CHAPTER –I
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STUDY AND ITS NEED
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1.1 Introduction.

Communication is the process of sharing or exchange of ideas, information, knowledge, attitude or feeling among two or more persons. In fact, it is a process of action and interaction towards a desired goal. Communication is a foundation to all social actions and acts as a strong tool for collective living in society. Communication performs many functions but the primary ones are of informing, educating, persuading and entertaining.

Human beings are involved in various types of communication. Intrapersonal communication refers to communication that takes place inside a person, whereas interpersonal communication takes place between two individuals.

Extension of interpersonal communication is called group communication where more than two individuals exchange ideas, skills or interests. But mass communication involves communication with mass audience and hence the name mass communication. Mass communication is unique and is a device that multiplies messages and takes them simultaneously to a large number of people. The media through which mass communication takes place is either print media or electronic media. Print media includes newspapers, magazines, books and other printed matter. Electronic media includes radio, television, satellite television, cable television, cinema and Internet. Electronic media provides instantaneous communication and its impact is greater.

Television is in fact an extension of other forms of communication: art, the stage, the movie screen, the newspaper, the lecture hall and most significant the radio broadcast. Although radio communication has an edge over other media, in the sense that it can serve and entertain an audience which is otherwise occupied. But it has suffered a setback by the development of television.
1.2 History Of World Television

A product of the age of electronics, television was developed at first in the most industrially advanced countries—Great Britain, the Soviet Union, the United State, France, Germany and Japan. However Britain has played a key role in the development of broadcasting. A Britisher, John Logie Baired, demonstrated television transmission in 1925. Before this in 1922, the British Broadcasting Company (BBC) began operations, receiving a Royal charter in 1926 to become the British Broadcasting Corporation (BBC). Its mission was to inform, educate and entertain. BBC started regular television Broadcasts on 2nd November '1936 from Alexander Palace. ¹

During the 3 years, until the close down of British TV on 1st September, 1939 (due to the announcement of Britain entering world war II), a complete range of TV programs had been transmitted on the fledgling service. However BBC resumed television transmission again on 7th June '1946 after the Second World War. ²

In Germany the first tests with wireless transmission of television pictures without sound were regularly offered by the German Reichpost in 1929. However, in 1934, the programme combining pictures and sound were produced. The first regular television network "Paul Nipkow" began operations in 1935 ³

In America regular television service started in 1939. Radio Corporation of America (RCA) became the first network to introduce regular television broadcasts with its inaugural telecast of the opening day ceremonies at the New York World's Fair in 1939.⁴

2. Ibid; pp. 195
In Japan, public broadcasting, Nippon Hoso Kyokai (NHK) transmitted the first television signal in Tokyo in 1937. World war II interrupted the progress of television in Japan from 1940 to 1945. The first post-war television broadcast was started by NHK in 1953.  

In France a few experiments in the 1930's culminated in the first regular programming in 1939, transmitted from the Eiffel Tower in Paris.

Russian television broadcasting began in Moscow in 1939, though the service was interrupted for the duration of World War II (1941-5). Television expanded rapidly in the post-war years.

Australia TV Broadcasting began in 1950s (Sydney and Mel born) in 1956 and (Brisbane and Adelaide) in 1959.

In 1952 Canadian television started bi-lingual French - English broadcast by the Canadian Broadcasting Corporation (CBC) in Montreal. Within a year CBC established two national TV networks.

Television in China was born in 1958; Beijing Television began its first transmission on 2nd September '1958.

**Television in Latin America**


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5. Ibid: pp. 170-171
7. Ibid; - pp. 1419
8. Ibid; - pp.114
10. Ibid; pp/ 247
11. Ibid- pp. 255
Television in Africa:


Television in the third world.


Television came to India on September 15, 1959 with experimental transmission from Delhi. It was a modest beginning with a make-shift studio, a low power transmitter and only 21 community TV sets. All India Radio provided the engineering and programme professionals.

By 1965 national television stations had been set up in many colonies including Nigeria, Burkina Faso, Ivory coast, Gabon, Congo, Sudan, Uganda, Ghana, Mauritius and Rhodesia (now Zimbabwe). Countries such as Saudi Arabia, the United Arab Emirates, Qatar, Oman, and North Yemen followed suit and set up national television stations from the mid-1960 onwards.


Television in South Asia

In Sri Lanka, television service started in 1977 and in Nepal television began on an experimental basis in 1984 with support from Worldview International Foundation, an international communication NGO, together with the Finnish Government. It became a regular service a year later.\textsuperscript{14}

Television in the Arab World.

In the Gulf States, Kuwait had television as early as 1961 when it became independent from Great Britain. Saudi Arabia went on air in July 1965. The first station in that vast country were in the largest cities, Jeddah and Riyadh. \textsuperscript{15}

Television in Netherlands and Belgium.

Television services were set up in the Netherlands in 1951 and Belgium in 1953. Television was officially opened in Denmark in 1954, in Sweden & Finland in 1956 and in Norway in 1960. \textsuperscript{16}

1.3. Development of Television in India

Overview

Doordarshan, the national television service of India devoted to public service broadcasting, is one of the largest terrestrial networks in the world. The flagship of Doordarshan-DD-1- operates through a network of 997 terrestrial transmitters of varying powers reaching over 87 per cent of the population. There are 59 additional transmitters giving terrestrial support to other channels. Doordarshan uses a large number of transponders on the INSAT and other satellites to network its terrestrial

\textsuperscript{14} Ibid- pp. 201-202.
\textsuperscript{15} Ibid; pp. 184
\textsuperscript{16} Ibid: pp 224
transmitters and also to provide additional satellite channels. Doordarshan has established programme production facilities in 47 cities across the country. Doordarshan programmes are watched in India by 362 million viewers in their homes. Doordarshan earned around Rs. 4 billion during the last financial year through commercial advertisements.

The Early Years

The first telecast on Doordarshan originated from a makeshift studio at Akashvani Bhavan, New Delhi on 15th September 1959. A transmitter of 500 W power carried the signals to areas within a radius of 25 km from Delhi. A regular service with a daily news bulletin was started in 1965. Television went to a second city, Mumbai, only in 1972, and by 1975 Calcutta, Chennai, Srinagar, Amritsar and Lucknow also had television stations.

The first experiment with satellite technology in India, known as the Satellite Instructional Television Experiment (SITE), was conducted in 1975-76. This was, incidentally, the first attempt anywhere in the world of using the sophisticated technology of satellite broadcasting for social education. The year 1982 witnessed the introduction of a regular satellite link between Delhi and other transmitters, the starting of the national programme and also heralded the era of colour television in the country. The Asian Games held in Delhi that year acted as the major impetus for bringing out these changes. After 1982, television facilities have been rapidly expanding and during certain periods the country got an additional transmitter everyday. In the decade 1981-90 the number of transmitters increased from 19 to 519.

Three-Tier Service

Doordarshan has tried to establish a three-tier primary programme service-national, regional and local. In the national programmes the focus is on events and issues of interest to the whole nation. The regional programmes originating from the state capitals and relayed by all transmitters in the respective states have programmes of interest at the state level, in the language and idiom of that particular region. The Local programmes are area specific and cover local issues featuring local people. At each tier there is a mix of information, education and entertainment programmes.
Information Programmes

On the national network, news bulletins are telecast in Hindi and English every hour. All major TV stations telecast news bulletins in the evenings in their respective languages where regional events are covered in greater detail. Some stations telecast regional news in Urdu also.

Doordarshan has a number of programmes on current affairs where topical issues are discussed in-depth, bringing out various viewpoints. Information programmes also include telecasts on agriculture, rural development, health, family welfare, consumer's rights, environment etc. There are programmes specially targeted to woman, children and youth.

Doordarshan brings to its viewers all the major national and international sports and games through live telecasts. There are other programmes on sports, including interviews with eminent sports persons, sports education, etc.

Educational TV

The Educational programmes range from basic health education for the not-so-well-educated to the higher education programmes for university students.

In 1961 India's first school television service was commissioned at Delhi for the institutions run by the Delhi municipal corporation. ETV programmes for school children are telecast from a number of regional Kendra's in different languages covering both formal and informal education.

To put quality education within the reach of students residing even in small villages and towns, the University Grants Commission, the authority responsible for university education in India, has 'a countrywide classroom' telecast on the national network. Besides this, syllabus-based programmes for the students of Indira Gandhi National Open University are also being telecast on the national network.
Entertainment

There is a wide range of entertainment programmes on Doordarshan including serials, sitcoms, soaps, game shows. Feature films and programmes based on excerpts from feature films are also telecast on the national network and also from regional Kendras.

Metro Channel

In 1984 a second channel was added in Delhi to provide alternative viewing to the heterogeneous metropolitan population. Later similar facilities were extended to viewers in Mumbai, Calcutta and Chennai. In 1993 these four terrestrial transmitters were linked through satellite to provide an exclusive entertainment channel for the urban audience. This service, known as DD-2 Metro Entertainment Channel, is now available terrestrially in 56 cities. In other parts of the country the programmes of this channel could be received through dish antennas or through cable operators. The metro channel targets the younger viewers in urban areas.

Regional Language Channels

To provide additional software in the major languages of the country, some of which are spoken by more than 50 million, Doordarshan has 11 regional language satellite channels. The programmes on these channels include regional service, which is available terrestrially in the concerned state and additional programmes, which could be received in the satellite mode. These programmes are carried on the INSAT satellites, which have footprints over the entire country and the Indian subcontinent. The regional language programmes could be watched by people irrespective of their place of residence.

Other Channels

Doordarshan-India, the international channel, is in operation from 1995 and reaches about 50 countries in Asia, Africa and Europe, USA and Canada through PAS-4
and PAS-1 satellites. It is presently on the air for 19 hours each day. Doordarshan has also a sports channel and a news and current affairs channel.

Audience Research

The Audience Research Unit of Doordarshan, manned by professional researchers, is involved in studies on various aspects of broadcasting. It also operates a system of getting ratings on Doordarshan programmes each week. Audience Research monitors voluntary feedback from viewers and maintains Data Banks at the national and Kendra level.

Viewer ship

Over the years Doordarshan's viewer ship has increased phenomenally and now an estimated 69 million homes have television sets, which mean that 362 million people can watch Doordarshan programmes in their homes. In rural areas most of the privately owned sets act as community sets, attracting a number of viewers from non-TV homes also and the total number who watch Doordarshan at least once a week is nearly 500 million. In the last few years programmes of commercial channels operating from outside India are available for some sections of the population, but Doordarshan has retained the highest share of viewer ship both in urban and rural areas.

Prasar Bharati

All India Radio and Doordarshan functioned as departments under the Ministry of Information and Broadcasting. There were persistent demands that the electronic media should be free from government control and they should have autonomy in their functioning. The Parliament passed an Act to give autonomy to the media in 1990 itself, but at that time the Act was not notified. In 1997 the government decided to notify this Act and Prasar Bharati, the autonomous Broadcasting Council of India, came into existence on 23rd November 1997. A Board consisting of a chairman, an executive member and a number of part-time, a full-time, ex-officio and elected member was envisaged to manage the affairs of Prasar Bharati.
LAND MARKS

A daily one hour service with a news bulletin was started in 1965. In 1972 TV services were extended to a second City - Mumbai. By 1975 TV stations came up in Calcutta, Chennai, Srinagar, Amritsar and Lucknow.

In 1975-76 the Satellite Instructional Television Experiment (SITE) brought TV programmes for people in 2,400 villages in the most inaccessible and the least developed areas through a satellite lent to India for one year.

The following are some major landmarks in the history of Doordarshan

1959 Sep 15  Experimental transmission from Delhi
1961 Oct 24  School Television for Delhi students
1965 Aug 15  Regular service with a daily news bulletin in Hindi
1967 Jan 26  Krishi Darshan - programmes for farmers
1972 Oct 2   TV in a second city - Bombay (now Mumbai)
1975 Aug 1   Satellite Instructional TV Experiment launched
1976 Jan 1   Commercials introduced
1976 Apr 1   Doordarshan delinked from All India Radio
1982 Aug 15  National Programmes; Colour transmission and networking through satellite
1982 Nov 19  Expansion through LPTs launched
1984 Jul 15  First mass appeal serial *Hum Log*
1984 Aug 15  Country-Wide Classroom of UGC launched
1984 Aug 9   Second channel at Delhi
1986 Aug 9   First regional satellite network in Maharashtra
1987 Feb 23  Morning transmissions
1989 Jan 26  Afternoon transmissions
1993 Apr 1   Metro channel with satellite networking
1993 Aug 15  Exclusive Satellite Channels
1993 Oct 1   Regional Language Satellite Channels
1994 Aug 15  Restructuring of channels - DD-1 to DD-13
1995 Mar 14  DD-India-International Channel
1997 Nov 23  Prasar Bharati - the autonomous Broadcasting Corporation of India
1999 Mar 18  DD-Sports channel inaugurated
1999 Jul 10  News on the hour
1999 Aug 15  DD-News & Current Affairs Channel started
2000 Jan 15  DD- Gyandarshan-ETV Channel started

SOCIAL OBJECTIVES OF DOORDARSHAN

- To Act as a catalyst for social change.
- To promote National Integration.
- To stimulate a scientific temper in the minds of the people.
- To disseminate the message of family planning as a means of population control and family welfare.
- To provide essential information and knowledge in order to stimulate greater agricultural production.
- To promote and help preserve environmental and ecological balance.
- To highlight the need for social welfare measures, including welfare of women, children and the less privileged.
- To promote interest in games and sports.
- To create values of appraisal of art and cultural heritage.

Doordarshan Code

Doordarshan has adopted the All India Radio Broadcasting Code, which states:

"Broadcast on All India Radio by individuals will not permit:

1. Criticism of friendly countries;
2. Attack on religion or communities;
3. Anything obscene or defamatory;"
4. Incitement to violence or anything against maintenance of law and order;

5. Anything amounting to contempt of Court;

6. Aspersions against the integrity of the President, Governors and Judiciary;

7. Attack on a political party by name;

8. Hostile criticism of any State or the Centre; or

9. Anything showing disrespect to the Constitution or advocating change in the Constitution by violence; but advocating changes in a constitutional way should not be debarred.

Conventions

The following are some of the conventions observed by All India Radio:

1. Appeal for funds are disallowed except in national emergencies;

2. Exclusion of trade names in broadcasts which amounts to advertising directly (except in commercial service); and

3. Direct publicity is not permitted for or on behalf of an individual or an organization which is likely to benefit only that individual or organisation.17

17. Director General, Doordarshan; Doordarshan 1999; Ministry of Information and Broadcasting, Government of India; New Delhi-99, pp. 3-5, 15.
1.4 Films and Television Institute of India, Pune

The Press and representatives of the film industry urged the Government of India to set up a Film Enquiry Committee. The necessity of holding a thorough enquiry into the state of the film industry was explained by the Hon’ble Shri R.R. Diwakar, Minister of State for Information and Broadcasting during the Budget debate in the Constituent Assembly (Legislative) on 26th March 1949. He said, "As regards the film industry as a whole, a thorough enquiry in this country is overdue - the last enquiry was held in 1928."

Thus Film Enquiry Committee under the chairmanship of Shri S.K. Patil, Member Constituent Assembly, was constituted by a Resolution of the Government of India in the Ministry of Information and Broadcasting, No 36/3/43-F, dated New Delhi, the 29th August 1949.\(^\text{18}\)

One of the recommendations of the above committee reads, "We recommend the Starting of an Institute of Film Techniques for training all categories of technicians including directors."\(^\text{19}\)

It was a matter of coincidence that the studios of Prabhat Film Company, Pune were available for sale and Government acquired these studios for housing the Film Institute. This was a great advantage not only because the existing facilities of a full-fledged film Studio became available, but because the Institute found itself in a fully professional setting which conditioned its thinking right from the beginning. Thus the Film Institute of India was set up in 1960 at Pune as a subordinate office of the Ministry of Information, Government of India.

\(^{18}\) Patil, S.K; Report of the Film Enquiry committee; Ministry of Information and Broadcasting, Government of India, New Delhi; 1951, pp .1-2
\(^{19}\) Ibid: pp .214
The Film Institute is a training centre for documentary and feature film production and film technology. It commends itself as a very well organized and equipped institute. It would compare most favorably with any film school in Europe or America. It has extensive resources, a numerous staff and excellent environment, being housed in a complete Professional Studio, which it wholly owns.

The institute has already demonstrated its caliber in the number of graduates who have found employment within the Indian Film and Television Industry. The calibre of the student’s films by any international standards is notably good, and provide clear evidence of an effective teaching programme. In the new circumstances, pertaining to the national plans for television and to the large element of educational television therein, the Film Institute offers important resources and potentialities.\(^\text{20}\)

The Institute is affiliated to the International Liaison Center of Cinema and Television Schools (CILECT) Paris, which is an international body representing all important film schools in the world. The affiliation confers the benefit of international recognition and entitles the Institute to claim a high degree of proficiency possessed by its diploma holders. The faculty members and students of Film and Television Institute of India regularly participate in CILECT Programmes. This enables the Institute to keep abreast of the latest trends in various aspects of Filmmaking. Not a few of the students who completed their diplomas at the Pune Institute have distinguished themselves in the highly competitive sphere of the Film Industry, as directors, actors, Cameramen and sound recorders. Visitors from foreign countries have bestowed high praise on the work done at the Institute.\(^\text{21}\)

The Institute regularly enters student’s films at various national and International film festivals and several films have won awards in these festivals.

\(^{20}\) UNESCO/ UNDP; Report of the special fund preparatory mission, India; 1969, pp. VII. 4 to VII.5.

\(^{21}\) Khosla, G.D; Report of the committee appointed to enquiry in to the working of the Film & TV Institute of India; Ministry of Information and Broadcasting, Government of India New Delhi; 1972, pp. 5
The views and recommendations of the report of the committee appointed to enquire in to the working of the Film and Television Institute, Pune under the chairmanship of G.D. Khosla stated, that the first essential requirement is that the status of the Institute should be raised to that of an autonomous body possessing legal authority under an Act of Parliament. The Act must define the aims and objective of the Institute and its scope. Government should have brought forward a Bill in Parliament for setting up the Institute through an act of Parliament. It must possess the same status as a university or a technological Institute.  

Since 1974, the Film and Television Institute of India and the National Film Archives of India (NFAI) have been jointly conducting the Film Appreciation course in the FTII campus during the summer vacation of the Film Wing of the Institute.

Meanwhile after the inauguration of television in the country in 1959, Government got convinced of the potential of the medium and decided to adopt television as a tool for development. Therefore Govt. decided to expand television network to cover the entire country. Simultaneously Government decided to test whether satellite based television service could play a role in socio-economic development through SITE experiment.

To train the large number of skilled programmers and engineers who would be required for programme production and technical operations at new television Kendras and also on the Satellite Instructional Television Experiment (SITE), the Govt. of India requested the Governing Council of UNDP for assistance in the establishment of a television training institute.

22. Khosla, G.D; Report of the committee appointed to the Enquiry in to the working of the Film and TV Institute of India; Ministry of Information and Broadcasting Government of India New Delhi; 1972, pp. 19-20
1.5 Willing's Report.

In response to this request, a joint UNESCO / UNDP team headed by John Willings toured the country and submitted detailed report known as the "Willing's report". The Report, recommended that the Government of India redefine the POONA INSTITUTE as the FILM AND TELEVISION TRAINING INSTITUTE OF INDIA by establishing a division (Under a Vice Principal, TV) devoted to television training through both pre-service and in-service courses and to that end, the Government of India consider a request to the United Nations Special Fund for assistance in the setting up and the initial operation of the revised Institute. 23

The Government accepted the Willings recommendations and in 1970 a request was made to the Governing Council of UNDP for assistance in the establishment of a television-training institute. The Government's request was approved by the Governing Council of UNDP.

In October 1970, UNDP authorized the start of field activities. The UNESCO Chief Technical Adviser arrived in India in Feb. 1971, and the Plan of Operation was signed on July 15, 1971. Government and UNDP contributions to the three-year Project were placed at Rs. 11,644,125 and US$ 1,176,765 respectively. The Project was declared operational by UNDP on August 10, 1971. In March 1973, the UNDP contribution was raised to US$ 1,414,284.

Objective of the Three year UDDP/Govt.of India Project

As short-term objectives, the Project's Plan of Operation outlined that it would aim at:
a) Developing short courses, in Television Production, Educational Television Production, and in various aspects of Television Technical Operations

23. UNESCO / UNDP; Report of the Special Fund Preparatory mission; India; 1969, pp. VII.3
b) Constructing a new annex at the Film and Television Institute of India to provide two studios with control rooms, offices, classrooms and specialized practical workrooms for housing the Center.

c) Developing new diploma courses in Television Production. Television Film Production and Television Technical Operation;

d) Developing conversion courses for staff already trained in various aspects of radio or cinema film work to adopt them to analogous aspects of television work.

Long-term objective of the project was to establish an efficient television-training institute to meet the basic need of producing trained personnel who will man the new television centers.

1.6 The Temporary Television Training Centre in Delhi

The Project moved in to Mandi House New Delhi, on July 15 '1971, the day the Plan of Operation was signed. Parallely the installation of permanent training Center at FTII Pune was started.

To start maiden course in Television Production and Technical Operation, a two week staff orientation course was organized for the eleven lecturers and instructors then on staff.

The objectives of this course were:

i) To familiarize the staff with the syllabi and other details of the course.

ii) To emphasize the role of television in India’s development.

iii) To provide an introduction to training methodology and the effective use of the limited amount of training material available.
The first twenty-week basic course in TV Production and Technical Operation was launched on September 6, 1971 at Mandi House New Delhi.

As planned, instructions in all three areas ran concurrently and in certain aspects, jointly. All subsequent basic courses, though usually referred to as single courses, have comprised of a number of fundamental courses, organized and conducted together to provide the complement of different skills normally present at a television station.

The maiden course conducted in basic TV production and TV technical operation was based upon syllabi hurriedly prepared by the Chief Technical adviser, the technical operation expert and the few national counterparts on the project. First course achieved a modest degree of success with syllabus; the same with only minor modification was used for second and third courses.

By the end of the third course, the educational expert, the production expert, the design and graphic expert and the film expert had arrived on the project. With the experience of three courses and a better informed insight into areas of difficulty, a major exercise was initiated to develop a curriculum and syllabi for the basic course in TV Production and Technical operations. The modified syllabus tested on the fourth and fifth courses, have proved to be a significant improvement on the original.

Dependence upon chalk-and-blackboard have seen considerable reduction, it was estimated that teaching material available represented only 53% of what was actually required at the training center. Therefore there was an urgent need for developing enough training material.

Selection of Trainees

Most of the trainees were drawn from fields of television. Emphasis was put on short-term courses due to urgent need of trained staff for new Television Stations. Selection of trainees for the first four courses was done almost entirely by All India Radio with the occasional involvement of the Television Training Center. Trainees for technical position were selected from All India Radio staff while production
trainees were recruited both from within All India Radio and from outside. Criteria used for selection conformed to the regular civil service norms, with little reference to the unique requirements of television and without sufficient regard for the artistic aptitude. Years of service and paper qualifications featured too prominently. The overall result was, that recruits did not represent the most suitable among the applicants.

As a result of arrangements made by the Ministry, this situation has improved after the 4th course. The television Center was actively involved in the recruitment exercise. Various tests specifically developed for the purpose were used by the experts and staff of the training center to select the trainees for the fifth course organized in Nov. 1973.

As All India Radio could not recruit candidates for training in Graphics and Design, this element was not introduced until the third course. To overcome this problem, a ten-day intensive course in design and graphics was organized at the Bombay station. Participants included the station's design supervisor, five graphic artists, three scenery designers and fifteen floor assistants. The course ended successfully but need of further such courses was felt.

A second technical area of weakness to all the then working stations has been Lighting. To overcome this situation and encourage more engineers to specialize in "Lighting", a special one-week course in Television Lighting was conducted in Delhi. For this course Lighting Experts were brought in from the Regional Broadcasting Training Center in Kuala Lumpur and his Malaysian Counterpart. Participants included technical staff from the Delhi television station and an Engineer from the Satellite Instructional Television Training Center. After completing this course need of additional such courses in Lighting was felt.

Excluding the participants of the two intensive specialized courses, a total of 429 participants were trained in Television Production and Technical Operation.
For a young institute operating until very recently with temporary training facilities, this was not an insignificant achievement but viewed against the background of the television services, its total staff recruitment, the output is clearly outstripped by the demand.

The original plans for introduction of a number of short-term specialized and advance-level courses in 1973 could not be introduced due to the urgent need for trained personnel to manage new television stations.

**Staff Development**

The attempt to develop a first-rate permanent teaching staff for the Television Training Center had not been fully successful. Although some staff members have proved themselves to be quite competent and entirely capable of handling their teaching and other professional assignments, others have been seriously wanting. This situation had arisen largely because of the manner in which some of the staff positions had been filled. Some appointments reflected little attention to expertise in subject area, to teaching aptitudes and to the all-important aim of preparing staff members for highly specialized trainer positions. Appointments have been based mainly upon seniority and have appeared, in some cases, to have provided avenues for the disposal of All India Radio personnel who are regardless of age, well past their time. Some assignments have been of a temporary "secondment" nature, with no commitment on the part of the staff member nor his employer to even a limited career in television training.

Although the most senior officials of the Ministry of information and broadcasting showed considerable concern over this problem, no solution was formulated. Staff development, a vital aspect of the aims of the project, therefore remained an unfinished task.
1.7 Projected Training Needs by UNESCO / UNDP Team

UNESCO / UNDP mission projected a need for a training center capable of producing approximately 200 production and technical operations personnel per annum over the next fifteen years for development of television in India.

The mission has identified the need for television training, need in the following disciplines of television production and technical operation.

Television production, general programming (50 per annum).
Television production, (ETV) (50 per annum.)
Television studio technical operations (50 per annum.)
Television Film Production and techniques (30 per annum.)
Television services including graphics and design (15 per annum)
Television recording methods (both VTR and Kinescope (5 per annum.)
Television engineering and station maintenance (30 per annum.)
Television transmission (16 per annum.)
Television receiver installation and maintenance (1 per 100 sets)
Television programme planning (28 per annum)
Management (40 per annum)
Feedback systems and audience research (6-10 per annum)
Educational planning for the application of 'mass' media to educational System. (5-8 per annum)
Educational Trainer Training (25 per annum)
(Training College teachers, Senior extension officers etc, to be responsible for 'user' training)
Curriculum development (subject Specialists) (10 per annum)
Educational resources, 2 material producers (15 per annum)

Obviously this vast amount of training involving so many different categories of personnel cannot be handled by any one center. (In all about 1,500 trainees per annum are involved.)
Although all the different aspects of the total training programme listed above are important within the development plan for television in India, the mission considers that the immediate need is for the training of TV Production and Technical operations personnel.  

1.8 UNESCO / UNDP Project Report

In their terminal Project report UNDP/UNESCO have given following views and recommendation for the Television Training Center at FTII Pune

i). Most of the problems faced by the television training Center have risen due to inappropriate administration of Government, which has not acted speedily and flexibility to overcome these problems. Government has not been able to take note of the peculiar requirements of a creative medium like television. Film and TV Institute of India will either grow in to a dynamic force in the development of television in India or retrogress into another ordinary training mill, depending upon the future policy and operating rules of the Institute. Formation of a society to administer the Film and TV Institute of India should be viewed as a unique opportunity to rectify various administrative problems.

ii). Institute should have suitable recurring budget which will be required to operate and maintain all facilities at optimum level. In case such a budget is not provided, the initial investment means a waste. While planning budgets, attention should be given to the daily requirements of materials for production, payments to talents, transportation for field work, maintenance of building and equipments and provision of spares.

iii). Director and Deans should be provided sufficient authority and purchasing procedures should be trimmed in to order to enable them to procure materials and services without the usual crippling delays.

iv) Recruitment rules and procedures should be made such that the best talents available anywhere in the world, be attracted.

v) Provision for replacement of incompetent staff.

vi) A merit system of advancement

vii) In 1972, a couple of meetings were held between Government and Project officers and it was agreed that if Indian Television was to meet its well-defined objective in the fields of Education, family planning, health and agriculture, the service would require the backing of a strong and comprehensive programme of research into programme content and forms and suitability of these in the Indian situation. Decision was taken to deploy the communication Psychology and Research Expert on the new research project rather than on the training project. The new Project--- The Television Programme Research and Prototype Production Unit became operational in Pune in the television-training center and as a follow up to the present project

Television research and programme development activity currently being undertaken by the Television Training Centers should be given the highest priority and should be treated as an integral part of the Television training center and to fill a Major gap in the center’s work.

The execution of the project is planned to ensure that researchers, programme producers and trainers function together as a team.

viii) Selection of trainees on a piecemeal basis should be replaced with a proper selection procedures for not more than the brief periods each year. This will enable the Television trainers not only to participate in selection procedure but also revise the selection procedure from time to time.

ix) Syllabus for the training which was geared to the limited facilities of Mandi House, be reviewed and revised keeping the various facilities available at FTII Pune in mind.
x) Arrangements be made for introduction of long duration courses for candidates with appropriate academic background and no television related experience at Pune.

Courses for planners, field workers and others involved in certain categories of development work be also organized. In addition, seminars and advanced-level specialized courses of varying duration be organized in various programme and technical areas at Pune.25

1.9 Permanent Television Training Centre at Pune.

Meanwhile a Television Production and Studio Technical Operations Training Center was established in Pune under the Special Fund, the Government Co-operating Agency was the Ministry of Information and Broadcasting, with UNESCO as the executing agency. Television Training Centre was shifted to Pune and started functioning as a wing of the Film and TV Institute of India. In pursuance of the recommendation of the Estimate Committee (1967-68), it was registered as a society on 1-10-1974 under the Societies Registration Act, 1860. The Institute, however, continues to be wholly funded by Government of India as before, though the Memorandum of Association relating to the Institute provide for acceptance of funds both in cash and kind from sources other than Government of India, including foreign and international organizations. The Institute has been conceived as research and training centre in the field of films and television.26

The Film and Television Society consists of eminent personalities connected with Film, Television, communication, culture, Alumni of Institute and Ex-Officio Government members. The Institute is governed by a governing council headed by a Chairman. At present Film star Shri Vinod Khanna is the Chairman of the Governing Council. Director of the Institute is the Member Secretary of Governing Council. At present well known theatre personality and a veteran actor Dr. Mohan Agashe is the Director of the Institute.

26. Singh, Jaswant; Report of Estimate Committee 1990-91, Ninth Lok Sabha; Ministry of Information and Broadcasting, Govt. of India; New Delhi, 1991, pp. 1
Among the Stalwarts who served as Chairman of the Governing Council in the past are S/Shri Shyam Benegal, Mrinal Sen, Adoor gopal Krishnan, Mahesh Bhatt and Girish Karnad. Among the personalities who served as the Director of the FTII in the past are Gajanan Jagirdar (then called the Principal), Jagat Murari, N.V.K.Murthy, Girish Karnad, John Shankarmangalam etc. The academic policies and plans of the Institute are formulated by the Academic council. The matters involving finance are controlled by the standing Finance committee.

Experience, however shows that operating as a quasi-government organization outside the public service machinery usually offers great advantages, in the sense that the often crippling bureaucratic procedures can be minimized and the organization streamlined for greater efficiency and creativity.

There is, however, a word of caution called for here. There is wide difference in the objectives of the Film Institute on the one hand and of the Television Training Centre on the other. This difference need to be recognized in the drafting of the details of the new administrative structure and in the formulation of the new rules and regulations. Unless this is ensured, many benefits which could be reaped from the common administrative and from the new non-government status would be offset by the danger of the Television Training Center eventually losing sight of Development- which, in the final analysis, is the sole reason for its existence. 27

Film and Television Institute consists of two wings: The Film and the TV wing. The Film wing offers courses leading to Diploma in Cinema with Specialization in Film Direction, Cinematography, Sound Recording & Sound Engineering and Editing.

The TV wing offers in-service training to the employees of Doordarshan in TV Production and Technical Operations. Employees of Doordarshan are trained as Producers. Production Assistants, Floor managers, Floor Assistants, Camera Persons,

27. UNDP/UNESCO; Terminal Project Report and recommendation; India, 1974; pp. 37
Video Editors, Graphic Artists and Engineers. In addition to the course in TV Production and Technical Operation for Doordarshan staff members, TV wing also conducts orientation course for Indian Information Officers, Film Students of Film Wing and courses for Satyajit Ray Film and Television Institute, Calcutta. TV wing also conducts specialized courses and workshops in collaboration with Asia Pacific Institute of Broadcasting Development (AIBD), Kuala Lumpur, Malaysia and Commonwealth Educational Media centre of Asia (CEMCA). TV wing has also conducted television-training courses for TV Maldives. From 1971 more than 4000 participants have been trained in various disciplines of Television Production and Technical operations. A large number of requests have been received from various organizations in and outside country for television training in FTII.

1.10. **Various reports on the working of Doordarshan and training of staff**

1.10.1 **Vergheese Report**.

In Pursuance of Government's declared policy that All India Radio and Doordarshan should be freed from Government control to ensure their functioning in a fair and objective manner, a working group under the chairmanship of B.G. Vergheese was appointed. The views and recommendation of the working group pertaining to training in Doordarshan are as follows.

- Doordarshan should train its staff as early as possible after appointment.

- The training which is of basic nature is not of professional quality. Moreover it is not of specialized nature.

- It is better to have foundation courses at regional centres where well-equipped training institution are available and where refresher courses, workshops and Seminars are conducted.

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• The news and current affairs staff should receive training in broadcast journalism and Senior Doordarshan staff should be trained in communication and broadcasting systems.

• The broadcasters must know and understand their audience, whether these be rural, tribal, industrial, children or whatsoever.

• Particular attention should be paid to the selection of trainers.

• The training centres should be provided with sufficient funds.

• Doordarshan should also have a senior level broadcast staff college having top professionals as trainers.

• Doordarshan should establish its own staff training Institute.

• The technical training for Doordarshan also requires considerable strengthening and expansion.

• The entire broadcast training system for programmers and engineers should be reorganized and need urgent attention.

• The training lag in Doordarshan is so great and the rate of expansion likely to be so rapid that highest priority should be given to training facilities.

1.10.2 Joshi Report

A working group headed by Prof. P.C. Joshi, Director, Institute of Economic Growth, Delhi was set up by Government to prepare a detailed software plan for Doordarshan as well as to examine the need for a multi channel service. The group's terms of reference also include assessment of the manpower requirements and training facilities of Doordarshan and suggesting steps for improvement therein and evolving a system for evaluation of programmes and artists performance.

29. Joshi, P.C; Report of the working group on software for Doordarshan volume II; Ministry of Information and broadcasting; New Delhi 1958, pp. 58
In his report Prof Joshi has said.

"We are of the firm opinion and hence recommend that since the training requirement for television has assumed far greater dimensions both from the programme point of view and engineering, that are likely to increase considerably in the near future. Doordarshan should have a Training Institute of its own for programme and engineering personnel. In addition, the FTII, Pune should be extensive and exclusively utilized for TV training and if need be, expanded to meet the needs of Doordarshan.

1.10.3 Balaram Report\textsuperscript{30}

A sub-committee under the chairmanship of Lt. Gen. K. Balram, former vice chief of Army staff and Adjutant General was appointed to enquire into the present state of the services, cadres and posts in all the media units and organizations with reference to training methods and facilities available to the officers and staff and to suggest appropriate measures to draw up concrete training programmes of the officers and staff so as to inculcate the required sense of professionalism.

\begin{itemize}
  \item About television training the report suggests that there should be induction training and in-service progressive training in Doordarshan. In-service progressive training should be given once in five and ten years for group B, C and group A respectively and the training syllabus should be reviewed and revised by experts regularly.
  \item The Television Wing of The FTII should be entrusted the annual conduct of Induction Courses for Group A, Production Team Training Courses and Specialized Courses. Permanent faculty members in the FTII, Pune should be sponsored for foreign trainings and training conducted by the suppliers of equipments.
\end{itemize}

\textsuperscript{30} K. Balaram; Report of the sub-committee on training of Personnel of Media organizations; Ministry of Information and Broadcasting, New Delhi; 1993, pp. 55-67
• The committee has also expressed its views on course duration, planning and control of training as well as on augmentation of training facilities at FTII, Pune.

1.10.4 Shunu Sen Report

Ministry of Information and Broadcasting, Government of India constituted a committee under the chairmanship of Shri Sumer Sen.

The report includes the following.

Training is an essential element in any organization. While Prasar Bharati has a number of training centers under it, the content and quality of training leave a great deal to be desired. At the same time, with the rapid developments in broadcasting technology and techniques, training, of both technical and programme staff, has become even more important. The introduction of computers and new concepts in management make it necessary to upgrade and update the capabilities of administrative and managerial staff. We recommend serious attention be paid to the training of all staff, so as to better perform their existing functions, as also to develop their potential for taking on newer and more ambitious tasks.

Recommendations of report include the following.

Urgent actions are needed in the area of Human Resources, including, cadre review, staff size and (re) deployment, promotions, training, transfer policy, recruitment rules, reporting, organization and structure. These need to be immediately reviewed as a necessary step towards a more competent, efficient and professional organization.

31. Shunu Sen; Report downloaded through; Internet; Ministry of information and Broadcasting, Government of India, New Delhi; 2000, pp 1-4
1.11 National Training Policy 32:

A working group was set up by the department of Personnel and Training, Government of India to identify training objectives so as to balance Knowledge and Skills with required attitudinal changes.

The Executive summary of the report is as follows.

1.11.1. Training should satisfactorily address itself to the following concerns:

a) Responsiveness, to the challenging democratic needs and expectations of the citizens and organizational and technological developments.

b) Commitment, to democratic values and concept of partnership and participative decision-making.

c) Awareness, of technological, economic and social developments.

d) Infusion of scientific temper

e) Accountability, to ensure high performance in every professional field and cost effective methods of delivery

1.11.2 Significance of Pre-training tests.

A training programme must be preceded by certain preparatory exercises. Every Organization should conduct training need analysis in consultation with outside training experts. This training analysis should be supplemented by job analysis for individual functionaries. Area requiring interventions other than training should also be considered.

32. Ganesan, A.V; National Training Policy; Ministry of Personnel, Public Grievances and Pensions; Government of India, New Delhi; 1996, pp. 5-14
1.11.3. **Designing of training programmes:**

Having concluded training as the right intervention, the training programme should be designed enlisting active participations of the organization, the training institution, consultants, experts and if possible the participants themselves. The training programme should not be too heavy. It should be stimulating enough but must leave time and opportunity for reflection.

Training institutes should try to ensure maximum effectiveness of training programmes by using varying methods, techniques and technologies. For the comparatively low skill, low Knowledge level functions; action based training methods should be mostly used (i.e. on the job training). In case such direct orientation for training is not feasible, work environment, stimulating training methods like role-playing games and in basket exercises may be used. Various audio-visual aids should extensively be used. The classroom method and other methods involving person to person interaction continue to occupy a leading position for training Senior officers, whose training will aim at, among other elements, conceptualization, intellectual pursuits with an academic orientation blend with practical concern.

Training institutes should conduct training courses to achieve specific **objective of the organization.** Training methods should be dictated by characteristics of the trainees and their needs and not the internal priorities of the training institute.

A workable network of training institutes and training experts should be formed to have maximum utilization of human and material resources. Arrangements should be made to have faculty exchange, visits and other forms of induction between the training Institutes in the country and abroad. This will assure continuous renewal of expertise and professionalism both for training institute and training experts. Networking will also work in strengthen of infrastructure, enlargement of faculty and diversification of training equipment.
1.11.4. Monitoring and Evaluation of Training

To prevent training events for going off track and lack of misunderstanding between trainees and trainers Concurrent monitoring of training courses should be made meticulously. Similarly to avoid any likely mismatch between organizational objectives and training objectives, comprehensive evaluatory exercises would have to be taken after a time lag, that is, after the organization has had an opportunity of putting to use the enhanced skill and knowledge of trained person. Evaluation should be comprehensive and cover the whole range of related issues starting from pre-training steps, with a view to bringing about improvement in organizational and individual performance.

1.11.5. Periodicity of Training: It is neither feasible nor desirable to make standard suggestions for periodicity of training. However periodicity of training should be determined by the changing in job competencies and will depend on financial constraints and infrastructural capacity. However for the organized services, training in each progressive decade of service may be necessary. In addition, periodic short duration programmes for sensitization in specific areas at intervals of 2 to 5 years would be desirable. For others, training must be arranged at the time major responsibilities change, usually at the time of inter-group promotion.

1.11.6 Attitudinal Transformation

An individual gains confidence with the addition of knowledge. Similarly competence of individuals is improved with the enhancement of skills. However it is only the right attitude which inspires sense of commitment. The attitude plays a very crucial role in determining the actual performance levels. Thus even if a person has best of knowledge and skills but required attitude is missing, the person may not be delivering required services. Behaviour of individuals is reflected by their attitudes. Attitudes are function of the environment and experience of individuals. However, training involving exercises aimed at self-awareness, exposure to new concepts do influence attitudes. Therefore training interventions, highlighting role of attitude in success are recommended.
1.11.7 Trainers:

i) Trainers are the heart and soul of training function. A trainer makes direct impacts on his trainees provided he is a successful professional and possesses proper value system. A trainer must be fit to be looked as a role model by his trainees.

ii) Reasonably reliable and scientifically developed psychological tests should be desired to select potential trainers having desired qualities.

iii) Even if a trainer leaves training institute, he should be used as a resource person in the network of training institutes. The concept of "once a trainer, always a trainer" should be adopted. Such a concept will give an additional sense of importance to the person concerned.

iv) Standards for trainers, both in quantitative and qualitative terms and an effective monitoring and evaluation system must be evolved and be made operational.

1.11.8. Trainer Development

Development of trainers should be given sufficient importance. There should be a scheme for providing opportunities for upgradation of knowledge and skills in the trainers. Trainers should be deputed for training programmes in institutions of excellence for knowledge upgradation in relevant areas. They should be encouraged to attend specially designed direct trainers skills programmes and design of training programmes. There is also an expressed need for developing training models in the area of Management of training.

Monetary incentives and other benefits should be offered to attract excellent professionals with trainer potential to faculty positions in training institutions. Trainers positions are refused due to loss of perks associated with most field jobs. Therefore incentives like a graded training allowance with quantum increases with each year successfully spent in the training institution should be offered. In addition to this, trainers should be offered residential quarters and admission for children in schools.
The remuneration payable to visiting resource persons would have to be appropriately determined to ensure the involvement of capable people. This would provide importance and reasonable compensation for the effort put in by the resource persons.

1.11.9. Workable system must be generated to evaluate training institute without adversely effecting their professional autonomy.

1.11.10. **Training Manager:**

Every organization should have a "Training Manager". Training Manager should keep himself informed about the training activities of various training institutes and then select the appropriate training institute for his organization and should be responsible for evaluation of training. He will advise the top management about the kind of intervention, both training and non-training, required for overcoming specific problems of performance. The Training Manager will act as an interface between the organization and training.

1.11.11. Each organization should set apart a suitable minimum percentage of its budgetary provision for training purposes, after a careful analysis of factors such as recommended periodicity of training, actual costs that have to be incurred for training of each category, the number involved and existing funding levels so as to ensure realism in the targets. Pending such an exercise, adoption of 5% of salary budget as the norm can be considered during the interim period. This amount should not be diverted for other purposes.

1.11.12. Training institutes should develop and implement high quality training programmes and diversifies their training related activities to cater to the increasing requirements of organizations and functional group in and outside the government. This will enable them to tap new resources available and there by attain a large measure of self-reliance.
1.12 Need of the Present Study

1.12.1. At present Film and Television Institute of India is the only Institute in the country where in-service training for Doordarshan Programmers and Engineers is simultaneously conducted. The present course in TV production and technical operations has been in practice for more than twenty-five years and therefore deserves a review.

As per training policy of Government of India, concurrent monitoring of training courses should be made meticulously to prevent training events going off track. Similarly to avoid any likely mismatch between organizational objectives and training objectives, comprehensive evaluatory exercises would have to be taken after a time lag, that is, after the organization has had an opportunity of putting to use the enhanced skill and knowledge of trained persons. Evaluation should be comprehensive and cover the whole range of related issues starting from pre-training steps, with a view to bringing about improvement in organizational and individual performance. This study is therefore a move in the right direction.

1.12.2. Researcher’s knowledge and experience gained during two training courses, "Training Methodology" at National level in New Delhi and "Training for Trainers " Curriculum Design " at International level at Malaysia, both trainings conducted by Asia Pacific Institute of Broadcasting Development, Kuala Lumpur, Malaysia (AIBD), gave rise to many questions in the mind of researcher about the training conducted for Doordarshan staff at Film and Television Institute of India. These questions related to training methodology, physical facilities and selection of trainees by Doordarshan. Researcher has also been actively involved in the planning, coordination and management of more than thirty training courses for Doordarshan staff and also been teaching during various courses. Therefore the reasons are also as a result of personal observations, experience and feedback from trainees.

1.12.3. Research Department of FTII has been collecting feedback from the trainees of some courses at the end of the training.
Major reactions of the trainees during the last five courses have been.

- Review of syllabus in general and improvement/wider coverage in the following subjects in particular

  i) Shot composition.
  ii) Music programme.
  iii) Drama programme.
  iv) Documentary programme.
  v) News and current affairs.
  vi) More practicals.
  vii) Post productions.
  viii) More exercises in programme production.

- Training should be only to new comers in Doordarshan.
- Separate training for trainees who have radio background.
- Need of latest equipment as at Doordarshan.
- Specialized courses.
- Improvement in library facilities.
- Timely release of DA to trainees.
- Free environment in training.
- Freedom to trainees by Instructors.
- Improvement of Mess facilities.
- Provision of family quarters for trainees.

1.12.4 In the present curriculum not a single seminar is included. In their terminal project report IND / 70 /602 in 1974 about television training center, UNDP/UNESCO experts advised to arrange seminar on regular basis in various programme and technical areas.

1.12.5 In the present training, trainees are divided in two groups and each group is made to do one transmission exercise. Since transmission of programmes is an important job of Doordarshan employees, present study will try to find whether there is need for more of transmission exercises.
1.12.6. It is observed that all programmes produced during the training are not telecast worthy. This research study will try to find out the reason behind the same.

1.12.7. Present training is not fully conducted with the concepts and philosophies of Androgogy (Adult Learning) and their applications.

1.12.8 Present Training imparts training to all Engineers in many technical operations like Lighting, Camera Control Unit, Audio Operations, Vision Mixer, Video Tape Recording and Outdoor recording. Although trainees have a training for 60 - 70 working days they get chance to operate at any of these technical operations for five to six times only. They indeed get to know all operations but master none.

It is also seen from experience that majority of engineers do not have aptitude for all these specialized operations. Video and Audio are two distinct aspects of TV Production, that all trainees cannot have mastery over both.

1.12.9. All the equipments in FTII are not similar to the equipments used in various Doordarshan Kendra. Adults learn more when they are made to learn in an actual or real situations. The equipments used in the training should be the one that the trainees will use after the training. This will be more useful to their daily work.

1.12.10. Many trainees are deputed to present course which is basic in nature, after many years of experience in an operational Doordarshan Kendra. Infact, some camerapersons, editors and graphic artists are already professionally trained through various professional courses in their respective disciplines. Present study will try to find gain of the training for such group of trainees.

1.12.11 Doordarshan never sends "Design Briefs" for the courses, indicating Performance Problems, area of training for each of the categories of their staff, which needs special attention. Doordarshan sends heterogeneous groups of trainees in terms of qualification, experience and ability. Training remains the most neglected area of Doordarshan.
1.12.12. During the last many years the intake of trainees has been less than the prescribed strength. In particular the number of producers deputed for training has been less than production assistants. It amounts to wastage of training resources. Moreover Doordarshan spends a huge amount of money in the form of DA to trainees. FTII also spends a lot of money on the training. After completing training at FTII, a few trainees are given official assignment entirely different than what they are trained for. In such a case, it is wastage of training expenditure.

1.12.13. There is little point in undertaking any training unless there is follow up to see whether it has worked. This stage of determining the effectiveness of present training has been a weak link in the present training course.

1.12.14. The challenge from satellite and cable networks that Doordarshan is facing at present is enormous. Doordarshan will have to improve its production and technical quality of its programmes, which is no doubt an uphill task. One of the major factors in this regard would be better training policy.

1.12.15. At present there is no permanent schedule for any follow up of short term/specialized courses. While studying the present course critically an attempt will be made to determine the need of such specialized or short-term courses.

1.12.16. This has been the first study of its kind in the country.

The purpose for which the present study was undertaken is described in the forgoing Paragraphs. These also mention the feedback collected by the institute during some training courses. But these feedbacks had the limitation of having the same questionnaire to all the Seven Categories of trainees although each category is trained separately as per their distinct specialized job in their respective Doordarshan Kendra. Moreover the feedback did not cover all aspects of training evaluation and hence the need of present study.

The detailed design of the present research work in terms of research questions, objectives, methodology, scope and limitations have been described in chapter III.