CHAPTER 6

FINDINGS AND CONCLUSIONS OF THE STUDY

Major findings of the study pertain to the usage of three of the most commonly-used media, namely radio, TV and internet that have a high potential for educational impact. The findings also pertain to the comparison of the three major media with other media that are used much less such as compact discs, audio-video cassettes, Tele Conferencing, and video conferencing. The findings cover aspects such as possession of sets for using the media, their frequency of usage, levels of awareness on the availability of these media, extent of their receipt and their perceived usefulness.

6.1 RADIO AS AN EDUCATIONAL MEDIUM

- A vast majority (90.24%) of respondents possess radio sets. Only 35.71% of the respondents listen to radio everyday. Data shows a divergence among respondents, with respondents’ listening time ranging from nothing to two hours a week, which means that there is a considerable scope for increase in the usage of this media particularly with respect to education.

- A majority (87.35%) of respondents listen to radio programmes at home. Entertainment programmes on radio get the first place (84.30%) among the students’ responses, followed by educational programmes 37.06% and science programmes 29.07%. So, there is vast scope for using radio effectively for educational purpose.
• Regular and distance modes differ vastly in their nature/style of education. As frequency of interaction and proximity to teachers are greater in the regular mode than in the distance mode, there is a significant association between the mode of study and the listening to radio. Students from the regular and distance modes of education have dissimilar syllabi and teaching-interaction processes. Therefore, the radio listening patterns of both the groups differ in terms of listening frequency. This indicates that there is a positive response to radio.

• Urban and rural students tend to differ in the level of exposure to curricular events, educational services. There is a significant association between the areas where the institution is located and listening to radio. Rural and urban students differ in terms of listening to radio. This analysis could mean that radio programme planners’ would have to focus on the area of their target audience.

• Medium of instruction in higher education in most of the cases is English, while the mass media offer contents both in regional languages and in English. There is a significant association between medium of instruction and listening to radio, which could indicate that, language plays a vital role in out-of-classroom learning.

• Average time of listening to the radio is significantly associated with the mode of study. More of the distance mode students spend more time listening to radio. Association is found between the area where institution is located and average time spent on listening to radio. Rural students spend less time listening to radio compared to urban students. There
is a significant association between medium of instruction and average time spent on listening to radio. It may be necessary to look into the familiar lingua franca of the local population if the average duration of listening has to be increased.

- Only 19.77% of respondents are aware of Gyan Vani radio programmes while 80.23% are not aware of them. Awareness of Gyan Vani is more among the distance mode students compared to regular mode students. Awareness among the urban students is more compared to awareness among rural students. The effectiveness of the teaching-learning process is dependent on the language. The present study shows that the percentage of students from one of the two media of instruction does not match with the percentage of students from the other in listening to educational radio broadcasts.

- As far as opinions on helpfulness of Gyan Vani are concerned there have been no majority viewpoints. A sizeable segment of the respondents believe that the helpfulness of Gyan Vani is below the midpoint of 50%. The same trend is found with regard to opinion about Gyan Vani fulfilling requirements. A majority (60.81%) of the respondents believe that Gyan Vani is not fulfilling their requirements.

- The regular-distance education mode divide is felt significantly among those who have found very poor helpfulness of Gyan Vani. A greater number of respondents from the distance education mode give poor ratings to the programmes. Data reveals that more urban students than their rural counterparts have found the programmes to be least useful. Gyan Vani programme is using English as one of the main languages of expression and yet results of the study
show that English medium sections are not satisfied with the programmes.

- There is no association between the perceived fulfillment of requirements by Gyan Vani programmes among respondents, on the one hand, and the mode of study on the other. The regular and distance mode students listening the programme at a particular level of fulfillment is low and similar. This implies that there is a deficiency and vacuum in the Gyan Vani programmes. A significant association is found to exist between the medium of instruction and the perception of Gyan Vani as fulfilling the requirements. Tamil medium students are more satisfied with the Gyan Vani than English medium students.

6.2 TV AS AN EDUCATIONAL MEDIUM

- A vast majority of the respondents (96.31%) possess TV sets. Majority of them (65.36%) watch TV every day in a week. 86.64% of the students watch TV at home. 78.40% of the respondents watch TV for entertainment, 69.91% for news, and 35.08% for education. Most of them do not receive any educational channel.

- Among the educational programmes most viewers (68.12%) claim that they watch syllabus-based programmes on TV whereas only 38.12% claim that they watch scientific programmes and expert lectures.

- Since media planners and analysts have divided TV slots into durations closer to 30 minutes, this duration is taken as the
minimum period. Data shows that the majority of the viewers spend not less than an hour watching these programmes on an average.

- The regular and distance mode students have many variations in the teaching-learning process. With regard to TV viewing also the patterns appear to be different. Many of the regular students watch TV everyday while frequent viewers are more among the distance mode students. The urban and rural students have many variations in their nature of study and media access. The data shows that the area where the institution is located represents the same. Urban students watch TV more frequently compared to rural students. In respect of this variable too, there is similarity between radio and TV. There is a significant association between medium of instruction and watching TV. Analyzing the result in the light of earlier findings, it is seen that there is consistency between findings on radio and TV.

- There is a significant association between mode of study and average time spent on watching TV. The difference could possibly be due to the unstructured or inadequate time availability to students belonging to the students of distance mode. Urban students spend more time on watching TV compared to rural students. But rural students also spend considerable time watching TV. Comparing the results with those of earlier findings, it is seen that differences do exist between the areas where institution is located on almost every parameter taken up for measuring usage patterns of both radio and TV. Many of the English medium students spend more time to watch TV while Tamil medium students spent less
time. The association between the medium of instruction and average time spent on watching TV reveals that separately designed programmes are necessary for students having to different medium of instruction.

- Among the TV watching respondents, 85.39% do not watch CWCR. Only 14.61% watch the CWCR programmes. Majority of the viewers do not watch CWCR programmes even twice a week. Because the programmes are not interesting and do not have adequate interaction. Further, they state that they do not receive the signal. Majority of students (74.90%) state that they do not get periodic information about it.

- Among the viewers of CWCR many of the regular students watch CWCR programmes everyday while distance mode students frequently watch the programmes. This result is similar to the general TV watching habit of the students. Further, among the respondents viewing the programme very frequently, there are more rural students than urban counterparts. Hence efforts are to be directed towards popularizing the programme among urban audience too. In the CWCR programmes viewing there are disproportionately higher levels of students studying in English medium than the regional language. However the frequency of Tamil medium students watching CWCR is more than their expected frequency. Hence programmes in the local language to fill the gap appear to be the need of the hour.

- The majority (56.4%) have found the CWCR programmes to be mostly poor in their usefulness. It is found that majority of the respondents are of the opinion that only less than 40% of
the inputs are useful. The various tables listed earlier suggest that the respondents’ perception that CWCR fulfills the requirement as well as their view on these programmes being helpful, are associated significantly with the demographic variables like the mode of education, location of institution, medium of instruction, course of study.

- Only 27.38% of the respondents are aware about Gyan Darshan channel while 72.62% do not aware. 82.38% state that they do not receive Gyan Darshan programmes on TV. 9.5% respondents state that they do not access Gyan Darshan programmes due to non-availability of signal. Among the Gyan Darshan viewers expressing opinions on the content, a sizeable segment (44.59%) state that the format of presentation followed in Gyan Darshan Programmes is mostly lecture based.

- More number of distance education students is aware of the Gyan Darshan as compared to regular students. It seems that the distance education students depend on the Gyan Darshan as a resource. To popularize the Gyan Darshan programmes is must. Comparisons of significant associations between independent variables such as the mode of study, location of institution, medium of instruction, course of study and the viewership patterns of CWCR programmes and Gyan Darshan, show similarity in their inter-linkages. Receiving Gyan Darshan programmes and independent variables such as mode of study, location of the institution, medium of instruction, course of study are also significantly related.

- On a comparative analysis of the various results discussed in relation to watching educational programmes of CWCR or
Gyan Darshan, it is seen that there are significant associations established between these dependent variables and all other independent variables taken up for the study such as the mode of study, the location of the institution and the medium of instruction. The results seem to stress the importance that is to be accorded to these variables while planning and implementing educational programmes in various media.

- With regard to Gyan Darshan, majority of the respondents are of the opinion that only less than 40% of the inputs are helpful. Majority (64.19%) of the respondents who watch Gyan Darshan state that the programmes fulfill the requirement.

- There is a significant association between the perception that Gyan Darshan programmes are helpful and the independent variables such as mode of study, location of the institution, medium of instruction and course of study. Thus, it may be reasonably claimed that the Gyan Darshan programmes are more helpful.

- It could be concluded that there is no significant association between mode of study and the perception of Gyan Darshan programmes as fulfilling requirements. Both the regular and distance mode students state that the Gyan Darshan programmes fulfill their requirement to an equal level.

- Differences exist between rural and urban areas on their purchasing power, autonomy to make decisions and general education levels, collectivism and the peer group influences. Hence an assumption that rural students would differ from their urban counterparts becomes logical. The ensuing
analysis examines if the place of study has influence on the students’ perception of the Gyan Darshan programmes. There is no significant association between location of the institution and the perception of Gyan Darshan programmes as fulfilling requirement. Gyan Darshan programmes are said to be fulfilling the requirement in both rural and urban areas to an equal level.

- Globally, it is an acceptable notion that imparting education in the mother tongue is more beneficial than in foreign language to the students of all age groups. It is found that there is no significant association between the medium of instruction and the perception of Gyan Darshan programmes as fulfilling requirement.

6.3 INTERNET AS AN EDUCATIONAL MEDIUM

- The internet, being of recent origin, has evoked the interests of researchers. 20.95% of respondents possess internet. A vast majority of the current students (92.86%) claim to have used the internet. This is because of the accessibility of internet is more in cybercafés and students get more useful information for their study.

- Most of the students browse on an average for 31 to 60 minutes a week. Majority of the students use browsing centres for accessing internet. With regard to internet, there is a near total familiarity and widespread acceptance of the medium, though the usage is frequent and largely dependent on browsing centres. Internet usage gives syllabus-based contents as study materials to the students. It also provides career
guidance and higher educational information. Time spent on internet browsing is found to be significantly associated with the demographic variables such as mode of study, place of study, and medium of instruction, gender and the course studied.

- It is seen that the usage frequency is widely dispersed, with majority of the users browsing not less than twice a week.

- Majority (59.74%) of respondents answered that they use internet to send mail. 41.92% use it always to seek information about education. 40% use it to gather information about study. The results of the analyses of the purposes of browsing show that there is no marked pattern of using the internet for any singular purpose.

- The demographic variables chosen by the researcher are found to have a direct influence on enabling students to use internet even once. This similarity is also found in frequency of using internet and the demographic variables. Association between the average time to use internet and the independent variables are also the same as the association in previous dependent variables.

- Major respondents agree upon the usefulness of internet for educational purposes, though the percentage of agreement among the majority varies from 20% to 60%. There is also a sizeable segment whose evaluation of internet is much greater than 60%. A majority of 67.69% state that internet fulfill the requirement fully while 32.31% state that internet does not fulfill the requirement.
• The usefulness and fulfillment of the requirements by the internet and the independent variables are significantly associated. Regular mode students get more benefits than distance mode from internet. Similarly urban students get more benefit than the rural students. English medium students are benefited a lot more than Tamil medium students. There are significant differences in these demographic and dependent variables.

• A vast majority of 83.33% rated internet as the most useful among the three electronic media. Thus, it might be understood that overall ranks make internet the most preferred, followed by TV after which radio is opted for its utility value. It implies that, internet the media of the future should be accorded priority for expansion among the various media.

• Only 27.62% of students have used audio cassettes, 16.43% have used video cassettes and 3.10% used tele and Video Conferencing. Regarding the usage of CDs, 32.74% state that they have used audio CDs, 31.3% have used VCD’s and 76.43% have used DVDs. And 45.24% stated that they use CDs to educate themselves. This high usage of CD, VCD and DVD is because of their moderate prices and their availability. Also they are frequently exchanged among the friends.

• Among those who use CDs, 7.65% state that they use CDs with class syllabus, even as 2.97% use CDs with scientific lectures and experiments. While a vast majority of 90.13% state that they use CDs to see films, 9.52% state that they use CDs with demonstration-based lectures.
6.4 FINDINGS RESULTING FROM COMPARATIVE ANALYSIS

- While data on viewing time pointed out that 65.36% watch TV every day in a week, 35.71% listen to radio do so everyday and only 19.36% use internet everyday. Majority of the respondents tend to be frequent or occasional listeners of radio, while TV has more regular viewers. Generally TV is more attractive with audio-visual material compared to the other media.

- A vast majority of respondents possess radio sets as well as TV sets. It is found that 37.06% listen to radio for education, 35.08% watch TV for education, while 40% use internet to gather information for education. Data indicates that home is the place where most of the respondents listen to radio, while a vast majority 86.64% of the students watches TV at home; only 22.56% stated that they browse internet at home. Browsing at home is low because the cost of internet connection is high.

- 41.28% state that they browse internet at institutions, whereas only a negligible segment of students use radio and TV at their institutions. This is because Internet connection is provided in the educational institution itself, but the same is not the case with radio and TV. While answering about the interactivity, 61.62% answered that they need interactive programmes on radio, while only 21.86% answered that interactive programmes are needed for educational purpose on TV programmes.
• Only 19.77% are aware of Gyan Vani radio programmes while 80.23% are not aware. Only 27.38% of the respondents know about Gyan Darshan while 72.62% do not know about Gyan Darshan. 92.86% have used internet while 7.14% have ever used it.

• A sizeable segment of the respondents believe that the helpfulness of Gyan Vani is below the midpoint of 50%. About 60.81% of the respondents state that Gyan Vani is not fulfilling their requirements. With regard to CWCR, the majority have placed the programme in the category of low level of helpfulness. Also a majority (56.4%) find the programmes to be mostly poor in their fulfillment of requirement. With regard to Gyan Darshan, majority of the respondents are of the opinion that less than 40% of the inputs are helpful. Majority (64.19%) of the respondents state that Gyan Darshan fulfills the requirement. Major respondents have agreed upon the usefulness of internet for educational purposes, though the percentage of agreement among the majority is 20% to 60%. There is also a sizeable segment whose evaluation of internet is much greater than 60%. A majority of 67.69% state that internet fulfills the requirement.

• A vast majority of 83.33% rate internet as the first useful electronic media. Thus, it might be understood that overall ranks make internet the most preferred, followed by TV after which radio is opted for their utility value.
6.5 CONCLUSION

The findings of the study point out that, despite widespread usage of radio, there is infrequent usage, non-receipt of signal, non-fulfillment of requirements and very little awareness of educational programmes among the respondents. With regard to TV, the findings indicate that there is high penetration of TV sets, regular watching of general programmes and usage of the media for subject-related content. However with regard to the specialized educational telecasts by the CWCR and Gyan Darshan, there is very little reach in terms of awareness about the programmes and frequency of usage and receipt of signals. With regard to internet, there is near total familiarity and widespread acceptance of the medium, though the usage is infrequent and largely dependent on browsing centers. The findings lead to the understanding that the usage patterns are significantly related to the regular-distance, rural-urban, medium of instruction, mode of study and place of study with regard to radio, TV and internet.