CHAPTER – V
SYMMARY, CONCLUSIONS (RESULTS), DISCUSSION OF RESULTS AND RECOMMENDATIONS
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SUMMARY, CONCLUSIONS (RESULTS), DISCUSSION OF RESULTS AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 Introduction

This chapter deals with summary, conclusion, discussion of results and recommendations. All tables analyzing the data collected by the Researcher are enclosed in Appendix –II.

Three hundred fifteen staff members from various Doordarshan Kendras Were trained in Film and Television Institute of India, Pune in six consecutive training courses from 20-11-1995 to 13-2-1996 (Table 1).

These employees of Doordarshan were trained as Producers, Production Assistants, Floor Managers, Floor Assistants, Camerapersons, Editors, Graphic Artists and Engineers.

Three questionnaires were used to evaluate the training courses. One questionnaire was given to the trainees when they reported for training. Another questionnaire was given to them at the end of training. The third questionnaire was sent to their respective Kendras after completion of three months of training to find extent to which the training had helped them to perform their job efficiently.
5.1.2 Pre-training questionnaire

Pre-training questionnaire consisted of 31 questions. These questions were asked to know educational and professional background, experience in their present cadre, their perception of need of training and whether they were motivated to undergo training. Trainees were asked whether they had experienced any difficulty in joining the training. Trainees were asked whether they could perform their various tasks (which they were expected to perform as per manual of Doordarshan) and the extent of knowledge of these tasks they possessed prior to training.

Following is the summary of trainees’ responses to the pre-training questionnaire.

100% graphic artist and floor manager trainees responded to the first two questionnaires. In other categories more than 90 % trainees responded (Table 2).

70.37% producer trainees had designation of programme executives, 7.40%, 3.70% and 1.85 % producer trainees had designation of Executive Producers, Deputy Controller of programmes and Assistant Controller of Programmes respectively. 14.81% and 1.85% Producer trainees had designations of Assistant Station Directors and Assistant Controller of Programmes respectively. 98.73% and 1.26 % Production Assistant trainees had designation of Production Assistants and Transmission Executives respectively. 100% Floor Manager and Graphic Artist trainees had designation of Floor Managers and Graphic Artists respectively. 87.50 % and 12.50% Cameraperson trainees had designation of Cameraperson Grade II and Cameraperson Grade III respectively. 87.50% and 12.50% Editor trainees had designation of Film Video editors and Video Editors respectively.71.01% and 28.98 % Engineering trainees had designation of Engineering Assistants and Senior Engineering Assistants respectively (Table 3).
More than 80-\% trainees in all categories except Producer trainees belong to the age group of (21-40) years. Thus Training imparted to all these trainees will be useful for 20 years. However incase of Producer trainees only 23\% belong to the age group of (31-40) years. This means Producer trainees are deputed late in their career for training (Table 4).

10.25\%, 33.33\% and 20.57 were undergraduate, graduates and post-graduates respectively. 32.23\% and 2.93\% trainees had professional diplomas and degrees respectively (Table 5).

27.83\% and 72.16\% trainees had a working experience up to 2 years and more than 2 years respectively in Government and Private organization before joining Doordarshan (Table 6).

About their job interest in Doordarshan, Producer trainees reported that Doordarshan is a powerful medium of mass communication and therefore they can effectively reach rural masses and try bringing desirable change in attitude and behavior. Engineering trainees reported that Doordarshan had lot of potential for technical work

Only 27.83\% trainees were deputed to present training during first two years of service in their present cadre (Table 7).

All the trainees reported that they were working in the respective sections in Doordarshan Kendra.

All the trainees liked most the job as per their designation. Producer and Production Assistant trainees liked administrative and coordination work, the least. Cameraperson trainees liked least when they had to work with inexperienced crewmembers and when there was no challenge in camera work. Engineering trainees also liked paper work, the least.
Only 24.90% trainees had undergone some training before the present training (Table 8).

Only 28.20% trainees had applied for the present training (Table 9).

72.88% and 27.10% trainees reported that they were nominated for the training by their respective Head of Kendras and Directorate of Doordarshan respectively (Table 10).

79.85% trainees reported that their colleagues were still untrained (Table 11).

90.48% and 9.52% trainees had original and substitute nomination respectively for training (Table 12).

Only 52.38% trainees thought that they were nomination at the right time of their career. 47.25% trainees felt that they should have been deputed earlier (Table 13).

98.53% trainees reported happiness over their nomination for the training (Table 14).

97.44% trainees felt the need of training for their present job (Table 15).

28.20% and 16.48% trainees experienced administrative and domestic difficulties respectively for undergoing training (Table 16 and 17).

Only 59.70% trainees received full traveling and dearness allowance before getting relieved for the training (Table 18).

On an average only 30.27% Producer trainees could produce various programmes even before training (Table 19).
Only 18.52% Producer trainees reported to have full knowledge of sitting on the panel and produce programme (Table 20).

On an average, 93.67% Production Assistant trainees could perform their various tasks which they were expected to do as per Doordarshan manual, even before training (Table 21).

Only 26.58% Production Assistant trainees reported to have full knowledge of preparation of budget estimates for each production (Table 22).

100% Floor Manager could perform their various tasks even before training (Table 23).

Only 12.50% Floor Manager reported to have full knowledge of communicating Producer's direction to artist on the studio floor by accepted signals (Table 24).

On an average 92.68% Cameraperson trainees could perform their various tasks even before training (Table 25).

Only 53.12% Camerapersons trainees reported to have full knowledge of composing and framing picture as instructed by producers in the studio (Table 26).

On an average 84.37% Editor trainees could perform their various tasks even before training (Table 27).

Only 12.50% Editor trainees reported to have full knowledge of editing mute and sound tapes (Table 28).

100.00 % Graphics Artist trainees could perform their various task even before training (Table 29).
26.66% Graphic Artist trainees reported to have full knowledge of preparing graphic material (Table 30).

On an average 55.86% Engineering trainees could perform their operational tasks before training (Table 31).

Only 8.69% Engineering trainees reported to have full knowledge of Lighting before training (Table 32).

In response to expectations from the course, all the trainees expected to share learning experience from their colleagues from all parts of the country. In addition to this, Producer trainees expected to learn systematic approach to Programme Production and various Production techniques to produce good programmes. Production Assistant trainees expected to learn basic Production grammar like camera movements and camera angles. Floor Manager trainees expected to have practical experience of working in television studio floor. Cameraperson trainees expected to develop aesthetic sense and learn right camera work and operation. Editor trainees expected to learn basics of video editing and aesthetics of editing. Graphic Artist trainees expected to learn computerized and Silicon graphics. Engineering trainees expected to learn operation of various equipments in various technical areas.

5.1.3 Post – training questionnaire

The post – training questionnaire given to the trainees at the end of training was divided in eight sections to evaluate the following aspects of the training. It consisted of 71 to 79 questions for various categories of trainees.

i) The course contents and the structure

In this section questions related to various academic inputs, their sequencing, duplication, proportion between theory and practicals, rating of instructional video programmes, handouts, guest lectures and Study tours have been evaluated. In
addition to, this section contains the activities liked most and least by trainees. It not only includes the activities by which attitude of trainees about the profession has changed but also activities responsible in bringing that change.

94.51% trainees reported that the “lectures” were either good, very good or excellent (Table 33).

86.45% trainees reported that the “preview and discussion after previews” were either good, very good or excellent (Table 34).

84.98% trainees reported that the “equipment demonstrations” were either good, very good or excellent (Table 35).

83.88% trainees reported that the “weekly preview” were either good, very good or excellent (Table 36).

86.08% trainees reported that the “briefing of exercises” were either good, very good or excellent (Table 37).

88.42% trainees reported that the “routine studio exercises” were either good, very good or excellent (Table 38).

88.80% trainees reported that the “routine ENG exercises” were either good, very good or excellent. (Table 39).

94.51% trainees reported that the “preview of routine ENG exercises” were either good, very good or excellent (Table 40).

90.27% trainees reported that the “final studio exercises” were either good, very good or excellent (Table 41).
90.56% trainees reported that the “final Single Camera (ENG) exercises” were either good, very good or excellent (Table 42).

91.21% trainees reported that the “preview of final exercises” were either good, very good or excellent (Table 43).

88.28% trainees reported that the “transmission exercises” were either good, very good or excellent (Table 44).

67.85% trainees reported that the “outside broadcast exercises” were either fair or poor (Table 45).

90.63% and 96.88 % Cameraperson trainees reported that the “camera practicals” and “lighting practicals” respectively were either good, very good or excellent (Table 46).

81.25% Editor trainees reported that the “editing practicals” were either good, very good or excellent (Table 47).

100% Graphic Artist trainees reported that the “graphic practicals” were either good, very good or excellent (Table 48).

91.30% Engineering trainees reported that the “lighting practicals” and audio practicals in studios respectively were either good, very good or excellent. 92.75% Engineering trainees reported that the “audio practicals in outdoors” were either good, very good or excellent (Table 49).

**Activities liked most by trainees from profession point of view.**

All trainees have liked final studio and final single camera exercises the most. Cameraperson, Editor, Graphic Artist, and Engineering trainees have also liked their respective practicals the most.
Activities liked least by trainees from profession point of view.

Some trainees have not liked long lectures and working on outdated equipments.

Activities which brought changes in attitude about their profession.

All the trainees reported final exercises, their previews followed by discussion brought some changes in attitude about their profession. Cameraperson, Editor, Graphic Artist and Engineering trainees reported that practicals in their respective discipline have brought some change in attitude about their profession.

Logical sequences of academic input and suggestions to improve it.

Majority of trainees have suggested that theoretical and practical input should synchronize. Each lecture should be supported by visual demonstration, which should be developed by the concerned faculty to establish their practical creditability. Camerapersons trainees have suggested not to have three hours lecture class. Engineering trainees have suggested to have enough practicals before starting of exercises.

95.60% trainees reported that the “academic content” was properly sequenced (Table 50).

46.15% trainees reported that the there was some duplication (repetition) of content during the training (Table 51).

62.63% trainees reported that the there was a good balanced between theoretical and practicals inputs during the training (Table 52).
89.01% trainees reported that the “academic input of instructional video / film programmes” during the training were either good, very good or excellent (Table 53).

94.51% trainees reported that the “quality of handouts” during the training was either good, very good or excellent (Table 54).

76.19% trainees reported that the “guest lectures” during the training were either good, very good or excellent (Table 55).

57.69% trainees reported that the quality of “study tours” during the training were either fair or poor (Table 56).

ii) The Demonstrations, Practicals, Exercises and Lectures

In this section evaluation of demonstrations, practicals, exercises and lectures held during all the six courses are reported. Evaluation of questions related to an 'Ideal' production, news exercise and transmission exercise have been also reported in this section.

Trainees have reported that 75.60% “demonstrations” were either good, very good or excellent (Table 57).

Camerapersons, Editors, Graphic Artist and Engineering trainees have reported that 88.15% “practicals” were either good, very good or excellent (Table 58).

Trainees have reported that 83.87% “routine studio exercises” were either good, very good or excellent (Table 59).
Trainees have reported 84.14% “routine single camera exercises” were either good, very good or excellent (Table 60).

Trainees have reported 84.53% “lectures” were either good, very good or excellent (Table 61).

Only 53.48% trainees reported that an Ideal production was demonstrated during the training (Table 62).

68.50% trainees reported that the Transmission exercise should be done by many teams (Table 63).

74.36% trainees reported that the News exercise should be done by many teams (Table 64).

iii) Academic and other facilities

In this section evaluation of questions related to various facilities like library, weekly schedules, rotation charts for exercises, equipment facilities and other facilities required for programme production have been reported in this section. In addition to this evaluation of questions related to additional facilities like classroom environment, ventilation, lighting, medical, accommodation, mess and co-curricular activities / sports facilities for all the six training courses have also been reported in this section.

92.67 % trainees reported that the library in the institute is well equipped (Table 65).

88.64 % trainees reported that the Institute’s library has all sorts of reference books (Table 66).
86.08% trainees reported that the Institute’s library has sufficient number of books (Table 67).

94.51% trainees reported that the service available in Institute’s library is good (Table 68).

61.90% trainees reported that the sufficient time was available for library work (Table 69).

60.44% trainees reported positively about the suitability of library time (Table 70). However, majority of trainees suggested the library should be open from 0800 hrs. to 2100 hrs.

Only 31.87% trainees reported that there were 75% and more equipments used during the training same as their Kendras (Table 71).

94.14% trainees reported that the weekly schedules of the training were either good, very good or excellent (Table 72).

87.54% trainees reported that the rotation chart for exercises were either good, very good or excellent (Table 73).

80.95% trainees reported that the time gap between Idea Meets and Plan Meets were either good, very good or excellent (Table 74).

82.05% trainees reported that the time gap between Plan Meets and Recordings were either good, very good or excellent (Table 75).

88.43% trainees reported that the studio time facilities were good, very good or excellent (Table 76).
94.14% trainees reported that the equipment facilities during the training were good, very good or excellent (Table 77).

86.08% trainees reported that the preparation time for exercises was either good, very good or excellent (Table 78).

83.76% trainees reported that the transport facilities for programme production were either good, very good or excellent (Table 79).

66.17% trainees reported that the research facilities for the programme production were either good, very good or excellent (Table 80).

93.98% trainees reported that the Graphic facilities for programme production were either good, very good or excellent (Table 81).

87.94% trainees reported that the set and design facilities of programme production were either good, very good or excellent (Table 82).

51.06% trainees reported that the talent fees for programme productions were either fair or poor (Table 83).

93.77% trainees reported that the classroom environment, ventilation and lighting during training was good, very good or excellent (Table 84).

88.64% trainees reported that the seating arrangement in class during training was good, very good or excellent (Table 85).

Only 53.84% trainees reported that the medical facilities during training were either good, very good or excellent (Table 86).
60.43% trainees reported that the accommodation facilities during training were either fair or poor (Table 87).

52.75% trainees reported that the Mess facilities during training were either fair or poor (Table 88).

69.96% trainees reported that the co-curricular activities /sports facilities during training were either fair or poor (Table 89).

iv) Trainers' Skills

In this section evaluation of questions related to trainer skills as perceived by trainees have been reported of all the six training courses have been evaluated.

71.43% trainees reported that 75% and more trainers demonstrated a thorough understanding of the subjects they taught during the training (Table 90).

62.63% trainees reported that 75% and more trainers demonstrated natural abilities to teach during the training (Table 91).

66.66% trainees reported that 75% and more trainers made clear objectives of each session during the training (Table92).

69.97% trainees reported that 75% and more trainers were tolerant and fair (Table93).

61.90% trainees reported that 75% and more trainers showed concern for the needs of individual trainee and group as a whole during the training (Table 94).

65.57% trainees reported that 75% and more trainers respected the different opinions of the group during the training (Table 95).
74.36% trainees reported that 75% and more trainers encouraged group participation during the training (Table 96).

71.06% trainees reported that 75% and more trainers have genuine interest in trainees and were social during the training (Table 97).

Only 57.88% trainees reported that 75% and more trainers checked the understanding of trainees frequently during the training (Table 98).

Only 56.04% trainees reported that 75% and more trainers gave frequent feedback to trainees of their progress during the training (Table 99).

Only 50.55% trainees reported that 75% and more trainers demonstrated high level of interpersonal skills during the training (Table 100).

67.03% trainees reported that 75% and more trainers were good listeners (listened to needs, quarries, doubts, complaints etc. of trainees) during the training (Table 101).

61.17% trainees reported that 75% and more trainers were asking good questions during the training (Table 102).

Only 58.24% trainees reported that 75% and more trainers were flexible in the use of training strategies and methods during the training (Table 103).

61.54% trainees reported that 75% and more trainers valued the need for thorough planning and preparation during the training (Table 104).

Only 24.91% trainees reported that 75% and more trainers adopted a higher directive style of teaching which does not allow participation or confirmation that learning has taken place during the training (Table 105).
Only 27.83% trainees reported that 75% and more trainers have been giving too much guidance to trainees by not giving sufficient autonomy and independence during the training (Table 106).

Only 36.63% trainees reported that 75% and more trainers have been informing them at every stage how well they were performing during the training (Table 107).

Only 22.35% trainees reported that 75% and more trainers made unrealistic assumption about the trainees’ level of knowledge during the training (Table 108).

Only 16.85% trainees reported that 75% and more trainers had a tendency to over inform some trainees about their failures during the training (Table 109).

v) General aspects.

In this section evaluation of questions related to strength of class during lectures, demonstrations, practicals and the desired strength of class during these activities and seating arrangement in class have been reported.

23.07%, 30.76 %, 15.38% and 30.76% trainees reported that strength of their class during lectures was (1-10), (11-20), (21-30) and (31-40) respectively. However 100% Cameraperson, Editor and Graphic Artist trainees reported the strength of their class as (1-10) and 100 % Engineering trainees reported the strength of their class as (11-20) (Table 110).

41.75% trainees desired that the class strength for lectures should be (11-20). 28.93% and 17.58% trainees desired that the class strength for such a training should be (1-10) and (21-30) respectively. However 100% Cameraperson, Editor and Graphic Artist trainees desired the class strength for lectures should be (1-10) (Table 111).
74.03% trainees reported that the class strength during demonstrations was (11-20) (Table 112). 67.44% trainees desired that the strength of class during demonstrations should be (1-10) (Table 113).

100% trainees reported that the strength of class during practicals was (1-10) (Table 114). 100% trainees reported that the strength of class during practicals should be (1-10) (Table 115).

100% trainees reported that they were seated in a conventional way of rows and columns during lectures (Table 116). 59.70% and 40.29% desired that the seating arrangement for the training course like theirs should be conventional way of rows and columns and in a circular way respectively (Table 117).

Only 32.23% trainees reported that they were forced to take leave during the training due to ailment of old parents, unavailable domestic work, family problems and self-ailment (Table 118). Only 6.59% trainees reported that they faced some administrative (official) difficulties during the training (Table 119).

Nature of official difficulties faced by these trainees were:

- Some Kendras did not give full TA / DA.
- Salaries were received late from some Kendras.
- Formality of getting No- objection certificate at the end of the course.
- Non-cooperation of some junior staff during training.

Only 11.35% trainees reported that they faced some domestic difficulties during training (Table 120).
Nature of domestic difficulties faced by these trainees were;

- Ailment of old parents and family members.

- Children's studies suffered due to their absence at home

- Lady trainees had to leave their young babies (of less than a year or two) behind, which was very painful to them.

- Trainees from north – east and Kashmir had to shift their families elsewhere due to political disturbances at their places.

vi) The course as a whole

In this section evaluation of questions related to duration of training, strength of trainees, seminar during training, achievement of training objectives, feedback from trainees and overall reaction of trainees to the outcome of course, have been reported.

95.24% trainees reported that they will recommend their untrained colleagues to undertake this training (Table 121).

58.97% trainees reported that the number of trainees in their discipline were adequate (Table 122).

47.99% trainees reported that the length of the course was short. Only 37.36% trainees reported that the length of course was adequate (Table 123).

More than 70% trainees reported that the training should be held six months to one year after joining their post (Table 124).
91.21% trainees reported that there should be presentation and discussion of excellent programmes of national level in the form of seminar by senior programmers of Doordarshan / private producers during the training (Table 125).

51.65% trainees reported that they were never asked to give suggestion for any change in academic content of training (Table 126).

52.38% trainees reported that they were never asked to give suggestion for any change in method of training (Table 127).

68.48% trainees reported that many feedback sessions were held to know their reaction during the training (Table 128).

97.01% trainees reported that their relation with course participants were either good, very good or excellent during the training (Table 129).

75.45% trainees reported that the course objective was achieved to the extent of 75% and above (Table 130).

73.99% trainees reported that the course objective were suitable to their profession needs to large extent (Table 131).

Only 29.30% trainees had clarity of training objectives before or while joining training (Table 132).

69.22% trainees had clarity of social objectives of Doordarshan for programme production before or while joining training (Table 133).

95.60% trainees reported that the overall outcomes of the course was either good, very good or excellent (Table 134).
65.20% trainees reported that they should have been deputed for specialized course (Table 135).

vi) The gain of the course

In this section evaluation of questions about:

- Trainee’s perception about the quality of their final Studio and Single camera exercises (ENG exercises).

- Gain in terms of number of trainees who could perform their respective tasks (which they were expected to do as per Doordarshan manual) as a result of training.

- Gain in knowledge of various tasks as a result of training.

- Number of trainees who reported that this training will enable them to conceive the Doordarshan’s social objective in program production

- Number of trainees who want to become trainers in their department.

78.99% trainees reported that they have produced (or assisted in production) final studio production which was telecast worthy (Table 136).

The reason for not all telecast worthy final studio productions were reported to be lack of coordination among team members, inexperience of trainees, lack of adequate guidance and individual freedom from some trainers, inexperienced artists and shortage of time for preparation, planning and rehearsal.

84.90% trainees reported that they have produced (or assisted in production) final single camera production, which was telecast worthy (Table 137).
The reason for not all telecast worthy final single camera productions were reported that neither proper research was done nor the programme was properly planned. The other reason reported were inexperience of trainees, shortage of time and artist were not up to the mark.

In response to what was the gain of training when all the final productions were not telecast worthy, trainees reported that they came to know about their mistakes during preview sessions which can be corrected in future productions. This itself was the gain of the training. Trainees further reported that they received basic knowledge of production grammar and developed confidence in programme production. Engineering trainees have reported that the training has enabled them to work in all technical areas, which has given them new experience and confidence.

The professional things liked most by trainees about the training course was the practical aspect of training, professionally organized training, patience of trainers and their involvement in training, various opinions and analysis by trainers and trainees during previews session, good technical facilities, development of good team spirit and systematic approach in the process of production planning and teaching methodology of some trainers.

One strong professional achievement from training was reported to be learning of basic production grammar and systematic approach to programme production. Engineering trainees reported professional achievement in the form of getting exposed to various operational positions through rotation charts.

There was a gain of 58.05% Producer trainees who could produce various programmes as a result of training (Table 138).

59.25 % Producer trainees reported that they gained 50% and more knowledge to sit on the production panel and produce programmes. as a result of training (Table 139).
There was a gain of 5.48% Production Assistant trainees who could perform their tasks as a result of training (Table 140).

Only 17.72% Production Assistant trainees reported that they gained knowledge of 50% and more for preparation of budget estimates for each production as a result of training (Table 141).

There was no gain in number of Floor Manager trainees in their various tasks as a result of training (Table 142).

100% Floor Manager trainees reported that they gained knowledge of 50% and more of communicating producer’s direction to artists on the studio floor by accepted signals as a result of training (Table 143).

There was a gain of 2.09% Cameraperson trainees who could perform their tasks as a result of training (Table 144).

31.25% Cameraperson trainees reported that they gained knowledge of 50% for composing and framing pictures as instructed by producers in studio as a result of training (Table 145).

There was gain of 15.62% Editor trainees who could perform their various tasks as a result of training (Table 146).

18.75% Editor trainees reported that they gained knowledge of 50% and more for editing of mute and sound tapes as a result of training (Table 147).

There was no gain of Graphic Artist trainees for performing various tasks as a result of training (Table 148).
33.33% Graphic Artist trainees reported that they gained knowledge of 50% for preparation of graphic material as a result of training (Table 149).

There was gain of 36.71% Engineering trainees who could perform their various tasks as a result of training (Table 150).

56.51% Engineering trainees reported that they gained knowledge of 50% and more in Lighting as a result of training (Table 151).

In conclusion gain in number of trainees who could perform their various tasks was maximum 58.05% for Producer trainees, followed by 36.71% for Engineering trainees. There was gain of 15.62%, 5.48% and 3.00% for Editor, Production Assistant, and Cameraperson trainees respectively who could perform their various tasks as a result of training. There was no gain in number of trainees in respect of Floor Managers and Graphic Artist. The reason for less gain in these categories of trainees has been that most of them could perform their various tasks even before the training as reported in pre-training questionnaire. Researcher feels that the selection of trainees in these categories was faulty (Table 152).

Again, in conclusion number of trainees who gained knowledge of 50% and more of their first tasks (as per Doordarshan Manual) as a result of training was maximum 59.25% for producer trainees followed by 56.51% for Engineering trainees. Number of trainees who gained knowledge of 50% and more of their first tasks as a result of training was 50%, 33.33%, 31.24%, 18.76% and 17.71% for Floor Manager, Graphic Artist, Cameraperson, Editor, and Production Assistant trainees respectively (Table 153).

57.50% trainees reported that the training would enable them to conceive the social objective of Doordarshan in Programme production in their Kendra to the extent of 75% and more (Table 154)
54.21% trainees are interested to become trainers in their departments (Table 155).

**Specialized Training**

**Producer and Production Assistant trainees** have desired to have specialized training in drama, music, documentary, script writing, production management, sports, news and current affairs, talk shows, dance, production of commercials, developmental journalism and transmission.

**Cameraperson trainees** have desired to have specialized training in documentary, telefilms, special effect cinematography and song picturisation.

**Editor trainees** have desired to have specialized training in Non-Linear editing, Special effects of editing and Sound Mixing.

**Graphic Artist trainees** have desired to have specialized training in silicon Graphics and Advanced Computer graphics and animation.

**Engineering trainees** have desired to have specialized training in Lighting, Audio and Maintenance of equipment.

**viii) Suggestions**

In this section evaluation of questions related to trainees’:

a) Suggestions for improvement in guidelines for final multi-camera (studio) and single camera productions.

b) Trainees perception upon what should have been greater and lesser emphasis during training for the course to be more useful.
c) Whether the present course should be replaced or Supplemented by short term specialized courses on various aspects of television production and technical operation.

d) Professional things about the training disliked by trainees

e) Drawbacks on the part of FTII and Doordarshan in the management of training have been reported in this section.

f) Additional suggestions

a) **Suggestions for improvement in guidelines for final Studio and Single Camera Productions.**

Trainees have not given any specific suggestion for improvement in guidelines for final studio and single camera exercises. However they have given some suggestions for improvements of management of training as a whole. All such suggestions have been covered in general suggestions of this report.

b) **All t categories of trainees reported that the course could have been more useful if curriculum had greater emphasis on more practicals and exercises.**

All categories of trainees have reported that the course could have been more useful if there would have been lesser emphasis on theory lectures.

c) **Short Term Specialized training courses**

87.18 % reported that the present course should be supplemented by short term specialized Course on various aspects of television production and technical operation (Table 156).
d) **The Professional things disliked most by trainees about the training course**

- Variation of Professional views of some trainers during previews sessions
- Non-professional and biased views of some trainers during preview sessions
- Imposing of ideas by some trainers to trainees as it does not give any scope to show creativity of producers
- Interference of some trainers during final productions.

e) **Drawback in the planning and management of FTII training on the part of FTII**

Trainees have reported the following as the drawback in the planning and management of training on the part of FTII.

- Limited Budget for Programme Production.
- Study tours are not well planned academically.
- All equipments at FTII are not familiar.
- Practical requirements of programme production at Kendras are overlooked during training.
- Practical experience of some trainers is not enough.
- Lack of coordination among faculty members
- Very poor lodging and boarding facilities. Lady trainees were not allowed to keep one or two year old baby with them in ladies hostel. 90% trainees are married. Therefore family accommodation should be made available to trainees so that they can concentrate better on training activities. Otherwise they remain worried about the welfare of their families. Moreover study and reading environment was not always available in the hostel.
Drawback in the planning and management of FTII training on the part of Doordarshan

Trainees have reported the following as the drawback in the planning and management of training on the part of Doordarshan I.

- DoorDarshan does not have a clear training policy. Training of its employees does not seem to be a priority for DoorDarshan.

- Director General DoorDarshan's office does not take FTII training seriously. DoorDarshan does not oversee the training program of its employees so that it is conducted as per its requirement.

- Trained staff in television is transferred to All India Radio and Transmitters.

- Indiscriminate selection of trainees where it should have been selective. DoorDarshan should give more attention to the selection of trainees. Some trained employees of previous batches are not interested in producing Programmes. DoorDarshan deputes some trainees forcefully and against their interest. Hence selection of trainees is very important.

- DoorDarshan deputes all Programme cadres like controller of Programmes, Station Director, Deputy Director, Assistant Station Director, Programme Executive, Production Assistant, Floor Manager, and Floor Assistants for the same training course.

- Sponsoring staff for basic training at late stage of career and inhomogeneous group of trainees in terms of seniority. There is very little to learn for more experienced people during basic course.
• There is a communication gap between various Kendras, Directorate General Doordarshan and FTII.

• One training center is not sufficient to train all employees of Doordarshan. Better to provide one training center in each zone.

• Some equipments in Kendras are different than used during training in FTII.

• All Kendras do not give full TA / DA, when relieved for training. Due to financial problems trainees remain in tension and therefore cannot concentrate on training.

• Intimation of selection for training reached late to some Kendras.

**f) Additional suggestions**

• Independent Productions are more important for trainees as they give more confidence. Therefore number of independent final exercises should be increased.

• Positive approach of trainers at previews of exercise will definitely encourage the trainees and they will perform better in future productions.

• Nomination of various Kendras for training should be directly handled by FTII authorities.

• All employees trained in basic course should be deputed for specialized course as per their aptitude and need of Doordarshan at a latter stage of their career.
• FTII should depute its faculty and trainers to foreign training centres like BBC etc. This would not only enhance their Knowledge but also keep them in tune with the latest technique of television production.

• Training should be in Hindi and English

• Doctor should also visit hostel daily in the morning.

5.1.4 Questionnaire administered three months after training.

Introduction:

The third questionnaire was sent to trainees to their respective Doordarshan Kendras after three months of completion of training. The questionnaire consisted of 14 questions.

53. 11% trainees responded to the questionnaire (Table 157).

69.65% trainees reported that they have been assigned a job after training for which they have been trained at FTII (Table 158).

Assignment in case job not given for which they were trained.

Producer trainees who have not been given job for which trained, have been assigned administrative work such as supervision of programme staff, preview of programmes, duties of drawing and disbursing officer and correspondence of parliamentary questions. Engineering trainees have been given job of equipment maintenance and duty at transmitter.

Number of new topics suggested by all categories of trainees to be added in the FTII training course were 50. Number of new Studio exercises and Single Camera exercises suggested by trainees to be added in the FTII training course was 26 and 32 respectively. Similarly number of practicals proposed by cameraperson,
Editor, Graphic Artist and Engineers trainees to be added in the FTII course were 27 (Table159).

**Professional achievements as a result of training.**

**Producer Trainees reported** that professional achievement as a result of training was reflected from the fact that they have been producing programme independently and confidently as a result of training. They reported that they have been participating and contributing in discussions in programmes meetings only as a result of training. They have further reported that training has not only helped them to understand the media but has helped them in developing confidence in panel work and programme work. The training had a great impact on their working by helping them to update themselves and enlightened them to learn systematic approach in the process of programme planning and production. Training has also made them media professionals and gave them professional expertise to aim for the improvement of quality of programme production at their Kendra.

**Production Assistant trainees reported** that training has not only put them on the right track of media professionals but also helped them to develop confidence in panel work. Training has also helped them to understand importance of time.

**Cameraperson, Editor, Graphic Artist trainees** reported professional training by professional trainers has given them confidence in their respective professional work.

**Engineering trainees stated** that the training not only gave them basic Knowledge of Television Production and Technical Operation but also gave them confidence to work in any technical area of a Doordarshan Kendra. Before training they Knew operation of equipments but training has taught them application of equipments in Programme Production.
93.10% Trainees reported that they have been doing the job better as compared to pre-training period (Table 160).

95.17% trainees reported the effectiveness of training either good, very good or excellent (Table 161).

75.86% reported that training achieved its objectives to the extent of 75% and more (Table 162).

Area/disciplines for specialized training in future.

All categories of trainees reported areas/discipline for specialized training the same as they reported in post-training questionnaire.

Suggestions to improve the FTII training as a whole

- Independent Productions are more important for trainees as they give more confidence. Therefore number of independent final exercises should be increased.

- Positive approach of trainers at previews of exercise will definitely encourage the trainees and they will perform better in future productions.

- Doctor should visit hostel daily in the morning also.

- Nomination of various Kendras for training should be directly handled by FTII authorities.

- One training center is not sufficient to train all employees of Doordarshan. Better to provide one training center in each zone.
• All employees trained in basic course should be deputed for specialized course as per their aptitude and need of Doordarshan at a latter stage of their career.

• Training should be in Hindi and English.

• FTII should depute its faculty and trainers to foreign training centres like BBC etc. This would not only enhance their Knowledge but also keep them in tune with the latest technique of television production.

5.2 Conclusions / Results

i) The course contents and the structure

In this section questions related to various academic inputs, their sequencing, duplication, proportion between theory and practicals, rating of instructional video programmes, handouts, guest lectures and Study tours have been evaluated. In addition to, this section contains the activities liked most and least by trainees. It not only includes the activities by which attitude of trainees about the profession has changed but also activities responsible in bringing that change.

1. More than 80% trainees reported that the academic input (lectures, previews and discussion after previews, briefing of exercises, routine studio and single camera exercises, previews of single camera exercises, final studio and single camera exercises, preview of final exercises, transmission exercises, Outside broadcast exercise) were either good, very good or excellent.

2. More than 90% Cameraperson, Graphic Artist and Engineering trainees reported that their respective practicals were either good, very good or excellent. However more than 80% Editor trainees reported that their editing practicals were either good, very good or excellent.
3. All the trainees have liked final studio and single camera exercises the most. Cameraperson, Editor, Graphic Artist and Engineering trainees have liked their respective practicals the most. However some trainees have not liked some lectures and outdated equipment.

4. All the trainees reported that final exercises, their previews followed by discussion brought some changes in their attitude about profession. In addition to this cameraperson, editor, graphic artist and engineering trainees reported that practicals in their respective disciplines have brought some change in their attitude about their profession.

5. More than 90% trainees reported that the “academic content” was properly sequenced. However they have suggested that the theoretical and practical input should be synchronized.

6. 46% trainees reported that there was some duplication (repetition) of content during the training.

7. 63% trainees reported that there was a good balance between theoretical and practical inputs during the training.

8. 89% trainees reported that the ‘academic input’ of instructional video/film programmes during the training was either good, very good or excellent.

9. 76% trainees reported that the ‘guest lectures’ during the training were either good, good or excellent.

10. 95% trainees reported that the “quality of handouts” during the training were either good, very good or excellent.
11. 58% trainees reported that the “study tours” during the training were either fair or poor.

ii) Demonstrations, practicals, exercises and lectures.

In this section demonstrations, practicals, exercises and lectures held during all the six courses are evaluated. Evaluation of questions related to an ‘Ideal’ production, news exercise and transmission exercise have been also included in this section.

1. More than 70% demonstrations were reported to be either good, very good or excellent.

2. Cameraperson, Editor, Graphic Artist and Engineering trainees reported that more than 80% practicals in their respective disciplines were either good, very good or excellent.

3. Trainees have reported that more than 80% routine studio and single camera exercises were either good, very good or excellent.

4. Trainees have reported that more than 80% lectures were either good, very good, or excellent.

5. 74% and 68% trainees reported that news and transmission exercises respectively should be done by many teams.

6. Only 53% trainees reported that an ideal production was demonstrated during the training.
iii) Academic and other facilities

In this section questions related to various facilities like library, weekly schedules, rotation charts for exercises, equipment facilities and other facilities required for programme production have been evaluated. In addition to this questions related to additional facilities like classroom environment, ventilation, lighting, medical, accommodation, mess and co-curricular activities / sports facilities for all the six training courses have been evaluated.

1. More than 80% trainees reported that the library in the institute was well equipped, had sufficient number of reference books, other books and that the services available in the library was good.

2. Only 32% trainees reported that there were 75% and more equipments used during the training same as in their respective kendras.

3. More than 80% trainees reported that weekly schedules, rotation charts for exercises, time gap between idea meet and plan meet, time gap between plan meet and recording, studio time facilities equipment facilities, preparation time for exercises, transport facilities, graphic facilities, set and design facilities for programme productions were either good, very good or excellent. On 66% trainees reported that the research facilities for programme production were either good, very good or excellent.

4. 51% trainees reported that facilities for talent fees were either fair or poor.

5. More than 90% trainees reported that the classroom environment ventilation, lighting and seating arrangement during training were either good, very good or excellent.
6. Only 53% trainees reported that the medical facilities during training were either good, very good or excellent.

7. 60% trainees reported that the accommodation facilities during the training were either fair or poor.

8. 53% trainees reported that the mess facilities during the training were either fair or poor.

9. 70% trainees reported that the co-curricular activities/sports facilities during the training were either fair or poor.

iv) Trainers' Skills

In this section questions related to trainer skills as perceived by trainees of all the six training courses have been evaluated.

1. More than 70% trainees reported that 75% and more trainers demonstrated through understanding of their subject, and encouraged group participation and had genuine interest in training and were sociable.

2. More than 60% trainees reported that 75% and more trainers demonstrated natural ability to teach, made clear objective of each training session and showed concern for the needs of individual trainees.

3. More than 50% trainees reported that 75% and more trainers checked the understanding of trainees frequently, gave frequent feedback to trainees of their problems, demonstrated high level of interpersonal skill and were flexible in the use of training strategy as and methods during the training.
v) General aspects.

In this section questions related to strength of class during lectures, demonstrations, practicals and the desired strength of class during these activities and seating arrangement in class have been evaluated.

1. 41.75% and 28.93% trainees desired that the class strength for lectures should be (11-20) and (1-10) respectively. However 100% Cameraperson, Editor and Graphic Artist trainees desired the class strength for lectures should be (1-10).

2. 67.44% and 100% trainees desired that the strength of class during demonstrations and practicals respectively should be (1-10).

vi) The course as a whole

In this section questions related to duration of training, strength of trainees, seminar during training, demonstration of an ideal production, achievement of training objectives, feedback from trainees and overall reaction of trainees to the outcome of course, have been evaluated.

1. 95% trainees reported that they will recommend their untrained colleagues to undertake this training.

2. More than 50% trainees reported that the number of trainees in their discipline were adequate.

3. 48% trainees reported it too short. Only 37% trainees reported that the length of the course was adequate.
4. More than 70% trainees reported that this training should be held from six months to one year after the joining their present posts.

5. More than 90% trainees reported that there should be presentation and discussion of excellent programmes of national level in the form of seminar by senior programmers of Doordarshan/private producers during the training.

6. More than 50% trainees reported that they were never asked to give suggestions for any change in academic content and method of training.

7. More than 60% trainees reported that one to many feed back session were held to know their reaction during training.

8. More than 90% trainees reported that their relations with other course participant were either good, very good or excellent.

9. 75% trainees reported that 75% trainees reported the course objectives was achieved to the extent of 75% and above.

10. 74% trainees reported that the course objectives were suitable for their professional needs to large extent.

11. Only 29.30% trainees had clarity of training objective before or while joining the training.

12. 69% trainees had clarity of social objectives of Doordarshan for programme production before or while joining training.

13. 95% trainees reported that the overall outcome of the course was either good, very good or excellent.
14. 65% trainees reported that they should have been deputed for specialised course instead of present course.

vi) The gain of the course

In this section evaluation of questions about:

- Trainee’s perception about the quality of their final Studio and Single camera exercises (ENG) exercises.

- Gain in terms of number of trainees who could perform their respective tasks (which they were expected to do as per Doordarshan manual) as a result of training.

- Gain in knowledge of various tasks as a result of training.

- Number of trainees who reported that this training will enable them to conceive the Doordarshan’s social objective in program production

- Number of trainees who want to become trainers in their department.

1. 79% and 85% trainees reported that the quality of final studio and single camera productions respectively were telecast worthy.

In response to a question as to what was the gain of the training if all the final programmes were not telecast worthy,

All the categories of trainees reported the following.

- They came to know their mistakes during preview sessions, which can be corrected in future productions. This itself was the gain of the training.
- Course participants reported that they received basic knowledge of production grammar and developed confidence in programme production.
- There is always gain of experience.
- Training made basic foundation in their professional career.
- Training helped them to understand the spirit of teamwork.

3) Gain in various tasks performance and gain in knowledge of various tasks of trainees as a result of training.

i) On an average there was a gain of 58.05% Producer trainees who reported that they could produce programmes in various formats as a result of training. 59.25% Producer trainees reported gain of knowledge to the extent of 50% and more, of sitting on the panel and producing programme as a result of training.

ii) On an average there was only a gain of 5.48% Production Assistant trainees who reported that they could perform their various tasks as a result of training. The reason being that 94% Production Assistant trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. Only 17.71% Production Assistant trainees reported gain of knowledge to the extent of 50% and more for preparation of budget estimates for each production as a result of training.

iii) There was only no gain of Floor Manager trainees who reported that they could perform their various tasks as a result of training. The reason being that 100% Floor Manager trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. All Floor Manager trainees reported gain of knowledge to the extent of 50% and more of communicating Producers direction to artist on the studio floor by accepted signals as a result of training.
iv) On an average there was only a gain of 2.09% Cameraperson trainees who reported that they could perform their various tasks as a result of training. The reason being that 93% Cameraperson trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. Only 31.25% Cameraperson trainees reported gain of knowledge to the extent of 50% and more for composing and framing pictures in the studio, as a result of training.

v) On an average there was only a gain of 15.62% Editor trainees who reported that they could perform their various tasks as a result of training. However 84% Editor trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. 18.75% Editor trainees reported gain of knowledge to the extent of 50% and more of editing mute and sound tapes as a result of training.

vi) There was no gain of a Graphic artist trainees who reported that they could perform their various tasks as a result of training. The reason being that 100% Graphic artist trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. Only 33.33% Graphic Artist trainees reported gain of knowledge to the extent of 50% of preparing graphic material as a result of training.

vii) On an average there was no gain of a 36.71% Engineering trainees who reported that they could perform their various tasks as a result of training. However 58.86% trainees had reported that they could perform their various tasks even before training in pre-training questionnaire. 56.51% Engineering trainees reported gain of knowledge to the extent of 50% and more in Lighting.
viii) 57% trainees reported that the training will enable them to conceive the Doordarshan’s objective in programme production to the extent of 75% and more.

ix) 54% trainees reported their desire to become trainers in their department.

4. Trainees from all categories reported that knowledge of basic production grammar and systematic professional knowledge about programme production as one strong professional achievement (gain) from the training. They also developed punctuality for any assigned activity.

Specialized Training

All the trainees desired to have specialized training in their discipline.

Suggestions

All the suggestions have been discussed in detail in the summary of the chapter. To reduce pages in the thesis these suggestions have not been repeated here.

Questionnaire administered 3 months after training.

5.1.4 Questionnaire administered 3 months after training.

Introduction:

Third questionnaire was sent to trainees to their respective Doordarshan Kendras after three months of completion of training.

53. 11% trainees responded to the questionnaire.

69.65% trainees reported that they have been assigned a job after training for which they have been trained at FTII.
Professional achievements as a result of training.

**Producer Trainees reported** that professional achievement as a result of training was reflected from the fact that they have been producing programme independently and confidently as a result of training. They reported that they have been participating and contributing in discussions in programmes meetings only as a result of training. They have further reported that training has not only helped them to understand the media but has helped them in developing confidence in panel work and programme work. The training had a great impact on their working by helping them to update themselves and enlightened them to learn systematic approach in the process of programme planning and production. Training has also made them media professionals and gave them professional expertise to aim for the improvement of quality of programme production at their Kendra.

**Production Assistant trainees reported** that training has not only put them on the right track of media professionals but also helped them to develop confidence in panel work. Training has also helped them to understand importance of time.

**Cameraperson, Editor, Graphic Artist trainees** reported professional training by professional trainers has given them confidence in their respective professional work.

**Engineering trainees stated** that the training not only gave them basic Knowledge of Television Production and Technical Operation but also gave them confidence to work in any technical area of a Doordarshan Kendra. Before training they Knew operation of equipments but training has taught them application of equipments in Programme Production.

93.10% Trainees reported that they have been doing the job better as compared to pre-training period.
95.17% trainees reported the effectiveness of training as good, very good and excellent.

75.86% reported that training achieved its objectives to the extent of 75% and more.

Suggestions to improve the FTII training as a whole

- Independent Productions are more important for trainees as they give more confidence. Therefore number of independent final exercises should be increased.

- Positive approach of trainers at previews of exercise will definitely encourage the trainees and they will perform better in future productions.

- Doctor should visit hostel daily in the morning also.

- Nomination of various Kendras for training should be directly handled by FTII authorities.

- One training center is not sufficient to train all employees of Doordarshan. Better to provide one training center in each zone.

- All employees trained in basic course should be deputed for specialized course as per their aptitude and need of Doordarshan at a latter stage of their career.

- Training should be in Hindi and English

- FTII should depute its faculty and trainers to foreign training centres like BBC etc. This would not only enhance their Knowledge but also keep them in tune with the latest technique of television production
5.3 Discussion of results

5.3.1 The course content and the structure

The researcher has tried to evaluate the efficacy of the course content and its structure. After going through the response of trainees, researcher felt that the course content could have been divided in to two parts.

The first part which should be of basic nature which could have been common to all the categories of trainees in a combined class. while the second part could have been specific for a particular category of trainees. The aim of the first part should be to build a common minimum base of television understanding among the various cadres of Doordarshan to familiarize them with an over-view of television system. This will help in developing a sense of unity and cooperation among the trainees.

The second part which should be specialized input relevant to their particular jobs. The content of this part should be of slight intensive nature tailored to the specific jobs for which trainees are recruited.

After going through the responses of trainees the researcher felt that academic input of theory and practicals should not only go together but synchronize with each other also. Therefore most of the concepts should be introduced in the form of practicals and exercises. Although the exact content could be finalized by concerned faculty and professionals from Doordarshan for whom the training is conducted, the researcher feels that following topics could be common to all categories of trainees.

• Briefing of the course which should include the objectives of the course.
• Television picture and principles of colour television
• Video camera and Basic shots
• Shot composition and camera movements
• Lenses, vision mixer, Video editing, Basic Lighting, terms, Cues and Commands etc.
Video camera, Basic shots, shot composition and Camera Movement should be demonstrated in a television studio practically by a trainer and then ask each trainee to demonstrate his or her learning practically. Similarly Vision Mixer should be introduced in a television Production Control Room and then ask trainees to practice it under the guidance of a trainer. However the course content of a training programme should be regularly revised, modernized and updated by trainers and professionals. In brief the content and training methodology have to be so arranged that there is a perceptible gain in the knowledge, skills and attitude, obtained by trainers.

Sequencing

Majority of trainees have reported satisfaction about the sequencing of academic content. If the sequencing of content is proper, training becomes more effective.

Instructional video / film programmes

Majority of trainees appreciated the use of instructional video / film programme as teaching aid. These teaching aids should remain only aid to learning and not overshadow the trainer. Trainer should therefore devote considerable time and thought in to proper selection and use of these teaching aids.

Handouts

95% trainees have reported that the quality of handouts during the training were good, very good and excellent. Handouts were the most versatile, reliable, portable and least expensive. Handouts reinforce the spoken words of trainer. Handouts provide outline of presentation / demonstration or exercises. Handouts avoids participants having to spend a lot of time copying down main points. Handouts should be concluded with “Points to remember”. These will help trainees to revise new learning.
Study Tours

Large number of trainees have reported that the 'study tours' were not well planned academically. It will be more fruitful if the concerned trainer visits the tour site in advance and discusses all minute details for future study tour. It will be nice if the contents of academic input to be given during study tours are also discussed and finalized in advance with the host organization of study tour.

5.3.2 The Demonstrations, practicals, exercises and lectures

Practicals

Camerapersons, Editors, Graphic Artists and Engineering trainees have liked the respective practicals the most. Therefore researcher feels that the practicals should be repeated subject to the availability of time so that academic information gets fully registered in the mind of trainees. At the end of these inputs, various routine studio and outdoor exercises should be started. Each of these routine exercise should be first demonstrated to trainees by trainers.

Routine Exercises

Majority of trainees have reported that all routine exercises are good. Exercises requires active participation by the learner and this helps to maintain attention and interest. Active recall gives the learner an opportunity to practice on the material. Knowledge of result regarding accuracy indicates to the learner what he or she does or does not know, which will help them direct their further efforts. Frequent practice is necessary to reinforce what has been learnt and constant reference must be made to facts and skills already taught.

Final Exercises

Final exercises, their previews followed by discussion brought some changes in the attitude about professions to all categories of staff. This is a clear indication about the usefulness of final exercises. Idea of final exercises are perceived by trainees by themselves and programme produced with the least involvement of trainers.
News Exercise and Transmission Exercise

Majority of trainees reported that the news exercise should be done by many teams. News and current affairs play a very important role in present day society. Fresh news of today is an old story in tomorrow’s bulletin. Therefore there should be many news exercises during the course.

Similarly majority of trainees have reported that the transmission exercise should be done by many teams instead of two teams as at present. Transmission is the most important activity in a Doordarshan Kendra. Transmission takes place on all the 365 days of a year from every Doordarshan Kendra. Therefore trainees are right in asking for more transmission exercise to have more practice.

Ideal Production

Only 53% trainees reported that an Ideal Production was demonstrated them during the training. Gagne (1977)¹ also suggested that very often the best way to explain the learners what standards of performance will be expected of them at the end of training is to demonstrate that performance before the beginning. Trainer can only facilitate this process by demonstration and by establishing the physical, social and psychological conditions conducive to learning.

5.3.3. Academic and other facilities

In a training programme like the one under discussion, importance of academic and other facilities should not be underestimated. All training programmes depend on academic and other facilities. Apart from quality of trainers, the quality of equipment, facilities like accommodation, food, library and environment around the training venue are also important.

5.3.4 TRAINER SKILLS

- More than 70% trainees reported that 75% and more trainers demonstrated through understanding of their subject, and encourage group participation and had genuine interest in training and were sociable.

- More than 60% trainees reported that 75% and more trainers demonstrated natural ability to teach, made clear objective of each training session and showed concern for the needs of individual trainees and group as a whole.

Trainers for television programme makers should have real experience of producing and directing television programmes or sufficient experience of working in one or more technical areas concerning directly with programme making. These trainers should have technical skills in Lighting, Sound, Camera and Editing. Since a television programmer is also responsible for the artistic and creative interpretation of a programme, it seems logical that who set out to train for such skills, must have knowledge and experience of them in person.

5.3.5 General Aspects

**Class strength during lectures, demonstrations and practicals.**

More than 40% trainees suggested that the class strength for lectures should be (1-20). More than 60% and 100% trainees reported that strength of class during demonstrations and practicals respectively should be (1-10). In large group size, problems of involvement can arise. In larger groups more reserved trainees retreat into themselves and let the more assertive trainees take over. Problems of communication within the group can also arise with large groups.
Seating arrangements

Researcher feels that the circular way facing each other is better for training like this as per his personal experience during national and international training courses attended by him.

5.3.6 The course as a whole.

Length of training course

48% trainees reported that the length of course was short. Only 37% trainees reported it adequate. This data gives a clear indication that the duration of the course should be increased. Training courses which focus on providing as much information as possible in the shortest amount of time have to be rarely effective.

Suitable time for training

Majority of trainees have suggested that the course should be held during the first year of their service. Since the course is of basic nature, it will be more interesting if staff is deputed during the first year of service. Short stay in a working Kendra will enable staff to know their organization and basics of their professional work. This initial experience will also enable them to pick up required information about their profession during training. The basic training will not be of much gain for trainees who have put more than two years in organization.

Seminar during training

Majority of trainees have suggested that there should be presentations and discussions of excellent programs of national level in the form of a seminar by senior programmers of Doordarshan / private producers during the training. Such a seminar will indeed broaden the knowledge and information of trainees. The interaction
between the trainees and guest speakers at seminar will enhance the knowledge of trainees and motivate them for producing better quality of programs.

**Suggestions from trainees**

More than half the trainees reported that they were never asked to give suggestions for any change in academic content and method of training. Generally adult trainees tend to be uncommitted to any decision to the extent that they feel others are making it for them and imposing it on them. It is better to involve trainees in diagnosing their own needs for learning. One of the pervasive problems in this process is meshing the needs the trainees are aware of (felt needs) with the needs their organization has for them (ascribed needs). It is always better to have some sort of balance between felt needs and ascribed needs being negotiated between the trainer and the trainees. Adults learn more and are more involved when they have some say in the training content and the activities.

Malcolm Knowles (1980) comments,

> The main thrust of modern adult educational technology is the direction of inventing techniques for involving adults in ever-deeper processor of self diagnosis of their own needs for continued learning, in formulating their objectives for learning, in sharing responsibility for designing and carrying out their learning activities and in evaluating their progress towards their objectives. Trainers should vary training methods.

**Feedback sessions during training**

Majority of trainees reported that some feedback sessions were held to know their reaction during the training. Feedback sessions are indeed essential for any training course to check trainees' response to the course as a whole.

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2. Knowles, Malcolm; *The Modern Practice Of Adult Education*; The adult education company; Cambridge pp 56 and 234
It helps trainers to understand better the relationship they were trying to create with the trainees. It helps trainers to identify those trainees who may need special attention because their learning style differ from majority of trainees. It also helps trainers to put in to perspective the trainee’s observations and comments about the training content and method. Skilled trainers spend a lot of time preparing feedback questions. Open questions asking for trainees feelings, opinions or experience can open up the discussion and lead lengthy exchanges between trainer and trainees and between trainees themselves. Closed questions which focus purely on the results or information gained from the activity can be used to control the discussion and if necessary, bring it to an end. It is all too easy to retain hurt from negative feedback about their performance as trainers but it is best to consciously decide to forget the pain and simply to carry forward practical plan for what they do to avoid doing error again.

Training objectives

In both post —training questionnaire and questionnaire sent to trainees after three months of training 75% trainees reported that the course objectives were achieved to the extent of 75% and more. This is a clear indication of the success of the course. A training objective is an intent communicated by a statement describing a proposed change in a learner- a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior ( performance ) we want the learner to be able to demonstrate. The statement of objective of a training programme must denote measurable attributes observable in a learner or otherwise it is impossible to determine whether or not the training is meeting the objectives. When clearly defined goals are lacking, it is impossible to evaluate a training programme efficiently and there is no sound basis for selecting appropriate material, content or instructional methods.
After all, an operator does not select an equipment until he knows what operation he intends to perform. Similarly a music composer orchestrate a score until he knows what effects he wishes to achieve. Robert Major (1975)\(^3\), the guru of instructional objectives defines the objectives as a description of a performance you want learner to be able to exhibit before you consider them competent. In other words training objectives describe an intended result of instructions.

Gagne, R.M. (1977)\(^4\) points out that the purpose of informing the learner about the objectives is so that they have a clear expectations of what has to be accomplished as a result of training or learning experience. He felt that subsequently the learner can generate information feedback matching their performance against what they expect to be acceptable performance. If at the beginning of the course trainees know what is expected of them, they are more inclined and better equipped to work purposefully to achieve their objectives. In other words it helps trainees to organize their own learning efforts. As Robert Major says, “If you know where you are going, you have a better chance of getting there”. When trainees are informed about training objectives at the beginning of the course, it mobilizes their energies and efforts more efficiently.

Trainees are motivated to work hard provided they have accepted the objectives in the first place. It helps to maintain trainees persistence. Thus to have meaningful and useful objectives, one should be able to determine, usually through measurement, whether it has been achieved. If a training planner knows exactly what kind of behaviour he or she wants trainees to display, it is easier to select content and formulate activities that are instrumental to the desired end.

\(^3\) Major, R.F; *Preparing instructional objectives* (2nd edition) Fearon, California; 1975

\(^4\) Gagne, R.M; *The condition of learning* (3rd edition); Holt Rinehart and Winston, London; 1997
Training objective suitable for professional needs

Majority of trainees reported that the course objective was suitable for their professional needs to some or more extent. This is very essential as adults learn better if they feel they need learning. In other words the learning must have some personal professional value and importance for them. However they learn more if their individual learning needs or even learning styles are catered for and when there is an opportunity for them to have some control over the learning content.

Boyle (1981)\(^5\) comments: If people do not believe they need to change, perceive no inconsistency between themselves at present and the desired state proposed, the change is difficult. When people recognize and accept that a need exist, they will try to redress the need. Prospective trainees will feel more involved and motivated, if they see that training is geared as closely as possible to their specific needs. Time and resources involved in training are wasted if training is not targeted to needs. There is enough research evidence to support the notion that learning is inhibited seriously if a trainee has no desire or is not motivated to learn. Learning plan is an effective way to help trainees structure their learning.

Overall outcome of the course

Majority of trainees reported that the overall outcome of the course was good, very good and excellent. This itself is an indication of the success of the course.

Need for short term specialized courses

Majority of trainees desired that the present course should be supplemented by short term specialized course. In fact 65% trainees reported that they should have been deputed for specialized course instead of present course. Specialized courses are preferred due to short duration and more orientation towards narrow spectrum of academic content. Generally short-term courses are more job oriented and hence more interesting for trainees.

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5. Boyle; Planning better programmes; Mc Grew Hill Publication, England, p .146

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5.3.7 Gain of the course:
Perception of trainees about their final exercises and other gains of training

Majority of trainees reported that final studio and single camera productions were telecast worthy. Producing telecast worthy programs by a trainee after a basic training course for 9 to 12 weeks is itself a gain of training. The other gains reported by trainees were identification of their mistakes during previews which could be corrected during future productions. Trainees also expressed that they gained basic knowledge of programme production and developed confidence in programme production. In addition to this trainees have reported gain in number of their various tasks, which they could do as a result of training. This also speaks of the success of the training.

Social objectives of Doordarshan

Although 68% trainees reported that social objectives of Doordarshan were clear to them either before or while joining training but only 57% trainees reported that the training programme will enable them to conceive the Doordarshan’s social objectives in programme production to the extent of 75% and more. It is evident that this aspect is lacking in the present training.
5.4 Recommendations

1. Academic input of theory and practical should not only go together but synchronize also with each other. Therefore most of the concepts should be introduced through demonstrations, practicals and exercises. "Must know" information about these concepts should be given during demonstrations, practicals and exercises, so that need of separate lectures is minimized. A review of the previous days activities at the beginning of each morning is often useful as a means of focusing once more on course objectives, eliciting what trainees have learnt or finding out what they may still be unsure. Such an activity will be very useful as a means of linking what was learnt 'yesterday' with what will be dealt today.

2. Various Productions formats like News and Current affairs, Television Drama, Interview, Educational Television, Magazine Programme, Music, Dance, Sports and Outside Broadcast etc should be introduced through demonstrations, practicals, and exercises. Trainers who have already produced television programmes in these formats should introduce these formats. Similarly Lighting, Audio, Camera Operation, Editing and Graphics should be introduced by trainers who have done Lighting, Audio, Camera Operation, Editing, and Graphics respectively for various television programmes. After introducing these formats trainers should show self produced programmes to trainees to give practical creditability to their professional skill. Since technology is changing very fast on day-to-day basis, contents of training should be reviewed by faculty and experts from field on regular basis in consultation with Doordarshan for which the trainings are conducted.

3. Subject matter of routine exercises should highlight the social objective of Doordarshan which fits in to objective of exercise. This will enable trainees to know the social objectives of their organization while getting trained for their professional skills. Trainees should also be encouraged to produce small social messages as a Single Camera (ENG) exercise which should be telecast worthy.
Doordarshan should then be approached to telecast these messages as FTII/Doordarshan presentation. That will encourage and motivate future trainees.

4. Number of final exercises/productions should be increased to at least two. This will enable trainees to correct some of their mistakes and faults in second exercise which they have experienced during their first exercise. This will be immediate gain of training.

5. Trainers should not impose their views on trainees on the selection of subject and its treatment for their final programme. Trainees should instead be given a free hand to select their subject and treatment.

6. An Ideal production should be demonstrated to trainees by trainers before starting production exercises.

7. Number of News and Transmission exercises should be increased during the course. In case the number of these exercises cannot be increased due to shortage of time, a separate short term training course exclusively for News and Current affairs and Transmission should be conducted.

8. Trainers should regularly produce programs to keep themselves updated with changing production techniques and show these programs to trainees to enhance their practical credibility.

9) A good trainer is a rare bird. Following this, FTII should make efforts to attract best trainers in the institute. Trainers should be deputed to foreign training institutes for training methodology course and training for trainers course. Alternatively international trainers should be invited to the institute to conduct these courses for interested trainers. This will enhance the knowledge of trainers. This eventually promotes the effectiveness of the trainers which is quite essential.
10. At least one seminar should be planned during a long training course in which professionals from Doordarshan and the field be invited to show their programs and share their experience with trainees.

11. Since practicals and exercises can not be conducted on Thursdays due to power supply failure, weekly interaction with trainees to know their suggestions for change in academic content, method of training and also related to other aspects of training should be held on every Thursday afternoon and necessary corrections applied.

12. FTII should call Programmers, Engineers, Camerapersons, Editors, Sound Recordists and other professionals who are actively involved in programme production in field as guest professionals rather than conventional guest talkers. These professionals should be requested to come with recently produced programs and preview them in front of trainees and exchange their experience of programme production with trainees. This would broaden the vision of trainees.

13. FTII should also invite guest expert from the active field to give professional comments during preview sessions of final exercises of trainees for the encouragement of trainees.

14. FTII should follow training schedule of 5 day a week enabling trainees to complete their practical exercises with an extra hour daily so that they can get sixth day for preparation of future exercises.

15. Generally Film and Television Institute calls operational staff from Doordarshan to conduct some training courses. Being a faculty member for more than sixteen years in the institute, researcher feels that FTII has enough human resource potential of its own employees who could easily be trained for most of such operational positions. It is therefore suggested that FTII should train its own employees for various operational positions.
16. Film and Television Institute should start short term specialized courses in different disciplines of Television Production And Technical Operation to supplement its television course. These training courses should be open for organization other than Doordarshan also.

17. FTII should increase budget for exercises for trainees. In particular talent fees should be increased to attract professional artist.

18. Study tours should be well planned quite in advance so that they generate enough academic interest.

19. Library should be open from 0800 hrs to 2100 hrs daily. Library should purchase latest editions of books as well.

20. At present well qualified doctor visits hostel only in the evening. He should be advised to visit in the morning also so that ailment experienced by trainees during the night are immediately checked.

21. Trainees should be provided family accommodation. Mess and extra-curricular/sports facilities should also be improved.

22. Evaluation of all television-training courses should be an integral part of the training activity. Whether or not the training could enhance their working efficiency, improve their value and behavior, added new knowledge, translated themselves as a true agent of change or whether the training could cater to the needs of trainees, should be properly evaluated. Also with a view to strengthening, improving and upgrading the quality of training programme, its evaluation must be made seriously. At the end of training programme the training institute must evaluate the participants and the participants should evaluate the training programme. The two-way evaluation helps both the parties. While evaluating the trainees it should be recognized that all the trainees do not progress at the same rate. Therefore, flexibility should be allowed
in judging the rate of progress in the training programme. When the trainees return to
their respective Kendras, comparative evaluation of their performance both of pre and
post training periods, should be made by their supervisors and reported back to the
Film and Television Institute of India, Pune.

23. Film and Television Institute should make training calendar for at least one
year in advance and issue it to all Doordarshan Kendras. The training calendar should
contain title of training courses, its objectives, eligibility for admission, duration of
training and date of commencement of various courses. Employees of Doordarshan
should be asked to apply for the training courses through proper channel in a
prescribed application form supplied by FTII. This will help FTII to select
homogeneous group of trainees for a particular training course. After scrutinizing the
applications, FTII should select a homogeneous group of trainees who will not be
having more than 1 year of experience for a basic course in TV Production and
Technical Operation course. For short term specialized course trainees should have
more than two years of experience. Number of trainees selected should be more than
required number as waiting list candidates, as some applicants may withdraw their
application at the last moment due to some unavoidable circumstances. The selected
list of candidates along with waiting list candidates should be sent to concerned
Kendras, at least three months before the training course to enable selected candidates
to make various preparations for undergoing training course at FTII Pune. Enclosed
should be a brochure containing necessary information about the course content and
training objective. It should also give them brief idea about arrangements for their
stay, mess and sports facilities during the training course.

24. Doordarshan should plan its long-term training policy for its employees. Since
it may not be practicable to apply new training policy to existing staff due to
financial and administrative reasons, it can be announced for new staff. Researcher
suggests that Doordarshan should depute its new staff for a basic orientation course
TV Production and Technical Operation to FTII during the first year of their service.
After an experience of two years, staff should be deputed for short term specialized
courses as per their aptitude and need of organization. Doordarshan should not depute Camerapersons. Editors and Graphic Artists who are already professional diploma holders in their respective disciplines, for basic course in TV Production and Technical Operations. They should be deputed for short term specialized training courses in their respective field. Departmental promotees in these cadres should be deputed for basic course.

25. Doordarshan should engage a professional trainer/researcher to do training need analysis of its employees instead of deputing its employees for various trainings at random for number game.

26. Doordarshan should not depute programmers with different designations like Controller of Programmes, Station Directors, Assistant Station Directors, Programmes Executives, Producers, Production Assistants, Floor Managers and Floor Assistants in the same course. Some of these staff members need only an orientation course and others need exhaustive course.

27. While ordering bulk purchases of equipments for various Doordarshan Kendras, Doordarshan Directorate should order one set of equipments for its training center also. This way trainees will be trained on the equipment which will be available in their kendras also.

28. This research study has indicated that many employees of Doordarshan have desire to become trainers in their organization. After identifying these future trainers, they should be trained in “training methodology” and “training for trainers” course through Asia pacific Institute of broadcasting development (AIBD) Kuala Lumpur Malaysia or some other international training institute. Being such a large organization, Doordarshan should plan one training center in each of its zone. One zonal training center can be planned during one financial year. Within a period of five years, Doordarshan can have five zonal training centers. To start with Doordarshan should plan a single studio set up with a provision of extending it to 2
or 3 studios set up in future. These zonal training centers, to start with can be attached to major zonal kendras in respective zones, till they gain their independent position. Interested trainers who will be in active professional life from various Doordarshan Kendras should be deputed by rotation to these training centers. Meanwhile Doordarshan should continue to depute its staff for training in FTII.

29. Doordarshan Kendras should not relieve any trainee without paying full TA/DA for the whole training course.

30. After completing training in TV Production and Technical Operations in FTII, Doordarshan should assign for at least two years work to trainees, for which they have been trained. That will help trainees to practice what they have learnt during training. Transfer to programme administration section, transmitter or All India Radio immediately after the training should be avoided as far as possible.

Revised training Programme

FTII and Doordarshan should consider the recommendations of this research study.

After studying the reaction of trainees received through the questionnaires the researcher would like to suggest the following three training programmes to be undertaken by FTII as per the need of Doordarshan and do comparative evaluation of all the three training courses.

1. To start with, FTII can plan 14-16 weeks training course for TV production and Technical Operations and 3-6 weeks for specialized training course. The critical evaluation of the revised training course should be done by giving one questionnaire to trainees at the start of training, another during middle of the training course and the third questionnaire at the end of the training. Another questionnaire should be sent to trainees to their respective Kendras after three months of completion of training.
course to know whether training has helped them to do their job better than pre-training period. Questionnaire during middle of the training will help trainers to apply some correction in their schedule and training methodology if the need is felt.

**Training Programme 1**

In this training programme for TV Productions and Technical Operations all categories of Doordarshan staff should be trained in their respective discipline like Producers, Production Assistants, Floor Managers, Floor Assistants, Camerapersons, Editors, Graphic Artists, Lighting, Camera Control, Vision Mixer, Audio Engineering, Video Tape recording and sound recording as at present.

**Training Programme 2**

This specialized training programme should contain a small group of trainees getting trained in each discipline parallelly. e.g. a small group of trainees should be trained in any aspect of television productions involving studios. It could be News and Current affairs, Talk Shows, Drama, Music, Dance or Magazine programmes. Another group will get trained in another aspect of television production which does not involve studio like Documentary Production or outdoor news productions involving single camera productions. Each small groups of Engineering trainees should be trained as Lighting Engineers, Camera control engineers, Vision mixer engineers, Audio engineers and Sound recording. Simultaneously similarly small group of trainees can be trained as Camerapersons, Editors and Graphic Artists.

**Training Programme 3**

In this specialized training programme there will be only one category of trainees to be trained in some specialized field of television production or technical operation. e.g. It could be only Producers, only Camerapersons, only Editors, only
Graphic Artists or only Engineers. For this type of training course all other categories involved in television production should be professionals. Generally Film and Television Institute calls operational staff from Doordarshan to conduct such a course. It is very difficult to get resource persons from Doordarshan due to pressing demand of their work. Since researcher is a faculty member for more than sixteen years in the institute, he feels that FTII has enough human recourse potential of its own employees and can easily train its own employees for most of these operational positions. Therefore for conducting such a specialized training course FTII should first train its own employees for various operational positions and then plan a specialized training course in say Drama Production, Music Production, Lighting or Audio Operation etc.

Suggested Further Study

1. Study of non-formal training in various Kendras.
2. Comparative study of content, methodology and evaluation and output in international television training institutes.
3. Training need analysis for every category of employees in Doordarshan
4. To make an inventory of type of equipment used in various Doordarshan Kendras.
5. Cost of training.
6. Study critically training for each category of trainees separately
7. Critical study of modified training Programmes suggested by the researcher.

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