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REVIEW OF RELATED LITERATURE

2.0 Introduction

There has been a tremendous change in the role of television over a period of time. The survey by Katz et al., (1978) of the role of television in the third world shows that television is becoming the main means of communication for the masses and that in urban societies, at least, a standard pattern of broadcasting is materialising.

Katz (1978) has pointed out the importance of television in modifying the behaviours and quoted "Two trends which affect us today and will do so in the future are firstly, the production of teaching and learning aids, on videotape, the importance of high standards both the educational and technical is now recognised as essential if the effort is to be worthwhile. Secondly, the wide range of useful techniques which have stemmed from the spread of modest and inexpensive television in modifying the behaviour of individuals or groups."

As the production of software of high quality requires considerable effort, it is essential to provide feedback to the producers so that they can evolve programmes aimed at

the target audience, as the feedback would help them to know the extent of utilisation and the preferences of the viewers with regard to various aspects of the programme.

In the sections that follow studies related to the organisation, utilisation and impact of instructional television programmes have been reviewed. In addition to these, studies related to viewing of country-wide class-room programmes, evaluation of educational programmes, development of educational television programmes have been included.

2.1.0 Organisation and Utilisation of Instructional Television Programmes

The studies reviewed in this section have looked into the extent of utilisation, organisation of instructional television programme. Studies which have found out the opinions and attitudes of teachers regarding these programmes.

Neufeld (1974) studies the implementation of ITV on the secondary level in the selected California District, the degree of difficulty in implementation of ITV, and the factors which influenced the implementation of ITV. The study reported that utilisation of CCTV and portable TV were favoured to open broadcasting facilities and teachers needed to be oriented for preparation in education and television.

Almlie (1976) studied the use of television in schools and development of ETV in Montana to determine the extent of utilisation of TV and Videotape and to review the history and development of ETV in Montana. This study also supported the finding of the study quoted earlier that more training had to be provided (to teachers) in the use of TV and videotape. The study also revealed that there was no satisfying use of television equipment. Maintenance and repair of TV sets was a problem in some schools.

Wijasuriya (1977) carried out a project of the Ministry of Education in Malaysia in 1965 to ascertain the feasibility of launching ETV in the country with the objective of improving educational opportunities particularly in rural areas. The study also reported that teachers should receive the help, advice and instruction in the use of ETV. Like the studies of Almlie and Neufeld, this study also reported that teachers should attend courses along with producers to improve feedback techniques. However, attendance in schools had improved due to ETV.

There have been many studies conducted in India at Secondary level as well as with elementary school students. Christiansen (1962) and Neurath (1965) came out with two research projects, which studied comprehensively the STV programmes in Delhi. Christiansen (1962) in one of his

evaluation notes recorded the following impressions. The teacher spent more time for presentation of telelessons, as intense preparation was required and this resulted in better teaching. Teachers and principals felt that student's learning improved and learning experiences were intensified as viewing demanded student's attention. Neurath (1966) conducted a scientific evaluation of Delhi School Television project. The study supported the finding that students were learning better with television. Television was a useful addition to teaching of science. Although, teachers' performance had not changed, they gave more thought to planning of the syllabus and the principals took more interest in teaching of science. The study conducted by Swami (1967) surveyed the opinions of students and teachers in the subject of physics and IX grade students in Delhi Higher Secondary schools. The study revealed that students benefitted from the Physics lessons taught through TV, a finding supported by studies by Neurath (1965) Christainsen (1962). The study also reported that there was a need for introducing more experienced and effective teachers for teaching through television. Adequate and suitable seating arrangement for students, while viewing T.V. were recommended.

The study conducted by Shah (1972) on the scope, utility and limitations of ETV in India with reference to

the Delhi School Television Project also came out with a similar finding regarding the television teachers as that of the study by Swami (1967) indicating that the selection of teachers was unsatisfactory and that they are not oriented continuously. The study also reported that there was a lot left to be desired as regards the pre-planning, qualifications and training of STV producers, utilisation, facilities i.e. the arrangements for viewing and maintenance of T.V. sets. The finding regarding utilisation facilities supported the finding by Wijasuriya (1977) (Ref. Section 2.1.0). The study showed that students and teachers have a positive attitude towards to ETV Programmes. The Study conducted by Rahman (1977) assessed the educational component of SITE based programmes. In-depth analysis of students and teachers responses supports the above finding stating that TV was accepted by primary school children in the rural areas of Orissa as a medium of Education.

The Centre of Educational Technology (CET), Delhi, conducted two surveys in 1980 and 1983 to find out the utilisation and comprehensibility of STV programmes in Delhi involving 173 secondary and senior secondary school and functioning of the ETV programmes in Sambalpur in Orissa respectively. The studies reported that TV viewing situation was not satisfactory i.e., lack of space, disturbance during viewing due to external sound and light. CET (1980).

reported that the presentation of programmes in terms of subject matter vocabulary used, clarity of language and narration etc., was found to be satisfactory by the teachers. The study in Orissa by CET reported differently, i.e., the students found the programmes boring and they were unable to retain children's attention and concluded that the quality, functioning of the TV and utilisation needed to be improved for effective use of the medium in primary education in Sambalpur district.

The survey by CET reported utilisation of ETV programmes by only 38 per cent of the teachers. This finding was supported by CIET (1984) which reported underutilisation of ETV Programmes in Orissa. Phutela (1980) indicated underutilisation of STV Programmes in Delhi, the view supported by Goel (1984), who conducted a similar study for Maharashtra.

CIET (1984) brought out a "Report of ETV Utilisation in Orissa" based on the monthly feedback received from the Television Centre, Cuttack. CIET (1984) also reported that the programmes were underutilised due to the irregular functioning of TV sets and power failure. Reception of the picture and sound was not congenial. Phutela (1980) studied the utilisation and comprehensibility of STV Programmes in Delhi and reported that students were able to comprehend the

programmes and this was contradicted by Goel (1984) who reported that programmes were not comprehended by the students. Goel (1984) carried out a study of organisation and utilisation of ETV Programmes in India, with the Utilisation aspect being studied only in Maharashtra.

The studies discussed in this section have revealed that television was accepted as an instructional, educational and enrichment medium but the medium has not been utilised to its maximum. The studies in India have particularly shown that the programmes were underutilised and some of the reasons were irregular functioning of the TV sets, lack of proper seating arrangement, and power failure, etc.

2.1.2 Impact and Effectiveness of Instructional Television

Seven studies reviewed here conducted research to find out the impact of Instructional Television. Aghi (1977) studied the impact of Science Education Programmes of SITE (Satellite Instructional Television Experiment) on children in Rajasthan by administering information and knowledge in Science. Aghi's study revealed that there was no significant difference on the application of information to solve the problem after viewing science programmes. Shukla and Kumar (1977) studied the impact of SITE on Primary school children and reported that there was evident

improvement in the language of students exposed to TV. Seth (1983) supports the finding regarding language development. The study reveals that scholastic achievement was in positive direction, with reference to language development and science, for students exposed to ETV. But Joshi (1987) conducted the study to know the effectiveness of STV programmes in Science in the schools of Delhi contradicted the above finding stating that there was no difference in achievement between students exposed to STV programmes and those not exposed to them.

Bhaskaran (1977) carried out a study to find out the impact of SITE Programmes and reported that children of Grade I & II did not understand science programmes, the latter were the least comprehended. Agarwal (1978) also studied the impact of SITE programmes and observed that children of grade I and III did not understand science programmes but accepted television. This finding supports the finding by Bhaskaran (1977).

Kanade (1982) compared the impact of ITV on the behaviour of the rural elementary school children supported the finding of the study by Seth (1983) and reported that language fluency showed improvement but no improvement was found in language refinement. Creative behaviour was

influenced positively but curiosity was not affected equal to that of creative one.

CET (1980) conducted a study of STV programmes on Secondary and senior secondary schools from Delhi. The study reported a finding different from the other studies indicating that STV lessons made a significant impact in learning of the subject matter.

2.2.0 Use of Television for Higher Education

The studies in this category have tried to find out the opinions and status of the use of TV for higher education.

Kellogg (1988) conducted a study to find out the views of lecturers in four colleges of Gujarat regarding their opinions about the countrywide classroom programmes. Mehta (1988) collected information from principals to know the actual conditions of utilisation in colleges of Gujarat. Mewada (1988) found out the opinions of students in eight rural colleges and colleges located in small towns of Gujarat regarding their views about CWCR programmes. Ging (1986) examined the dynamics of higher education, innovation as reflected in the introduction of five instructional television courses produced by Annenburg ICPB project. Al Hindi (1987) conducted a study to assess and investigate the nature and status of instructional media at special

educational training institute in Saudi Arabia. Vaughan (1978) conducted a study to find out the use of Television in Nursing Programmes accredited by the National League for Nursing. Studies by Mewada (1988) and Kellogg (1988) showed that CWCR Programmes were watched by very few students as timings were inconvenient. Mehta (1988) reported that students response to the programmes was not so warm and desirable as expected and the teachers did not have much motivation. However, the principals were motivated for the use of the programme. The study by Ging (1986) revealed that content, technical quality and curricular adaptability determined the use of these telecourses. The influence of the person who introduced programmes played a great role in the adoption of the programmes. This finding supports the finding reported by Mehta (1988).

The study by Al Hindi (1987) has shown that instructional media is available adequately but it supports the finding that utilisation and production facilities are less. Moreover, the teachers have to be better trained for the use of Media (section 2.1). The study by Vaughan (1978) revealed that nursing educators have not taken full advantage of the use of TV in tele-communications. This finding supports the findings of other studies reviewed in the section. Nursing faculties have not begun to use TV in the more abstract areas of clinical instruction.

2.2.1 Mass Media Behaviour

Two studies have been included in this section. The study conducted by Sobhana Bai (1988) assessed the mass media behaviour of college students towards ETV Programmes. Gopala Krishnan (1989) studied the viewing habits and preferences of college students with regard to CWCR Programmes. Both the studies revealed that majority of the students were occasional viewers of the ETV programmes. The studies also reported that content of the programme was comprehended by the students. The study conducted by Sobhana Bai (1988) reported that placement of the TV sets in the colleges influenced the students viewing and the time of telecast is a major factor determining the frequency of watching UGC programmes.

Other findings were as follows:

- * Frequent power failure was a constraint in viewing
- * Students suggested, introducing media viewing in the curriculum activities of the college
- * More number of science students watched the programmes as majority of the programmes were related to science.
- * ETV telecasts in English were found to be helpful in improving their vocabulary and their language ability.
- * Students preferred documentary and lecture cum-demonstration, urban students preferred interviews and

discussion. They suggested that programmes should have adequate visuals.

- * Principals and teachers suggested that programmes should be scheduled in such a way that on a particular day programmes of a particular discipline should be shown so that one hour could be utilised completely.

2.2.2 Feedback Studies

The studies in this section have been put in a tabular form to make it more specific. The table gives details regarding sample, tools and findings.

Investigator/ Objective	Sample	Tools	Findings
1	2	3	4
a. Pendharkar (1987) To find out the Number of student viewers	Rural Colleges under Pune University	Question- naire	Percentages of Students viewing the programmes was not very high. Among those who watched majority of them found them useful.
b. Pendharkar (1988) To find out the percent- age of viewing	Rural Colleges under Bombay University	Question- naire	Same as Above
c. Pendharkar (1988) To find out percentage of viewing	Rural Colleges under Amrawati University	Question- naire	Same as Above

1	2	3	4
d. Usha Kumar (1989) Feedback regarding awareness utility Comprehension etc. was sought	Rural Colleges under Meerut University U.P., Sample size 472	Questionnaire	Same as Above
e. Manihar Singh (1989) To find out awareness of CWCR Programmes usefulness and other related aspects	Hundred Students from Rural Colleges of Manipur	Questionnaire	Viewership of 46 per cent., Students found the programmes Useful 37 per cent viewed programmes three to four day/week 3 per cent did not find programmes useful Saptihiki was major source of information
f. Mishra (1990) Feedback regarding Viewing Pattern, Frequency, Utility and other aspects was sought	Students of Undergraduate colleges from urban semi-urban & rural areas of Himachal Pradesh	Questionnaire	84% of students viewed the programme 28.6 per cent of sample viewed programme for 3 to 4 day/week 97 per cent found programme useful UGC announcements were a major source of information about CWCR

1	2	3	4
g. Pillay (1987) Assessment of UGC's ETV Programmes in terms of the time spent in viewing, liking of TV programmes	225 of M.Phil students of M.K.U. during 1986-87	Interview	48% students reported that they viewed ETV programmes ETV programmes were preferred the least More than half of the students found Indian production substandard.

The above studies have been carried out mainly by the various centres producing the CWCR programmes.

The studies mainly administered questionnaire to the students who formed the sample of all the studies, observation and interview were not conducted.

The findings also showed a similarity in reporting low viewership of ETV particularly CWCR programmes.

2.2.3 Need Assessment, Viewers' Opinions and Expectations about ETV Programmes

Six studies have been included in this section. The study by Van Rogyen, Marci Anina (1990) conducted a study which focussed on the identification of the needs of adult learner. The assessment of the needs of the adult learners

is a prerequisite to planning and development of the programmes. Almanza (1976) conducted a study to describe the ITV college credit programme by Los Angeles College district, to determine whether the programmes were serving needs of the students and were based on students perception. Sai Prasad (1989) conducted a survey to find out the viewers, needs expectations, opinions about the CWCR programmes, while Pendharkar (1988) conducted a need assessment survey of teachers in the undergraduate colleges. Almanza's study reported that the ITV programmes were well received, Sai Prasad's and Pendharkar's study too supported the finding stated in the above study. Prasad (1989) reported that students and teachers found the programmes enriching. However, they were occasional viewers as timings were inconvenient. Teachers wanted syllabus based programmes and expected them to supplement teaching whereas students wanted simple lucid programmes, some related to their subjects and some which are not.

The study by Pendharkar also emphasised that teachers' view was that programmes should be presented in a simple, interesting but effective way. Moreover, teachers also expressed a need of keeping the rural students and their grasping power in mind. They also stressed the need for programmes in mother tongue.

2.2.4 Content Analysis Studies

There are several studies carried out in the area of content analysis of CWCR programmes by the various centres producing the programmes. Joshi (1987), Joshi (1988), Govindraju (1989), Trivedi and Shashtri (1989), Pendharkar and Deshpande (1989), Bambawale (1991), Kumar (1990), Joshi (1992).

The study conducted by Joshi (1987) showed that media centres were producing less number of programmes and efforts were not made to reach the target audience. The study by Trivedi & Shashtri (1989) reported that number of foreign programmes were more than the Indian programmes and no special effort was made to reach the target rural audience. This supported one finding and contradicted another of the study by Joshi (1988). Studies conducted by Joshi (1988), Govindraju (1989), Bambawale (1991), Joshi (1992) revealed that media centres had started producing more number of programmes. However, the study by Joshi (1992) further indicated that over a period of years no change was observed in the ratio of Indian and foreign programmes. The study by Bambawale (1991) presented a contradictory finding stating that 97 per cent of the programmes were Indian and only 3 per cent foreign, but the study by Pendharkar and Deshpande (1989) too reported that there were two third Indian Programmes and only one-third were foreign. Govindraju's

(1989) study revealed that media potential like visual power, immediacy. Omnipresence were exploited in most of the programmes.



The studies conducted by Pendharkar & Deshpande (1989) Kumar (1990) reported that omnipresence was most commonly used in all the programmes whereas Bambawale's (1990) study showed that intimacy was used extensively. Kumar (1990), Pendharkar and Deshpande (1989), reported that animation technique was used in few programmes. The mode of presentation most commonly used was documentary as reported by Bambawale (1991) and Pendharkar & Deshpande (1989). The study by Kumar (1990) and Pendharkar & Deshpande (1989) showed that language posed some difficulty and was not used keeping in mind the rural students.

Three studies conducted by Pendharkar (1989), Kumar (1990), Bambawale (1991) reported that transfer of information was the main concern and transfer of skill or though provoking aspects were not emphasized in a programme.

2.2.5 Evaluation of Educational Television Programmes

The studies in this section have attempted to find out the strengths and weaknesses of the Educational T.V. Programmes.

One study is related to the evaluation of Educational T.V. for children. The other studies are an evaluation of CWCR Programmes. Behera and Panda (1988) evaluated Children's ETV programmes where as Mohanty and Rath (1989), Jaiswal and Goel (1991) evaluated the CWCR Programmes. Behera and Panda (1988) reported that the objective of knowledge was likely to be realised in the programmes, formats like demonstration documentaries were used to a lesser extent. Visuals were used in 60 per cent of the programmes. The above findings were supported by the survey conducted regarding UGC programmes by Mohanty and Rath (1989).

The knowledge objective has been realised to a great extent. Almost all the programmes were enriched with visuals group discussions, dramatisation and project methods were not given due importance.

The study conducted by Mohanty and Sahoo (1991) had reported findings similar to the studies mentioned earlier in the section.

- * the study indicated that knowledge objective was given more emphasis than understanding and application.
- * Discussion, lecture and interview were commonly used whereas dramatisation, quiz, problem solving approach were not given due emphasis.

* in eighty-four per cent of the programmes visuals were quite clear and 60 per cent of the programmes the visuals were quite attractive. In most of the programmes voice was distinct and normal.

The objective of the study conducted by Jaiswal and Goel (1991) was to find out the effectiveness of CWCR programmes on computer education, chemistry and biology in terms of achievement of the students. The study revealed that the higher education science TV programmes are effective for both the English and Hindi medium students. In large number of programmes there is a significant difference in achievement of the English and Hindi medium students in favour of the former. It may be because the telecast is in English. However, in some no such significant difference was found in achievement. In some programme language used was quite high, speed of the narration was very fast and the accent and articulation were strange. Agler (1978) conducted an evaluation of the English TV Course 'Writing for a Reason'. The course was offered by the Dallas Community District. Seven studies were conducted of which one examined student attainment of the right composition objectives. Due to high attrition rate in the TV course no conclusions regarding the relative achievements of students in TV and on campus classes were drawn. It was concluded that TV course helped students to improve their writing skills.

2.2.6 Availability of TV Sets

Five studies have been included in this section in which attempts have been made to know how many colleges had received the TV set and whether viewing arrangements had been made. The studies by Joshi (1987), Mehta and Sharma (1988), Kumari and Ali, Pendharkar (1990) and Kumar (1989) are included here. The studies by Joshi (1987), and Mehta & Sharma (1988) were conducted in Gujarat. Pendharkar conducted a survey of 170 colleges of the Maratha, Nagpur, Pune and Shivaji Universities, Kumar (1989) surveyed the availability of TV sets, arrangements for viewing etc., in the State of U.P. Joshi's (1987) study revealed that many colleges in Gujarat had not received the TV sets and even after making the viewing arrangements efforts had to be done to initiate regular viewing. Another Study by Mehta and Sharma (1988) showed that most of the colleges had received TV sets and many of them had made arrangements for viewing but forty per cent of the colleges did not receive the schedule. Study conducted by Kumar (1989) lead to the following inferences drawn by the investigator.

- * Only in thirty per cent of the colleges in U.P are being viewed CWCR programmes.
- * In Respondent colleges 78.5 per cent colleges had made viewing arrangements of these only 72.5 per cent informed students about CWCR programmes by displaying

schedule on the notice board, while 6 per cent circulated notices, 21 per cent of the colleges did not care to do it.

The data obtained was from the replies received by the investigator on sending letters to them.

The study by Pendharkar (1988) like the study by Kumar (1989) also revealed that notice board was used by 50 per cent for getting information about ETV programmes and 29 per cent colleges found notice board to be the only source. The researcher's visit to colleges of Marathwada University showed that only one college had both TV and VCR, but the TV was not being used for viewing. As for CWCR programmes, according to them, there was no continuity of subjects. In about two to three colleges TV sets were used for viewing entertainment programmes. In some colleges TV sets were kept in the Staff Room and students were not aware of the ETV programmes. Two principals from colleges of Aurangabad avoided giving information about the TV sets. From this and the unreturned questionnaires, the investigator of the study interred that TV sets were not installed or that they wanted to withhold some information. The study by Kumar and Ali examined the institutional support for the CWCR viewing by collecting information from thirty principals of colleges in rural areas. The findings reported by this study

regarding information about the CWCR programmes is contrary to the findings of the other studies where colleges were the main source of information regarding CWCR programmes. The colleges provided nominal or no support for viewing CWCR programmes.

- * Despite fifteen colleges having fifteen sets (three were out of order) only three colleges provided free time for viewing.
- * Programme schedules were not procured or put on the notice board. Only five colleges received them and four out of these displayed them. Schedules were received irregularly. This finding is similar to the finding that 40 per cent of the colleges did not receive the schedule. (Mehta and Sharma, 1988).

The general understanding and involvement of principals with regard to CWCR was extremely low. They had very little knowledge of the objectives of the CWCR programmes.

2.2.7 Experimentation in Country-wide Classroom Programmes

In a normal classroom, there is an interaction between the teacher and the taught, but CWCR programmes are just one way communication. To overcome this difficulty talk-back interaction was introduced. The suitability and utility dimensions of the talk-back mode need to be studied more

thoroughly and analytically. Goel and Jaiswal (1992) conducted a study to analyse the ISRO-UGC Talk-Back experiment in terms of the ratio of CWCR telecast and talk-back session. The study looked into the content, clarity, quality, presentation, style and frequency of questions and responses and explored the possibilities of talk-back operational system in India and suggest measures for improvement. The study reported the following findings:

- * the ratio of CWCR programmes telecast and Talk-Back session ranges from 1.2:1 to 2.5:1.
- * 58 per cent of the total questions asked during the talk-back sessions were clearly audible.
- * the responses of the experts to the talk-back questions were in the audio.
- * all talk-back questions were at the level of CWCR programmes.
- * it seems the talk-back sessions are effective.

Another study conducted by Joshi, Pande and Joshi (1992) also reported that Talk-Back experiment was effective. This supports the finding of the study quoted earlier. The study has looked into the time allocation, question-answer session and other aspects. Both the students and teachers showed that the time allotted for the question-answer session was less. The students and experts expressed

that the quality of audio needed to be improved. They also opined that there was lack of visuals for answering the questions. This observation supports the findings of the study conducted by Goel and Jaiswal (1992).

2.2.8 Utilisation of Country-wide Classroom Programmes

Two studies have been included in this section. The study by Joshi (1993) has carried out a survey of the availability of the sets, purpose of utilising TV and the recommendations. The study collected the data from 120 students of Ahmedabad city. Forty students each from Arts, Science, and Commerce faculties.

The study of Sobhana Bai (1988) has also tried to look into the utilisation, pattern and frequency of viewing with regard to the regional differences. The respondents were drawn from 20 colleges, 14 rural and 6 urban, under the Madurai Kamaraj University.

The study by Joshi (1993) reported that 38 per cent of the sample indicated non-availability of the TV sets, 30 per cent of the sample lacked accommodation and only 11 per cent of the sample fully utilised the television.

* 13 per cent of the sample used TV sets regularly and only 39 per cent used it for viewing the CWCR programmes.

- * 30 per cent used TV occasionally and 9 per cent did not used it at all.
- * 53 per cent of the sample opined that the present time of telecast was not convenient.
- * 19 per cent suggested separate period in the time-table for viewing CWCR programmes.

Study by Sobhana Bai (1988) reported that 77 per cent viewed the U.G.C. programmes. This indicates that viewing was high as against the findings by Joshi (1993) which reported only 38 per cent viewing for the U.G.C. programmes. The study by Bhat and Pandey (1991) also reported that utilisation was not very high.

Other findings of the study by Sobhana Bai (1988) were as follow:-

- * 40 per cent of the students from Rural areas were viewing U.G.C. programmes in the college where as 8 per cent urban students viewed them at home or at neighbour's place.
- * The frequency of watching the programmes was three days a week for 8 per cent of the sample, 20 per cent of them watched two days a week, while 42 per cent of them watched once a week.

Out of 20 colleges visited, 13 had made viewing arrangements using TV sets for viewing U.G.C. programmes. In seven colleges TV sets were kept in the Principal's room or in the staff room. The study concluded that accessibility of TV sets for viewing U.G.C. programmes is fairly good in the colleges visited. However, it cannot be ascertained that they are used for viewing U.G.C. programmes.

The study by Bhat and Pandey looked into the availability and utilisation of the instruction television programme (ITV) at higher education level in 100 undergraduate colleges of six universities in Karnataka.

The study reported that only 47% of the colleges in Karnataka had TV sets and only one third had separate room for viewing.

As regards utilisation of telecast in instruction only 2% utilised telecast for instruction daily while 49% of them did not utilise it at all. The reasons for not utilising were inaccessibility and inconvenient timings.

2.3.0 Development of Educational/Instructional TV

Studies which have traced the growth and development of ITV/ETV have been included in this section.

Werthein (1977) made a comparative analysis of ETV in EL Salvador and Cuba. The thesis argues that ETV will differ according to the social, economical and political characteristics of the society.

Cuba initially concentrated efforts to expand adult and primary education and then moved to secondary education. It satisfied the needs of the educational system in general and used (ETV) intensively when the country was short of teachers and then it was dramatically reduced. Later it was used as an aid to the teacher.

In EL Salvador ETV was used for grade 7 to 9 and later from 4 to 6. This was done to overcome shortage of properly trained but this rationale was unfounded as there was no move to decrease the use of ETV in the class room. ETV coverage was limited because of inefficient technical installation and non-functioning of TV, which never got repaired promptly and this interrupted telecast reception.

Paul (1978) studied the background of Kentucky Educational Network from 1950-71. The study reported that KET has never been able to implement plan of operation. This may be because of non-support of KET in the political arena by the universities, lack of flexibility to schedule

diversities of the programmes for manifold needs of the state. Due to funding cuts, network linking university centres and various state agencies could not be established.

Torres (1975) traced the growth and development of ITV in Puerto Rico from 1958 to 1970 using the historical method of research. The study reported that utilisation of the two government ETV stations has not been done to the maximum capacity by the Department of the Education in dealing with the most pressing problems. This finding supports the finding by Paul (1978) regarding utilisation. Smith (1976) carried out a study to provide conceptual and historical background for the development of ETV at the Michigan State University from 1954-1974. This study too came out with a finding that the expectations held for TV broadcasting at Michigan State University have not to date been realised. However, policy, technology, finance and production aspects were not responsible for expectations not being realised, but the audience availability has had its indirect impact on the development of TV broadcasting.

2.3.1 Identification of Factors Affecting the Use of Media

In the section studies which have pointed out factors responsible for the use of media have been included. A study on development of model for the use of media is also cited.

Kamra (1977) studied the accessibility and utilisation of the newer media by the Jamaical Junior Secondary Classrooms through interviews and observation. The study revealed underutilisation of TV. This finding supports the findings reported by the studies by Torres (1975) & Paul (1978)

The study also reported that media and equipment acquisitions appeared to be uncoordinated and internal constraints existed to deter the development of centralised cataloguing and distribution system for non-print media and it was suggested that teacher usage of media can be accelerated if there was emphasis on locally produced media.

Rood (1977) studied the services provided by eighty-one cable TV systems in Michigan state. The study reported that availability of access channel time does not alone, generate the utilisation. Advertising of the programmes, need assessment of the audience, feedback, expertise among producers, in television production were some factors affecting utilisation. Broussard (1978) carried out a study to determine factors related to utilisation of ITV by teachers in elementary schools of Louisiana. It was concluded that frequency of the use was related to degree the teacher held, number of students, access to TV, size of

the class, schedule conflicts, TV reception, time spent on planning and preparing ITV lessons, content of ITV programmes, encouragement of supervisor to use ITV, ability to use ITV equipment and belief that ITV is conducive to learning.

Kintsfather (1978) carried out a study to determine the administrative policies and practices which tend to increase use of ITV. The study reported that the system of informing faculty members about the ITV services available, availability of release time or other compensation for faculty members in developing ITV programmes, and willingness of Deans to consider ITV production along with publications in evaluating faculty members for promotion may increase utilisation. Ogummilade (1979) carried out a case study of the application of ITV to general studies courses in the University of IFE, Nigeria. 250 students were selected randomly. The study reported the following findings.

- * The teachers involvement in production and recording of TV lectures was not enough;
- * Teachers had not received adequate training in the use of ITV;
- * The technical quality of TV lectures was considered to be good;

- * Lack of sufficient funds hindered the expansion of televised facilities.

Warner (1974) tried to develop a model for ITV consortium of higher education and compared it with three ITV consortia in operation in the state of Carolina. The study by Warner recommended release of adequate time and compensation for ITV teachers. This was supported by the study of Kintsfather (1978).

Ogunmilade (1979) reported that teachers were not involved in production and the study by Warner (1974) suggested that participation of faculty members in planning and production should be ensured. Kintsfather (1978) reported that use of ITV increased if teachers were informed. The three studies indicate that teachers play a very important role in the use of ITV. Warner (1974) suggested that the printed promotional materials should include the date of telecast, TV station on which it can be viewed, title, brief description of the consortium and the introduction of the ITV teacher.

2.4 Implications of the Previous Researchers for the Present Study

In this chapter, a review of the related literature has been presented. This helps to highlight the findings and other methodological details, which provide the basis for

deciding about the methodology of the present study. Moreover, it aids in framing the items for questionnaires. Evaluative studies in this section provide guidelines for evaluation of CWCR programmes.

In the western countries ETV programmes have been telecast for a longer period of time than in India. U.G.C.'s CWCR programme is slightly different from the BBC's Open University or Chicago's TV College, as it is not a part of the formal educational system, but a non-formal mode of reaching the students and enriching their knowledge through a programme, not adhering to their syllabi.

The section 2.1.0 on the organisation, utilisation of ITV in schools and colleges showed that ITV was underutilised and a lot of planning was recommended along with teacher's orientation in the use of ETV. However, ITV was able to bring about some positive changes like increasing the attendance in schools and was considered useful in teaching science and the students benefitted particularly from the physics lessons. Although the programmes were favourable, the extent of utilisation leaves much to be desired. In this context it becomes essential to know the extent of utilisation of the CWCR programmes to make them more meaningful to the target audience particularly because they are not syllabus based.

The section 2.1.2, on impact of ITV programmes in some instances have indicated that language development, curiosity and creative behaviour had increased but they had shown that comprehension of the programmes was not much. Since comprehension of the programmes is an important aspect, this determines the extent of viewing. It is relevant to examine the comprehension of the CWCR programme to throw light on the extent of viewing.

In the section 2.2.0 on the use of TV for higher education particularly CWCR programmes data had been collected from students, teachers and principals of different colleges and each study had only included one of the above mentioned categories, and the sample selected was small. The present study has attempted to collect data from the principals, teachers and students of the same colleges to identify the trends in the use of CWCR programmes and realise better generalisations.

The section 2.2.1 on the mass media behaviour, feedback studies, need assessment of viewers, expectations about ETV programmes has tried to look into the preferences about the media, like radio, TV, newspapers, convenience of timings, comprehension, frequency of viewing the programmes, usefulness and other subjects.

In the present study the above aspects have been included but the other studies have not tried to look into the objective of CWCR programme i.e., providing enrichment. The present study includes this aspect.

The section 2.2.4 on content analysis reports about the efforts to reach the target audience, the use of potential of the medium, the quality of audio and visuals which provides better perspective in understanding the responses obtained from the students and teachers, regarding the quality of the programme and presentation.

Evaluation studies conducted imply that such evaluation of programmes carried out at regular intervals of time would help to provide feedback to producers and planners to enhance the quality of the programmes.

The studies on availability of TV sets have identified the colleges where TV sets had been provided, along with seating arrangements, schedule procurements and display, but have not included the study on the maintenance and repairs of TV sets, pre and post telecast activities, discussions, etc. It is relevant to include these aspects as these would affect the extent of utilisation. The present study has considered these aspects. The studies reviewed here have

looked into the utilisation or effectiveness of the programmes but the production has not been included in these studies. A study of the production is essential as utilisation is determined by the quality, which in turn is affected by the qualifications, training, experience of the personnel involved in the production. Thus, it becomes relevant to include the process of production as a part of the study.

Studies on factors affecting the use of media have identified some factors which are responsible for the use of media and in the context of the present study, may be some of these factors could be identified and related to the extent of utilisation.

Most of the studies reviewed here have used the questionnaire and interview, as tools for collecting the data and one or two studies have used observation as the research tool. Since the present study is aimed at finding out the opinions of the target population - the students, the teachers and principals, with regard to the extent of utilisation viewing patterns, telecast timings, language comprehension, content level and other aspects, the tools like questionnaire and interview would help to elicit the information that is sought from the target population regarding the above mentioned aspects.

A study of the production aspects includes obtaining the information about the roles and responsibilities of the production crew and identifying certain problems (if any) in production and their interaction among the members of the production team to evolve the programme. This information can be sought with the help of questionnaires and interview.

In the study of utilisation too, questionnaires and the interview would elicit the information required regarding the extent of utilisation. In addition to this 'observation' had been included as a tool for studying utilisation as this would reveal the interest displayed by the students and teachers in viewing CWCR programmes; The pre-post telecast activities conducted, the reception by the TV, seating arrangements and other such relevant information. But the observation could not be carried out as the students were not availing the facilities in the colleges for viewing the CWCR programmes.

The present study has tried to incorporate certain aspects which were not looked in the previous studies, and has tried to fill-up the lacunae in the evaluation of the CWCR programmes.

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