ANNEXURES
UGC COUNTRYWIDE CLASSROOM

CRFDO

Preamble

The rapid expansion of the television infrastructure has made it possible to take TV programmes to almost any location in the country, if appropriate reception equipment is installed. The U.G.C. is aware of the vital role that a powerful medium like TV can play in the field of education. Recognising this potential of TV, the U.G.C., through the Country-wide Classroom project, seeks to use the now-vast TV network to take high quality university level education to even the most remote parts of the country. Thus, college students (and others) in small towns or remote places will have through TV-access to the best teachers and high quality audio-visual material.

This Credo seeks to spell out, in operational terms, the philogopy and approach of the Country-wide Classroom broadcasts. It is a framework and touchstone on the basis of which the appropriateness of programme can be judged.
Objectives

The broadcasts will aim to upgrade, update and enrich the quality of education, while extending its reach. They will attempt to overcome the obsolescence of the syllabus and present the latest advances in all fields, including especially in the newly-emerging ones. The programmes will seek to arouse the interest of the viewers, to whet their appetite and to broaden their horizons. The aim is to stimulate and not to satiate.

Approach

The programmes will not be based on or restricted to the syllabus. Instead, they would seek to provide new insights, bring in new findings and take students on vicarious tours of places and laboratories they would never see. Inter-relatedness of various disciplines, and of developmental problems.

Target Audience

The primary target audience will be under-graduate college students studying in colleges located in small
towns and rural areas. Other college students and teachers will be a secondary audience to keep in mind, but whose needs will not dictate programme content and approach. Separate and specific programmes may, however, be made for teachers.

A large and interested non-student population will certainly view the programmes. The existence of this audience must also be noted.

(Source: Educational Media Research Centre, Ahmedabad, 1989).
Synopsis of Programmes

I. INSTRUCTIONAL TYPE PROGRAMMES

(a) Lasers Fundamentals: The programme of about 20 minutes duration is a lecture demonstration of fundamentals of lasers. The purpose of the programme is indicated as (i) to understand the special characteristics of Lasers and (i) to understand how Laser works.

The programme begins with still picture illustrations of various applications of Lasers such as grilling and cutting metals, photography and communication and so on. The definition of Laser and the characteristics of Lasers are then explained. Finally the working of Laser is demonstrated with a series of animated graphics and still pictures.

(b) Introduction to Basic Electrical Components:

The programme of about 15 minutes duration is a demonstration of the characteristics, functions and application of Resistors, Capacitors and
inductors. It has a voice over narration.

Starting with a faulty electrical circuit the narration traces the causes of failure due to mistake in selecting right electrical components. The characteristics, functions and applications of Resistors, Capacitors and Inductors are dealt with one after another in a sequential order. Finally the circuit used at the beginning of the programme is set right by use of correct components.

(c) Microscopes: The programme of 20 minutes duration examines the construction and working principles of microscopes used in all scientific experiments. The introduction of Basic Microscope is explained with schematic diagrams. The programme then discusses various types of Microscopes, their construction and applications. The working principles of simple, compound, phase shift and darkfield, and Flourescence microscopes are shown with schematic diagrams and their practical uses are shown with slides and film inserts.

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(d) Cathode Ray Oscilloscopes: The programme of about 18 minutes duration is the first part of a series on Cathode Ray Oscilloscopes.

The programme deals mainly with the principles and functions of CRO. Using animated graphics the construction and function of CRO is explained. Then the procedure of using CRO to carry out electrical measurements in the laboratory are shown step by step. The programme concludes with the demonstration of Lissajour figures on CRO.

II. GENERAL AWARENESS TYPE PROGRAMMES

(a) Comets: The programme is about 15 minutes duration with voice over commentary and dramatic background music.

The programme begins with a dramatization of an old man's recollection of seeing a comet when he was a child. Taking Hailey's comet as an example, the programme provides a scientific explanation of the composition of comets, their movement in orbit and their characteristics in a series of still pictures and graphics. The
narration also reviews the myths associated with sighting of comets through the ages in different parts of the world and discusses the contribution of well known scientists to a better understanding of comets.

(b) Solid Waste and Water Hyacinth : The programme is about 15 minutes duration and begins with an introduction about pollution in cities by the commentator on camera.

Then voice over narration is used to explain how industrial waste pollutes and effects drinking water sources. The programme then proceeds to show how water Cyhanthis, a weed that feeds on the chemicals in industrial polluted water can be used to treat and purify water. Apart from purifying water the weed can also be used for generating gas and

The programme used footage from an actual waste water treatment plant to explain and illustrate the narration.
(c) **Introduction to Computers**: The programme is about
20 minutes and is presented in a documentary
format with voice over narration.

The programme provides a brief historical
sketch of development of computers and indicates
its applications in varied fields. The pro-
grammes explains the basic operations of compu-
ters with graphics and schematic diagrams. Input,
precess and out put functions of computers are
shown sequentially.

(d) **Life and Work of Sir C.V. Raman-Sound and Colour**:

The programme of 20 minutes duration is a part of
a series on Sir. C.V. Raman.

This particular episode deals with Raman's study
of Indian musical instruments and his extensive
experimental research in to physics of Colour
perception.

The programme has extensive footage of inserts
from Raman Research Institute Museum and interviews
with scientists who had known and worked with
Sir.C.V. Raman.
U.G.C. INSAT TV PROJECT

'Countrywide Classroom' Programmes

A study to assess the relevance of educational television programmes for the students of Bangalore University.

Dear Friends,

The University Grants Commission has been sponsoring educational television programmes for college students on the national television network for some years now. In order to find out the extent of usefulness of the programmes to the students and also to make them more relevant, you are being requested to assess a select set of programmes.

Please provide all the information requested in the questionnaire. Your frank and independent opinion will be most appreciated.

The questionnaire consists of five parts, A, B, C, D, and E. After you have completed Part A, a television programme will be shown to you. After seeing the programme, Parts B and C of the questionnaire will be given to you. After you have answered them, a second television programme will be shown to you. Following that you will be asked to fill in the final Parts D and E of the questionnaire.

Thank you for your co-operation.
PART - A

General Information
(Please mark 'X' for the appropriate answer)

1. Name: 

2. Sex: Male Female
   ( ) ( )

3. Year of Study in College: I II III
   ( ) ( ) ( )

4. Field of Study
   (Subjects):

5. Name of College:

6. Percentage of Marks obtained
   in the last examination:
   60 or more 50 - 60 40 - 50 Pass
   ( ) ( ) ( )

Information Relating to Television Viewing

7. Do you have television at home? Yes No
   ( ) ( )

8. If, yes, is it Colour or Black & White
   ( ) ( )

9. On an average, how much time do you spend daily watching
   television?
   (a) About one hour (b) About Two hours
   ( ) ( )
   (c) Three hours or more
   ( )

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10. Which of the following programmes do you watch (Cross only one box for each category of programmes)

<table>
<thead>
<tr>
<th>Programme Category</th>
<th>Regularly</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Morning Programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Afternoon Programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Evening Regional Programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Evening Network Programme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How often do you watch U.G.C. educational television programmes?

<table>
<thead>
<tr>
<th></th>
<th>Regularly</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

12. If never, what is the reason for not watching?

- (a) Programme do not interest you ( )
- (b) Timing is not convenient ( )
- (c) It is not part of class work ( )

13. Where do you like to watch educational television programmes?

- (a) At home ( )
- (b) At College ( )

14. What should be the language of the Programme?

- (a) English ( )
- (b) Regional ( )
- (c) Both ( )

15. Would you like educational television programmes to be

- (a) Syllabus based ( )
- (b) General Interest ( )
16. How do you think educational television programmes can be used?

(a) Instead of a lecture ( )
(b) In addition to lecture ( )
(c) As a tutorial, followed by discussion ( )

17. Read the following statements carefully. Indicate whether you Agree, Disagree or have No opinion about the statement. Indicate only one opinion for each statement.

<table>
<thead>
<tr>
<th>Statements</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>1. Television enhances Knowledge</td>
<td></td>
</tr>
<tr>
<td>2. Television helps improve thinking</td>
<td></td>
</tr>
<tr>
<td>3. Television reduces interest in reading</td>
<td></td>
</tr>
<tr>
<td>4. Television cannot clarify doubts</td>
<td></td>
</tr>
<tr>
<td>5. Television simplifies complex concepts</td>
<td></td>
</tr>
<tr>
<td>6. Television does not provide knowledge of subjects.</td>
<td></td>
</tr>
<tr>
<td>7. Television does not help in preparing for examinations</td>
<td></td>
</tr>
<tr>
<td>8. Television shows experiments that cannot done in class.</td>
<td></td>
</tr>
</tbody>
</table>
1. Explain the main idea of the programme in one or two sentences

2. Expand the term LASER

3. What characteristics of Laser was demonstrated with the use of an ordinary bulb?

4. Complete the following sentences using appropriate words
   (a) Laser beam operates at _______ wave length in the electromagnetic spectrum
   (b) Laser was discovered by

5. The working principles of Laser was explained in the programme with a schematic diagram. Can you write what you understood about it in two or three sentences?

6. How is Laser different from Conventional sources of light?

7. What is stimulated emission?

8. What is population inversion?

9. What are the different applications of Laser mentioned in the programme?

Part C - Programme Assessment

1. The information given in the programme was
   
   Too much     Adequate     Too little
   (   )        (   )        (   )

2. The information given in the programme was already
   
   Known     Partially Known     Unknown
   (   )        (   )        (   )
3. The commentary in the programme was
   Fully Understood  Partially Understood  Not Understood
   ( ) ( ) ( )
4. On the whole the programme was
   Interesting  Not interesting
   ( ) ( )

Part D - Programme 2 - Comets.
( Please answer all questions)

1. What is the main idea of the programme?
2. What is the mysth associated with comets?
3. In the following sentences, fill in the blank spaces with appropriate words
   (a) Perihelion is the _________ point of approach from the sun
   (b) Comet consist of a _________ surrounded by a _________ and a tail.
   (c) The frozen nuclei present in the outer region of solar system is called _________ cloud.
4. Why do comets appear at regular intervals?
5. Comets have been named after their discoverers. Can you name a few?
6. In which year was a comet last seen?
7. What is the Tunguska event described in the programme?
8. According to the programme, how are modern scientists attempting to study comets?

Part E - Programme Assessment

1. The information given in the programme was
   Too Much  Adequate  Too Little
   ( ) ( ) ( )

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2. The information given in the programme was already
   Known                   Partially Known           Un Known
   ( )                     ( )                          ( )

3. The commentary in the programme was
   Fully Understood       Partially Understood  Not Understood
   ( )                   ( )                           ( )

4. On the whole, the programme was
   Interesting              Not Interesting
   ( )                      ( )
Part B - Programmes 1 - Basic Electrical Components.

(Please answer all questions)

1. What is the main idea of the programme?

2. At the beginning of the programme why did the component burn out when the voltage was applied?

3. Can you identify the appropriate electrical component against each of the characteristics mentioned below:
   (a) Opposes AC, allows DC
   (b) Opposes DC, allows AC
   (c) Opposes both AC and DC

4. What does colour coding of components indicate?

5. How was the correct component selected for the circuit in the programme?

6. The programme showed some uses of the basic electrical components in electrical appliances of daily use. Can you indicate the appropriate uses for each of the following components:
   (a) Variable resistor
   (b) Variable capacitor
   (c) Variable inductor

Part C - Programme Assessment

1. The information given in the programme was
   Too much Adequate Too Little
   ( ) ( ) ( )
2. The information given in the programme was already

Known Partially Known Unknown

( ) ( ) ( )

3. The Commentary in the Programme was

Fully Understood Partially Understood Not Understood

( ) ( ) ( )

4. On the whole, the programme was

Interesting Not Interesting

( ) ( )

Part D - Programme - 2: Solid Wastes and Water Hyacinth

(Please answer all questions)

1. What is the main idea of the programme?

2. According to the programme, what are the two phases of development that have contributed most to pollution?

3. What is the main cause of pollution discussed in the programme?

4. How does polluted water affect ecological balance?

5. What is water Hyacinth?

6. Why is water hyacinth able to clean polluted water?

7. One method of water purification process was shown in the programme. Can you describe it in a few sentences?

8. How is biogas produced from water hyacinth?

9. How is fertiliser produced in the water purification plant?

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10. According to the programme, what can be done to maintain balance between environment and industries?

**Part E - Programme Assessment**

1. The information given in the programme was
   - Too much ( )
   - Adequate ( )
   - Too Little ( )

2. The information given in the programme was
   - Already known ( )
   - Partially known ( )
   - Un known ( )

3. The commentary in the programme was
   - Fully Understood ( )
   - Partially Understood ( )
   - Not Understood ( )

4. On the whole, the programme was
   - Interesting ( )
   - Not Interesting ( )
Test Unit - 3

Part B - Programme 1 - Microscopes
(Please answer all questions)

1. What is the main idea of the programme?

2. Fill in the blank spaces in the following sentences with appropriate words.
   (a) Smaller the focal length of the objective ______ the magnification.
   (b) In basic microscope, for a given distance of distinct vision, the magnifying power is ______
   (c) Opaque specimen can be observed by obtaining ______ images
   (d) Shorter the wavelength, ______ the resolving power.

3. Explain the basic principles of
   (a) Compound Microscope
   (b) Phase Contrast Microscope
   (c) Darkfield Microscope
   (d) Fluorescence Microscope

4. What are some of the applications of microscopes mentioned in the programme?

Part C - Programme Assessment

1. The information given in the programme was
   Too much Adequate Too Little
   ( ) ( ) ( )
2. The information given in the programme was already
Known Partially Known Un Known
( ) ( ) ( )

3. The commentary in the programme was
Fully Understood Partially Understood Not Understood
( ) ( ) ( )

4. On the whole, the programme was
Interesting Not Interesting
( ) ( )

Part D - Programme 2 - Introduction to Computers
(Please answer all questions)

1. What is the main idea of the film?

2. Can you name some of the scientists associated with
the development of computers?

3. Can you briefly explain the working principle of a
computer?

4. What is CPU?

5. What are the different types of information storage
devices mentioned in the programme?

6. What are the different types of input devices shown
in the programme?

7. What are the different types of output devices shown
in the programme?

8. What are the major advantages of using computers?
9. What are some of the limitations of computers?

10. The programme showed examples of use of computers in different fields. Can you name a few?

Part E - Programme Assessment

1. The information given in the programme was

   Too much          Adequate          Too Little
   ( )                ( )                ( )

2. The information given in the programme was already

   Known            Partially Known    Un Known
   ( )              ( )                ( )

3. The commentary in the programme was

   Fully Understood  Partially Understood  Not Understood
   ( )                ( )                ( )

4. On the whole the programme was

   Interesting        Not Interesting
   ( )                ( )

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**TABLE 4.4.1 - Television Viewing Pattern of Male/Female Respondents (in percentage)**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Morning Programmes</th>
<th>Afternoon Programmes</th>
<th>Evening Regional Programmes</th>
<th>Evening National Network Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Regular Viewer</td>
<td>Occasional Viewer</td>
<td>Non Viewer</td>
<td>Regular Viewer</td>
</tr>
<tr>
<td>Male (N=440)</td>
<td>7</td>
<td>56</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Female (N=118)</td>
<td>2</td>
<td>64</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Male (N=440)</td>
<td>8</td>
<td>28</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>Female (N=118)</td>
<td>5</td>
<td>53</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>Total (N=58)</td>
<td>5</td>
<td>50</td>
<td>45</td>
<td>5</td>
</tr>
</tbody>
</table>

**Notes:**
- Male (N=440)
- Female (N=118)
- Urban (N=258)
- Rural (N=126)
- Male (N=65)
- Female (N=81)
- Total (N=384)
Table 4.7.1 - Attitude of Respondents (in percentage) towards Educational Potential of Television.

<table>
<thead>
<tr>
<th>URBAN RESPONDENTS</th>
<th>STATEMENTS INDICATING THE POTENTIAL OF TELEVISION IN EDUCATION</th>
<th>RURAL RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (N=110)</td>
<td></td>
<td>Male (N=65)</td>
</tr>
<tr>
<td>Female (N=128)</td>
<td></td>
<td>Female (N=61)</td>
</tr>
<tr>
<td>Agree</td>
<td>Dis-Agree</td>
<td>No Opinion</td>
</tr>
<tr>
<td>70</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>81</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>62</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>66</td>
<td>16</td>
<td>18</td>
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<tr>
<td>31</td>
<td>48</td>
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<td>48</td>
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<td>26</td>
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<tr>
<td>59</td>
<td>23</td>
<td>18</td>
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</table>
Summary of Analysis of Variance in Comprehension of Programmes by the Respondents.

<table>
<thead>
<tr>
<th>Location</th>
<th>Gender</th>
<th>Comprehension Scores</th>
<th>Type of Programme</th>
<th>Instructional (N=323)</th>
<th>Gen. Awareness (N=323)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>Male (N=110)</td>
<td>Mean Score</td>
<td>4.78</td>
<td>3.26</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sum of Squares of Scores</td>
<td>5005.25</td>
<td>2153.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female (N=67)</td>
<td>Mean Score</td>
<td>5.02</td>
<td>5.46</td>
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<tr>
<td></td>
<td></td>
<td>Sum of Squares of Scores</td>
<td>1915.25</td>
<td>2495.75</td>
<td></td>
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<tr>
<td>Rural</td>
<td>Male (N=110)</td>
<td>Mean Score</td>
<td>2.78</td>
<td>3.30</td>
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<td></td>
<td></td>
<td>Sum of Squares of Mean Scores</td>
<td>916.25</td>
<td>1302.75</td>
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<tr>
<td></td>
<td>Female (N=61)</td>
<td>Mean Score</td>
<td>6.30</td>
<td>3.56</td>
<td></td>
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<td></td>
<td></td>
<td>Sum of Squares of Mean Scores</td>
<td>3508.25</td>
<td>1597.25</td>
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</table>
Table 4.13.1 - Prior Knowledge of Programmes by Respondents (In Percentage)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Location</th>
<th>Gender</th>
<th>Content of Instructional Type</th>
<th>Program Was</th>
<th>Known</th>
<th>Partially Known</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Urban (N=177)</td>
<td>Male (N=110)</td>
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<td></td>
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<td>88</td>
<td>5</td>
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<tr>
<td></td>
<td>Rural (N=146)</td>
<td>Male (N=65)</td>
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<td></td>
<td>14</td>
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<td></td>
<td></td>
<td>Female (N=81)</td>
<td></td>
<td></td>
<td>6</td>
<td>75</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total (N=323)</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>76</td>
<td>14</td>
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</tbody>
</table>

Table 4.13.2 - Assessment of Information Load in the Programme by Respondents (In Percentage)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Location</th>
<th>Gender</th>
<th>Information Load in Instructional Type</th>
<th>Program Was</th>
<th>Too Much</th>
<th>Adequate</th>
<th>Too Little</th>
<th>Too Much</th>
<th>Adequate</th>
<th>Too Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban (N=177)</td>
<td>Male (N=110)</td>
<td></td>
<td></td>
<td>12</td>
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<td>31</td>
<td>30</td>
<td>52</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female (N=67)</td>
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<td></td>
<td>6</td>
<td>66</td>
<td>26</td>
<td>14</td>
<td>74</td>
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<tr>
<td></td>
<td>Rural (N=146)</td>
<td>Male (N=65)</td>
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<td></td>
<td>13</td>
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<td>30</td>
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<td>62</td>
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<td></td>
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<td>23</td>
<td>11</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total (N=323)</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>63</td>
<td>28</td>
<td>18</td>
<td>67</td>
<td>15</td>
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</tbody>
</table>
Table 4.13.3 - Assessment of Commentary in the Programme by Respondents (In Percentage)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Commentary in Programme was Understood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Instructional Type</td>
</tr>
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<td>Fully</td>
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<tr>
<td>Male (N=110)</td>
<td>68</td>
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<tr>
<td>Female (N=67)</td>
<td>66</td>
</tr>
<tr>
<td>Rural (N=146)</td>
<td></td>
</tr>
<tr>
<td>Male (N=65)</td>
<td>46</td>
</tr>
<tr>
<td>Female (N=81)</td>
<td>66</td>
</tr>
<tr>
<td>Total (N=323)</td>
<td>62</td>
</tr>
</tbody>
</table>

Table 4.13.4 - Assessment of Overall Quality of the Programme by Respondents (In Percentage)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Instructional Type</th>
<th>Gen. Awareness Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Programme was</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interesting</td>
<td>Not Interesting</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Urban (N=177)</td>
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<tr>
<td>Male (N=110)</td>
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<td>34</td>
</tr>
<tr>
<td>Female (N=67)</td>
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<td>38</td>
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<tr>
<td>Rural (N=146)</td>
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<tr>
<td>Male (N=65)</td>
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<td>6</td>
</tr>
<tr>
<td>Female (N=81)</td>
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<td>15</td>
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<tr>
<td>Total (N=323)</td>
<td>76</td>
<td>24</td>
</tr>
</tbody>
</table>