Chapter 5
Key results and discussion
CHAPTER 5  KEY RESULTS AND DISCUSSION

QUANTITATIVE ANALYSIS - TELEVISION VIEWERS

Media preference and television viewing habits

What are the media preferred by you for entertainment? (Multiple response)

4A.4 Media preferred for entertainment (Overall analysis)

Table- 4A.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Television</td>
<td>245</td>
<td>33.8</td>
</tr>
<tr>
<td>2 Radio</td>
<td>111</td>
<td>15.3</td>
</tr>
<tr>
<td>3 Print</td>
<td>215</td>
<td>29.7</td>
</tr>
<tr>
<td>4 Multimedia and internet</td>
<td>154</td>
<td>21.2</td>
</tr>
<tr>
<td>Total responses</td>
<td>725</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table was based on total multiple responses (725)
298 valid cases; 2 missing cases

DISCUSSION OF RESULTS:

The data gave a clear indication that one third of the total sample population opted for television as a medium to view (33.8%). The audiovisuals with strong characters, emotions and surrounding atmosphere with background score provided television an
appeal, which could be enjoyed and experienced through mass viewing. That was magic effect of the medium.

The print medium secured second position (29.7 %) because it was easily available, cheaper, had stories covering every aspect, affecting and non-affecting human life and interest for all age categories.

Multimedia and internet found to be not so common medium for people and that had been indicated by the supporting data as only 21.2% sample population showed their interest in preferring the medium.

With the private radio stations’ entry in to the market, radio had been paid attention to but had not been recognized as a serious medium. It had been primarily used to access latest film songs, details about movies, etc. and had been considered a ‘filler’. It was mostly preferred during the times of travelling to office, school or colleges as easily accessed through mobile phones. Above reasons were reflective of the data with as many as only 15.3% people’s preference for the medium.

**What channels do you watch on television? (Multiple response)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 News Channel</td>
<td>191</td>
<td>29.4</td>
</tr>
<tr>
<td>2 Film Channel</td>
<td>131</td>
<td>20.2</td>
</tr>
<tr>
<td>3 General Entertainment Channel</td>
<td>180</td>
<td>27.7</td>
</tr>
<tr>
<td>4 Educational Channel</td>
<td>147</td>
<td>22.7</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td>649</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
DISCUSSION OF RESULTS:

The above data clearly indicated that news channel was most viewed channel category by audience (29.4%). It suggested that people’s desire to remain informed with the happenings of all around the corner made news channel highly viewed by audience. News channels not only provided news pertaining to politics, socio economic or religious issues but covered human interest issues of film, fashion, travel lifestyle, career, business and even status of daily soaps and programmes running on other channels.

The general entertainment channel category occupied second position with 27.7% responses of total sample population as it not only had an element of mass viewing, mass entertainment like the news channel but formats of soap opera, which attracted many eyeballs.

Popularity of educational channel was not among the audience (22.7%) as it held third position as most viewed channel indicated through the table. People found not accepting and viewing educational content on television. Surprisingly, film channel stood on last position (20.2%) and one of the major reasons was considered to be ‘repetition’ of films and duration of the film, ranging from one hour to three hours. All these either failed to attract active and informed viewers or failed to sustain their interest for a long.
Please specify preferred time to view television (Multiple responses)

4C.4 Preferred time to view television (Overall analysis)

Table- 4C.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Morning</td>
<td>19</td>
<td>4.9</td>
</tr>
<tr>
<td>2 Noon</td>
<td>64</td>
<td>16.4</td>
</tr>
<tr>
<td>3 Evening</td>
<td>95</td>
<td>24.4</td>
</tr>
<tr>
<td>4 Night</td>
<td>212</td>
<td>54.4</td>
</tr>
</tbody>
</table>

Total responses 390 100.0

Table was based on total multiple responses (390) 293 valid cases ; 7 missing cases

DISCUSSION OF RESULTS:

From the above table, it could be seen that nighttime or the prime time was most preferred time of viewing by the audience as more than half of the sample population (54.4%) chose to view the programme during the time. One of the major reasons for a huge viewing at nighttime was because it considered a family time when all the members of the family reunited for dinner after a working day and television became a common source of entertainment for entire family. The prime time, which began as early as 7 pm, continued until 10 pm and sometimes later than that.

Evening time was preferred after the nighttime (24.4%) as many schoolchildren and college-going students returned home after their classes, tuitions.

Afternoons were mostly preferred by homemakers and retired respondents. It had only 16.4% responses as suggested by the table as during that time homemakers had some
disposable time on hand. Morning time had least percentage of responses (4.9%), as during that time slot, most of the people were found either heading towards offices, schools, colleges or were busy with the household work and hence were not being able to view television.

**According to you, for what purpose television is being used? (Multiple response)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entertainment</td>
<td>157</td>
<td>41.6</td>
</tr>
<tr>
<td>2 Education</td>
<td>25</td>
<td>6.6</td>
</tr>
<tr>
<td>3 Information</td>
<td>64</td>
<td>17.0</td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>131</td>
<td>34.7</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td>377</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table was based on total multiple responses (377) 273 valid cases; 27 missing cases

**DISCUSSION OF RESULTS:**

Majority of the respondents (41.6%) felt that television was being viewed primarily for receiving entertainment-oriented content only. This reemphasized that television was perceived and was actually used for only entertainment. However, shift in perception and liking was also seen.

With as many as 34.7% responses in favour of edutainment and infotainment oriented option, it was quite clear that entertainment ruled people’s choices, be in any form.
However, though entertainment was a dominant choice, along with that if educational messages or social messages were given, it found acceptance. This was popularized as edutainment and infotainment programming. The aim of such kind of programming was to not only give entertainment but also to interwove some amount of educational or social messages that would make audience think on their own about certain issues and problems. ‘Baalika Vadhu’ on Indian television at the time of study was most popular and quoted example of this kind of programming along with content of channels like Discovery, National Geography etc.

Information driven content received 17% of viewers’ responses. One of the major reasons seen from the above data was that television was still seen for receiving entertainment or entertainment associated programming. For seeking information, print medium as well as internet was preferred by the respondents over television.

Education related content received as low as 6.6% responses partly because of the quality of such educational programmes being presented on television and partly because of peoples’ inclination towards entertainment content. These two aspects according to viewers did not go hand in hand when it came to educational programmes. As a result, it received such a low amount of response.
According to you, for what purpose television should be ideally used? (Multiple response)

4E.4 Ideal purpose to view television (Overall analysis)

Table- 4E.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entertainment</td>
<td>123</td>
<td>26.4</td>
</tr>
<tr>
<td>2 Education</td>
<td>58</td>
<td>12.4</td>
</tr>
<tr>
<td>3 Information</td>
<td>102</td>
<td>21.9</td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>183</td>
<td>39.3</td>
</tr>
</tbody>
</table>

Total responses 466 100.0

Table was based on total multiple responses (466) 290 valid cases; 10 missing cases

**DISCUSSION OF RESULTS:**

The 39.3% respondents’ responses indicated that ideally television be used for edutainment and infotainment programming. As edutainment and infotainment programmes not only catered to the need for entertainment alone from television viewing but also possibility of disseminating educational and social messages could be explored through such programmes.

As many as 26.4% respondents’ responses found no harm in television being utilized for accessing entertainment content. According to these respondents, the primary objective of television was to provide entertainment. This in future could lead to merge of entertainment content with either educational or information content.
Information oriented content received 21.9% respondents’ responses as news and documentaries found reason behind such usage. The respondents who favoured such responses believed that information could have been also received from television programming, if explored.

Again, educational content was not desired by most of the respondents through television as only 12.4% respondents’ responses were in favour for it. It was clear that people wanted something along with such educational or informative content, which could sustain their interest in to the topic. Hence, edutainment and infotainment oriented programming was preferred by television viewers.

**According to you what would be ideal medium for imparting educational messages**

(Multiple response)

4F.4 Ideal medium for education (Overall analysis)

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ideal medium for education - Television</td>
<td>245</td>
<td>33.7</td>
</tr>
<tr>
<td>2 Ideal medium for education - Radio</td>
<td>101</td>
<td>13.9</td>
</tr>
<tr>
<td>3 Ideal medium for education - Print</td>
<td>217</td>
<td>29.8</td>
</tr>
<tr>
<td>4 Ideal medium for education - Internet</td>
<td>165</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Total responses 728 100.0

Table was based on total multiple responses (728) 297 valid cases; 3 missing cases
**DISCUSSION OF RESULTS:**

Out of total number of responses, almost 33.7% responses were in favour of television as an ideal medium for imparting educational messages. It indicated that television was a widely accepted medium among audience.

Print medium considered second best choice by audience to receive education oriented content. Books and supplementary material available in print form found to be having a strong influence of people in their choice, which was reflected by 29.8% responses.

Internet as an emerging medium found to be popular comparatively among younger population with as many as 22.7% responses. The medium was preferred as medium for imparting educational messages.

Radio stood last in the choice of the audience with 13.9% responses as radio had been perceived to play more music and less of educational content.
### Preference for edutainment and infotainment programme element

In which format would you prefer to view edutainment and infotainment programme on television? (Multiple response)

4G.4 Preferred format to view edutainment programme (Overall analysis)

Table- 4G.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Drama</td>
<td>103</td>
<td>12.3</td>
</tr>
<tr>
<td>2 Documentary</td>
<td>84</td>
<td>10.0</td>
</tr>
<tr>
<td>3 Docu-drama</td>
<td>49</td>
<td>5.8</td>
</tr>
<tr>
<td>4 Talk show</td>
<td>115</td>
<td>13.7</td>
</tr>
<tr>
<td>5 Interview</td>
<td>72</td>
<td>8.6</td>
</tr>
<tr>
<td>6 News</td>
<td>64</td>
<td>7.6</td>
</tr>
<tr>
<td>7 Quiz show</td>
<td>146</td>
<td>17.4</td>
</tr>
<tr>
<td>8 Reality show</td>
<td>108</td>
<td>12.9</td>
</tr>
<tr>
<td>9 Soap opera</td>
<td>25</td>
<td>3.0</td>
</tr>
<tr>
<td>10 Sitcom</td>
<td>31</td>
<td>3.7</td>
</tr>
<tr>
<td>11 Fantasy</td>
<td>42</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Total responses 839 100.0

Table was based on total multiple responses (839)
292 valid cases; 8 missing cases
DISCUSSION OF RESULTS:

The data revealed that popularity of quiz shows was highest (17.4%) among viewers. One of the reasons could be increasing number of quiz programmes on Indian television with well-known film stars like ‘Amitabh Bachchan’, ‘Shah Rukh Khan’ and ‘Salaman Khan’ to name a few.

Another format of the programming, which found second most popular, was talk shows with 13.7% responses. Some of the talk shows in past were conducted by celebrities like ‘Priya Tendulkar’, ‘Archana Puransingh’, ‘Hema malini’ and by some well known journalist like ‘Barakha Dutt’, ‘Rajdeep Sardesai’ to name a few.

Reality show found third most popular format with viewers with as many as 12.9% responses. The trend was easily spotted with music and dance reality shows running on television for a while.

Drama secured fourth position with 12.3% responses following reality shows genre, as drama as programming format had been considered one of the oldest form of entertainment.

Documentary got fifth position with as many as 10% responses due to increasing interest of audience in channels like ‘Discovery’, ‘National Geographic’, ‘Animal planet’ etc. These channels broadcasted some very popular and award winning documentaries.

On sixth position, it was interview format, which people chose with 8.6% responses. Some of the well known film celebrities, renowned journalists conducted interviews of various personalities in different area. Some of the referred interviewers on television were ‘Karan Thapar’, ‘Shekhar Suman’, ‘Simi Garewal’, ‘Karan Johar’, ‘Prabhu Chawala’ to name a few.
News stood on seventh position with 7.6% responses followed by Docu-drama format with 5.8% responses and further followed by fantasy format with 5% responses. Sitcoms and soap opera found least interesting formats with viewers as they received only 3.7% and 3% responses respectively.

What content would you prefer to view in edutainment and infotainment programme? (Multiple response)

4H.4 Preferred content to view in edutainment programme (Overall analysis)

Table- 4H.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 History</td>
<td>143</td>
<td>17.6</td>
</tr>
<tr>
<td>2 Geography</td>
<td>94</td>
<td>11.6</td>
</tr>
<tr>
<td>3 Animals and natural resources</td>
<td>154</td>
<td>19.0</td>
</tr>
<tr>
<td>4 Travel and living</td>
<td>174</td>
<td>21.5</td>
</tr>
<tr>
<td>5 Science and technology</td>
<td>162</td>
<td>20.0</td>
</tr>
<tr>
<td>6 Languages</td>
<td>84</td>
<td>10.4</td>
</tr>
<tr>
<td>Total responses</td>
<td>811</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table was based on total multiple responses (839)
290 valid cases; 10 missing cases

DISCUSSION OF RESULTS:

Travel and living shows on television found to be of highest interest with 21.5% of responses in this content category. This indicated that people wanted to view such shows for family viewing, which not only entertained entire family but also provided some sort of information.
The science and technology shows followed by travel and living shows got second most responses with as many as 20% responses. Science and technology driven programmes were also recognized as common source of entertainment with learning approach.

Animals and natural resources received 19% viewers’ responses. Television content about animal and natural resources provided an opportunity to relax and to learn about various animal, birds and natural resources.

History channel secured fourth position with 17.6% viewers’ responses, followed by geography related content with 11.6% responses and languages oriented content with 10.4% responses. However, there were some specialized channels providing niche content on above-mentioned area, number of such channels was very limited and this was one of the reasons for a small percentage of audience viewing.
What treatment of edutainment and infotainment programmes do you find interesting? (Multiple response)

4I.4 Preferred treatment of edutainment programme (Overall analysis)

Table- 4I.4

<table>
<thead>
<tr>
<th>Name</th>
<th>Count</th>
<th>Percentage Responses%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Anchoring</td>
<td>142</td>
<td>19.1</td>
</tr>
<tr>
<td>2 Voice over</td>
<td>94</td>
<td>12.6</td>
</tr>
<tr>
<td>3 Acting</td>
<td>108</td>
<td>14.5</td>
</tr>
<tr>
<td>4 Interviewing skill</td>
<td>135</td>
<td>18.1</td>
</tr>
<tr>
<td>5 Visuals</td>
<td>167</td>
<td>22.4</td>
</tr>
<tr>
<td>6 Animation</td>
<td>98</td>
<td>13.2</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>744</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table was based on total multiple responses (744)
291 valid cases; 9 missing cases

**DISCUSSION OF RESULTS:**

Visuals found most interesting element of the treatment according to audience in general with 22.4% responses. The results substantiated the fact that when people had seen and heard together, it not only interested viewers more but also helped in remembering the matter for a long period.

Anchoring as one of the elements of treatment followed visuals with 19.1% responses. The all time popular talk shows, game shows and quiz shows presented by well-known personalities observed one of the major reasons for audience’ choice.
Interviewing skills of interviewers was third most liked element of the treatment for viewing television with 18.1% responses. Interviews were also found one of the most liked genres of programming because of interviewers like ‘Karan Thapar’, ‘Vir Sanghavi’, ‘Simi Garewal’ on socio political and entertainment genre.

Acting as skill and as a preferred element of treatment was seen in many drama-based serials and soap opera on television. Hence, it received 14.5% responses as one of the preferred elements of treatment.

Animation and voice over as elements of treatment secured fifth and sixth position with 13.2% responses and 12.6% responses respectively. Animation was largely being used in children’s programming, which had a smaller target group, while voice over was most of the times used in documentary, docu-drama formats. These formats were though gaining popularity in country like India; it was not being viewed in majority.
QUALITATIVE ANALYSIS - TELEVISION VIEWERS

Responses of television viewers for open-ended questions of questionnaires were collected. After collection of these open-ended responses to qualitative analysis, responses were given codes for each question so that they could be analyzed further. These codes were converted into common categories for each question respectively later on, depending upon the common responses derived and thereafter presented likewise.

However, responses were gathered, given codes and converted into categories on basis of common responses received. These codes and categories were given to all responses across age, gender and occupations and were then presented as part of analysis on basis of objectives of study. This process helped to evolve a holistic idea about situation. Hence, responses to these questions had been presented after separating responses into common categories, unique to each question under objectives laid down for the study.

**Views on education, entertainment, edutainment and infotainment**

What does education mean to you?

Education meant new ideas, learning; it meant enhancing existing knowledge level of television viewers. Education had been considered a broad term that covered formal as well as informal education. It also included social, religious, political and economic development issues and values of life. It was considered a never-ending process, a useful learning tool that helped shape a person into an all round personality. It was learning of information, application towards achieving professional and personal goals. Education helped increasing capacity to earn and changed the way people lived and looked at things.
What does entertainment mean to you?

To television viewers, entertainment meant any new thing, idea, activity or anything that helped relax and rejuvenate. ‘Relaxation’ was the most common word being used when it came to entertainment. This was followed by ‘refreshment’ and process of ‘unwind’. Entertainment found to be a source, which distressed, provided pleasure, fun and laughter and evoked positive emotions, a source for recreation that helped people forgetting their problems. Entertainment was performance or activity designed to give pleasure or relaxation. It could be gardening, watching television, reading or face painting. Entertainment was a subjective term and was any thing that made a shift in one’s state of being. However, enjoyment was expected from entertainment.

If heard about edutainment and infotainment programming, please define.

Television viewers gave examples of the programmes they had viewed on Indian television. Hence, these examples could be well bifurcated into set of programmes on general entertainment channels like ‘Zee Tv’, ‘Star Plus’, ‘NDTV imagine’, ‘Doordarshan’ to name a few and programmes on channels with a focus on edutainment and infotainment programming like ‘Discovery’, ‘National Geographic’, ‘Animal Planet’, ‘Travel and living’, ‘History’ etc.

Programmes on general entertainment channels which were popular like ‘Angrezi mein kehte hain’ on ‘NDTV imagine’, ‘Kaun Banega Crorepati’ (KBC) and ‘Kya aap panchavi pass se tez hain’ on ‘Star plus’. In addition, ‘Bournvita Quiz contest’ (BQC) on ‘Zee Tv’, were aptly, considered edutainment and infotainment programme. In addition, ‘Panchtantra ki Kahaniya’, ‘Jigyasa’, ‘Bhoomi’ were some highly popular edutainment and infotainment programmes on ‘Doordarshan’ channel. Also, programmes like ‘Shakti Maan’, ‘Discovery of India’, ‘Ramayana’, ‘Mahabharata’, ‘Vikram Vetaal’, ‘Surabhi’ and ‘Hum Log’, ‘Nukkad’ were not only entertaining in nature but also provided a social, educational messages, too.
In addition, television viewers considered programmes on channels ‘Discovery’, ‘National Geographic’, ‘Animal planet’, ‘History’ and some of the programmes were having edutainment and infotainment approach to its content.

Do you think edutainment and infotainment programmes are useful? How?

Some of the television viewers believed that edutainment and infotainment programmes provided education and information while some of them believed that such programmes provided entertainment. However, many viewers also felt that such programmes were balancing educational and entertainment content. It had been considered an extension of concept, ‘fun while learn’. Audiovisual capacity of television found to be more effective than lectures on many occasions, in addition to classroom teaching, as television programmes could be presented in an interesting manner along with music, games, prizes etc.

Role of research

Is systematic research required for educational programmes? Give reasons.

Viewers believed that research for educational programmes required mainly for two reasons: to know audience’s needs and preferences and to identify viewers’ existing knowledge level about subject. In addition, some of the viewers believed that research was required for effective programme making and for providing authentic information.

Is systematic research required for edutainment and infotainment programmes? Give reasons.

Viewers believed that in edutainment and infotainment programmes, detailed research became more significant as edutainment and infotainment programmes had to perform dual functions of educating, informing viewers as well as entertaining viewers at the
same time so that such programmes would retain viewers’ attention for a long time. Such programmes required to know audience’s needs, preferences and characteristics and required to provide content in an interesting manner. For all these reasons, research became inevitable for edutainment and infotainment programmes.

**Suggestions**

**Can educational programmes become entertaining? Give reasons.**

Many viewers believed that there was a definite scope for educational programmes to become entertaining through audience involvement, research and participation. If programmes would be based on syllabus of students, then, a complete understanding about student’s profile, need, taste and requirement would help in producing a programme effectively. In addition, programmes with music, drama and appropriate content and presentation would make educational programme entertaining, opined television viewers. Television viewers also welcomed experiments with different programme formats, treatment and its content.

**Can entertainment programmes become educational? Give reasons.**

Some of the television viewers believed that entertainment programmes could become educational or informative in nature while for some of the viewers this was not possible. Some of the viewers believed that if entertainment programmes could address ethical, moral issues without sounding preachy, it was possible to disseminate thought provoking, educational content. However, for some viewers entertainment programmes would be mainly for leisure while educational programmes would have a more serious approach, objective. Hence, according to such viewers, entertainment programmes could not become educational.
Provide suggestions on how educational programmes be made interesting.

Learning from popular foreign shows to developing an understanding about audience’s taste, preference, characteristics, existing level of knowledge, point to take off to desired level of knowledge, all details were expected by viewers to be well research based prior to broadcast of any kind of programme. Suggestions about programming for niche audience like rural viewers, senior citizens and suggestions about effective dissemination of message through more than one medium and support from non-government organisation was suggested by television viewers.
QUALITATIVE ANALYSIS – MEDIA EXPERTS

Media preference and role of television

Do you consider television has an edge over print medium when it comes to disseminate educational messages? How?

Media experts believed that television had an ability to capture event faster than print medium. Television’s image as a medium for personal communication, its comprehensibility, capacity to provide higher entertainment value because of visuals gave television an advantage in comparison to print medium, opined some experts. While it came to reach, accessibility and credibility, print scored higher than television. Hence, both media found equally significant and believed to have a crucial place in their own way believed most of the media experts.

Do you consider television has an edge over radio when it comes to disseminating educational messages? How?

Radio considered having an edge primarily due to low cost and mobility. Radio was also perceived to be a local and direct medium compared to television. The strength of television was in its ability to demonstrate with the visuals, which was considered a boon especially when dealing with people having no exposure to the situation, event.

Do you consider television has an edge over internet when it comes to disseminating educational messages? How?

Access to the medium, internet literacy and cost were some crucial and common points being addressed by most of the media experts in reply to the question. However, plethora of information on internet, audiovisual appeal and possibility for participation were considered strength of internet over television.
According to you, for what objectives television is being used?

Media experts opined that entertainment, information and education were objectives for which television had been viewed for a long-time. However, many experts also commented that entertainment had been dominating television.

According to you for what purpose television should be ideally used?
It was difficult to have consensus among media experts on a specific objective from entertainment, information and education. There was a clear desire for a content, which would not only provide entertainment but would also provide a value addition to television viewing and time spent. Likewise, educational content with entertainment elements was also considered ideal for viewing.

Views on education, entertainment, edutainment and infotainment

What does education mean to you?

Education had a broad meaning to media experts. It was not limited to just formal education but covered a wider approach of non-formal education as well. Education was considered a process of gaining information that helped enrich an individual’s thinking, skill and functioning. It supported a person to face world in times of challenges.

Please define ‘entertainment’

Entertainment had different meanings to different media experts. There were different nuances to entertainment like reading a book, spending time with family, listening music to pursue hobby. However, ability to engage in an interesting manner and value addition to time spent was the echo of media experts while defining entertainment.
Define edutainment and infotainment programmes giving few examples.

Programmes, which disseminated educational, informative messages in an entertaining manner, were categorized into edutainment and infotainment category. This included formal, classroom education programmes to social education, vocational education programmes. However, emphasis was on value addition to time spent viewing television. Media experts gave many examples from Indian general entertainment and educational channels and from foreign counterparts, too.

According to you, what is the effective medium to disseminate educational messages? Why?

Print and Electronic media found to be effective in their own capacities to disseminate educational messages, according to most of the media experts. However, effectiveness of medium to disseminate educational messages was dependent on objective, content and target audience of the programme. Nevertheless, some media experts also favoured a combination of more than one media.

According to you, what is the most popular medium for entertainment? Why?

As per majority of media experts, electronic media was noticed to be most popular medium for entertainment as it had ability to attract eyeballs. While for few media experts, popularity of medium was audience specific.

According to you, what is the effective medium for edutainment and infotainment programming? Why?

Media experts believed that effectiveness of medium for edutainment and infotainment programmes was dependent on target audience. Edutainment and infotainment considered combination of entertainment and education. Hence, more than one medium would prove
effective in disseminating edutainment and infotainment message, opined some media experts.

What is the portion of educational messages in edutainment and infotainment programmes?

Media experts believed that portion of educational message in edutainment and infotainment programme varied form major, equal to minor portion. It also varied as per target audience’s need, taste, preferences, characteristics and their existing level of knowledge in addition to type of programme and message.

In your opinion what should be ideal portion of educational messages in edutainment and infotainment programmes?

Some media experts were of the opinion that educational messages should be in majority in edutainment and infotainment but approach to programmes and its presentation was also considered instrumental in disseminating messages effectively. If edutainment and infotainment programmes would not be presented in an interesting manner, they would end up being educational programmes. Hence, the portion depended on target audience and type of content.

How can one maintain a balance while working (producing/writing /researching) for edutainment and infotainment programme?

Media experts believed that a detailed understanding about medium, its strength and limitation, clarity about objectives of the programme would be required to maintain a balance. In addition, a detailed research about audience, its taste, preferences and characteristics would help in maintaining a balance while working for edutainment and infotainment programmes.
Do you believe edutainment and infotainment as programming genre has an edge over educational or entertaining genre of programmes? Give reasons.

Most of the media experts were of opinion that edutainment and infotainment programmes had an edge over educational genre of programmes but it didn’t have an edge over entertainment genre of programmes. When it came to choose from edutainment and entertainment programmes, experts noticed that viewers opted for entertainment programmes than edutainment programmes at times.

Preference for edutainment and infotainment programme element

According to you, what plays a crucial role in producing programme interesting?

It was difficult to reach to any consensus when it came to decide a particular element among media experts, which made programme interesting. Some of the media experts believed that it was format, while for others it was content and some of them favoured treatment. Some media experts believed that content would suggest format and treatment. Hence, there was hardly any accord to a particular view among media experts.

In which format would you prefer to view edutainment and infotainment programme on television?

Media experts preferred formats with a scope to disseminate educational values and formats with a scope for audience participation like quiz shows, talk shows. In addition, media experts also favoured formats based on drama like reality shows, docu-drama and soap opera.
What kind of content would you prefer to view in edutainment and infotainment programme?

Awareness programme on health and hygiene, news programmes, programmes on wildlife, nature to programmes on social and family values, every kind of content was preferred by media experts as it was presented keeping in mind audience’s need, preferences and characteristics.

What kind of treatment of edutainment and infotainment programmes do you find interesting?

Each production element was observed to have a significant role in making programme interesting, believed media experts. However, the choice of treatment was partly depended on audience’s taste and preferences and partly was depended on producer’s expertise and understanding of the subject, objectives and format of the programme.

What pace of edutainment and infotainment programme do you find interesting?

Most of the media experts believed that pace of the programme was dependent on many aspects. Pace was depended on content, type of message, target audience, media literacy, format and treatment of programme.

Role of research

What does research mean to you?

A comprehensive understanding about each aspect of a programme was considered research opined media experts. From production and programming techniques, presentation styles, thorough understanding of content to a detailed account of target audience, their needs, taste, preferences and characteristics was considered part of
research. Research could be done by a producer using informal, personal contacts or through formal, professional team.

**According to you, what are special elements of communication research?**

Media experts believed that formative, process and summative research were stages of communication research. Formative research would facilitate needs assessment and audience profile study while process research would guide in getting interim feedback and would provide an opportunity to midcourse changes. Summative research focused on impact of the programme. All such elements formed special part of communication research.

**Do you think programmes mentioned in example are based on research? How?**

Media experts believed that some of the programmes in example were based on research like programmes on channels ‘Discovery’, ‘National Geographic’ and some programmes produced by ‘Doordarshan’, ‘IGNOU’, ‘ISRO’ etc. Some of the programmes on general entertainment channels like quiz shows, talk shows, soap opera with social education messages were believed to be based on research. However, programmes on most of the general entertainment channels believed to be lacking a detailed research.

**Is systematic research required for educational programmes? Give reasons.**

Research considered an inevitable part of educational programme as it provided support in gathering authenticate information about the subject. Research helped in identifying existing knowledge level of students, their possible difficulties in the area and also facilitated process of identifying a subject expert to resolve students’ queries. Systematic research in educational programmes proved to be an aid in presenting educational content in an interesting manner, believed media experts. However, some of the experts also believed that educational programmes did not require in depth research, as such
educational programmes had to be based entirely on textbooks and reference material available.

**In your opinion, what other kinds of programme should be based on research (apart from edutainment and infotainment programmes)?**

Most of the media experts agreed that both educational and entertainment programmes required a research base. Educational programmes had to be highly authentic as students viewed them. In addition, an entertainment programme had been viewed by masses and had a considerate impact on society. Hence, it was believed that any piece of information communicated through mass media meant for a larger viewing and hence required to be based on research.

**Please elaborate how does research help in producing programmes effectively.**

Research helped in knowing audience’s needs, tastes, preferences, characteristics and their socio, economic, political and cultural background. In addition, research supported process of production, programming details and presentation techniques. Research also helped in receiving audience’s feedback and evaluating impact of programme had on audience, believed media experts.

**What type of research is important for edutainment and infotainment programmes?**

Media experts weighted audience and programme research equally. Media experts believed programme and audience research complemented effective dissemination of message and hence, required to go hand in hand for an efficient process of communication. Audience research was important to know audience’s taste and preference while programme research was essential to produce programme effectively.
In your opinion, which way has research been done now days?

Media experts believed that research about subject, programme and audience had been done in a detailed manner. However, in educational programmes, more content specific research and in entertainment programmes, more television ratings had been considered as base. However, an extensive research based on serious audience participation with a holistic approach found to be absent concerned some media experts.

According to you, how many programmes have been based on research?

Media experts observed that just few programmes on national television were based on research. Programmes with informative and educational outlook and programmes on channels like ‘Discovery’, ‘History’ and ‘Animal planet’ were found to have a research base. Except such programmes, most of the programmes were lacking a serious approach to research.

What special elements should be kept in mind while doing research for edutainment and infotainment programme in comparison to entertainment programme?

Media experts clarified that edutainment and infotainment programmes were expected to provide value addition to viewing. Hence, authenticate content in comparison to entertainment programmes was very much expected. A detailed content research along with interesting presentation styles was anticipated in edutainment and infotainment programmes in comparison to entertainment programmes.

What special elements should be kept in mind while doing research for edutainment and infotainment programme in comparison to educational programme?

Media experts expected content to be well research based in both kind of programmes. However, an appealing presentation of content was very much anticipated from edutainment and infotainment programme in comparison to educational programme. The
presentation could vary keeping in mind audience’s profile to sustain audience’s interest level until the end.

Suggestions

Please give suggestions about how educational programmes can become interesting.

Media experts provided some valuable suggestions covering broadly two areas. Suggestions were given about programme and production aspect and suggestions were given about audience’s preference and ways to raise participation aspect. From getting a great work done in team, explaining need to experiment, increasing involvement of audience and doing research, suggestions by media experts covered range of area in the process of programme production that proved vital.

What changes would you like to see in edutainment and infotainment programmes? (Please provide recommendations about edutainment and infotainment programmes)

From disseminating social messages, providing authentic content, incorporating suitable production techniques to a serious involvement of audience, many changes were observed being expected by most of the experts from television channels. In addition, media experts anticipated producers to develop a desire to learn from foreign producers’ approach towards research in all possible area.

According to you, how many educational, social messages should be interwoven as part of content to make programme effective?

Media experts believed that number of messages should be decided based on content, audience profile and duration of the programme. In addition, how such messages be communicated to audience was significant to media experts, in addition to number of
messages being communicated. A subtle, indirect and personal approach for communication was favoured by most of the media experts over other approaches.
RELATIONSHIP BETWEEN KEY RESULTS AND OBJECTIVES OF THE RESEARCH

The core objectives of the study were to ascertain how edutainment and infotainment programmes had been perceived and viewed on Indian television. In addition, the objective was to ascertain role of communication research into such edutainment and infotainment programmes. Hence, based on the objectives of the research, comprehensive questions were being asked to television viewers and media experts. These questions were on media preferences, television-viewing habits, role of television and views on education, entertainment, edutainment and infotainment as well as about preference for programme elements and suggestions for such programmes.

The response to the questions had reflected television viewers’ and media experts’ opinions on aforementioned issues. The answers were alike on many occasions and quite different on other. Television among rest of the media dominated viewers and media experts’ choices as a preferred medium, for entertainment. It proved an instrument to disseminate edutainment and infotainment messages and signified that television played a crucial role in gratifying Indian viewers’ daily entertainment requirements. In addition, television viewers and media experts’ views on concepts like education, entertainment, edutainment and infotainment mirrored a broader view. It gave an understanding, which was not restricted to formal or class room education but had roots in society as well as surroundings. However, entertainment was expected from any and every kind of television programme, in addition to the value gained after watching television. This coincided with research’s basic intent that edutainment and infotainment programmes were opted for like other genre of television programmes.

It was intricate to reach on consensus among media experts and television viewers about which element of edutainment and infotainment programme was most interesting to them. As a result, research about audience, programming and production elements was accentuated to be sure shot for an effective communication through television programme. Television viewers as well as media experts piloted some imperative suggestions covering every aspect of a programme production. Thus, results not only
reflected upon objectives in a detail but also provided great insights about many aspects pertaining to edutainment and infotainment programming.
**RELATIONSHIP BETWEEN KEY RESULTS AND REVIEW OF LITERATURE**

For a very long time, a television viewer in different parts of the world witnessed various edutainment and infotainment programmes in varied capacities and learned to think, change and grow in a society as an individual, as a group. Whether it was Peru, Mexico, South Africa, United Kingdom or United States, the viewers always participated in change that television as well as radio programmes had brought into society and Indian viewer was not any different. The lessons learnt from different edutainment and infotainment programmes, from ‘Satellite Instructional Television Experiment’ (SITE) and ‘Kheda Communications Project’ (KCP), ‘Hum Log’ to programmes of channels like ‘Discovery’, ‘National Geographic’ gave detailed understanding about varied subjects. In addition, television programmes on various social as well as formal educational issues raised significant concerns to the professionals responsible for providing a meaningful content to television viewers.

The great visionary scientist, Dr. Vikram Sarabhai advocated the use of satellite communication to reach out to remote areas. To Sarabhai, it was a system for social transformation for the underprivileged. This path-breaking step was conduct of ‘Satellite Instructional Television Experiment’ (SITE) by Indian Space Research Organization (ISRO). In the formulation of programmes for ‘SITE’; the basic objectives were to ensure that television was utilized for social change and national cohesion that it catered both for in school and out of school education with priority for primary education. The key lesson learned that engaging television programmes produced in local languages, relevant to the needs and aspirations of people were needed. It was found during ‘SITE’ that though viewers enjoyed entertainment programmes; there was also considerable demand for instructional programmes. Hence, instructional programmes were preferred in comparison to entertainment programmes (Agrawal and Malek, 1986). During experiments of ‘SITE’ and Kheda, respondents of the study that was conducted during that time demanded value added content with entertainment. The experiments gave an opportunity to learn from a number of lessons on efficacy of various types of
programmes, on decentralized participatory programme production and about problems of programming in situations where rural and urban audience was mixed.

In addition, various studies conducted by communication scholars Rogers and Singhal (1988, 1989, 2002) across various parts of the world in area of entertainment education provided very crucial findings. One such study in India on ‘Hum Log’ television programme revealed that popularity of ‘Hum Log’ in India was a result of various reasons. The promotion of pro social messages in programmes was found to be a very significant reason behind the success of programme. In addition, epilogue by celebrity at the end of the programme not only encouraged viewers of ‘Hum Log’ to write letters and raise their participation but also provided hook for next episodes. The same was reflected in this study as a serious approach to audience participation and involvement as emphasized by all media experts for producing edutainment and infotainment programmes effectively.

Entertainment fascinated most of the viewers whether they were adults or children. The content with entertainment element not only attracted eyeballs but at the same time found instrumental in sustaining these eyeballs. This study reflected it through results. However, how that should happen had been suggested by media experts and had been expressed by television viewers. Entertainment television could educate young viewers without making the educational content subtle and could still attract large audience. For instance, ‘Sesame Street’ made little effort to disguise its educational content: "It was an experiment to see how well entertainment could be used in the service of education" (CTW, 1988).

All the studies over past few years led to some intricate details for an effective television programming. Formative, process and summative evaluation was considered crucial to the success of any television programme but had been overlooked by most media professionals. The results of this study was instrumental in resurfacing some of the basic expectations television viewers had from media professionals, being at the top of hierarchy. The study also provided an account of review about the work of television
professionals through lenses of media experts, predicting future trends and possible ways to advance the work from the precedent toil.