CHAPTER III
REVIEW OF LITERATURE

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

Behera, S.C. (1995) studied the impact of Educational Television Programmes on the competency of the elementary school teachers. The researcher used survey as well as field experiments. The socio educational status of the school in which television operates was determined by a case-study approach. A sample was selected by the researcher in four phases - Selection of schools, selection of teachers, selection of students, and selection of inspecting officers - a revenue district of Orissa, the TV schools and Non-TV schools of Sambalpur district randomly. A quasi experimental design was adopted to measure the impact of ETV programmes on the competency of teachers was analysed in terms of their knowledge, understanding and application in various content areas and their classroom interaction with students.
Mrunalini. T. in her work (1997)² 'Education and Electronic Media' studied, poses the problem whether TV viewing leave any impact on children of early childhood stages. if so, which is the most effective age group?

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

Keval J. Kumar (1987)³ in his study 'Media - Education and Computer Literacy in India: The need for an integrated "Compunication education" assess the exposure to mass media to computers which are very limited in India, even in urban areas. Some experiments in Media Education have been conducted outside the school curriculum. The Central Government has launched a pilot project in Computer Literacy and studies in school in 248 higher secondary schools and an evaluation of it has been commissioned. This paper sketches the media and computer science in India, the policies of the Central Government on media, Computers and school education and
computer literacy. Some preliminary findings of a media survey in Bombay's secondary schools suggest a wide interest among students, teachers and parents in media education and computer education. The paper concludes with a plea for a bringing together of the two areas of study because of the intimate connections between them as reflected in the terms 'Compunications' or 'telematics' not as vocational professional subjects but to promote critical thinking about the new media, especially about their role and influence in our society and the international context in which they function.

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

For practical reasons, the researcher decided to confine this study to ninth grade students of one school and to test the children's awareness about one country in Asia, namely India. To test the awareness of the children, a simple questionnaire was constructed, which was partly multiple-choice and mainly open-ended. The majority of the questions, 7 out of 10 were open-ended. The students could give any answers which they thought proper. This was to lessen the influence of the researcher's bias which might harm the scientific validity and reliability of the study. For example the very first question gave the pupils a chance to answer in one or two words what they
thought India was well-known for. No idea or lead was given by the researcher or the class teacher who personally administered the questionnaire survey in April 1971 and in January 1978. The image which came to their minds on hearing the word India could be expressed by the children in one or two words. Similarly, the second question gave them an opportunity to name three famous people from India. Here is an example of a structured multiple-choice question: "The population of India is nearly three times/ten times/fifteen times that of the United States. Check the right answer."

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

Pokharapurkar Raja (1993) in his work 'Rural Development through Community Television' used the methodology, to collect informants responses by interview schedule to a few selected programmes in order to judge the extent to which a particular programme has had its desired impact on the viewers. This also is a kind of experimental model only with a difference that, there is no particular control group envisaged in the research design.
The study focuses on the role and functioning of TV on the community level. A kind of feedback study with the background of the viewer is conducted. The study has been conducted in the three districts of Maharashtra. The researcher used interview schedule, case studies and an experiment with Programme-Feedback. It is found that a large majority of the rural population is slowly but definitely developing 'viewing habit.'

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

The research indicated the effective use of media technologies in distance education programmes varied with reference to three groups of students: (a) those accessible to campus (b) those near a study centre or sub-campus and (c) those who are remote and require a total distance format. The distance programme for each group of students must include opportunities for
activities which meet the needs of those students, and will depend on the technologies available for each group. Courses offered for each group should use different combinations of media to help satisfy student motivational needs.

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

David A. Poland (1989) studied the Video effects on western Samoan viewer's pesticide knowledge and attitudes. This study explores the influence that regular television and video viewing might have on the attitudes toward and knowledge gained by Western Samoan farmers viewing a small format video on safe pesticide use. Two hypotheses generated to investigate this issue posited that farmers with more television and video experience, and farmers with ready access to these media, would show greater knowledge gains than their non-viewing and no access counterparts. Two other hypotheses asserted: (1) that farmers who did not view television or video regularly or (2) have ready access to them would be more receptive to the small format video production.
These hypotheses were tested using a field experiment based on pre- and post-treatment questionnaires administered to more than 120 farmers in three Western Samoan villages with distinct audio-visual media characteristics, producing 106 valid surveys.

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

Chris W. Allen (1987) studied the development of a low-cost formative research model to aid in the production of Educational Television programmes for adults. This thesis devises a formative research model that will guide producers through the presentational aspects of the programme.
It uses three existing formative research models that, for various reasons, are unsatisfactory for small projects, and distills from them a fairly low-cost, easy to follow plan. The three models are from the children's Television Workshop, The Communication Technology transfer in Agriculture project of the Academy for Education Development and the Manhoff Social Marketing Project.

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

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

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

Channell Kathy (1983) studied An analysis of viewing and study habits of instructional television students. To scientifically explore both viewing and study habits, a study was conducted at West Virginia University. Students enrolled in seven telecourses during the four semester were given a
pretest and a post test. The two questionnaires were designed to provide comparisons between viewing television for entertainment and for instruction, and to determine student study techniques that contribute to a successful telecourse experience.

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

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

Burrows, Paul Edmund (1982) studied an instructional television programme in visual communication 'vector field forces'. The production of a prototype instuctional video tape seemed an appropriate subject for the creative project requirement. Focusing on selected principles of visual
communication, this video unit afforded an opportunity to explore the acceptability and instructional effectiveness of a televised lesson.

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

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

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

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

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

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

Mohanty & Rath (1990)\textsuperscript{13} in an appraisal study of CWCR TV programmes reported the major findings as given below:

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

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

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

4. Only 8 percent of the programmes were found overloaded with content.
5. Lecture with demonstration and interview with experts were found more interesting and attractive whereas documentary programmes did not motivate the viewers.

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

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

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

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

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

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

During 1987-98 Shastri (1990) conducted a study entitled 'Where are the TV sets?' through surveys to find out how many colleges had procured TV sets and whether viewing arrangements were made or not. The study disclosed that:
1. In all 10 colleges of 5 universities of Gujarat, TV sets were installed and out of them 50 percent of the colleges made proper viewing arrangements.

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

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

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

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

2. The duration of the programmes ranged from 9 minutes to 36 minutes and 23 percent of the programmes were on Arts subjects, 50 percent on Science and rest were on general category.
3. Out of the total sample, 50 percent were based on indoor shooting, 39 percent on outdoor location and the rest of them used both.

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

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

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

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

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

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

5. In some programmes, the language used was in high speed and also difficult to understand.
6. The background music in some ETV programmes was good and in some other programmes bad.

Kumar (1990)\textsuperscript{17} in his study made content analysis of the CWCR programmes and reported the following:

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

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

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

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

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

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

7. Nearly 17 percent of the sample were devoid of any learning factor, namely, interest, reinforcement, motivation etc. and as such monotonous and ineffective.
8. Lab experiment and field studies were shown in 21 percent and 36 percent of the programmes respectively.

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

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

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

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

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

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

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

4. The programme need not be simplistic but should be simple and explanatory.
Goel and Jaiswal (1991) in their study "Pedagogical Analysis of UGC Countrywide Classroom Science Programmes" have reported the following findings:

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

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

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

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

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

6. In 88 percent of the programmes the level of the language used was appropriate, whereas in 12 percent of the programmes the language was above the level.
7. The sound was not clear sometimes during the telecast in 24 percent of the programmes because of bad transmission or fault in the equipment.

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

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

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

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

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

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

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

15. Lecture with demonstration and illustrated talk method were found quite effective.
16. Almost all the programmes integrate the skills of introducing lesson, stimulus variation, explanation, illustration and lesson closure, but the reinforcement and probing questioning skills were by and large ignored in the programmes.

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

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

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

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

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

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

(iv) Interview with experts, documentary films and lecture with demonstration were found more attractive
Most of the visuals used in the programmes were sophisticated and it was difficult on the part of the observer to view properly the two-dimensional visuals they were on the television screen for very short time.

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

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

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

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

Medium of all programmes was English.

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

1. Almost 80 percent of the programmes were comprehensible.
2. In about 85 percent of the sample, content delivery rate was quite satisfactory.

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

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

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

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

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

In another study of the CWCR programmes, Mohanty and Sahoo (1991)\textsuperscript{22} have reinforced some of the above points and reported the following findings.

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

22. Line numbers are generated automatically and may not correspond to the original document.
Most of the programmes were adequate in content.

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

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

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

In 60 percent of the programmes the visuals were quite attractive.

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

Medium of all programmes was English.

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

In 8 percent of colleges there were B/W TV sets and in 44 percent of the colleges there were colour TV sets. On the whole, only 52 percent of colleges had TV sets.
(b) TV sets of 9 percent of colleges were regularly used, in 25 percent occasionally and in 13 percent of colleges not at all.

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

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

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

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

(g) According to 14 percent of respondents separate periods should be provided for UGC programmes.
(h) In the absence of the repeated transmission 11 percent suggested supply of VCR, VCP and recorded ETV programmes to college/PG departments for their utilisation at convenience.

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

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

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

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

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

(d) About 38 percent of the sample pointed out non-availability of TV sets, 30 percent lack of accommodation, and 11 percent otherwise utilised as the reasons for nonutilisation of CWCR programmes.
(e) As high as 53 percent opined that the present time of telecasting was not convenient.

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

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

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

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

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

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

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

(e) The cent percent visuals were fully clear and attractive in most of the programmes.
(f) Visuals were also shown for reasonable time in the demonstration and experimental programmes and

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

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

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

2. More than 75 percent of the questions raised by each of Jodhpur, Roorkee and Patiala viewers were clearly audible 23 percent of the total questions raised by Imphal were clearly audible, whereas, 13 percent of the total questions raised by Madurai were clearly audible. 12 percent of the total questions raised by each one of Ahmedabad, Hyderabad and Madurai viewers were not at all audible Maximum number of questions (17 percent) were put by Roorkee, whereas, minimum number of questions (10 percent) were put by each one of Imphal, Jodhpur and Patiala.
3. The average talk back time per question ranged from 30 seconds to 60 seconds. On an average the talk back time per question was 48 seconds. In 80 percent programmes the average talk back time per question was about one minute.

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

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

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

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

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

9. Twenty-seven percent of the questions were anchored by the anchor person and it was required, 15 percent of the questions were anchored but it was not required, 18 percent of the questions were not anchored
but it was required, whereas 40 percent of the questions were not anchored and also it was not required.

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

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

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

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

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

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

In a pioneering study of IGNOU ETV Programmes Goel and Jaiswal (1991) made pedagogical analysis and the major findings have been given as follows:
i) The medium of instruction of 80 percent of the programmes was English, whereas in 20 percent of the programmes the medium of instruction was Hindi.

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

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

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

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

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

vii) In all the programmes the level of the language used was appropriate.
viii) The sound was clearly audible during the telecast in 90 percent of the programmes.

ix) The IGNOU ETV used music appropriately.

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

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

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

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

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

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

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

xvii) Sixty percent of the contents of IGNOU ETV programmes was at fact level, whereas, 40 percent at concept levels.
xviii) Lecture, demonstration and explanation methods were frequently used and found quite effective.

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

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