

- Quality of the programmes should be improved.

- Assignments should be given through TC mode.

(v)   Other counsellors and administrative staff's involvement / encouragement: Resource persons stated that in order to enhance utilization of IGNOU TC programmes

- Centre coordinators should be more cooperative and inform the learners in time.

- The cooperation of head of the institution is important.

- Lack of monitoring and coordination with RSD (Regional Service Division).

(vi)   Other aspects for better utilization of IGNOU TC: In this, in order to utilize the TC programmes at its maximum, resource persons suggested the following

- Administrative check is a must at all the levels (producers, faculties, coordinators)

- Arrange training for all the personnel involved in IGNOU TC.

- Regular feedback from receiving ends as well as teaching ends is a must.

- Timely communication of TC schedule.

- Learners should have easy access to the equipments required for TC, like, phone and fax.

- Centre coordinators must encourage and motivate learners to participate in TC programmes.

- Receiving centres must be open on the days of TC programmes and learners must get access to telephone or fax facility.

5.4.2.8.5   Suggestions of Resource Persons for Talkback (Question-Answer)
session

The data concerning talkback aspect of TC in table 5.2, reflected that seventy percent of the respondents stated that the duration for interaction was

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not enough. While more than ninety percent of the resource persons stated that very few learners were participating in the talkback session.

The opinion of the respondents related to the steps to be taken to increase the participation level of learners from all the nodal centres are given hereunder:

■ More time for interaction should be given.

■ Learner should be addressed by name if possible.

■ Easy access to talkback system.

■ Introvert / shy learners should be motivated.

■ Learners should be motivated to ask the question by coordinators and local faculties. Learners should introduce themselves first before asking questions (The introduction should be comprised of name of the learners and receiving centre).

■ Resource persons or the anchor should involve learners in open discussions by asking the open and general questions to the learners centrewise / zonewise.

5.4.3 Views of Anchor Persons

In this context, respondents included only those faculties who were anchoring the IGNOU TC programmes. The respondents reactions on some specific aspect are related to TC programmes and their suggestions on utilization aspect of the TC programmes were gathered with the help of a questionnaire. Here responses of ten anchor persons belonging to various schools of IGNOU were collected and data of the structured (closed ended) questions were tabulated and presented here in the form of a Table 5.3.

Table 5.3: Distribution of Anchor's Responses To Structured Questions Regarding Planning and Utilization of IGNOU TC Programmes:

Sr. No.	Question (s)	Responses (Frequency) (N=10)		
1.	Remuneration:	Yes	No	
	Paid Remuneration	10	0	
	Sufficiency	9	1	
2.	Training:			
	- Undertaken any formal training	0	10	
	- Necessity of training	9	1	
3.	Organization:	Always	Sometimes	Never
	a) Need to introduce audience with			
	- Teaching schedule	10	0	0
	- Resource persons	10	0	0
	b) Need to summarize the major points	8	2	0
	c) Need to recapitulate the major points	8	2	0
	d) Need to repeat the questions asked by different centres	0	4	6
4.	Reactions:	Satisfactory	Unsatisfactory	NR/NA
	(i) Length of transmission	3	7	-
		7	3	-
	(ii) Presentation	Mostly	Sometimes	Never
	(iii) Content (accuracy)	8	2	0
	(iv) Content adequate	6	4	0
	(v) Number of transmission	-	-	NR
		Satisfactory	Unsatisfactory	NR/NA
	(vi) Evaluation / Feedback	0	9	1

The following text is the interpretation of the above table along with the interpretation of open ended questions.

5.4.3.1 Background of Anchor Persons

The data related to the experience of the anchor persons revealed that in respect of their association with IGNOU TC programmes in this capacity, the time period varied from merely 5 to 9 years. Further analysis showed that out of all the ten respondents, eight of them had experience of 5 to 6 years while only two of them were involved in anchoring from 6 to 9 years.

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The data also indicates that only one anchor person had anchored more than a hundred TC programmes while seven of them had anchored in between seventy five to a hundred programmes and two of them had anchored approximately twenty five programmes.

5.4.3.2   Remuneration for Anchor Persons

The data given in table 5.3 shows that all the anchors were getting remuneration but only on holidays or weekends (Saturday and Sunday).

Data concerning their views regarding sufficiency of remuneration, nine out of ten anchors showed satisfaction. Only one respondent showed dissafisfaction towards what was given as remuneration amount and stated that it should be at least Rs. 1000/- per programme as they spend almost the entire day for the TC programmes.

Relevant point(s) relating to 'remuneration' given by the presenters are as given here:

▪   TC is a part of academic work in IGNOU. It is one of the methods used for the teaching-learning process. An anchor person is an 'insider', a part of the team of resource persons, to separate remuneration for this is not called for.

▪   One can claim for travel, that too if the TC programme is on a holiday or weekends.

5.4.3.3   Provision of Training for Anchor Persons

The data concerning the training of anchors revealed that none of the anchors had any kind of formal training. Some of the respondents (four of them) mentioned that they had only got some tips on anchoring.

The data related to their responses on the need of training shows that nine of them were in favour of necessity of training, while one of them was not in favour of any training.

Some important point(s) concerning "training" were asked by putting an open-ended question. The points specified by them are given hereunder :

- Training is important especially in terms of time management and coordination.

- There should be specialized training programmes for beginners.

- As a part of IGNOU's staff development activities, earlier workshop was organized for two days, but after that, there was no follow-up.

5.4.3.4   <u>Views of Anchor Persons towards Organization of IGNOU TC Programmes</u>

The data concerning the opinion of respondents regarding need to introduce the learners with teaching schedule and resource persons, all the ten anchors were in the favour of this. Further, eight of the respondents were in favour of summarization and recapitulation of the major points always at the end of the session or programme which were discussed and raised during the presentation. While only forty percent of the respondents favoured that the questions be sometimes repeated by them which were raised by different receiving centres and others felt there was no need to repeat the questions. According to them, it would lead to a wastage of time.

Relevant points concerning "organization" by the anchors is given here under:

- Questions need not be repeated but only if there is a technical problems, then questions can be repeated.

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- TC programmes can be recorded and sent to the different Regional and Study Centres.

- There should be good understanding between anchors and resource persons.

5.4.3.5 Reactions of Anchor Persons towards Various Aspects of IGNOU TC

This will include aspects related to planning, presentation, coordination, organization, implementation and feedback of TC programmes.

5.4.3.5.1 Reactions of Anchor Persons towards Length of transmission

Most of the respondents (seventy percent of them) were not satisfied with the present length of transmission. Reactions specified by them are mentioned here under:

- Length of the transmission should be more.

- It can be inadequate, especially the one hour session.

- More time should be given for interaction.

- It was very short, normally some of the topics could not be discussed and covered properly. As a result there is hardly any time for discussion.

- Depends upon the topic, generally adequate.

5.4.3.5.2 Reactions of Anchor Persons towards Presentation

The data presented in the table 5.3, shows that nearly three-fourth of the respondents stated that though the presentation of IGNOU TC programmes was good to satisfactory but there's always scope for improvement. Their specific reactions are as follows:

- Some topics / programmes are impressive and interesting.

- Routine and static.

- Sometimes not satisfactory, due to the technical disturbance.

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- Sometimes pace of the language is fast.

- Different styles / formats need to be tried.

- Use of demonstration / video, would make presentation more interactive.

5.4.3.5.3 Reactions of Anchor Persons towards Accuracy and Adequacy of

                Content

The data shown in table 5.3, reflected that a majority (80 percent) of the respondents stated that the contents of the TC programmes were mostly accurate. While sixty percent of the respondents stated that the contents were adequate all the time.

Reactions specified concerning accuracy and adequacy of the contents in TC programmes are given here under:

- Contents of most of the programmes were adequately accurate but adequacy may not be there because of the time.

- Contents of some of the programmes were arranged in a haphazard manner (as they are not pre-prepared well).

- Sometimes topics were irrelevant. Certain topics did not need any TC presentation

- In some programmes, the content to be illustrated should be supported by more aids.

- An endeavour should be made to produce programmes in accordance to students varied mental levels.

- The presenters are interested more in time and modeling them in content.

5.4.3.5.4   Reactions of Anchor Persons towards Number of transmission (in a

session / subject-wise)

Most of the respondents stated that the number of programmes to be
transmitted through teleconferencing mode of a particular subject was decided by
each faculty. Further, it depended on subject and topic. They also mentioned that
instead of increasing or decreasing the number of transmissions, persistency of
the programmes (transmission) of any subject should be maintained. Frequency
of the transmission should be consistent.

5.4.3.5.5   Reactions of Anchor Persons towards Evaluation / feedback

The data shown in table 5.3, stated that according to most of the
respondents (ninety percent of them), the present methods employed for
evaluation and feedback of TC programmes were not at all satisfactory. Infact
they stated that there was hardly any evaluation done except for the immediate
feedback which they gathered during interactive (talkback) sessions.

Some of the reactions mentioned by the respondents were :

- Not seen any evaluation checklist or proforma and on the spot evaluation.

- Evaluation needs to be focussed on improving quality dimensions
  including wider participation of students.

- Evaluation and feedback from time to time is a must so as to improve the
  overall quality and participation in TC programmes.

- The entire team of TC including coordinators need to cooperate.

5.4.3.5.6   Reactions of Anchor Persons towards other aspects of TC

- TC programmes need to be linked with instructional objectives for their
  effectiveness and right use.

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- Pre-telecast activities are a must and it can be only possible if the coordination at receiving ends and resource person, producers and anchors at teaching end are encouraging and cooperative type.

- Improvement is needed for proper efficacy.

5.4.3.6 Suggestions of Anchor Persons towards Different Aspects of IGNOU TC

This includes suggestions related to planning, presentation, implementation and evaluation phases of IGNOU TC.

5.4.3.6.1 Suggestions of Anchor Persons towards Presentation

The suggestions made by the anchors in this are given below:

- The resource persons and other team members at teaching end should be very well prepared in content, time management and communication skills.

- Presenters should make use of more aids and combination of teaching methods (not just lecture method).

- It should not be prolix.

- Persona of presenters also affects presentation. Presenters should be mediagenic.

5.4.3.6.2 Suggestions of Anchor Persons towards Pre-telecast activities (Before lecture session)

The suggestions given are as follows:

- Students should be given details and orientation about TC and how telephone and fax should be used.

- In general, it is expected that the TC programmes are new for students. It was found that if students were given a rough idea, they were able to assimilate the content in a better way.

- The presenter should have a clear voice and must rehearse before the presentation.

- Better coordination between Regional Centres and Teaching end (head quarter).

- Students should be informed in advance to reach the viewing room in time.

- Preparation should be clear to the students, resource persons, coordinators at the learning end and teaching end.

5.4.3.6.3 Suggestions of Anchor Persons towards Post-telecast activities (After the session)

Following suggestions were mentioned.

- It should be done by receiving centre coordinator by asking some inquisitive questions based on TC programmes which students could discuss among themselves.

- Towards the end of TC programmes short thought provoking questions should be given to learners by the resource person or anchor.

- It (post telecast) should lead to a summarization of the main points discussed with the students at each centre.

- Feedback form or queries should be given to students and it should be filled by students.

5.4.3.6.4 Suggestions of Anchor Persons towards Evaluation / Feedback

Suggestions given are mentioned hereunder

- Evaluation of all the aspects of TC that is content, audio video quality, duration, clarity etc. should be done regularly.

- Recording of the programmes should be done and seen by teaching end team. Necessary improvements can be done accordingly.

- Evaluation and feedback checklists must be sent to all the receiving centres well in advance. There should on-the-spot evaluation of the TC programmes.

- Evaluation / feedback checklist should be returned to the teaching end as soon as possible by coordinators, so that teaching end members confirm that whether their evaluation was right or wrong as well as can improve on the programmes.

- Feedback should be taken from each member of the TC programme team (teaching end as well as receiving end).

- Evaluation should be done by any outside agency.

- There should be a separate team for evaluation.

- The recapitulation and the evaluation of the TC programmes must be made and suggestions should be forwarded for the next programmes. The communication should be very good and prompt (for suggestions).

- Follow up is a must.

5.4.3.6.5   *Suggestions of Anchor Persons towards other Aspects of IGNOU TC*

Suggestions given by them concerning the improvement of existing TC programmes in general are given hereunder

- Correspondence from the receiving centres should be quick and proper attention should be given to the complaints.

- Students should be encouraged to send their queries / difficulties directly to the resource persons or teaching end.

- Proper coordination between IGNOU schools and TC programme production unit.

- Students should be asked to send their feedback directly to the teaching end personnel concerning the TC programmes as well as the difficulties and discomforts faced by them in respective learning end. (receiving centre).

- Students should be made aware about the TC programmes through study materials and IGNOU radio / TV channel (Publicity should be done through these channels).

Based on the suggestions, comments and findings of this chapter, following are some suggestive guidelines for the personnel involved in "making" of IGNOU TC programmes.

5.5 Findings and Discussion

The analyzed data indicates that a majority of the producers had 4 to 7 years of experience in the area of TC programme production. A majority of the producers (19 producers out of 20) were getting remuneration weekends, that is, on Saturday and Sunday. Many (13 producers out of 20) of them were not satisfied with the amount of remuneration they were presently getting. Most of them felt that the facilities available for production were adequate. A little more than fifty percent of the producers (11 out of 20) had undergone some kind of training in production but they all strongly felt that they required a formal training in TC programme production. Most of them viewed that for proper coordination, timely meetings and interaction among different functionaries like academicians, anchors and co-producers was very important for the smooth running of the TC programmes. Most of the producers viewed that the role of resource persons, anchors, co-producers and other team members of production unit was good to satisfactory but they all required specific TC oriented formal training.

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The experience of resource persons varied from six years to twenty four years in terms of their association time wise in their area of specialization. Most of them (32 out of 50) had presented TC programmes in the range of 25 to 50.

All the resource persons were getting remuneration weekends, and the majority of them (33 out of 50) were satisfied with the amount of remuneration. All the resource persons viewed that they get the topic of TC for presentation as per their interest. Most of them (39 out of 50) felt the experience of TC as quite interesting but at the same time they all felt the necessity of formal training in TC presentation as none of them had undergone any training.

Most of the resource persons viewed the role of producers, anchor persons, resource persons, camera persons as good to satisfactory whereas the role of coordinators as good only in some centres, but they also felt the requirement of training in their respective roles of TC.

The resource persons suggested that for the potential utilization of TC programmes, the topics of TC be need based, learners should be made aware and oriented regarding TC by respective centre coordinators and basic facilities of phone and fax be provided to the learners at their respective receiving centres.

A majority of the anchor persons (8 out of 10) had experience of 5 to 6 years in anchoring. Most of them (7 out of 10) had anchored TC programmes in the range of seventy five to hundred programmes. All the anchor persons were getting remuneration and only one out of ten was not satisfied with the amount being paid as remuneration. None of the anchor persons had gone through any training and nine out of ten felt the necessity of training in anchoring TC programmes. Most of the anchor persons (7 out of 10) viewed existing

presentation of TC programmes as satisfactory but a majority of them (9 out of 10) showed dissatisfaction towards the present mechanism of feedback and evaluation of TC programmes. Further, the anchor persons suggested that coordinators of respective receiving centres be more encouraging and motivating learners to participate in TC and also give feedback on TC from their respective centres. Lastly, a majority of the anchor persons felt that for enhancing the quality and utilization of existing TC, proper planning and coordination among different functionaries is important. Further, for realizing this, training is necessary at all the levels.

Views of different functionaries on the basis of unstructured interviews are presented categorywise as follows:

Views of producers

- Academics should understand this technology because this is not simple classroom teaching.

- Technology like this... cannot breath longer where bureaucracy empowers the system.

- In fact, not only academicians, even we need some kind of formal training.

- Engineers keep on talking while the TC is 'on'. Such things disturb but there's nobody to take action.

- There should not be any ego-hassles amongst academicians and producers.

- ...Nothing will shapeup in a system where top-most official is not interested in certain activities of TC.

- The time slot for TC programmes is decided by ISRO and thus it creates problems.

Views of Resource persons

- TC is a strong mode, but somehow we are not able to motivate the target audience.

- It will take time in a country like ours to accept and absorb this technology.

- Coordinators or incharge of respective receiving centres (Regional/Study Centre) should encourage learners to attend TC... otherwise how can we contact learners directly.

- More publicity of TC should be done at local level, where role of centre coordinator is important.

- Remuneration may work as incentive for some personnel to be more attentive.

Views of Anchors

- Instead of TC schedule reaching learners through via source, learners should be informed through radio or newsletters about TC programme schedule. For example, the schedule of TC goes from EMPC to schools of IGNOU to Regional Service Division (RSD) to Regional Centres to Study Centres and finally to learners.

- I think all of us need some training.

- Until we get some feedback from receiving end, we don't feel motivated to use TC.

- We need to make TC compulsory otherwise very few learners will take interest.

The interpretation and findings of this objective indicate that there are some issues which need to be discussed and appropriate suggestions be made in order to exploit maximum potential of the TC technology.

The findings revealed that though producers, resource persons and anchors involved in planning, production and implementation phases of TC viewed TC as a potential mode of teaching - learning, but if proper training was provided to them then it might have helped them to perform better. The findings also indicated that due to lack of planning and coordination among different personnel, the effectiveness of TC programmes suffers. Thus, there is a clear need for training producers, resource persons and anchors on using teleconferencing as an effective medium for teaching learning. (The details of training needs as per the functions of different personnel is given in section 5.7 under "Suggestive Guidelines"). This finding is supported by *Zimmer* (1988), *Sinha et al.* (1994), *Prakash and Lal* (1996) and *Mishra* (1999), who stated that the result of ineffective teleconference technology was due to lack of orientation and training of makers of the TC programmes.

There are considerable evidences from the world over that to ensure effective utilization of technologies for education, training must be an integral part of overall planning and implementation. Effective utilization of this technology requires a proper understanding of the potential, and the strengths and weaknesses of TC at all levels – planners and administrators, academics, instructional designers, anchors and those responsible for developing and producing educational material for delivery. Attention must also be paid to developing the technical skills to ensure that the full potential of this TC technology is realized. Training in instructional design for using TC is equally, if not more important as it is for live transmission.

Unlike other technologies and conventional teaching, TC in distance education involves team work between academics, anchors and media producers

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and a host of other technical staff. Training plays a vital role in developing proper understanding of each other's role and in building a team approach. Training the distance learners in the effective use of TC for learning is yet another important area of training. Training, therefore, must be regarded as an integral part of planning for the use of two-way audio and one-way video technology.

Another constraint, which demotivated the personnel to work for TC with full potential was the lack of due incentives or insufficient remuneration. *Goodwin*, (1993) recommended that "salary issue" be reviewed if quality of work is needed.

Lastly, there is a need for proper coordination among the various functionaries of this technology. It was alarming to find that none of the functionaries (like producers, resource persons and anchors) hold any formal or informal meeting before or after the TC programmes. This is a clear indication of lack of coordination which may further lead to inefficient planning, production and implementation of the TC programmes. Thus, to enhance effectivity of TC programmes, coordination among various personnel is required.

5.6   Suggestive Guidelines

Based on the interpretation, findings and suggestions made by producers, resource persons and anchors, some suggestive guidelines for personnel of IGNOU TC have emerged. These are given as follows :

5.6.1 Suggestive Guidelines for the Resource persons / Anchors

- Resource person and Anchor should discuss about the production details with the producer in advance.
- If recording of programme is required then, they should also inform about the recording of the teleconference in advance.

- In case any video tape/audio tape inserts need to be played back, it should be informed in advance, and tape must be cued.

- Resource person should bring the standard graphics, as the sample is attached. (See Sheet No. 1)

- They should inform the producer about the order of the graphics or the time to show any other object before the start of the teleconference.

- Resource person and Anchor should inform about the schedule of the days of teleconference.

- Anchor should summarise the contents in the end, preferably pointwise.

- During the telecast if there is no interaction with the students, anchor should be ready with some question to make the session interactive / live.

- Anchor should try to bunch the questions and look for the suitable point for interaction, also s/he should follow up if the answer is not complete.

- Resource persons should respond to the anchor while they are introduced.

- Look at the camera with the lights on.

- While showing any object do not shake it, it should be fixed and do not cover it by hands.

- Not to tap the table or hit the table as it disturbs the sound.

- Change papers quietly as the rustle of paper is disturbing.

- Do not move hand too rapidly or widely when pointing to graphics.

- Resource person and Anchor must understand few signals given by the floor manager.

- Resource person and Anchor should see the cues and act accordingly and they should not respond to the floor manager by nodding or by hand.

TITLE, 32 to 44 point

Type of fonts

A4 Size Paper, Landscape

Lines should be 1.5 to 3 point

Extended fonts if possible

- UNIVERS
- Arial Bold
- Times New Roman

Or any other similar bold type font between 24 to 32 points

Ratio of height and width of the graphics: 3:4

3

4

- Resource person and Anchor should avoid wearing white, black and red color clothes. It is also suggested not to wear clothes having thin strips and very light colors.

5.6.1.1 Preparation for the Lecture

- Lecture must begin with introduction and objective.

- A 27-minutes lecture should not have more than three objectives.

- Lecture should have slides between 15 to 25 only.

- In a lecture 30-40%, presenter's face and 60-70% should be graphics, models, photos, video inserts, animation and demonstration etc.

- During the lecture, it is advisable to recapitulate, whatever has been done before moving on to the next topic.

- Presenter should bring all slides made in power point presentation alongwith printed speaker notes for his/her reference.

- Don't use sound effects in the slide presentation, unless it is a part of the lecture.

- Use animation and transition effects intelligently and selectively.

- Presenter should bring structured synopsis of the lecture in one page.

- Presenter must time each slide and the total lecture before coming for the recording. To avoid taking more time in the first few slides and covering more slides in less time towards the end of the lecture.

- Presenter should summarise the content in the end, preferably pointwise.

5.6.2 Guidelines For the Producer and the Production Assistant

- Producers and their assistants must keep the discipline and should not talk/whisper in the studio.

- Producer should discuss about the production details with the resource person/anchor in advance.

- Production staff must know the Resource person and Anchor person by name and the order of their presentation.

- They should know and fix the order of graphics in consultation with the resource person.

- During the transmission intercom should not be switched off.

- Producers and their assistants must reach studio at least 30 minutes before the start of the telecast.

5.6.3 Guidelines For Cameramen

- Lighting work should be finished at least 10 minutes before the start of the telecast.

- Cameramen should neither switch off nor remove the headphone during the telecast, and should be prompt to respond to directions.

- All the camerapersons should try to know the Resource person and Anchor by name in advance.

- They must know in advance if any object is to be shown in the programme.

5.6.4 Guidelines For Floor Managers and Floor Assistants

- Floor managers and floor assistants should not talk or whisper in the studio.

- They should reach studio at least 20-25 minutes prior to the telecast.

- Floor manager should know the Resource person and Anchor by name and the order of their introductive presentation.

- Floor manager should discuss with anchor and producer, how s/he is going to introduce the other Resource person and Anchor.

- S/he should give the brief to all the Resource person and Anchor about few important cues like:

Resource person and Anchor should respond to the anchor while they are introduced.

Look at the camera with the lights on.

While showing any object do not shake it, it should be fixed and do not cover it by hands.

Not to tap the table or hit the table as it disturbs the sound.

Change papers quietly as the rustle of paper is disturbing.

Do not move hand too rapidly or widely when pointing to graphics.

Inform them about starting one and remaining 5 minutes, 2 minutes and wind-up signals.

- Resource person or Anchor should see the cues and act accordingly and they should not respond to the floor manager by nodding or by hand.