

**CONTENTS**  
**CHAPTER FIVE**  
**SUMMARY AND CONCLUSIONS**

- 5.0 Rationale of the Study
- 5.1.0 Statement of the Problem
- 5.1.1 Research Questions
- 5.1.2 Objectives of the Study
- 5.1.3 Explanation of the Terms
- 5.1.4 Delimitation of the Study
- 5.1.5 Methodology of the Study
- 5.1.6 Analysis of Data
- 5.1.7 Major Findings
  - I Production
  - II Utilisation
  - III Enrichment Aspect of CWCR Programmes
- 5.1.8 Discussion
  - A) Production
  - B) Selection of the Experts
  - C) Selection of the Producer
  - D) Selection of the Topic
  - E) Academic Interest
  - F) Rapport Among the Team Members
  - G) Orientation of Script-writers and Presenters
  - H) Need Assessment of the Target Audience
  - I) Interaction of the Subject Expert

- J) Format
- K) Potential of the Medium
- L) Separate Channel for Education
- M) Supplement for Teaching

5.1.9 Utilisation

- A) Language
- B) Timings
- C) Source of Information about the CWCR Programme
- D) Frequency of Viewing the Programme
- E) Usefulness of the Programmes
- F) Placement of the TV Set and Viewing Arrangements
- G) Awareness about the Programmes
- H) Feedback
- I) Presentation
- J) Awareness about the Objective of CWCR Programme

5.1.10 Objectives of CWCR Programme

5.1.11 Media Coverage of CWCR

5.1.12 Conclusions

- I) Production
- II) Utilisation

5.1.13 Implications of the Study

5.1.14 Suggestions for Further Research

References

SUMMARY AND CONCLUSIONS

5.0 Rationale of the Study

The present study is an evaluation of the CWCR programme with special focus on the production and utilisation of the programme. An evaluation of an endeavour like CWCR programme helps in identifying some reasons for its underutilisation and also provides guidance on how best the CWCR programme can be used effectively to promote learning.

A project like the CWCR can have far-reaching success if the personnel involved in the programmes, become more concerned about the quality and the objective of the programme rather than laying undue emphasis on the hardware. In imparting education through T.V., the producers and others involved should be dynamic, enthusiastic and take initiative, only then can they evolve better programmes.

An experiment like CWCR may not accrue results like the Open University programmes as these programmes do not have direct bearing with the student's academic pursuit. So it is all the more important for the production team to produce programmes of standard quality.

The term good programme has different connotations for the producers and the academicians. The academicians consider a programme to be good if it is able to achieve some behavioural modifications among the beneficiaries of the programmes, whereas the producers quality. However, for a programme to be effective, the quality has to be good which in turn is determined by the members of the production team their qualifications, training experience, commitment and rapport with other member of the production team. For utilisation of the programme, the quality plays a major role as the audience would view only if programmes are of good quality. So the present study attempted to carry out a survey of the extent of utilisation and tried to identify reasons for underutilisation. Since the utilisation is affected by the quality a study of production was undertaken so that the various facets of production could be understood and problems in production be identified.

#### **5.1.0 Statement of the Problem**

A study of the Production and Utilisation of the Countrywide Classroom Programme.

#### **5.1.1 Research Questions**

The present study attempted to understand the various aspects involved in Production and Utilisation of the CWCR programmes.

The research questions related to:

- 1) the roles and responsibilities of the various members of the production team;
- 2) the co-ordination among the members who work together to produce a programme;
- 3) the extent of utilisation of the CWCR programmes;
- 4) the achievement of the aims of CWCR programmes.

#### 5.1.2 Objectives of the Study

The objectives of the study are as presented below:

- 1) The Objective-I is related to a study of the production of CWCR programme.
- 2) The Objective-II studies the utilisation of CWCR programme.
- 3) The Objective-III is concerned with examining whether the aim of the CWCR programme i.e. to provide enrichment as visualised by U.G.C. has been achieved.

#### 5.1.3 Explanation of the Terms

The terms used in stating the objectives of the study have been elaborated here.

E.M.R.C. - Educational Media Research Centre. These centres are located at Ahmedabad, Pune, Hyderabad, Jodhpur, Calcutta, Madurai.

A.V.R.C. - Audio Visual Research Centre. These centres are located at Madras, Manipur, Indore, Patiala, Srinagar, Roorkee, Hyderabad, Sagar.

C.W.C.R. - Countrywide Classroom.

Table - 5  
Methodological Details of the Study

Objective	Sources of data	Nature of data	Sample	Tools
1	2	3	4	5
1) Production aspects of the CWCR programme	All the members of the production team at the EMRC Ahmedabad and AVRC Madras in particular and other centres located in the different parts of the country. Records and documents available at the EMRC (Ahmedabad) and AVRC Madras.	Quantitative - Number of programmes - Quantitative - Responses regarding various aspects of production	All the members of the production team at the EMRC (Ahmedabad) and AVRC (Madras) in particular and staff of other centres.	Questionnaire Interview schedule
2) Utilisation aspects of the CWCR programme	Records and documents available at the EMRC and AVRC	Quantitative - Number of programmes viewed - frequency of viewing Quantitative opinions regarding - timings of the telecast - preference of language	All the principals custodian teachers and 5 students of colleges in Gujarat visited by the investigator  Experts from the field of mass media and education.	

1	2	3	4	5
		<ul style="list-style-type: none"> <li>- quality of the programme</li> <li>- content level of the programme</li> <li>- facilities for viewing</li> <li>- maintenance of T.V. sets</li> </ul>		
3) Objective of CWCR as visualized by U.G.C.		Quantitative and qualitative <ul style="list-style-type: none"> <li>- Number of books read</li> <li>- Details regarding post tele-cast activities like discussion</li> </ul>	Same as above	Items included in the Questionnaire and Interview for Objective II.

#### 5.1.4 Delimitation of the Study

The study has been delimited to examining the production of the programmes by EMRC Ahmedabad and AVRC Madras.

The study of utilisation has been restricted to utilisation of these programmes in the colleges of Gujarat.

#### 5.1.5 Methodology of the Study

The details of the sample, tools used for data collection and the methods used for analysing the data have been presented here in a tabular form. [TABLE NO 5. P. 342]

#### 5.1.6 Analysis of Data

The details of the analysis of the data have been presented objectivewise.

##### Objective - I

The data analysis of the production aspect has been done depending upon the responses obtained from the members of the production team. The responses regarding the number of programmes produced, selection for the post, experience, training have been put in the form of percentages.

##### Objective - II

The data analysis for Objective - II has been done both quantitatively and qualitatively. Percentages have been calculated for the data obtained from the principals, teachers, and students regarding their frequency of viewing CWCR programme, language comprehension, preference of language for telecast, source of information about the programme, schedule of the programme and other information.

Data obtained from the records and documents have been analysed quantitatively and qualitatively depending upon the nature of the data. These records pertain to the data regarding the extent of utilisation and other aspects related to the presentation of the programme.

### Objective - III

The data obtained for this objective are both quantitative and qualitative, hence percentages have been calculated for responses obtained regarding the post-telecast activities e.g., reading of books following telecast, discussions in the class or elsewhere.

Responses obtained in narrative form have been content analysed to draw out the inferences.

#### 5.1.7 Major Findings

The major findings related to the above mentioned objectives are stated under different headings.

##### I Production

- 1) Number of programmes to be produced by the centres (AVRC and EMRC) is large, hence the quality is affected.
- 2) Selection of the experts for a programme is done arbitrarily. It is usually done on the basis of personal contacts, which may affect the quality of the programmes.
- 3) A chasm exists between the production - technical staff and the academicians or experts from various fields, with reference to the production of CWCR programme.

- 4) Academicians did not take the initiative or did not get involved in producing the CWCR programmes by either writing scripts or presenting programmes or offering their services as subject experts.
- 5) The producers also lacked interest or zeal to involve other experts besides the ones with whom they have worked. They have not made an effort to locate talented academicians or experts who could make an effective contribution to CWCR programmes.
- 6) Lack of orientation of the subject experts of CWCR programmes in visualizing the potential of the medium like T.V. and understanding the difference in presentation on T.V. and classroom lecture.
- 7) The script-writers and presenters of CWCR programmes were usually academicians or experts from other fields. They lacked training in writing scripts for ETV programmes, presentation on T.V. and failed to understand the manner in which it differed from classroom lecture.
- 8) Assessment of the needs of the target audience in terms of the preference of topics, treatment of the content, usefulness and other aspects was lacking.
- 9) Producers did not receive feedback and even if the feedback is conveyed it is not utilized effectively.
- 10) Producers had not received any in-service training.

- 11) Selection of the topic was usually done by the production crew at the centre.
- 12) Selection of a producer for a programme in EMRC Ahmedabad was done considering the interest in a subject area whereas at EMRC Pune all the criteria like specialisation in a subject area, interest and technical abilities were considered.
- 13) Academic interest was emphasized more in the content of the programme.
- 14) Interaction of the subject experts/script-writer with other subject experts was very limited.
- 15) Most script-writers considered the understanding level of the students alongwith the objective of CWCR programme i.e. providing enrichment.
- 16) In selection of a presenter, the specialisation in a subject area was considered the most important criteria. The reason for this may be the demand of the CWCR programme of requiring authentic presentation.
- 17) Lecture, Demonstration, Documentary were the most favoured form of presentation.
- 18) Previewing at the EMRC and AVRC is not arranged regularly.
- 19) Potential of the medium is not utilised to the optimum.

## II Utilisation

Findings related to the utilisation of the programme in the colleges.

- 20) Utilisation of the programmes in the colleges is to a very low extent.
- 21) One of the major reasons identified for low utilisation is the timings of the telecast which clashed with the college timings.
- 22) In the colleges of Gujarat, the medium of instruction is Gujarati. Since the CWCR programmes are telecast in English the students were not able to comprehend the programmes which created a disinterest in the programmes.
- 23) Most of the college teachers did not mention about the CWCR programmes to the students nor urged them to view the programme.
- 24) Source of information about U.G.C. programme is the newspaper or the Saptahiki, but not the college notice board.
- 25) T.V. sets in the college lie utilised. Students in most of the colleges had not seen a single programme in the college.
- 26) Students and teachers usually viewed the programmes at home.
- 27) Homeviewers found the programme useful and interesting.

- 28) Facilities for viewing were lacking viz., there was no separate room to install the T.V. and in some cases even though it was kept in a separate room, it was not enough to accommodate a large number of students.
- 29) Public interest in the CWCR programmes is lacking as the teachers hardly every mention about the programmes.
- 30) By virtue of viewing experience at home, most of the student preferred enrichment programmes or a balance of enrichment and syllabus based programmes.
- 31) Few responses regarding visuals, sound, music, narration were received this was due to the respondents viewing the programmes irregularly.
- 32) U.G.C. provides grants to buy T.V. set but maintenance and repair is the responsibility of the college and expenses incurred have to be covered under the budget of the college.
- 33) Colleges did not send the feedback and the U.G.C. too did not make efforts to get the feedback from the target audience.
- 34) Most of the colleges did not receive the schedule of the programme.
- 35) Less than 40% of the students, teachers and principals were aware of the objective of CWCR programme.
- 36) According to a large number of respondents presentation of the programme is dull, boring and monotonous.
- 37) CWCR programmes can supplement the teaching in the institution of higher education.

- 38) Programmes are not evaluated on a regular basis, so as to make it more relevant to the target audience.
- 39) Separate channel for education was recommended by experts from the field of education so that CWCR programmes could be put to good use.
- 40) Disinterest is created when the programmes are not telecast as scheduled.
- 41) The viewers lose interest when different episodes on topic are not telecast on successive days.

### III Enrichment Aspect of CWCR Programmes

The viewers knowledge would get enriched if they did not passively view the programmes but read books or held discussions with others. As the students were irregular or casual viewers, there was lack of interest on the part of the teachers and students to discuss about the programmes. Moreover, in the absence of viewing in the colleges it was found difficult to ascertain or arrive at any definite conclusions about whether the knowledge is being enriched.

Among those who viewed the programmes, engagement in post-telecast activities like discussions or reading of books on any topic after viewing the programme was very limited.

#### 5.1.8 Discussion

In this section a brief discussion of the various aspects of the study related to the three objective has been presented.

##### A) Production

As regard production, the number of programmes to be produced was found to be quite large. The producers have pointed out the difficulty that arises due to large number of productions. The producers need to compromise on the quality in trying to meet the specified target in terms of the number.

Mehta (1989) has reported that the producers at each of the media centres are expected to produce four programmes a month which is rather too high. Even with the use of free-lance producers, none of the media centres have been able to meet the target of twelve programmes per month.

Reddi (1987) quotes, "Targeted production for the EMRC is twelve programmes of 20 minutes duration, while it is one hour and four programmes of 20 minutes duration for the AVRC.

The study by Mehta (1989) has clearly stated that it is difficult to meet the demand and has supported the finding of the present study.

Thus, there is a need to either reduce the number of productions or engage the services of freelancers or appoint more producers, as trying to meet the targeted number, the quality is affected to a great extent.

B) Selection of the Experts

The selection of the experts was done arbitrarily and it is usually through personal contacts of the producers or co-ordinators. Since personal contacts are relied upon, it is not possible to ensure that the experts' contribution is fruitful for the programme. If the experts do not work to the best of their abilities, quality then is bound to be affected.

In most cases the experts are also writing the scripts, so it is necessary to ensure that the best people are involved to maintain the quality of the programmes.

The producers should take more initiative in tapping new talent and the academicians on their part must exhibit more interest in the programmes by involving themselves more actively in the production of the programmes.

C) Selection of the Producer

In EMRC Ahmedabad interest in a subject area is the only criteria considered but this should not have been the case, as only interest in a subject area will not help to enhance the technical quality of the programme. Interest in a subject area will help in understanding the content but technical knowhow is very essential for good quality.

D) Selection of the Topic

The topics for the programme were usually selected by the producer or co-ordinators and rarely by the subject experts. Actually the subject experts should have been involved in the selection of the subject as they would have a better idea of the topics that would sustain the interest of the students.

E) Academic Interest

In the content of the programme academic interest is emphasized, this means that the content gives information related to the subjects of the study or the syllabus in the colleges. This, is in contrast to the objective of the CWCR programmes of providing enrichment.

The study by Bambawale (1991) reported that the programmes merely concerned with transfer of information. The study by Pendharkar (1989) also revealed that 70% of the

programmes are merely informative and only 15% include transfer of skill and only 1% raised questions. The two studies have supported the findings by the present study. Another study which supported the above finding is the study by Kumar (1990) which revealed that information transfer was mainly emphasized.

F) Rapport Among the Team Members

The production team did not always share a harmonious relationship; this could hamper the smooth functioning of the production unit, thereby lowering the quality of the programme.

Production of a programme is a team effort where each member contributes to the best of his abilities and works a co-ordinated manner with his teammates. As Sharma et al. (1987) have aptly observed: "Planning of programmes is a co-operative effort involving the participation of curriculum developers, subject specialists, practicing teachers, script-writers and producers. Effective teaching by television is not accomplished by a single individual. A prodigious amount of well co-ordinated team work is required if the programmes are to be of first rate quality in educational terms."

The team members should also realise the importance of the contribution that each member makes in evolving a programme and accept the others role as equally important. They would not undermine each others' abilities, but try to overcome their differences, so that a better relationship develops and good programmes could be evolved. But working in a compartmentalised and disintegrated manner can be detrimental for the programmes. Commenting on the relationship between the producers and academicians, Mehta (1989) reported that, "The CWCR project has a mixed experience of the domination of subject experts in some cases, while in others, the producers are dominant. It largely depends on the eminence of the subject expert and the experience of the producer." This comment substantiates the finding of the present study that relationship between the team members is not always harmonious.

G) Orientation of Script-writers and Presenters

In making an educational programme the role of the subject expert is equally important as that of the producer because the subject expert provides guidelines about the treatment of the content. In such a situation, orientation or training of experts is necessary as they are not aware of the intricacies involved in production and utilisation of the potential of the medium like T.V. for an effective presentation. Since the subject experts also write the

scripts, in most cases training for script-writing is essential. Sharma (1987) observes: "It is essentially an art of imaginative programme creation. It calls for a stimulating blend of skill and imagination. It means giving visual treatment to your ideas." He also emphasized that scripts should be prepared by people with subject expertise who have been trained in writing scripts for the media. They must have a flair for creative writing and should be able to structure ideas for television programmes. As the way, a programme is structured is crucial to learning.

The above comments lead to certain qualities that an individual writing scripts should possess. It is not enough that the experts have a sound knowledge about their subject but they should be able to visualize the content presentation through the T.V. and unless they do so they would not be able to generate viable scripts. This justifies the need for training the subject experts in script-writing.

As regards presentation, the responses showed that the presenters were not trained for the job, most of them were subject experts who had experience of communicating in a classroom. However communication through a medium like T.V. calls for certain special attributes. The presenter should not only be a good communicator but he should be able to differentiate between a classroom lecture and a presentation

on T.V., so that good presentation can be effected. A teacher may be good at imparting information in the classroom but may not be a good presenter. So it is not always recommended to engage the services of the teacher for presentation, but other professional presenters could be engaged for the same. However, it is better to employ the services of the subject experts in favour of the professional presenters as they would be able to make the presentation more authentic and convincing which is extremely important in an educational programme. As Sharma (1987) aptly states, "It may be better to eschew the professional presenter and the professional actor in favour of the academic himself. What may be lost in slickness is gained in authenticity and credibility."

#### H) Need Assessment of the Target Audience

In any educational endeavour, it is very essential that the target audience be kept in mind and an assessment of their expectations from the programme should be sought, as this would go a long way in ensuring good viewership, and the viewers will realise the relevance of the programmes in their academics.

The producers have to depend upon the researches to provide them with information about the audience profile and expectations of the viewers from the programme.

Since, the producers are not in direct contact with the target audience so there is every likelihood that the programmes do not meet the educational demands of the students. Hence, the researcher's task is very important as he provides the producer with the information, to make the programme more meaningful to the target audience.

Thus, the researcher has to carry out surveys which will provide reliable data by cutting across a wide section of the viewers in a way that the sample becomes more representative and the chances of meeting the educational needs are increased.

The feedback surveys conducted by the EMRC's and AVRC's have looked into the needs of the target audience and in the survey by Pendharkar (1988) the recommendation by the teachers to make the programmes more relevant for the rural audience, supports the finding that need assessment of the students has to be carried out periodically.

#### I) Interaction of the Subject Expert

The subject experts did not interact with other subject experts, so obviously the content presented was in tune with an individual's idea and the scope of the presentation was limited. But if more interaction between the subject experts

was encouraged then dissemination of information could be done more effectively as more ideas could be generated.

J) Format

According to the respondents, most commonly adopted forms of presentation are lecture, documentary and demonstration.

The reason for using the lecture method is probably due to the familiarity of the academicians with the method and the ease with which such programmes could be produced as less preparation would be required. But this defeats the purpose of the CWCR programme as such formats would make the programmes dull uninteresting and would not motivate the students to get more knowledge. Moreover, the potential of a visually rich medium like T.V. is not utilised to its optimum.

Documentary and demonstration were also favoured by the experts, may be because the subjects of the programme demanded such a format. These formats utilised the potential of the medium to a certain extent and were most suited for enrichment programmes. This finding has been supported by the studies conducted by Sahni (1989) and Bambawale (1991) which reported that documentary and demonstration were favoured by most producers. Behera and Panda (1989) and

Mohanty and Rath (1980) reported that formats documentary and demonstration were used to a lesser extent. Mohanty and Sahoo (1991) contradicted the findings by other studies regarding format stated that lectures interview and discussion were commonly used.

K) Potential of the Medium

In most programmes, the formats used were lecture, discussion, interview, and demonstration. In such forms of presentation scope for using visuals is very less, so the presentation becomes drab and uninteresting. Thus the potential of the medium is not utilised to its maximum.

The study by Kumar (1990) reported that 24% of the programmes have not utilised the potential of the medium at all. Omnipresence was used in most programmes but few programmes used intimacy and only some used immediacy and animation.

The study by Pendharkar (1990) supported the finding that omnipresence had been used extensively but animation had been used to a limited extent. Although ETC is a visual medium and visuals should be used more often, but in 30% of the programmes graphics were not used at all.

L) Separate Channel for Education

The experts from the field of education recommended a separate channel for education. This is very important as the experts realise that the manner in which the CWCR programmes are telecast do not serve the purpose for which they are meant.

The cancellation of programmes to fit in other programmes, lack of publicity for the programmes shows that the programmes are given a shoddy treatment. The programmes are not given the importance that is due to them. However, this problem can be overcome if there is a separate channel for education.

M) Supplement for Teaching

The CWCR programmes can act as a supplement to teaching but it will not replace the teacher. The reason for this may be because the programmes are of general enrichment type and since the student's first priority is to get knowledge about the topics under his syllabus, so the programmes will serve the purpose of extending their awareness beyond the syllabus and thus supplement teaching in the colleges.

5.1.9 Utilisation

The findings related to utilisation have revealed certain salient features with respect to the language, timings frequency of viewing of CWCR programmes and other related aspects.

A) Language

The findings related to language show that the students were unable to understand the language (English), the reason being that the students were from Gujarati medium and so their comprehension of the language was low. This resulted in lack of interest.

The study by Pendharkar (1988) in rural colleges of Pune showed that 60.4 per cent respondents said that the language is not easily understood whereas the survey conducted in rural colleges of Bombay University showed that language is easily understood by nearly 79 per cent of students and 21 per cent found it difficult to understand. In colleges of Amrawati University, nearly 65 per cent did not understand the language of the programme. A study conducted by Kumar (1989) also reported that a majority of the students were not able to understand the programme due to language difficulty and demand at least one telecast in Hindi. The study by Mishra (1990) also reported that 48.5 per cent found the language difficult. All the studies have supported the findings of the present study regarding the inability to understand the language (English). The effort made by the U.G.C. to telecast programmes in Hindi on three days in a week is a step in the direction to gain more viewership.

B) Timings

The students and teachers both recommended a change in the timings of the telecast as the timings clashed with their college timings or else they were not able to reach home before the telecast commenced.

Many studies have reported that timings are inconvenient thereby lending more support to the finding reported by the present study.

The study by Pendharkar (1988) in the colleges of Pune, Amravati, Bombay and Nagpur Universities reported that nearly 78 per cent of the science students found the timings unsuitable and so they did not view the programmes. Approximately 91 per cent students from Bombay University found the timings inconvenient. The study by Sai Prasad (1990) and Mishra (1990) reported that students and teachers found the timings unsuitable. Mohanty (1992) also reported that 53 per cent found the time inconvenient.

The timings of the telecast have been rescheduled by the U.G.C. since its inception, this may be to increase the utilisation. However, even now there seems to be some discontentment regarding the timings. So the U.G.C. has to look into this aspect and reconsider the suggestions. If the

timings are inconvenient then the programmes will remain underutilised and all the resources and go into the production will be wasted.

C) Source of Information about the CWCR Programme

The students usually came to know about the CWCR programme from the Saptahiki or the newspapers but the teachers rarely mentioned about the CWCR programmes. The college notice board did not display the schedule which means that the college either did not receive the schedule or it was not displayed.

The four surveys conducted by Pendharkar (1988) and Kumar (1989) reported that Saptahiki or Newspaper was the major source of information. The study conducted by Gopalkrishna (1989) has reported that prior information about the programmes from newspapers and Doordarshan was obtained by 31.6 and 48.1 per cent of students. Only about 9 per cent received from the colleges. This does not necessarily mean that teachers contribute to the information of the CWCR programmes. But the study by Mishra (1990) has contradicted the above finding stating that 65 percent of the respondents came to know about the programmes through CWCR announcement for the next day. One source through which advance information about the schedule of the programme can be obtained is the University News. The University News gives the schedule for a week of both the slots.

D) Frequency of Viewing the Programme

Viewing of the programmes has been to a low extent. Among the colleges that the investigator visited in only one of the colleges the students had viewed a few programmes and that too not regularly. Most of the students had viewed the programmes at home and that too infrequently.

The other studies conducted by various centres also reported low percentage of regular viewers and a large percentage of non-viewers or rare-viewers. The study by Kumar (1989) reported that 59 per cent view U.G.C. programmes and only 21.00 per cent view the programmes regularly.

The study by Gopalakrishnan (1989) supports the finding of low viewership reporting that only 16.5 per cent of the viewers watched the programmes six days a week.

The study by Pendharkar (1989) revealed that only 17.58 per cent of the students of the Universities in Maharashtra viewed the CWCR programmes regularly. The study by Sai Prasad (1990) also reported that the respondents were occasional viewers.

The study by Mishra (1990) did not report very low viewership as compared to other studies. It reported that 84 per cent of the students viewed the programmes but majority of the students 43.7 per cent viewed the programmes only twice a week. This low percentage of viewing reflects poorly on the utilisation of the programmes and needs a lot of rethinking and reorganising on the part of the planners.

The study by Sobhana Bai (1988) reported that majority of the students are occasional viewers of ETV programmes. The study by Joshi (1993) also supported the finding that the viewing was occasional. The regular viewers watched the programmes only once a week.

Singh (1988) quotes, "According to a survey conducted in Ludhiana city hardly 2% students watch this programme."

#### E) Usefulness of the Programmes

Most of the students and teachers who had viewed the programmes regularly found them useful. Other studies too supported the above finding. In the study conducted by Mishra (1989) 97 per cent of the viewers found the programmes useful. The feedback survey conducted by Pendharkar (1989) in the four universities of Maharashtra reported that among those who view the programmes 86 per cent found the programme useful, as they increased the

general knowledge, gave additional information and increased interest.

However, the study by Kumar (1989) reported that 59 per cent of the students found the programmes useful, whereas 41 per cent of the respondents found the programme useless as the programmes were not interesting and not useful to their studies, being too general and not understandable. The study by Sai Prasad (1989) did not quote the exact figures, but reported that the programmes were found useful by many students.

By and large the studies indicate the programmes to be useful but it depends on many factors like the comprehension of the programmes and their expectations about the programme, and will to a large extent determine whether the students perceive the usefulness of the programme.

The study by Joshi (1993) also supported the finding regarding the usefulness and reported that it helped in increasing the knowledge and awareness.

F) Placement of the TV Set and Viewing Arrangements

The responses from the students, teachers and principals show that the TV was not placed in a separate room where large number of students could be accommodated.

The placement of the TV set would affect the viewing to a large extent as the students would not be able to view the programmes whenever they are free, if it is placed in the Principal's room or placed in the laboratory, which would be occupied by students doing their practicals. In some colleges the TV was installed in the audio-visual room and it is kept under lock and key usually under the care of custodian or incharge teacher. In such situation the viewing depends largely on the interest of the custodian teacher in viewing the programmes, and the initiative taken by the teacher to ensure viewing and also his schedule in the college.

The study by Sobhana Bai (1988) reported that placement of the TV influenced the extent of viewing the programme and assumes more importance as the study also reports that accessibility affects viewing. The study by Reddi and Vemraju (1990) analysed the reports by other centres reports that viewing becomes difficult as the TV sets are installed in Principal's room, library or laboratories, this hinders the viewing and even if a separate classroom or AV room is there, it does not possess adequate viewing facilities like sound absorbers so that comprehension is hindered due to poor audio quality. Mohanty J. (1992) reported in his study that 30 per cent lacked accommodation and so could not view the programmes.

G) Awareness about the Programmes

Few students were not aware of the CWCR programmes and some were aware but did not know anything beyond the fact that such programmes were telecast. This shows that the programmes do not get attention that is due to them. The responses from the students regarding the initiative taken by the teachers in urging the students to view the programmes shows that the teachers too pass them up and consider them to be of secondary importance as compared to the syllabus.

H) Feedback

Colleges did not send the feedback to U.G.C. primarily because the students and teachers rarely viewed the programmes and they probably did not realise the importance of sending the feedback.

In one of the colleges the U.G.C. used to mail a form to receive the feedback, initially the college personnel sent the feedback regularly but as their interest waned off, the U.G.C. too stopped sending the form to collect the feedback.

This shows that there is a need to make sustained efforts to get the feedback and the college authorities

should be made to realise the importance of feedback so that they in turn can influence the students to actively participate in the programme by sending the feedback.

I) Presentation

Programmes are very often dull and boring, the reason for this may be, the formats used like the documentary, discussion etc. Moreover, the visuals, the narration, music used in the programme also affect the presentation. In many programmes the visuals, music narration is not upto the mark and so it affects the quality and in turn the viewership. In the study by Kumar (1990) it was reported that 17 per cent of the programmes were devoid of any learning factor. They were monotonous and of a poor quality.

J) Awareness about the Objective of CWCR Programme

There was a lack of awareness about the objective of the CWCR programmes among the students principals and teachers. This finding reflects that the target audience has not been made aware of the objective of the programme, they may feel that the programmes are not of much importance to them and do not realise how much they could benefit from them. So, it is the responsibility of the producers to create awareness about the objective of the programme so that the target audience get interested in the programmes.

The above finding regarding the awareness about the objective gains more ground as the study by Kumar and Ali reported that the Principals of the colleges had a very little knowledge of the objectives of the CWCR programmes. Even principals of those colleges that had been provided TV sets by U.G.C. were no different in understanding the objective.

#### **5.1.10 Objectives of CWCR Programme**

Since the viewing was limited and post telecast activities even more, there was little evidence to show that the objective of the CWCR programmes was being achieved. In the studies conducted by other EMRCs and AVRCs the objective of the CWCR was not examined. However, the students' responses regarding the usefulness of the programme show that their knowledge is increased as they get additional information and interested is aroused in various subjects. The teachers of the colleges also commented that the objective of the CWCR were realised only partially but not to the extent that is expected.

#### **5.1.11 Media Coverage of CWCR**

The attention that CWCR has received in the Media has been discussed here. The letter by Kutty (1990) in Indian Express and the article by Sri Raman (1988) have also reported that the U.G.C.'s CWCR programme are not viewed by

the student community. Sri Raman reported that most of them had not viewed the programmes even irregularly as the programmes were very dull and no different from classroom lectures. Kutty (1990) compared the CWCR programmes to the Chinese CWCR and suggested that the CWCR programmes could take up the cudgels of higher learning in a more serious manner and cover a wide range of subjects. The best teachers of the nation can be involved to devise scripts thereby ensuring high-class teaching. Malik (1988) also expressed that the CWCR programmes were overlooked by the viewers and quotes U.G.C. telecasts - which we all tend to neglect because they come in the afternoon when most of us are busy doing other things.

#### 5.1.12 Conclusions

Based on the findings some conclusions have been enlisted under different headings.

##### I) Production

1. Producers need to make sustained efforts to improve the quality of the CWCR programmes in terms of the visuals, the audio, the content, and try to utilise the potential of the medium to its optimum.
2. Producers, Production Assistants, Subject experts, Script-writers and presenters were not well trained for performing their tasks efficiently. Many of the

producers and production assistants had received training on the job. The subject experts were not oriented for the CWCR programmes and this affected the quality of the programmes. Generally the scripts were written by the subject experts themselves and the programmes were presented by them or other academicians. Most of the times professional script-writers or presenters were not engaged. In the absence of training for script-writing and presentation the script-writers and presenters faced lot of difficulties and the producers too had to cope with several problems in this regard.

3. Academicians need to be actively involved in the programmes. Since the CWCR programme are a non-formal means of extending the horizons of education, should broaden their vision, to encompass the country as a classroom and take initiative to produce the programmes. The enthusiasm on the part of the academicians would boost the morale of the producers. As the academicians keep a low profile and the task of involving academicians in the CWCR programmes is left to the producer the programmes are not always a great success.
4. The rapport among the members of the production team was not always very harmonious. However, this is strictly individual as the producer may not experience

the same kinds of problems with all the subject experts or vice-versa. In a production team, the members have to work in a co-ordinated manner to achieve the best results, if they are not able to resolve their differences, the quality of the programme would be affected to a great extent.

## II) Utilisation

5. A general conclusion that can be arrived at regarding the low utilisation of the programmes is the inconvenient timings.

The students, teachers and principals were either busy with their regular schedule in the colleges at the time of telecast or they were not present. In the colleges in semi-urban areas, students come from neighbouring areas these students do not reach home at the time of telecast so they miss it.

6. Another factor impeding the utilisation is the language of the telecast. Since the CWCR programmes are telecast in English, not only students but according to some principals, teachers also find it difficult to comprehend the language. The students inability to understand English may be due to lack of exposure to English language as the medium of instruction in most of the colleges is Gujarati. Thus, in Gujarat,

particularly, language is one of the barriers in utilisation of these programmes.

7. Teachers lacked the initiative in using the media. One of the reasons may be the accessibility of the TV; in many colleges the TV was placed in the Principal's room which created a difficulty for the teachers unless the principal was co-operative.

Another reason is the importance attached to the CWCR programmes by the teachers and principals. In most colleges the principals and teachers have not impressed upon the students the benefits they reap out of viewing these programmes by the way of enhancing their awareness in various disciplines.

8. U.G.C. merely sanctioned grants to colleges for buying TV sets but did not make arrangements to supervise the utilisation of the same. It did not adopt any measures to get a feedback from the teachers and students on a regular basis. Since the U.G.C. did not exhibit much interest the college authorities also did not give a serious thought on utilising the CWCR programmes. U.G.C. has tried to reschedule the timings and have also started telecasting programmes in Hindi. These show that some efforts are being made to ensure the utilisation but a lot remains to be done.

### 5.1.13 Implications of the Study

The present study has implications for the planners, the producers and the beneficiaries of the programmes which are as follows:

#### Planners

The programmes are received well among the academicians and the principals, teachers and students who have viewed the programmes. They have lauded the attempt made by the U.G.C. in embarking on such a venture. The importance of the programmes is being realised, even though to a small section of the people.

However, the planners' personnel at Consortium for Educational Communication may need to restructure, reorganise and make concerted efforts to make the programmes more popular and meaningful by considering the needs of the target audience.

#### Producers

The quality of the programmes was not always good and needed lot of improvement. But some of the viewers have commented that programmes are good quality-wise particularly those produced by certain EMRC/AVRC.

Although the producers were working with some constraint and were not able to assure a standard quality

always, they were doing a fairly good job. However, the programmes would be wasted if they were not utilised. For this the producers need a good research backing to make it relevant to the target audience.

#### Principals and Teachers

The principals and teachers should view the programmes whenever possible and urge the students to view the programmes at least at home, discuss about the programmes, refer to the programmes related to the subject, while teaching, so that interest is generated in the programmes and students would be motivated.

The principals should make arrangements so that the students and teachers who are free at the time of the telecast can view the programmes together in the colleges.

The interest taken, and efforts made by the principals and teachers would go a long way in ensuring the utilisation of the programmes which would otherwise be under utilised and would mean a wastage of resources.

#### Students

The students gained a lot of information from these programmes about various disciplines particularly those who had been viewing the programmes regularly. The students need

to be concerned about gleaning information beyond the syllabus. The need to enhance their awareness will lead to looking for avenues besides the teachers in the colleges, and the CWCR programmes can serve the purpose by enlightening the students without having to turn the pages of innumerable books.

#### 5.1.14 Suggestions for Further Research

In the light of the present study there are certain suggestions for carrying out further research.

- i) There is a need to carry out periodic assessment of the needs of the target audience so as to provide a feedback to the producers regarding the expectations of the students from the CWCR programmes. Suggestion is also made for improving the quality. Varied samples across the country can be taken so that a feedback from the viewers over a cross-section could be obtained and the programmes could be planned and produced accordingly.
- ii) An evaluation of the production process needs to be carried out, to identify the problems faced by the producers in producing the programmes. This will in turn provide a feedback to the planners to plan and organise the programmes.

These type of researches would help to bridge the gap between the planners, producers and the viewers and this would help to make the endeavour successful.

- iii) Another aspect that needs to be examined closely is the factors that pose an obstacle in the use of the CWCR programmes and the efforts needed to overcome this difficulty.
- iv) Research also needs to be undertaken to assess whether the objective of the CWCR programme is being achieved. This will help the planners to know the extent to which the programmes conform to the objective and whether the objective of CWCR needs some rethinking and restructuring.

#### References

Reddi, U., (1987), "Television in Higher Education: The Indian Experience", Media in Education and Development, Vol.20, No.4.

Sharma, G.D., Ahmed S., (1986), "The Role of Television in Education", in Methodologies of Teaching in Colleges, UNESCO, UGC, NIEPA Publications Unit, NIEPA.

Pendharkar, S., (1988), "Need Assessment Survey of Teachers in Undergraduate Students", Educational Media Research Paper, Educational Media Research Centre, University of Poona, Pune.

Sahni, B. (1989), "Content Analysis of Countrywide Classroom AVRC, Osmania University, Hyderabad.

Bambawale, (1991), "Content Analysis of Countrywide Classroom Programmes", Educational Media Research Paper, Educational Media Research Centre, University of Poona, Pune.

Behera and Panda (1988), "Educational Television Programmes for Children Under INSAT: An Evaluative Study", Journal of Indian Education, NCERT, New Delhi.

Pendharkar (1988), "Profile of the UGC's Countrywide Classroom: A Feedback Survey of Universities in the State Maharashtra", EMRC paper, University of Poona, Pune.

Mohanty, J., (1992), Utilization of Countrywide Classroom T.V. Programmes: An Appraisal Study", University News, March.

Singh, R., (1988), "Use of Electronic Media in Distance Education", Indian Journal of Adult Education, Vol.49, No.2.

Reddi, U., and Vemraju, R., (1990), "Bouquets or Brickbats: Reflections on Countrywide Classroom Leased on", Reports of all UGC Media Centres, AVRC, Osmania University, Hyderabad.

Kutty, M.K.R., "Revamp CWCR", Indian Express, 24th November, Ahmedabad.

Sri Raman, (1988) 'Yeh Yunhi Hai', Article in Link.

Malik, A., (1988), "Tell it to DD in Sight and Sound Column", Indian Express, January 17.