Chapter - 4

Data analysis and interpretation
The sample size of the research was 350 respondents. Out of which 300 respondents were television viewers, who were of 18 years and above age and there were 50 media experts. These television viewers were divided as per their age, gender and occupation as part of quantitative analysis. The media experts were divided into five-group viz. television producers, researchers, scriptwriters, media managers and media educators.

The in-depth interview guideline was developed for media experts while questionnaires were prepared for television viewers.

Based on these tools developed and data collected, entire data had been analyzed into two broad segments viz. quantitative analysis and qualitative analysis. The quantitative analysis was done by dividing television viewers’ opinions into three independent variables viz. age, gender and occupation. Qualitative analysis was further done into two sub categories, covering media experts’ views exhaustively and television viewers’ responses to open ended questions as per questionnaire.

All the responses from media experts and television viewers through quantitative and qualitative analysis had been analyzed on the basis of their media preference and television viewing habits, views on education, entertainment and edutainment and infotainment, preference for a specific edutainment and infotainment element and role of research, which was followed by their suggestions.
**QUANTITATIVE ANALYSIS:**

The analysis here was done using statistical software SPSS for analyzing a part of television viewers’ opinions. ‘Multiple Responses’ technique was used for simplifying the data and for its analysis with the help of SPSS software. The data was analyzed based on three independent variables viz. age, gender and occupation. Multiple response technique was applied to analyze the data in the very first stage using ‘age’ as an independent variable against all the dependent variables. This was followed by ‘gender’ and ‘occupation’ respectively, as independent variables in the same manner. It detailed out results and interpretation of researcher towards quantitative analysis of a part of television viewers’ responses. This was followed by results and interpretation to qualitative analysis.

**QUALITATIVE ANALYSIS:**

Qualitative analysis was done into two parts. The in-depth interviews of media experts formed a major part of qualitative analysis. This was followed by television viewers’ responses to open-ended questions in the questionnaires. Television viewers’ responses to open ended questions in questionnaire formed a minor but significant part of the qualitative analysis.
QUANTITATIVE ANALYSIS:

Quantitative analysis was done using statistical software SPSS. ‘Multiple Responses’ technique was used for simplifying the data and for its analysis. The data was analyzed based on three independent variables viz. ‘age’, ‘gender’ and ‘occupation’ against all dependent variables.

The first part of data analysis and interpretation had ‘age’ as an independent factor and rest all as dependent factors. The ‘age’ had been divided into four categories as 18-36 years, 37-54 years, 55-72 years and finally 73 years and above. The attempt was made to see what effect, ‘age’ as an independent factor had on rest of the dependent factors. The dependent factors were: television viewing habits, preference for time to view television, preferred medium for entertainment, preference for channels to watch on television to name a few. These dependent variables helped form broad categories like media preference and television viewing habits of respondents, views on education, entertainment, edutainment and infotainment, preference for a specific edutainment and infotainment element etc. Based on the responses given by television viewers, broad categories and personal observation of respondents and understanding of subject matter, researcher tried to analyze and interpret the results.

Quantitative analysis of television viewers’ responses through three independent variables started with ‘age’ as an independent variable against all dependent variables. This was followed by ‘gender’ as independent variable against all dependent variables. The analysis in case of ‘gender’ as independent variable had been done by dividing respondents’ views into two categories viz. male respondents and female respondents. Quantitative analysis had been further followed by third independent variable ‘occupation’ against all dependent variables. Analysis by ‘occupation’ variable had been done categorizing respondents’ views on basis of their occupation viz. working individuals, house persons and students.
TELEVISION VIEWERS

Quantitative analysis of television viewers’ responses was done using SPSS software. Here, independent variables ‘age’, ‘gender’ and ‘occupation’ were analyzed against dependent variables. ‘Age’ as mentioned before, had been divided into four categories of age groups like 18-36 years, 37-54 years, 55-72 years and respondents of age 73 years and above. ‘Gender’ as independent variable had been analysed as per male and female respondents’ views. After that, respondents’ views had been analyzed based on ‘occupation’ as independent variable through categories like working individuals, house person and students.

Media preference and television viewing habits

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

4A.1 Media preferred as per respondents in different ‘Age’

Table- 4A.1

<table>
<thead>
<tr>
<th></th>
<th>Age (years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-36</td>
<td>37-54</td>
</tr>
<tr>
<td>Count</td>
<td>173</td>
<td>48</td>
</tr>
</tbody>
</table>

1 Television % within Age

| Count | 149 | 42 | 21 | 3 | 215 |

2 Radio % within Age

| Count | 131 | 17 | 5 | 1 | 154 |

3 Print % within Age

| Count | 527 | 132 | 59 | 7 | 725 |

4 internet % within Age

Percentages and totals were based on responses (725) 298 valid cases; 2 missing cases
ANALYSIS AND INTERPRETATION:

Almost one third of the sample population in age group of 18-36 years preferred television as a medium for entertainment (32.8%). One of the reasons behind was that television had been considered a medium for mass and family viewing. This was followed by print medium (28.3%) with popularity through newspapers and magazines. Internet (24.9%) and radio (14%) were the least preferred media. It explained that internet would require to go a long way before it could become popular like television. Radio however, was found being mostly used during travelling, commuting from one place to another. The data clearly indicated that television was most popular medium for entertainment among younger target audience.

While in the age group of 37-54 years, television once again found to be most preferred medium for entertainment with 36.4% responses. This indicated that television was liked by majority of sample population. This was followed by print medium with 31.8%. Again, newspaper in this category was found significant for people. Radio was third preferred medium for entertainment with 18.9% responses while internet was last option for entertainment with 12.9% responses. The respondents in this age group found other media more interesting and easy to use than internet as a medium.

In the age group 55-72 years, television and print were being used equally for entertainment as both the medium got 35.6% responses. This data indicated that people in age group of 55-72 years were more comfortable and familiar with print medium as well as television medium over other media. This was followed by radio with 20.3% responses as preferred medium for entertainment. Increasing private radio station found to be reason for it. ‘Bolloywood or Hindi’ songs and English music interested respondents. There was not much on radio, which interested respondents in this age group or in the age group of 73 years and above. Internet received least 8.5% responses due to technological barrier and little knowledge about operating of computers in this category.
The responses in age group 73 years and above followed same pattern that of respondents in age group of 55-72 years. Television and print media had highest percentage (42.9%) of responses. Surprisingly, internet received 14.3% responses. One of the reasons observed was that people in this age group had their children residing or working in other countries and internet was a cost effective medium to communicate. However, radio received no responses at all.

The data from all the age categories cleared that people liked television for entertainment across all the age groups. This indicated that if used quite thoughtfully, keeping society and individual, group interest in mind, television could be successfully utilize for disseminating educational as well as social messages to respondents of all age groups.

4A.2 Media preference by respondents in different ‘Gender’

Table- 4A.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>% within Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>1 Television</td>
<td>116</td>
<td>128</td>
</tr>
<tr>
<td>Count</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>2 Radio</td>
<td>102</td>
<td>112</td>
</tr>
<tr>
<td>Count</td>
<td>181</td>
<td>224</td>
</tr>
<tr>
<td>3 Print</td>
<td>89</td>
<td>65</td>
</tr>
<tr>
<td>Count</td>
<td>268</td>
<td>244</td>
</tr>
<tr>
<td>4 Internet</td>
<td>350</td>
<td>372</td>
</tr>
<tr>
<td>Total</td>
<td>722</td>
<td>722</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (722)
297 valid cases; 3 missing cases

ANALYSIS AND INTERPRETATION:

The above data clearly indicated that almost one third of male respondents preferred television for entertainment (33.1%). Men were out of home for a long time during a day and hence, television was considered a major source of their entertainment once they returned home. Therefore, television was considered a source of relaxation. 29.1% of male responses were in favour of print medium. Data also showed that print was second
most preferred medium for entertainment through newspapers, books and magazines. Internet received 25.4% responses as it was considered expensive medium compared to print medium. Radio received only 12.3% responses as radio was being used mostly during the time of commuting from home to office and vice versa. Hence, data revealed that television dominated most of the male respondents’ choice when it came to entertainment. It was also considered a medium of family viewing as most members of family came and watched television shows together.

When it came to female respondents, more than one third of responses (34.4%) were in favour of television for entertainment. For women, who were not working, television was a significant source to connect to outside world and it was a dominant option for entertainment. For women who were working, television was a primary source to relax, rejuvenate. Print medium received 30.1% female responses. Radio got 18% female responses as it had scope to provide entertainment along with household or other work. Use of internet for entertainment was least among women as only 17.5% responses were in favour of it. In addition, for women, who were homemakers, computer had a very limited to offer. For women who were working, it was mostly related to work and hence did not have much entertainment value.

The data revealed that television ruled choice of both men and women when they were asked to choose for a medium of entertainment. Hence, television was very important source of entertainment for both types of respondents. Print unanimously stood second in their choice, as it was an age old medium, radio found bit popular compared to internet medium among female respondents. Internet scored higher than radio among male respondents. This was due to work and related activities. Men were found exposed to medium, while for some women, it was not the case.
## 4A.3 Media preference of respondents in different ‘Occupation’

### Table 4A.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total Count</th>
<th>Working Count</th>
<th>House Person Count</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Television</td>
<td>242</td>
<td>107</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>Count</td>
<td>107</td>
<td>45</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>% within Occupation</td>
<td>33.5%</td>
<td>38.1%</td>
<td>32.3%</td>
<td></td>
</tr>
<tr>
<td>2 Radio</td>
<td>108</td>
<td>48</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>Count</td>
<td>48</td>
<td>23</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>% within Occupation</td>
<td>15.0%</td>
<td>19.5%</td>
<td>13.3%</td>
<td></td>
</tr>
<tr>
<td>3 Print</td>
<td>212</td>
<td>96</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>Count</td>
<td>96</td>
<td>40</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>% within Occupation</td>
<td>30.1%</td>
<td>33.9%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>4 Internet</td>
<td>154</td>
<td>68</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>Count</td>
<td>68</td>
<td>10</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>% within Occupation</td>
<td>21.3%</td>
<td>8.5%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>716</td>
<td>319</td>
<td>118</td>
<td>279</td>
</tr>
<tr>
<td>% of Total</td>
<td>44.6%</td>
<td>16.5%</td>
<td>39.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (716) valid cases; 5 missing cases

### ANALYSIS AND INTERPRETATION:

As many as one third working respondents preferred television for entertainment once they returned home from work. Print was chosen as second most preferred medium with as many as 30.1% responses. Newspaper, books and magazines were found primarily referred by the respondents. Internet received 21.3% responses from the working respondents as it was mostly used for work during office hours. However, radio had least number of responses (15%). This was partly because radio offered songs and music and lacked other kind of programming.

House persons who comprised of homemakers and a small part of retired men also preferred television with 38.1% responses. Television considered to have an audiovisual facility, which was absent from most of other media. Print stood house persons’ second choice for entertainment with 33.9% responses. Habit of referring to newspapers, magazines for interesting content was an important reason behind it. Radio (19.5%) had more responses compared to internet (3.5%) as respondents in this category felt that radio was cost effective as well as easy to use medium compared to internet as a medium.
Students had same choice that of working group respondents and house persons. Students also preferred television (32.2%) for entertainment. Television ruled each type of respondent’s choice. However, according to 27.2% students’ responses, internet was second most preferred medium for entertainment and so was print medium with 27.2% responses. It reflected that popularity of internet among students was high. Radio was least preferred medium among students with only 13.3% responses. This was partly because radio was most of the time heard during the time of commuting from one place to another.

The data indicated that there was a consensus on choice of television for entertainment. This was followed by print medium. Internet was found becoming a popular medium after print medium. Radio was last option for entertain as it lacked visual presentation. This clearly indicated that television ruled audience’s choice and hence proved a vital medium, if used tactfully for disseminating educational and social messages.
What channels do you watch? (Multiple responses)

4B.1 Channels watched by respondents of different ‘Age’

Table 4B.1

<table>
<thead>
<tr>
<th>Channel</th>
<th>Age (years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-36</td>
<td>37-54</td>
</tr>
<tr>
<td>1 News Channel</td>
<td>Count</td>
<td>131</td>
</tr>
<tr>
<td>% within Age</td>
<td>27.9%</td>
<td>35.4%</td>
</tr>
<tr>
<td>Count</td>
<td>105</td>
<td>17</td>
</tr>
<tr>
<td>2 Film Channel</td>
<td>Count</td>
<td>124</td>
</tr>
<tr>
<td>% within Age</td>
<td>26.4%</td>
<td>31.9%</td>
</tr>
<tr>
<td>3 Entertainment Channel</td>
<td>Count</td>
<td>110</td>
</tr>
<tr>
<td>% within Age</td>
<td>23.4%</td>
<td>17.7%</td>
</tr>
<tr>
<td>4 Educational Channel</td>
<td>Count</td>
<td>470</td>
</tr>
<tr>
<td>% of Total</td>
<td>72.4%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (649) 288 valid cases; 12 missing cases

ANALYSIS AND INTERPRETATION

In the age group of 18-36 years, many respondents found to be watching news channel with 27.9% responses. This was mainly observed as majority of respondents in this age group were working professionals. Hence, desire to keep oneself updated with the latest was clearly seen through their preference for news channels. It was followed by entertainment channel with 26.4% responses. This indicated that while to keep oneself updated with latest was essential; to entertain oneself was second most priority. However, only 23.4% responses were in favour of educational channel. This indicated that educational channels’ content required to be interesting in order to attract young viewers. Surprisingly, film channel received just 22.3% responses. One of the reasons for such response was repetitive screening of films on channels. The overall observation of respondents in this age group of 18-36 years clearly indicated that it was information and news oriented approach of television viewing. This was partly because of the desire to stay ahead in the competitive professional environment.
News channel had highest responses in 37-54 years age group category (35.4%). A considerate part of respondents in this age group was professionals. Hence, the approach to remain informed with the updates was observed here. This was followed by entertainment channel with 31.9% responses. Hence, desire to get entertainment was important to many respondents. Educational channel was third preferred option for these respondents with 17.7% responses. Film channel had the least 15% responses. This indicated that film channels were not as popular as they were perceived to be. In addition, long duration of the films was one of the reasons for the least popularity of films in this age group. This suggested that people in general, preferred news channel to any other channel. News channel covered almost all aspects concerning human interest.

The highest percentage of responses in age group 55-72 years preferred entertainment channel with 30% responses. The desire to get entertainment was seen a priority in this segment. Respondents in this age group either were towards end of professional career or had already retired. Hence, they had leisure time to spend and hence, entertainment channel was most preferred channel. This was followed by news channel with 28.3% response. Desire to remain informed was observed here as well. Educational channel with 26.7% responses did not interest them and so did film channel with 15% responses. Inclination towards general entertainment channels providing family viewing content or religious programmes were popular among the respondents in this age group.

Among the respondents of age group 73 years and above, news channel received highest, 50% responses. This was partly because television viewing of respondents in this age group was associated with television viewing of other family members. This was followed by entertainment channel with 33.3% responses. Educational channel received 16.7% responses as there was not much interest among respondents for such content. Finally, there were no responses for film channels.
4B.2 Channels watched by respondents in different ‘Gender’

Table- 4B.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>% within Gender</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>1 News Channel</td>
<td>95</td>
<td>96</td>
<td>191</td>
</tr>
<tr>
<td>% within Gender</td>
<td>32.2%</td>
<td>27.2%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>66</td>
<td>65</td>
<td>131</td>
</tr>
<tr>
<td>2 Film Channel</td>
<td>64</td>
<td>116</td>
<td>180</td>
</tr>
<tr>
<td>% within Gender</td>
<td>22.4%</td>
<td>18.4%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>64</td>
<td>116</td>
<td>180</td>
</tr>
<tr>
<td>3 Entertainment Channel</td>
<td>70</td>
<td>76</td>
<td>146</td>
</tr>
<tr>
<td>% within Gender</td>
<td>21.7%</td>
<td>32.9%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>70</td>
<td>76</td>
<td>146</td>
</tr>
<tr>
<td>4 Educational Channel</td>
<td>295</td>
<td>353</td>
<td>648</td>
</tr>
<tr>
<td>% within Gender</td>
<td>23.7%</td>
<td>21.5%</td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (648) 287 valid cases; 13 missing cases

ANALYSIS AND INTERPRETATION:

News channel was most preferred channel as it received 32.2% male responses. As many as one-third responses in this category indicated that news had been a primary reason to watch television. News provided them an opportunity to remain informed with the happenings around the globe. Educational channel received 23.7% male responses as it provided an opportunity to learn. Film channel received 22.4% responses of men. Film channels received third priority. It was because films were mostly long in duration. Entertainment channel received just 21.7% responses because some of the television time was allotted for family viewing and general entertainment programmes were part of such viewing.

Women respondents differed substantially from their male counterparts in choice of channels. As many as 32.9% female responses were in favour of general entertainment channel. Women, who were occupied due to household work or office work, found general entertainment channels’ programmes a significant source for relaxation. While 27.2% female responses were for news channel as they also liked to remain updated with latest happenings around. Educational channel received 21.5% responses. This was
because either women had to view such programmes as part of their own studies or to encourage children to do so in family. However, film channels got only 18.4% female responses. This could be because of repetitive broadcast of films on most of the film channels, because of less leisure time available on hand due to increasing responsibilities of managing work and home.

The overall data revealed that primarily women were found to be interested in entertainment channels as a major source of break from office and household work. While for men, news channels were of highest interest, as they preferred to remain informed and updated because of their profession and social roles in society. Film channels had least responses due to declining interest from both type of audience. This was because of such channels’ repetitive content, long commercial breaks and less leisure time available on hand.

4B.3 Channels watched by respondents of different ‘Occupation’

Table- 4B.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Count</th>
<th>working</th>
<th>house person</th>
<th>student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 News Channel</td>
<td>Count</td>
<td>96</td>
<td>29</td>
<td>64</td>
<td>189</td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td>32.7%</td>
<td>28.2%</td>
<td>25.9%</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>49</td>
<td>17</td>
<td>65</td>
<td>131</td>
</tr>
<tr>
<td>2 Film Channel</td>
<td>Count</td>
<td>85</td>
<td>38</td>
<td>56</td>
<td>179</td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td>16.7%</td>
<td>16.5%</td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>16.7%</td>
<td>16.5%</td>
<td>26.3%</td>
<td></td>
</tr>
<tr>
<td>3 Entertainment Channel</td>
<td>Count</td>
<td>28.9%</td>
<td>36.9%</td>
<td>22.7%</td>
<td>145</td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>64</td>
<td>19</td>
<td>62</td>
<td>145</td>
</tr>
<tr>
<td>4 Educational Channel</td>
<td>Count</td>
<td>21.8%</td>
<td>18.4%</td>
<td>25.1%</td>
<td>145</td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>294</td>
<td>103</td>
<td>247</td>
<td>644</td>
</tr>
<tr>
<td>% of Total</td>
<td></td>
<td>45.7%</td>
<td>16.0%</td>
<td>38.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (644)
285 valid cases; 15 missing cases
ANALYSIS AND INTERPRETATION:

Almost one third of working respondents’ response was in favour of news channel with 32.7% responses. News channels provided them information about what was happening in the world. Entertainment channel received as many as 28.9% working respondents’ responses. According to these respondents, entertainment was quintessential after a hard day’s work. Educational channel received 21.8% working respondents’ responses as educational content was more target specific. Film channels surprisingly didn’t have many viewers in this category with as low as 16.7% responses. The long duration of a film was considered a crucial reason behind it.

In case of house persons, entertainment channels ruled their preference with as many as 36.9% responses. This could be one of the reasons for an increasing number of entertainment channels into Indian television industry. This was followed by news channel with 28.2% responses. This could be because house persons most of the times, did not require to go out much, hence, to remain informed with the happenings became less significant to them. Educational channels were third preferred with 18.4% responses. An uninteresting approach to educational programmes was an important reason for it. Film channels were on last position with 16.5% responses partly because of repetitive nature of the content.

As many as 26.3% responses of students were in favour of film channel as a complete source for entertainment. Films provided them all elements like music, dance, drama and action in one film. This was followed by news channel with 25.9% responses. It suggested that students were interested in keeping themselves updated with latest happenings of world. Educational channel was their third choice with 25.1% responses. This was primarily because students found educational programmes uninteresting in their approach of delivering content. Entertainment channel was on bottom of these students’ list with just 22.7% responses. This was surprising as it was unexpected due to increasing number of general entertainment content on channels.
There was unanimous need to keep one self-updated with the latest in and around the world by way of preference for news channel among viewers. Educational channels’ content was never highly preferred by respondents of any category. Unappealing approach of educational content could have been one of the reasons for such a result. However, entertainment channels’ programmes were highly preferred among majority of respondents except students.
Please specify preferred time to view television (Multiple responses)

**4C.1 Time to view by respondents in different ‘Age’**

<table>
<thead>
<tr>
<th>Time</th>
<th>Age (years)</th>
<th>Total</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-36</td>
<td>37-54</td>
<td>55-72</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Morning</td>
<td>% within Age</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>2 Noon</td>
<td>% within Age</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>3 Evening</td>
<td>% within Age</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>4 Night</td>
<td>% within Age</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (390) 293 valid cases; 7 missing cases

**ANALYSIS AND INTERPRETATION:**

More than half of the population in the age group of 18-36 years preferred night time to view television with 56.4% responses. This was most suitable time for these respondents as they spend it with family for television viewing after returning from school, colleges or offices. Evening received only 26.4% responses in this age group of 18-36 years of respondents. Evening time was allotted to settle down or relax at home or towards preparations for household work. Noontime received 13.2% responses as most of the respondents were occupied during this time in their either their work or studies. In addition, least favoured time was morning with only 4% responses. This was mainly because mornings were spent towards making necessary preparations for work or studies.

In age group of 37-54 years, night time was highly preferred for viewing television with 52.1% responses. This was because respondents considered this time for spending with family, watching television. This was followed by noon time with 23.3% responses as some of the respondents in this category were home makers and for them, this was the time available on hand. Evening time had 19.2% responses. During evenings,
homemakers were cooking for family as kids and husband returned from their work and schools. Morning time had least preference with as low as 5.5% responses. Necessary preparations for the entire day was done during mornings, hence, it was one of the major reasons behind such low preference.

The preference for time, for viewing television, in age group 55-72 years was similar to that of time preferred in age group of 37-54 years respondents. Highest response was for night time with 50% responses. Television viewing for respondents in this age group was also closely associated with the television viewing of other family members. In addition, noon timing received 23.7% responses due to availability of leisure time from household or other routine work. Evening time received 18.4% responses. During this time, necessary arrangements for second part of the day were done. Mornings had least responses (7.9%) as it was observed most important time of the day for people across all age groups.

The respondents in age group of 73 years and above preferred noon time and evening time equally with 33.3% responses in each category. Afternoons were spent taking some rest and reading, watching television. Evenings were spent doing other chords like buying vegetables, going for a walk in addition to watching television. Preference for timings was again equally divided among night time as well as morning time with 16.7% responses in each category. During the nighttime, television was seen by other family members who had returned from offices or schools. Hence, this time was allotted for family viewing of television programmes than for individual television viewing.
4C.2  Time to view by respondents of different ‘Gender’

Table – 4C.2

<table>
<thead>
<tr>
<th>Time</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>1 Morning</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
<td>6.7%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>2 Noon</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
<td>9.6%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>3 Evening</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
<td>24.2%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>4 Night</td>
<td></td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
<td>59.6%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>45.8%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (389 valid cases; 8 missing cases)

**ANALYSIS AND INTERPRETATION:**

More than half of the male respondents’ responses were in favour of night time to view television with 59.6% responses. This was obvious as night time was available to men after they had attended office and other related work. This time was available to them for spending it with family as well. Evening time slot received 24.2% responses. During evenings, most office goers generally returned home. Noon received as many as 9.6% male responses. This was applicable to men who had retired from work or for students who wished to take some break from their studies in between. Morning received only 6.7% responses. Mornings were busiest time slot for most of the respondents as they headed to offices, school or colleges during this time. The data reflected that night time was highly preferred by men to view television primarily because office hours kept them occupied throughout the day.

Women also preferred night time to view television with 50.2% responses. This was observed because most of the women were occupied entire day due to either household or office work. This was followed by evening time with 24.2% responses. In the evenings, some homemakers were done with cooking and waiting for their family members to
return home, hence, evenings was an appropriate time in those cases. Surprisingly, only 22.3% responses were for noon time to view television. One of the reasons being observed was the repetitive content during afternoons on television. In addition, afternoons were spent by homemakers for taking rest before they could start preparation for dinner and rest of household chores. Only 3.3% responses were in favour of morning time to view television. In the morning, women found busy doing household work like cooking, sending children to school etc.

As per choice of respondents in both the categories, men and women were comfortable with night time for viewing television. This could have been one of reasons why channels referred nighttimes as ‘Prime Time’. This was also a significant reason why new shows had been introduced during night time. Not only shows during night time could attract maximum viewers from different target groups but also could earn maximum revenues through commercials between the programmes.

4C.3 Time to view by respondents in different ‘Gender’

Table – 4C.3

<table>
<thead>
<tr>
<th>Time</th>
<th>Occupation</th>
<th>Total</th>
<th>Count</th>
<th>% within</th>
<th>Count</th>
<th>% within</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>working</td>
<td>house person</td>
<td>student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>12</td>
<td>34</td>
<td>17</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within</td>
<td>5.1%</td>
<td>4.9%</td>
<td>4.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>41</td>
<td>11</td>
<td>41</td>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>7.6%</td>
<td>42.0%</td>
<td>11.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>158</td>
<td>81</td>
<td>145</td>
<td>384</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>25.9%</td>
<td>13.6%</td>
<td>28.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Night</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>61.4%</td>
<td>39.5%</td>
<td>55.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Total</td>
<td>41.1%</td>
<td>21.1%</td>
<td>37.8%</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (384) 290 valid cases; 10 missing cases
ANALYSIS AND INTERPRETATION:

As many as 61.4% working responses were in favour of night time as the most appropriate time to view television. This was obvious, as working respondents had to attend office during the daytime. This was followed by evening time slot with 25.9% responses. In the evening, office goers usually observed returning home and had a little time before they settled for dinner and rest of the things. Noon time received 7.6% responses as afternoons had little time to relax due to work. Morning time had only 5.1% responses as morning time was utilized for getting ready for office. The choices were obvious as professionals or self-employed respondents hardly got time to view television except at the end of day’s work.

House persons favoured noon as most appropriate time to view television with 42% responses. Afternoons gave house persons some time from morning work before they could resume evening work. This was followed by night time with 39.5% responses as night time was devoted for family television viewing. Evening times received 13.6% responses because some homemakers were free from routine work during this time and were waiting for family members’ return from office, school, colleges. Morning received only 4.9% responses as it was busiest time for homemakers due to household and other related arrangements.

Nighttime received as many as 55.9% students’ responses. This was because night time was a common point of meeting for most of the family members and television was a preferred choice. It was followed by evening time with 28.3% responses as some of the students returned home from school, colleges during this time. Noon time received only 11.7% responses as this time slot kept students busy due to studies and related work. Morning time period received only 4.1% responses of students as they were preparing to go to school and colleges.

The data was self-explanatory as majority of respondents favoured night time to view television. This was because of all sorts of reasons from spending some time with family
to the only leisure time available on hand during entire day. Morning was least
convenient time to view television not because it lacked new or fresh content but also
because people were occupied during this time of the day.
According to you, for what purpose television is being used? (Multiple responses)

4D.1 Purpose of television by respondents in different ‘Age’

Table- 4D.1

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Age (years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-36</td>
<td>37-54</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Count</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>% within Age</td>
<td>38.7%</td>
</tr>
<tr>
<td>Education</td>
<td>Count</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>% within Age</td>
<td>6.0%</td>
</tr>
<tr>
<td>Information</td>
<td>Count</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>% within Age</td>
<td>13.5%</td>
</tr>
<tr>
<td>Edutainment and infotainment</td>
<td>Count</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>% within Age</td>
<td>41.7%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses
273 valid cases; 27 missing cases

ANALYSIS AND INTERPRETATION:

Majority of the sample population’s responses in the age group 18-36 years indicated that television was being used for viewing edutainment and infotainment content with 41.7% responses and not only for entertainment (38.7%), for information (13.5%) or for education (6%) alone. This was observed as more and more channels and programmes were being broadcasted with edutainment and infotainment oriented content, giving social messages or information. In addition, channels like ‘Discovery’, ‘National Geographic’, ‘Animal planet’ and ‘History’ were providing such edutainment and infotainment programmes. The changing taste of such a young population was clearly seen with more and more edutainment and infotainment programmes and channels entering the Indian television industry.

The highest percentage of population in the age group of 37-54 years believed that television was being viewed for entertainment programmes with 50% responses. Most of the channels’ on Indian television and their shows were reason behind it. Information
oriented content was second most preferred on television with 26.6% responses. This was limited to some news and edutainment and infotainment channels. As per only 16.2% responses, edutainment and infotainment was reason why television was watched. One of the main reasons behind this result was limited option available in this category. Only 8.8% responses favoured that television was viewed for education. The reason behind it was that educational channels were providing a target audience specific content only. The data in this category suggested that respondents were settled in their profession and personal lives. Hence, need for entertainment content took front seat followed by need for information content. Edutainment and infotainment was preferred in third place and educational content was least opted content.

While next category of respondents in age group of 55-72 years, reaffirmed views indicated by respondents previous in age group of 37-54 years respondents. There was desire for more entertainment oriented content. The desire to have entertainment scored highest in choices with 44.7% responses. It indicated that people across most of age groups believed that television was viewed for entertainment content more than any other purpose. Television viewing for edutainment and infotainment programming with 21.1% responses followed this. It was because edutainment and infotainment specific content had increased on Indian television. Information content with 15.6% responses and education content with 7.9% responses took backseat. It suggested that entertainment content always attracted viewers more than any thing else.

The data also suggested that more a viewer’s age increased, more his/her desire to view television for entertainment increased. As many as 60% of responses were in favour of entertainment content in age group of respondents with age more than 73 years. This was followed by choice for edutainment and infotainment content with 20% responses and for information content with 20 % responses by same respondents. Hence, respondents in this age group preferred edutainment and infotainment and information content equally because their choice was dependent on choice of respondents in other age groups.
4D.2 Current use of television by respondents of different ‘Gender’

Table- 4D.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>% within Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>1 Entertainment</td>
<td>75</td>
<td>82</td>
<td>157</td>
</tr>
<tr>
<td>% within Gender</td>
<td>42.6%</td>
<td>41.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2 Education</td>
<td>26</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>% within Gender</td>
<td>6.8%</td>
<td>6.5%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>13</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3 Information</td>
<td>14.8%</td>
<td>18.5%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>63</td>
<td>68</td>
<td>131</td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>35.8%</td>
<td>34.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>176</td>
<td>200</td>
<td>376</td>
</tr>
<tr>
<td>% of Total</td>
<td>46.8%</td>
<td>53.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (376) valid cases; 28 missing cases

**ANALYSIS AND INTERPRETATION:**

The data indicated that as per 42.6% male responses, television was viewed for entertainment. The increasing number of general entertainment channels and shows was observed main reason behind such opinion. As per 35.8% male responses, television was used to view edutainment and infotainment oriented programmes. Hence, programmes with either social or educational messages found to be reason for such a result. Channels like Discover’, National Geographic, History and Animal planet contributed to such edutainment and infotainment viewing greatly. In addition, information oriented programmes received 14.8% male responses. News and current affair programmes were reason for it. Education oriented content-bagged only 6.8% responses by male respondents because of lack of educational programmes on television and because of poor presentation of such programmes.

The trend of television viewing was almost similar in male and female respondents as 41% female responses were in favour of entertainment programmes. These women felt that television was viewed by audience to get entertainment after a hard day at office and at home. This was followed by edutainment and infotainment oriented programming with
34% female responses. Again, channels like Discovery, National Geographic, History, Gyan Darshan and Topper, Travel and living were considered behind such television viewing. Information related programmes stood third as per 18.5% women’s responses. Least responses were for education related programmes with as many as 6.5% responses. According to these female respondents, lack of sufficient programmes and publicity of such educational programmes were some of the reasons behind it.

In opinion of both kinds of respondents, entertainment content topped audience’s choice after they worked hard all day. Need to relax, rejuvenate and spend some time with all members of family also played an important factor in their choice for television content.

4D.3 Current use of television by respondents of different ‘Occupation’

Table- 4D.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Count</th>
<th>working</th>
<th>house person</th>
<th>student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entertainment</td>
<td>% within Occupation</td>
<td>46.0%</td>
<td>43.5%</td>
<td>35.4%</td>
<td>156</td>
</tr>
<tr>
<td>Count</td>
<td>80</td>
<td>30</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Education</td>
<td>% within Occupation</td>
<td>7.5%</td>
<td>10.1%</td>
<td>3.8%</td>
<td>25</td>
</tr>
<tr>
<td>Count</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Information</td>
<td>% within Occupation</td>
<td>16.1%</td>
<td>26.1%</td>
<td>13.1%</td>
<td>63</td>
</tr>
<tr>
<td>Count</td>
<td>53</td>
<td>14</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>% within Occupation</td>
<td>30.5%</td>
<td>20.3%</td>
<td>47.7%</td>
<td>129</td>
</tr>
<tr>
<td>Count</td>
<td>174</td>
<td>69</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>% of Total</td>
<td>46.6%</td>
<td>18.5%</td>
<td>34.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (373) 271 valid cases; 29 missing cases

ANALYSIS AND INTERPRETATION:

As per 46% working respondents’ responses, television was viewed primarily for entertainment. Respondents felt that increasing number of entertainment channels was a reason for it. Edutainment and infotainment programming with 30.5% responses followed it. The respondents reflected that due to channels like Discovery, National Geographic, edutainment and infotainment content had become popular among all kinds of viewers.
As per 16.1% working respondents’ responses, television was viewed for receiving information because of news and current affair’s programmes on television. Only 7.5% responses indicated that television was being viewed to receive educational content partly because very few channels on television provided educational content.

As per 43.5% house persons’ responses, television was being viewed primarily for entertainment. The desire to receive entertainment was principal reason behind it. It was followed by desire to seek information with 26.1% house persons’ response. As many as one fifth of responses (20.3%) indicated that television was being used for accessing edutainment and infotainment oriented content which was not educational in nature but had entertainment element as part of its content. Only 10.1% responses suggested that television was being used for receiving educational content.

According to 47.7% students’ responses, edutainment and infotainment content was ruling television. This was mainly because of channels like Discovery, National Geographic, Animal planet, History and Travel and living. It was followed by entertainment content with as many as 35.4% responses. Again, entertainment was seen as an integral part of television viewing for most of the audience. Information concerned programmes received 13.1% students’ responses. This comprised of news and current affairs programming. Only 3.8% responses were for educational content. Primarily, lack of good educational programmes was major reason observed for it.

Hence, most of the data indicated that either entertainment or edutainment and infotainment programme ruled audience’s choices. This was reflective of the fact that television was being used for receiving entertainment-oriented content in one or the other way. Educational content was not viewed largely.
According to you for what purpose television should be ideally used? (Multiple responses)

4E.1 Ideal purpose to view television by respondents in different ‘Age’

Table- 4E.1

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Age (years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-36</td>
<td>37-54</td>
</tr>
<tr>
<td>1 Entertainment</td>
<td>Count</td>
<td>71</td>
</tr>
<tr>
<td>% within Age</td>
<td></td>
<td>23.3%</td>
</tr>
<tr>
<td>2 Education</td>
<td>Count</td>
<td>31</td>
</tr>
<tr>
<td>% within Age</td>
<td></td>
<td>10.2%</td>
</tr>
<tr>
<td>3 Information</td>
<td>Count</td>
<td>52</td>
</tr>
<tr>
<td>% within Age</td>
<td></td>
<td>17.0%</td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>Count</td>
<td>151</td>
</tr>
<tr>
<td>% within Age</td>
<td></td>
<td>49.5%</td>
</tr>
</tbody>
</table>

Percentages and totals are based on responses (466)
290 valid cases; 10 missing cases

ANALYSIS AND INTERPRETATION:

Majority of the sample population in age group of 18-36 year believed that television should be ideally viewed for edutainment and infotainment content with 49.5% response, rather than for just entertainment content with 23.3% responses. The results were not only encouraging but also indicative of a positive change in viewers’ taste and preferences. The audience in this age group wanted content, which could provide a value addition to entertainment programmes. Hence, edutainment and infotainment content topped list. However, respondents in this category also felt that entertainment should be provided through television with second most responses (23.3%). As many as 17% responses in this age group were in favour of information. Information oriented content was considered very essential in keeping oneself updated with the happenings around. Education oriented content received 10.2% responses. Education need was well dealt with print medium, felt some respondents. Hence, television took back seat when it came to viewing educational programmes in this category. The changing preference of viewers
in this age group was towards edutainment and infotainment programmes over other kind of programmes.

Highest percentage of respondents in age group of 37-54 years believed that television would be ideally used for accessing entertainment content with 32.3% responses. The respondents believed that television’s primary focus should be to entertain. This was followed by desire to receive information with 31.3% responses through news and current affair programmes. Hence, desire to remain informed with the happenings around was second most preferred need. In addition, need to view content of edutainment and infotainment received 19.2% responses. Edutainment and infotainment as a concept was found new to respondents in this category. Moreover, 17.2% responses were for in favour of receiving educational content.

In third category of respondents in age group 55-72 years, respondents substantiated choices indicated by previous age group of respondents in 37-54 years category. Therefore, according to 30.4% responses in this category, television could be viewed for entertainment content. This was followed by information oriented content like news and current affairs, happenings with 28.6% responses. The need to remain informed also found to be of high priority for respondents in this category. Edutainment and infotainment programming received 23.2% responses. In addition, education based content had 17.9% responses. The need to view television for receiving educational message took back seat for respondents in this category.

For respondents in age group of 73 years and above, two purposes were equally important when it came to television viewing. According to respondents in this age group, television could be viewed for receiving entertainment and information oriented content as both the options received 50% responses respectively. The need to receive entertainment and information specific content was seen of high importance in this category as these were fundamental expectations from television.
4E.2  Ideal purpose to view television by respondents in different ‘Gender’

Table – 4E.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>55</td>
<td>68</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>1 Entertainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Gender</td>
<td>25.9%</td>
<td>26.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>25</td>
<td>32</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>2 Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Gender</td>
<td>11.8%</td>
<td>12.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>41</td>
<td>61</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>3 Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Gender</td>
<td>19.3%</td>
<td>24.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>91</td>
<td>92</td>
<td>183</td>
<td></td>
</tr>
<tr>
<td>4 Edutainment and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>infotainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Gender</td>
<td>42.9%</td>
<td>36.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>253</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>% of Total</td>
<td>45.6%</td>
<td>54.4%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (465); 289 valid cases; 11 missing cases

ANALYSIS AND INTERPRETATION:

The data indicated that according to 42.9% male responses, television could be ideally used for edutainment and infotainment. The need to get entertainment was inevitable, however, some content with educational or informational value if given along with it, would be an ideal content to view on television. As many as 25.9% male responses were in favour of entertainment content. The result pointed that men would really like to receive entertainment content from television. Male respondents watched television for receiving information content. Only 19.3% responses suggested that television could be ideally watched for receiving information content. However, only 11.8% responses were in favour of education content to view on television. It suggested that educational programmes on television should become more interesting according to viewers’ taste and preferences.

The choice of female respondents was similar to that of male respondents for ideal use of television. Majority of women’s responses (36.4%) indicated that edutainment and infotainment was ideal purpose for which television could be viewed. Hence, women too
believed that education could become too serious for television viewers, hence, such content presented in an entertaining way was preferred by female audience. The second preferred choice of women respondents was for entertainment programming with 26.9% responses. Hence, need to provide entertaining content to audience considered one of the crucial tasks of television. Information based content got 24.1% responses and education oriented content received only 12.6% female responses. Need to increase number of such information and education oriented content was expected significantly by female audience.

The data indicated that both men as well as women respondents felt need for edutainment and infotainment content. Content with educational or social messages with element of entertainment interwoven was considered ideal for television viewing. This not only provided a positive indication to channels penetrating in television industry with similar kind of content but also provided viewers a value for time spent. Moreover, most importantly, it helped in influencing other viewers’ choice, especially family members’ choice in viewing television content including children. Overall, it indicated a positive change-taking place in viewers’ television viewing habits.

4E.3 Ideal purpose to view television by respondents in different ‘Occupation’

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total</th>
<th>Count</th>
<th>working</th>
<th>% within Occupation</th>
<th>house person</th>
<th>student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Entertainment</td>
<td>122</td>
<td>62</td>
<td>32</td>
<td>28.8%</td>
<td>32.3%</td>
<td>19.2%</td>
</tr>
<tr>
<td>2 Education</td>
<td>56</td>
<td>30</td>
<td>16</td>
<td>14.0%</td>
<td>16.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td>3 Information</td>
<td>101</td>
<td>49</td>
<td>32</td>
<td>22.8%</td>
<td>32.3%</td>
<td>13.7%</td>
</tr>
<tr>
<td>4 Edutainment and infotainment</td>
<td>181</td>
<td>74</td>
<td>19</td>
<td>34.4%</td>
<td>19.2%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Total</td>
<td>460</td>
<td>215</td>
<td>99</td>
<td>46.7%</td>
<td>21.5%</td>
<td>31.7%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (460) 287 valid cases; 13 missing cases
ANALYSIS AND INTERPRETATION:

As per 34.4% working respondents’ responses, ideally, television was viewed for edutainment and infotainment-oriented content. These responses suggested that enriching content like ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap panchavi pass se tez hain (panchavi pass)’, ‘Bourn vita Quiz Contest’ and programmes on Discovery, History channels could be ideally seen. Edutainment and infotainment programmes not only provided entertainment value but also provided educational messages. This was followed by 28.8% responses for entertainment content. Entertainment need of people was as important as need to work or study. Television was considered one of the significant source for such entertainment. This was followed by 22.8% responses for information based content. Need to remain informed was also crucial for working professionals due to competitive nature of work. Education based content received 14% responses as an ideal content to view on television. One of the reasons was limited number of educational programmes on television.

House persons felt that television should be viewed not only for information based content alone but also for entertainment based content, also. House persons favoured both the options equally with 32.3% responses. House persons spent most of the time being at home and hence, they used television for not only entertainment but also for keeping themselves informed with surroundings. Edutainment and infotainment oriented content received only 19.2% responses. Education received only 16.2% of responses. This was because respondents in this category felt that educational programmes were not as entertaining as other programmes were. Hence, educational programmes were not successful in retaining eyeballs.

As many as 60.3% students’ responses indicated that television could be ideally viewed for edutainment and infotainment oriented programming. They believed that if education could be given with entertainment, it would best serve the purpose. However, as low as only 19.2% students’ responses were in favour of entertainment. However, entertainment through television was expected by viewers. Only 13.7% of students’ responses were in
favour of information oriented content. This was mainly because students considered other sources like print medium, internet medium more accessible, approachable, relevant and authentic compared to television. However, only 6.8% students’ responses were for education as an ideal content on television. Again, not so interesting presentation of content as well as limited number of programmes were some reasons identified for it.

The above data revealed some contradictory results. Edutainment and infotainment content, a combination of education and entertainment elements was preferred by most of the respondents. It signalled that people would like to view programmes, which gave them ‘fun while learn’ feeling in a sophisticated and subtle manner. Hence, programme maker could recognize this need of audience while making a programmes, for any kind of audience.
According to you what would be ideal medium for imparting educational messages
(Multiple responses)

4F.1 Ideal medium for education by respondents in different ‘Age’

Table - 4F.1

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>18-36</th>
<th>37-54</th>
<th>55-72</th>
<th>73 and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>177</td>
<td>45</td>
<td>22</td>
<td>1</td>
<td>245</td>
</tr>
<tr>
<td>1 Television</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Age</td>
<td>33.5%</td>
<td>33.3%</td>
<td>36.7%</td>
<td>20.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>70</td>
<td>19</td>
<td>11</td>
<td>1</td>
<td>101</td>
</tr>
<tr>
<td>2 Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Age</td>
<td>13.3%</td>
<td>14.1%</td>
<td>18.3%</td>
<td>20.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>151</td>
<td>44</td>
<td>20</td>
<td>2</td>
<td>217</td>
</tr>
<tr>
<td>3 Print</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Age</td>
<td>28.6%</td>
<td>32.6%</td>
<td>33.3%</td>
<td>40.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>130</td>
<td>27</td>
<td>7</td>
<td>1</td>
<td>165</td>
</tr>
<tr>
<td>4 Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% within Age</td>
<td>24.6%</td>
<td>20.0%</td>
<td>11.7%</td>
<td>20.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>528</td>
<td>135</td>
<td>60</td>
<td>5</td>
<td>728</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (728)
297 valid cases; 3 missing cases

Analysis and Interpretation:

Almost one third of the respondents in age group of 18-36 years felt that television could be an ideal medium for imparting educational messages with 33.5% responses. The audiovisual support of television for providing educational content was primary reason behind it. While according to 28.6% respondents’ responses, print medium was an ideal medium for imparting educational messages. Here, influence of age-old textbooks and reference material was observed. Internet as a medium secured third position with 24.6% responses due its limited access in all the parts of country. However, radio stood last with only 13.3% responses, as it was perceived a medium for listening music and film songs.

Preference of a medium, for educational content, in age group 37-54 years was same that of preference of respondents in age group 18-36 years. Television secured one-third responses 33.3% primarily because of its audiovisual appeal. This was followed by print medium with 32.6% responses. Again, newspapers, books and reference material proved
a vital source for providing educational content. Internet as a medium for imparting educational messages among respondents in this age group held third position with 20% responses. Many respondents in this age group of 37-54 years found internet as an inaccessible medium due to language and cost barriers. This was followed by radio with only 14.1% responses. Radio was considered more as a medium to listen to film songs and music. The above data clearly indicated that views of respondents in age group 18-36 years and 37-54 years when it came to choose ideal medium for education.

Among respondents in age group 55-72 years, more than one third of the responses (36.7%) were in favour of television to disseminate educational messages. It indicated that television ruled majority viewers’ choice. Television’s audiovisual appeal, ability to demonstrate with example found a major reason behind it. However, this was followed by choice for print medium with 33.3% responses. Print medium was second most popular medium across most age groups of viewers as it was considered a source of reference. Radio held third position with 18.3% responses as it lacked visual appeal, which was essential to retain attention. In addition, internet as medium had last position with only 11.7% responses. Again, cost, literacy were some of the factors considered responsible for such a choice by respondents in this age group of 55-72 years.

Respondents in age group 73 years and above indicated a different pattern. The highest responses were in favour of print medium as an ideal medium to disseminate educational messages with 40% responses. Respondents felt that experience of reading was very different from receiving information from any other medium. All the other media, television, radio and internet received equal responses with 20% responses in each category. The popularity and credibility of print medium as a medium to disseminate educational content was highest among all the other media options available. Television, radio and internet considered media for entertainment than media for education.
### Table- 4F.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>Count</td>
<td>120</td>
</tr>
<tr>
<td>1 Television</td>
<td>% within Gender</td>
</tr>
<tr>
<td>Count</td>
<td>46</td>
</tr>
<tr>
<td>2 Radio</td>
<td>% within Gender</td>
</tr>
<tr>
<td>Count</td>
<td>101</td>
</tr>
<tr>
<td>3 Print</td>
<td>% within Gender</td>
</tr>
<tr>
<td>Count</td>
<td>76</td>
</tr>
<tr>
<td>4 Internet</td>
<td>% within Gender</td>
</tr>
<tr>
<td>Count</td>
<td>343</td>
</tr>
<tr>
<td>Total</td>
<td>% of Total</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (725)  
296 valid cases; 4 missing cases

**ANALYSIS AND INTERPRETATION:**

The data revealed that according to 35% male responses, television would be an ideal medium for imparting educational messages. The respondents had a strong faith in audiovisual capacity of television as a medium over any other medium. While 29.4% men’s responses pointed that print medium would be an ideal medium for disseminating educational messages. This opinion backed up by usage of textbooks and reference material for professional and personal growth. Internet received only 22.2% responses as an ideal medium for disseminating educational messages by these male respondents. Issues like accessibility of internet as a medium, its cost and literacy found involved in it. Radio received only 13.4% responses primarily because radio lacked visuals.

Incidentally, female responses were aligning with the male counterparts. As many as 32.5% female responses were in favour of television as an ideal medium for imparting educational messages. This again substantiated audience’s belief in television’s ability to demonstrate. This was followed by print medium with 30.1% responses. Influence of books, reading material and magazines was visible here. Internet received 23.3% responses of female respondents as they considered internet still comparatively new...
medium to television and print medium. Radio, however, had only 14.1\% of female responses as it did not have strength to present things visually, which was essential for educational content.

The overall data from both the categories of respondents revealed that when it came to imparting educational messages, viewers preferred television to rest of the media. This was unanimously followed by print medium in second position due to traditional practice of textbooks and reference material as a source for educational content. However, internet medium was yet to gain popularity among all the respondents and there were many reasons behind it. Cost, awareness about internet operations as well as language constraint was some of the important factors. But data grounded that radio would require to go a very long way before it could be established as a worthy medium for providing either education, entertainment or both as media habits of people had been changing rapidly.

4F.3 Ideal medium for education by respondents in different ‘Occupation’

Table- 4F.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total</th>
</tr>
</thead>
</table>
|                      | Count |%
| working             |       |
| house person        |       |
| student             |       |
| Total               | 719   |

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>% within Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>115</td>
<td>35.9%</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>33.1%</td>
<td>31.3%</td>
</tr>
<tr>
<td>2 Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>41</td>
<td>12.8%</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>15.3%</td>
<td>14.6%</td>
</tr>
<tr>
<td>3 Print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>94</td>
<td>29.4%</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>33.9%</td>
<td>28.5%</td>
</tr>
<tr>
<td>4 Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>70</td>
<td>21.9%</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>17.8%</td>
<td>25.6%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (719) 294 valid cases; 6 missing cases
ANALYSIS AND INTERPRETATION:

As per 35.9% working respondents’ responses, television was an ideal medium to impart educational messages. However, this educational content could be presented in an entertaining manner, suggested some of these working respondents. According to 29.4% working respondents’ responses, print was an ideal medium for giving educational content. The influence of textbooks and reference material were some reason observed. Internet was an ideal medium for providing educational content as per 21.9% respondents’ responses. However, the issue of cost, accessible and literacy were attached to it. Radio received only 12.8% working respondents’ responses because it lacked visuals, which were very important to demonstrate things.

As per one third of house persons’ responses, television (33.1%) and print (33.9%) media were equally important for imparting educational messages. Television had power to demonstrate while print medium had strength, as it could be used as reference material. Internet received 17.8% house persons’ responses for it. Internet was still not accessible to all the people equally, suggested some of these house persons. Radio received only 15.3% responses, which again reinforced television and print medium’s popularity among respondents in this category.

According to 31.3% student respondents’ responses, television ruled choice when it came to imparting educational content. Students however, were interested in receiving such content in an entertaining manner. This was followed by print medium with as many as 28.5% of their responses. Textbooks and supporting reading material was major reason for their choice. Surprisingly once again, internet secured third position (25.6%).

However, internet literacy was one of the reasons for this choice. Radio was once again last option for theses students when it came to impart educational messages with 14.6% responses. Radio lacked fundamental feature of visuals and hence received a poor response. Overall data stated clearly that television was a unanimous choice of
respondents across all occupational categories. Like wise, radio was the last option for same respondents.
Preference for edutainment and infotainment programme element

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

4G.1 Format preferred by respondents in different ‘Age’

Table- 4G.1

<table>
<thead>
<tr>
<th>Drama</th>
<th>Count</th>
<th>18-36</th>
<th>37-54</th>
<th>55-72</th>
<th>73and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% within Age</td>
<td>11.2%</td>
<td>18.9%</td>
<td>9.1%</td>
<td>.0%</td>
<td>103</td>
</tr>
<tr>
<td>Documentary</td>
<td>Count</td>
<td>64</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>84</td>
</tr>
<tr>
<td>% within Age</td>
<td>10.4%</td>
<td>8.8%</td>
<td>9.1%</td>
<td>12.5%</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Docu-drama</td>
<td>Count</td>
<td>41</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>% within Age</td>
<td>6.6%</td>
<td>2.0%</td>
<td>7.6%</td>
<td>.0%</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Talk show</td>
<td>Count</td>
<td>86</td>
<td>20</td>
<td>7</td>
<td>2</td>
<td>115</td>
</tr>
<tr>
<td>% within Age</td>
<td>13.9%</td>
<td>13.5%</td>
<td>10.6%</td>
<td>25.0%</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Count</td>
<td>55</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>% within Age</td>
<td>8.9%</td>
<td>6.8%</td>
<td>9.1%</td>
<td>12.5%</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>News</td>
<td>Count</td>
<td>46</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>% within Age</td>
<td>7.5%</td>
<td>8.1%</td>
<td>9.1%</td>
<td>.0%</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Quiz show</td>
<td>Count</td>
<td>107</td>
<td>23</td>
<td>14</td>
<td>2</td>
<td>146</td>
</tr>
<tr>
<td>% within Age</td>
<td>17.3%</td>
<td>15.5%</td>
<td>21.2%</td>
<td>25.0%</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>Reality show</td>
<td>Count</td>
<td>84</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>% within Age</td>
<td>13.6%</td>
<td>11.5%</td>
<td>7.6%</td>
<td>25.0%</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Soap opera</td>
<td>Count</td>
<td>12</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>% within Age</td>
<td>1.9%</td>
<td>6.8%</td>
<td>4.5%</td>
<td>.0%</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Sitcom</td>
<td>Count</td>
<td>23</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>% within Age</td>
<td>3.7%</td>
<td>3.4%</td>
<td>4.5%</td>
<td>.0%</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Fantasy</td>
<td>Count</td>
<td>30</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>% within Age</td>
<td>4.9%</td>
<td>4.7%</td>
<td>7.6%</td>
<td>.0%</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>617</td>
<td>148</td>
<td>66</td>
<td>8</td>
<td>839</td>
</tr>
<tr>
<td>% of Total</td>
<td>73.5%</td>
<td>17.6%</td>
<td>7.9%</td>
<td>1.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals are based on responses (839) 292 valid cases; 8 missing cases
ANALYSIS AND INTERPRETATION:

As many as 17.3% responses in age group of 18-36 years found to be in favour of quiz show as chosen format to view edutainment and infotainment programme on television. Here, influence of programmes like ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap Panchahavi Pass se Tez hain’, ‘Bourn vita Quiz Contest’ was observed. This was followed by talk shows with 13.9% responses. The talk shows provided an opportunity to provide various points of view at a time and some popular talk shows were ‘We the people’, ‘Oprah Winfrey’ show etc.

This was followed by reality show with 13.6% responses in singing, dancing genre in same age group. Though there was not a significant difference in choices of audience, the reality show format was followed by drama format with 11.2% responses due to influence of such serials on general entertainment channels. This was further followed by documentary format with 10.4% responses. It was because of channels like ‘Discovery’, ‘National Geographic’ and ‘History’s documentaries. Interview format was opted through 8.9% responses because of increasing interview shows on general entertainment and on news channels. News received surprisingly only 7.5% responses due to constant hammering of news channels. Docu-drama as format had 6.6% responses. Fantasy format received 4.9% responses as number of animation, cartoon and mythological programmes increased on Indian television. Sitcom received 3.7% responses, as there were few such programmes on television.

The least responses were received by soap opera (1.9%) by respondents in age group of 18-36 years, which was a clear indication that respondents of this age group would prefer to view other formats to soap operas. Looking at the data, one could say that quiz show, which dealt with the current affairs and general knowledge concerned issues interested the respondents in age group 18-36 years most.

The respondents in age group 37-54 years favoured drama as a format to view edutainment and infotainment programme with 18.9% responses. This was reflective of
their choice to view television primarily for entertainment. It was followed by quiz show with 15.5% responses, as desire to remain informed reflected effectively. Talk show got 13.5% responses, which were based on current happenings. Reality show received 11.5% responses, partly because of increasing number of such shows on Indian and foreign channels.

Documentary among respondents in age group of 37-54 years secured fifth position (8.8%) and news secured sixth position (8.1%) with negligible difference in responses. Both formats were based on current affairs. Interview as a programme format got 6.8% responses because of one to one communication of the format. Soap opera (6.8%) received same responses as it was considered a kind of extension to drama format. Fantasy received 4.7% responses and sitcom 3.4% responses. Docu-drama received least responses (2%). Not all three formats were much popular with respondents in this age group partly because of limited number of such shows on television.

The data in age group 37-54 years indicated that drama was most preferred format for respondents in this age group. However, for rest of the formats, choices among respondents in age group 18-36 years and 37-54 years were almost alike. Quiz show, talk show and reality show were liked by respondents in this category as well.

The data in age group 55-72 years gave interesting results. Highest percentage of responses were for quiz show (21.2%), followed by talk show with 10.6% responses. Both the formats were based on current affairs. Associated viewing of respondents with that of respondents in other age groups was one such reason behind it. Interestingly, drama, documentary, interview and news formats received equal 9.1% responses. Most of the aforementioned formats were information specific. Docu-drama, reality show and fantasy also received equal number of responses with 7.6% responses. This supported edutainment and infotainment content and so did sitcom and soap opera with 4.5% responses. So, one could say that quiz show and talk show were most popular formats among the respondents in this age group, also. However, for rest of the formats, equal preferences received from the respondents in this age group. Hence, respondents in this

123
age group were open to view more formats over respondents in other age groups. This may be partly because the viewing pattern of respondents in this age group was dependent on viewing pattern of the respondents in other age groups.

More interesting results were received from respondents in age group 73 years and above with as many as 25% responses in favour of three formats - talk show, reality show and quiz show. The formats were not only information centric but were also popular with respondents in rest of the categories. This was followed by interview and documentary formats with 12.5% responses in each of the format. The formats preferred in this age group were hugely based on news and current affairs. As mentioned earlier, dependent viewing, limited formats and programmes in preferred language were reasons responsible for such result. However, talk show, quiz show and reality show were most viewed formats on television across all age group of respondents.
4G.2 Format preferred by viewers of different ‘Gender’

Table- 4G.2

<table>
<thead>
<tr>
<th>Format</th>
<th>Gender</th>
<th>Count</th>
<th>% within Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>male</td>
<td>43</td>
<td>10.5%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>60</td>
<td>14.0%</td>
</tr>
<tr>
<td>Documentary</td>
<td>male</td>
<td>52</td>
<td>12.7%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>25</td>
<td>7.5%</td>
</tr>
<tr>
<td>Docu-drama</td>
<td>male</td>
<td>24</td>
<td>5.9%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>61</td>
<td>5.8%</td>
</tr>
<tr>
<td>Talk show</td>
<td>male</td>
<td>54</td>
<td>13.2%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>49</td>
<td>14.3%</td>
</tr>
<tr>
<td>Interview</td>
<td>male</td>
<td>34</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>29</td>
<td>8.6%</td>
</tr>
<tr>
<td>News</td>
<td>male</td>
<td>71</td>
<td>8.3%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>74</td>
<td>6.8%</td>
</tr>
<tr>
<td>Quiz show</td>
<td>male</td>
<td>53</td>
<td>17.4%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>55</td>
<td>17.3%</td>
</tr>
<tr>
<td>Reality show</td>
<td>male</td>
<td>9</td>
<td>13.0%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>16</td>
<td>12.9%</td>
</tr>
<tr>
<td>Soap opera</td>
<td>male</td>
<td>16</td>
<td>2.2%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>15</td>
<td>3.7%</td>
</tr>
<tr>
<td>Sitcom</td>
<td>male</td>
<td>18</td>
<td>3.9%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>24</td>
<td>3.5%</td>
</tr>
<tr>
<td>Fantasy</td>
<td>male</td>
<td>408</td>
<td>4.4%</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>428</td>
<td>5.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>836</td>
<td></td>
</tr>
</tbody>
</table>

Percentages and totals are based on responses (836) 291 valid cases; 9 missing cases

ANALYSIS AND INTERPRETATION:

The data revealed that as many as 17.4% men favoured quiz show as preferred format for edutainment and infotainment programme. This was partly due to quiz shows like ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap panchavi pass se tez hain’ and ‘Bourn vita Quiz Contest’. This was followed by talk show with 13.2% men’s responses. The talk shows were based on social, current issue, which appealed to respondents in this category. It was further followed by reality show with 13% responses. Reality shows believed to
provide a real picture behind any event or a programme. With marginal difference, documentary received 12.7% responses because of documentaries on channels like ‘BBC’, ‘CNN’ and ‘National Geographic’ etc.

Drama received 10.5% male responses, as drama was a suitable format for family viewing that appealed to all members of family. Interestingly, news and interview got same responses (8.3%) from male respondents. Some of the times, an uninteresting approach to details was observed responsible for such a low number of responses. Docu-drama received 5.9% responses. Docu drama was also a good option for family television viewing. However, lack of more docu-drama based programmes was reason behind a low response. Popularity of formats fantasy, sitcom and soap opera were lowest with 4.4%, 3.9% and 2.2% responses respectively, which indicated that men’s inclination was more towards facts; current happenings based viewing over fictitious, fantasy viewing. Quiz show, talk show and reality show were formats with some of the highest responses. This indicated that not only men were interested in keeping themselves updated on the happenings but were also interested in having a slice of reality.

Results in women’s category revealed that just like men, quiz show interested women most with 17.3% responses. Women found quiz shows not only interesting in its content but also found entertaining in its presentation. Talk show secured second position like in men’s category with 14.3% responses. Talk show provided a diverse point of views of a situation or contemporary issue. Surprisingly, drama had 14% female responses. However, many programmes on general entertainment channels found to have a drama format and believed to be have a significant female audience base though result indicated quite a different taste of female respondents.

This was followed by reality show with 12.9% female responses. Interview format received 8.6% their responses and documentary 7.5% responses. 6.8% women’s responses were in favour of news while 5.8% responses were for docu-drama format. Above mentioned all the format, except drama was based on facts and contemporary issues, which reflected changing taste and preference of women respondents. Fantasy,
soap opera and sitcom was among last few categories with 5.6%, 3.7% and 3.5% responses respectively. These details clearly helped in revisiting beliefs associated with women’s television viewing habits.

The data revealed that both for men and women, quiz show and talk show were most preferred formats for edutainment and infotainment programmes on television. These programmes were not enriching in their content only but were captivating in presentation also. This was followed by formats like reality show, drama and documentary. The choice of formats indicated changing interest of population in both categories towards information oriented programming.
4G.3  Format preferred by respondents of different ‘Occupation’

Table- 4G.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>working</th>
<th>house person</th>
<th>student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>43</td>
<td>26</td>
<td>34</td>
<td>103</td>
</tr>
<tr>
<td>Occupation %</td>
<td>11.3%</td>
<td>18.3%</td>
<td>11.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>44</td>
<td>8</td>
<td>31</td>
<td>83</td>
</tr>
<tr>
<td>2 Documentary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>18</td>
<td>4</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>Occupation %</td>
<td>11.6%</td>
<td>5.6%</td>
<td>10.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>58</td>
<td>16</td>
<td>41</td>
<td>115</td>
</tr>
<tr>
<td>3 Docu-drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>38</td>
<td>10</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>Occupation %</td>
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<td>7.0%</td>
<td>7.4%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>30</td>
<td>15</td>
<td>19</td>
<td>64</td>
</tr>
<tr>
<td>4 Talk show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>63</td>
<td>28</td>
<td>52</td>
<td>143</td>
</tr>
<tr>
<td>Occupation %</td>
<td>7.9%</td>
<td>10.6%</td>
<td>6.1%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
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<td>14</td>
<td>46</td>
<td>108</td>
</tr>
<tr>
<td>5 Interview</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
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<td>9</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Occupation %</td>
<td>3.2%</td>
<td>6.3%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>6 News</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>7</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Occupation %</td>
<td>2.6%</td>
<td>3.5%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>16</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>7 Quiz show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>Occupation %</td>
<td>3.2%</td>
<td>6.3%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>8 Reality show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Occupation %</td>
<td>2.6%</td>
<td>3.5%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>16</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>9 Soap opera</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Occupation %</td>
<td>3.2%</td>
<td>6.3%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>10 Sitcom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Occupation %</td>
<td>2.6%</td>
<td>3.5%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>16</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>11 Fantasy</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Count</td>
<td>10</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Occupation %</td>
<td>2.6%</td>
<td>3.5%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>16</td>
<td>7</td>
<td>19</td>
<td>42</td>
</tr>
</tbody>
</table>

Percentages and totals are based on responses (832)
289 valid cases; 11 missing cases

**ANALYSIS AND INTERPRETATION:**

The data revealed that as many as 16.6% working respondents’ responses were for quiz show on television. Specially, quiz shows based on general knowledge interested these working respondents much. This was followed by 15.3% responses for talk show. Talk
shows liked ‘We the People’ and ‘Oprah Winfrey’ were popular among them. It was further followed by 12.6% responses in favour of reality show. Reality shows, according to these working respondents, provided content in an entertaining way. The formats documentary and drama received almost similar working populations’ responses with 11.6% and 11.3% respectively.

Documentaries on channels ‘Discovery’, ‘National Geographic’ and ‘History’ were liked by working respondents. Drama on general entertainment channel was popular among these respondents. Interviews format was liked by 10% working respondents. Interviews of celebrities from film industry, politics and sports were liked by respondents of this category. News format received 7.9% working respondents’ responses. News was also tempered with, expressed some respondents. Data indicated that docu-drama was preferred by 4.7% respondents in this category. Fantasy format received 4.2% responses. Formats based on facts and reality was popular among viewers of this group. Finally, soap opera and sitcom formats received 3.2% and 2.6% responses respectively. The data from working population revealed that formats based on general knowledge, current affairs and information were liked by respondents in this category.

In case of house persons, highest responses were in favour of quiz show (19.7%). Quiz show having famous film personalities as quizmasters was one of the major reasons behind its popularity. This was followed by drama with 18.3% of their responses. Drama on general entertainment channels were liked by house persons partly because of the accessories and clothing of actors. 11.3% responses in this category were for talk show. Talk shows discussed current and socially relevant topics in the programmes, told some of the respondents. 10.6% responses were in favour of news. News also provided updated information on programmes of general entertainment channels, observed some respondents.

Reality show received as many as 9.9% house persons’ responses. Reality shows provided enough entertainment and were different from other programmes. There was marginal difference in responses for interview (7%) and for soap opera (6.3%) formats.
Interviews were more serious in their approach as they dealt with a known figure of society while soaps were different in their formats. These soap operas at times were fictional and sometimes were reflective of facts. Documentary received only 5.6% responses in this category as it was considered more serious in its approach and content. Fantasy format received 4.9% respondents’ responses. Sitcom was least preferred format by viewers with merely 3.5% responses. Hence, it was again observed that formats concerned with facts and happenings were popular among respondent of this category.

Quiz show again topped choice of students with 16.8% responses. Quiz shows not only familiarized with the happenings around but gave opportunity to participate at times, too. This was followed by reality show with 14.8% students’ responses. Reality shows displayed some unknown aspects of such programmes. Talk show was on third position with 13.2% responses of students. Talk shows provided different perspective to a situation at same time and hence liked by students. Drama received 11% of their responses. Documentary had 10% students’ responses. Documentaries with facts and interesting visuals and voice over were popular with audience. Documentary with dramatized presentation, popularly known as docu-drama received 8.7% responses as well. Interview format received 7.4% respondents’ responses and news received 6.1% students’ responses. Both the formats were again, information centric. Sitcom and soap opera received 4.8% and 1% of students’ responses respectively.

The data indicated that quiz show, reality show and talk show were highly viewed and preferred television formats by respondents across all categories. The trend was not only reflective of an educated, progressive and forward-looking society of television viewers but also was indicative of increasing media literacy among viewers. Hence, it could certainly prove to be an interesting result to producers and television channel officials.
What content would you prefer to view in edutainment and infotainment programme? (Multiple responses)

4H.1 Content preferred by respondents of different ‘Age’

Table- 4H.1

<table>
<thead>
<tr>
<th></th>
<th>18-36</th>
<th>37-54</th>
<th>55-72</th>
<th>73 and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Count</td>
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<td>18</td>
<td>5</td>
<td>2</td>
<td>143</td>
</tr>
<tr>
<td>% within Age</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
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<td>15</td>
<td>11</td>
<td>2</td>
<td>94</td>
</tr>
<tr>
<td>% within Age</td>
<td>19.5%</td>
<td>13.0%</td>
<td>8.2%</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>2 Geography</td>
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<td></td>
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<tr>
<td>Count</td>
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<td>1</td>
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</tr>
<tr>
<td>% within Age</td>
<td>10.9%</td>
<td>10.9%</td>
<td>18.0%</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>3 Animals and natural resources</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
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<td>17</td>
<td>2</td>
<td>174</td>
</tr>
<tr>
<td>% within Age</td>
<td>17.7%</td>
<td>23.9%</td>
<td>21.3%</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>4 Travel and living</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>123</td>
<td>29</td>
<td>9</td>
<td>1</td>
<td>162</td>
</tr>
<tr>
<td>% within Age</td>
<td>21.0%</td>
<td>20.3%</td>
<td>27.9%</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>5 Science and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>63</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>84</td>
</tr>
<tr>
<td>% within Age</td>
<td>20.4%</td>
<td>21.0%</td>
<td>14.8%</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>6 Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>604</td>
<td>138</td>
<td>61</td>
<td>8</td>
<td>811</td>
</tr>
<tr>
<td>% within Age</td>
<td>10.4%</td>
<td>10.9%</td>
<td>9.8%</td>
<td>.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Total</td>
<td>74.5%</td>
<td>17.0%</td>
<td>7.5%</td>
<td>1.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals are based on responses (811)
290 valid cases; 10 missing cases

ANALYSIS AND INTERPRETATION:

The data in age group 18-36 years indicated that highest number of responses (21%) was received for travel and living oriented content on television. Such content on television not only provided relaxation but also provided useful information about various places and its culture. Liking for science and technology related content was also high with 20.4% responses. This indicated that details of science and technology related area supported studies and quest for scientific queries. It was followed by history related content with 19.5% responses, which provided an opportunity to learn from past happenings. Preference for animals and nature-oriented content was seen from 17.7% responses. Such content was seen largely on channels like ‘Animal planet’ and ‘Discovery’ etc. The viewing pattern was further followed by geography-based content
(10.9%) and languages based programming with 10.4% responses. The highest preference for travel and living in this age group was an indication of quite an exuberant, adventurous spirit of young respondents.

Animals and nature oriented content was most interesting for television viewers (23.9%) in age group of 37-54 years. This substantiated their desire to get entertainment. Science and technology orient content (21%) was second most preferred content. Either respondents in this age group were parents or had children in family. Therefore, this was a conscious choice to reinforce healthy television viewing habit for younger ones. Travel and living secured based programmes received third position in their choice with 20.3% responses and history based programmes stood forth with 13% responses. Again, such preferences were affected by taste and likings of other members in family. Fifth position was divided equally between geography and language oriented content with same responses (10.9%).

Respondents in age group 55-72 years liked to view travel and living related content on television with 27.9% responses. The respondents in this age group were towards a very relaxed phase in their career, too. Such content indicated relaxed phase of their lives. It was followed by animals and nature centric television viewing with 21.3% responses. This content was mostly seen on channels like ‘Discovery’ and ‘Animal planet’. Geography oriented content received 18% responses and science and technology received 14.8% responses. Languages related content got only 9.8% response and history oriented content received only 8.2% responses. A language was observed one of the least preferred content to view on television by most of the respondents.

Like in many of the respondents earlier, content preference related to area history, geography and travel and living were most liked by respondents in age group 73 years and above. These areas received equal number of responses 25% each by same respondents. Animals and nature as well as science and technology oriented content received equal number of responses 12.5% as well. However, viewing of all such
programmes for respondents in this age group was dependent on time and on likings of other members of family as well.

4H.2 Content preferred by respondents of different ‘Gender’

Table- 4H.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 History</strong></td>
<td>143</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>17.8%</td>
<td>17.6%</td>
<td></td>
</tr>
<tr>
<td><strong>2 Geography</strong></td>
<td>154</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>13.3%</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td><strong>3 Animals and natural resources</strong></td>
<td>173</td>
<td>79</td>
<td>94</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>18.8%</td>
<td>19.3%</td>
<td></td>
</tr>
<tr>
<td><strong>4 Travel and living</strong></td>
<td>161</td>
<td>84</td>
<td>77</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>19.8%</td>
<td>22.9%</td>
<td></td>
</tr>
<tr>
<td><strong>5 Science and technology</strong></td>
<td>84</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>21.1%</td>
<td>18.8%</td>
<td></td>
</tr>
<tr>
<td><strong>6 Languages</strong></td>
<td>84</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>Count</td>
<td>93</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>% within Gender</td>
<td>9.0%</td>
<td>11.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>808</td>
<td>398</td>
<td>410</td>
</tr>
<tr>
<td>% of Total</td>
<td>100.0%</td>
<td>49.3%</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (808)
289 valid cases; 11 missing cases

ANALYSIS AND INTERPRETATION:

As many as 21.1% male responses were in favour of science and technology oriented content to view on television. This reflective their attitude for scientific thinking, tech savvy attitude. It was followed by content on travel and living theme with 19.8% responses. Animals and nature oriented content received 18.8% male responses. It indicated that programmes on animals and nature-based themes were liked by male respondents as a way of relaxation once they returned from work. History oriented content received 17.8% male responses. Programmes on historical events provided a behind happening of certain events. Geography based content got 13.3% male responses and language oriented content received 9% responses. These two areas were not much popular with male respondents while viewing television.
Female respondents with as many as 22.9% responses preferred travel and living oriented content the most. Travel shows provided not only a great amount of details about various destinations but also were entertaining in their approach. This was followed by animals and nature oriented content with 19.3% responses. On many occasions, women’s television viewing was influential to television viewing of other family members and especially to children. Hence, along with animals and nature-oriented content, science and technology based content received 18.8% female responses. In addition, History based programming received 17.6% female responses. Languages oriented content received 11.7% female responses and geography got 9.8% female responses. Hence, the data indicated that though women, preferred to view entertainment content on television, programmes on such areas were equally liked by them.

Programmes with content on travel and living, animals and nature as well as science and technology were some of favourite topics among male and female respondents. These were common interest areas for both kind of respondents and were best suited for family viewing also. These programmes did not only provide enriching educational or informational content to all its viewers but also backed up content with interesting visuals, music and voice over etc.
4H.3  Content preferred by respondents of different ‘Occupation’

Table- 4H.3

<table>
<thead>
<tr>
<th></th>
<th>Occupation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>working</td>
<td>house</td>
</tr>
<tr>
<td>1 History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>53</td>
<td>19</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>14.3%</td>
<td>15.2%</td>
</tr>
<tr>
<td>2 Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>13.5%</td>
<td>12.8%</td>
</tr>
<tr>
<td>3 Animals and natural resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>75</td>
<td>27</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>20.3%</td>
<td>21.6%</td>
</tr>
<tr>
<td>4 Travel and living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>74</td>
<td>28</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>20.0%</td>
<td>22.4%</td>
</tr>
<tr>
<td>5 Science and technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>78</td>
<td>23</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>21.1%</td>
<td>18.4%</td>
</tr>
<tr>
<td>6 Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>10.8%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
<td>125</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (802)
287 valid cases; 13 missing cases

ANALYSIS AND INTERPRETATION:

Science and technology oriented content received highest responses (21.1%) by working population. Many of the office goer male respondents found programmes on themes related to science and technology very interesting. This was followed by content on animals and nature with 20.3% responses. Some of these working respondents suggested that content on nature as well as animals was relaxing in nature. With marginal difference, this was further by travel and living related content with 20% responses. Travel oriented content found informative in nature. History related programming received 14.3% responses. Documentaries on historical events were popular with working respondents. Geography oriented content got 13.5% working responses and language centric television programmes received 10.8% working respondents’ responses. Data in this category of working respondents suggested that they liked science and
technology as well as nature and travel related programmes more than any other kind of programmes.

As many as 22.4% house persons preferred travel and living content to view on television. These programmes were providing information about various travel destinations, which was interesting to view. This was followed by content on animals and nature oriented theme with 21.6% house persons’ responses. Programmes with such content were very different from the programmes on general entertainment channels, said few house persons. Science and technology based content received as many as 18.4% responses. Programmes on History-oriented theme received 15.2% house persons’ responses and geography-based content received 12.8% house persons’ responses. Content related to languages was had 9.6% house persons’ responses. This all indicated that content related to travel and living, animals and nature-based themes was popular with the respondents in this category.

The data suggested that History oriented content received as many as 22.8% students’ responses. It not only helped students in understanding details pertaining to their studies but also gave a detailed account of its analysis. Travel and living received 22.5% of students’ responses as travel shows were liked by viewers in this category. Science and technology got third most responses of students with 19.5% responses and animals and nature received 16% students’ responses. Both the kinds of programmes helped students learning varied things and were great in their content presentation. Language oriented content received 10.4% responses while geography related content received only 8.8% of their responses. Language and geography oriented programmes were least preferred across all category of respondents.

Programmes with themes on travel and living, animals and nature as well as on science and technology were most preferred by student respondents. This indicated that programmes, if produced on aforementioned topics, might be liked by these viewers.
What treatment of edutainment and infotainment programmes do you find interesting? (Multiple responses)

4I.1 Treatment preferred by respondents of different ‘Age’

Table- 4I.1

<table>
<thead>
<tr>
<th>Attendance Type</th>
<th>Age (years)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>18-36</td>
<td>37-54</td>
</tr>
<tr>
<td>1 Anchoring</td>
<td>103</td>
<td>25</td>
</tr>
<tr>
<td>% within Age</td>
<td>18.5%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Count</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>2 Voice over</td>
<td>78</td>
<td>14</td>
</tr>
<tr>
<td>% within Age</td>
<td>12.4%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Count</td>
<td>107</td>
<td>17</td>
</tr>
<tr>
<td>3 Acting</td>
<td>14.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td>% within Age</td>
<td>19.2%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Count</td>
<td>123</td>
<td>31</td>
</tr>
<tr>
<td>4 Interviewing skill</td>
<td>22.0%</td>
<td>25.4%</td>
</tr>
<tr>
<td>% within Age</td>
<td>78</td>
<td>16</td>
</tr>
<tr>
<td>Count</td>
<td>14.0%</td>
<td>13.1%</td>
</tr>
<tr>
<td>5 Visals</td>
<td>75.0%</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (744)
291 valid cases; 9 missing cases

ANALYSIS AND INTERPRETATION:

Highest numbers of responses in age group 18-36 years were for visuals as an interesting element with 22% responses. This was followed by interviewing skills with 19.2% responses by the respondents in age group 18-36 years. It was associated with respondents’ interest in interview formats. Anchoring received 18.5% responses in this age group. This was suggestive of respondents’ interest in shows with anchors. Acting and animation both received 14% responses each as they were considered integral part of a programme making. Voice over had 12.4% responses of respondents in this age group. This suggested that though audio was an inseparable part of a television programme, the data clearly indicated inclination for visuals in this age group.
While in the age group 37-54 years, visuals dominated choice with highest number of responses with 25.4% responses. Visuals considered heart and soul to television. Anchoring was second most preferred choice of people in this age group with 20.5% responses. Again, respondents in this age group 37-54 years found interested in programmes with anchors. This was followed by voice over as programming element with 15.6% responses. Programme formats with voice over like documentaries, docu-drama were also very popular with respondents in this age group. Interviewing skills got 13.9% responses as popularity of interviews was observed among respondents in this age group. Animation was observed in mythological and children’s television programmes. Acting received 11.5% responses. The above both age group data clearly emphasized respondents’ inclination towards visuals as most important treatment element for any programme.

Acting got maximum responses with 26.8% responses in age group 55-72 years. This indicated that respondents really considered acting as an important asset to any programme. Visuals found second most preferred element of television programme with 21.4% responses. Visuals were second most preferred element due to its ability to retain eyeballs. Anchoring received 19.6% responses in the age group of 55-72 years respondents and anchor found very crucial to success of any programme. Interviewing skills got 16.1% responses. ‘Simi Garewal’, ‘Karan Johar’, ‘Karan Thapar’ and ‘Vir Sanghavi’ found popular among respondents in this age group. Voice over secured fifth position with as low as 8.9% responses and animation found a last choice for an interesting treatment with 7.1% responses. This pointed that visuals continued to interest viewers and hence, was one of the highly preferred element of programme making.

A set of different views received from respondents in age group of 73 years and above. Highest percentage responses were in favour of anchoring (37.5%). This indicated that respondents in this age group considered anchor a crucial part of programme. It was followed by interviewing skills with 25% responses, as interviews were popular among respondents. However, voice over, acting and visuals received equal number of response with 12.5% responses in each category in this age group. Here, contrary to rest of the
respondents’ choice in other age groups, anchoring was considered most important element of programme making by respondents in age group of 73 years and above.

4I.2 Treatment preferred by respondents of different ‘Gender’

Table- 4I.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>55</td>
<td>39</td>
</tr>
<tr>
<td>1 Anchoring % within Gender</td>
<td></td>
<td>19.3%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>2 Voice over % within Gender</td>
<td></td>
<td>15.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>63</td>
<td>71</td>
</tr>
<tr>
<td>3 Acting % within Gender</td>
<td></td>
<td>14.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>80</td>
<td>86</td>
</tr>
<tr>
<td>4 Interviewing skill % within Gender</td>
<td></td>
<td>17.4%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>44</td>
<td>54</td>
</tr>
<tr>
<td>5 Visuals % within Gender</td>
<td></td>
<td>22.0%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>363</td>
<td>379</td>
</tr>
<tr>
<td>6 Animation % within Gender</td>
<td></td>
<td>12.1%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Total % of Total</td>
<td></td>
<td>48.9%</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (742) 290 valid cases; 10 missing cases

**ANALYSIS AND INTERPRETATION:**

As many as 22% male respondents’ responses were in favour of visuals as most interesting element of treatment. Visual presentation provided a clear understanding of situation or event. It was followed by anchoring with 19.3% responses. According to some male respondents, anchors were crucial in sustaining their interest. Interviewing skills received 17.4% male responses. A good interviewer not only provided great information or details bout various personalities that he/she interviewed but also provided a different approach, mood and feel to the entire programme. Voice over had 15.2% of total male responses as preferred element of program. According to some of the respondents, voice over played a great role in crucial documentaries to communicate effectively. Acting and animation elements received 14% male responses and 12.1% male responses respectively.
In female respondents’ category, highest responses were in favour of visuals, which indicated that even women found visuals most appealing element of a programme. It was followed by anchoring with 19% female responses. This suggested that female viewers liked anchoring due to some known celebrities of television and film industry running the shows. Interviewing skill secured third position with 18.7% female responses. Acting received 15% of their responses while animation received 14.2% female responses. These two elements of programme making were not much popular among men as well. Least responses were in favour of voice over with 10.3% responses from female respondents.

There were only few treatment elements, which were liked by both types of respondents. These elements were visuals, anchoring and interviewing skill. The data also indicated that most of the elements, which were liked by respondents, were associated with respondents’ choice of format and content. Male and female respondents opted for elements, which not only they liked but which other family members liked as well.

4I.3 Treatment preferred by respondents of various ‘Occupation’

Table- 4I.3

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total</th>
<th>Count</th>
<th>working</th>
<th>house person</th>
<th>student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Anchoring</td>
<td></td>
<td></td>
<td>71</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>21.4%</td>
<td>20.9%</td>
<td>15.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td>41</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>2 Voice over</td>
<td></td>
<td></td>
<td>43</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>12.3%</td>
<td>7.8%</td>
<td>14.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td>66</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>3 Acting</td>
<td></td>
<td></td>
<td>64</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>19.9%</td>
<td>15.7%</td>
<td>17.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td>47</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>4 Interviewing skill</td>
<td></td>
<td></td>
<td>47</td>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>19.3%</td>
<td>25.2%</td>
<td>24.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td>56</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>5 Visuals</td>
<td></td>
<td></td>
<td>56</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>19.3%</td>
<td>25.2%</td>
<td>24.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td>47</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>6 Animation</td>
<td></td>
<td></td>
<td>47</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>% within Occupation</td>
<td>14.2%</td>
<td>12.2%</td>
<td>12.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
<td>115</td>
<td>290</td>
<td>39.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Percentages and totals were based on responses (737) 288 valid cases; 12 missing cases
ANALYSIS AND INTERPRETATION:

In category of working respondents, as many as 21.4% responses were in favour of anchoring as most preferred element of treatment. Some of the very popular film personalities as anchors were one of the main reasons observed for it. This was followed by 19.9% responses for interviewing skill. Interviewers not only presented a well-researched content through programme but presented programme in entertaining and unique style. Visuals received as many as 19.3% responses with marginal difference in responses. Visuals considered a very crucial element of any programme. Animation received 14.2% responses and acting received 13% of working respondents’ responses. Voice over received 12.3% responses as it was not considered a priority of a programme for medium dominated by visuals.

While in case of house persons, visuals received highest 25.2% responses. House persons’ thought visuals were heart and soul of television. This was followed by anchoring with 20.9% responses. Again, anchoring was very much dependent on anchor, who was hosting the programme. Acting received 18.3% responses. Some television actors, as a result, were considered more popular than film actors were. Interviewing skill received 15.7% responses. Animation received 12.2% responses. Animation was observed especially in mythological or kids’ programmes. Voice over had 7.8% responses. Here, voice over considered less significant element of programme than other elements of programme.

In case of students, visuals, as element of treatment received 24.5% responses. Visuals were associated closely with television than anything else. This was followed by interviewing skill as programme element with 17.6% responses and anchoring as preferred element in third place with 15.9% responses. Here, voice over was observed in fourth position with 14.8% students’ responses. Voice over was mainly combined with interesting visuals in documentaries and docu-drama. Acting received as many as 14.5% students’ responses. Animation as an element of treatment received least responses
(12.8%). This substantiated the fact that programmes based on facts, real stories and happenings were popular with students.

The trend for preferred treatment elements was in favour of visuals, anchoring and interviewing skill. Some of the least preferred elements were voice over and animation. Choices of respondents across all occupational categories were not only closely associated with the choices for preferred formats but these choices were also in favour of elements closer to real scenario or happenings.
QUALITATIVE ANALYSIS

Qualitative analysis comprised of a major part of the entire data analysis and was presented in two main parts, viz. media experts’ views and television audience’s views. The analysis of in-depth interviews of media experts comprised majority of qualitative analysis part while television viewers’ responses received for open-ended questions in the questionnaires comprised another, minor but significant part of the analysis.

TELEVISION AUDIENCE’S VIEWS:

First part of the qualitative data analysis and interpretation had focus on television audience’s views. Responses of viewers’ for open-ended questions in questionnaires were collected first. After collection of these responses of open-ended questions, each response was given a code. Similar codes were then converted into common categories for each question respectively. On basis of these common categories for each question, responses were analyzed and presented thereafter.

MEDIA EXPERTS’ VIEWS:

This comprised second but more detailed part of qualitative data analysis. Here, responses of media experts were analyzed, who had been interviewed on basis of in-depth interview guideline developed. The views expressed by media experts were categorized as per common themes and then were presented for each of the issue of discussion. The analysis of media experts’ views was in detail and covered a significant and major aspect of entire analysis.

Qualitative analysis provided a detailed understanding and opportunity to analyze television viewers and media experts’ responses in depth. Nevertheless, qualitative analysis not only complemented results derived from the quantitative analysis but also strengthened them largely.
TELEVISION AUDIENCE’ VIEWS

Qualitative analysis of all television viewers’ responses to open ended questions in questionnaire was done to evolve a holistic idea and collective understanding about respondents’ views and opinions on education, entertainment, edutainment and infotainment, role of research followed by suggestions in a descriptive and detailed manner.

The respondents’ views were given codes and converted into categories on basis of common responses received. Then, it was presented as part of analysis. Hence, responses to these questions had been presented after merging responses into common categories, unique to each question, aligned as per objectives of the study.

Views on education, entertainment, edutainment and infotainment

What does education mean to you?

1. Education meant new ideas, new learning
2. Education meant enhancing existing knowledge level
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Education meant new ideas, new learning

Education implied widening knowledge and information base, which was unknown. Education meant learning new information and enhancing thinking process as well as insights. It helped grow a person and found related to teaching and learning of theories as well as applications. According to some television viewers, it was a process of structured learning via theory and practical methods. To some other television viewers, education
was wise use of leisure time. It helped in sharpening thought process. It was considered a formal or a non-formal learning, which one could use for better understanding of situations and environment around. For rest of the television viewers, education was everything related to a new experience. It was learning about environmental changes, surrounding and details about area of interest, area of contribution. Education was new path of invention, technology or details about topics, which people were not aware.

Education was a new point of view, which explored unearthed theories. It was learning about something one did not know or rather learning more about something that one already knew. Education was a continuous process that helped increasing awareness in a dignified manner and ensured a good career.

“Education would be detailed information about new area or concepts which interest me”, said one working professional. “This learning could be acquired from various sources like people, experience, through schools, events and could be active or passive in nature,” he further added.

“Education was knowledge about the world around and skill of knowing how it functioned,” said one of the house persons.

“Education meant something which gave new ideas to implement in life and made a person informed and better citizen,” detailed another working professional.

“Education was a path finder and visionary in nature. When one could learn something new, which one did not come across before. Also, when one could get more information on a topic and could clarify some misconception bout the issue, it could be called getting educated in true sense,” mentioned one of the students.

2. Education means enhancing existing knowledge level

Education helped increasing and enriching existing knowledge base. It had been providing detailed knowledge to people at day-to-day work in a systematic and organized manner. Education meant realizing what had already been known and then internalizing
salient points learnt. Education also meant primary or basis understanding of general public about health, hygiene, civic rights and about societal issues for an enriching life.

“Any piece of information that was an addition to a person’s existing knowledge level in some or the other field such as economy, advertisement, finance, history, psychology, sociology etc. could be considered education in nature,” said one of the working professionals.

3. Miscellaneous opinion

Education had been considered a broad term that covered formal and informal education. It also included social, religious, political and economic developmental issues and values of life. It was considered a never-ending process or continuous learning process. Education was a process, which felicitated change in behaviour through actions and a force, which helped uplift a person/group beyond boundaries of cast, religion, race etc.

Education was ability to choose the right option and an opportunity to learn from mistakes for future growth. Education was considered a tools to make right decisions and in turn, provided opportunity to succeed in life. Education added a value to time spent through reading or learning and gave an individual vision to see the world with discipline in life. It was considered necessity for intellectual development and found practical in nature. Education was considered to be a useful learning tool that helped shape a person into an all round personality. Education helped increasing capacity to earn money at times and changed the way people lived and looked at things.

“Education provided base of knowledge with which person could survive easily in tough times of life and provided information or update on all aspects of human life,” said one house person.

“Education was not something in particular but was just a social requirement,” said one of the students. “Education meant understanding what a person could be capable of doing
and enhancing or nurturing skills of an individual. It could be developing guts and sticking to values,” explained one working professional.

“Education motivated a person to be a good human being,” said one house person.

“Education could be an opportunity to uplift all kind of levels in rural areas, starting from economic, social and others,” said some students.

“Education was a source for entertainment at times and provided student opportunity to do what one really loved doing. It could be mathematics, drawing or learning piano. Hence, not only education provided a person an opportunity to pursue what one loved doing but showed a way as how to do it and it helped rejuvenate at same time,” explained some working professionals.

“It could be leaning how to be an entrepreneur, study market trends, customers’ needs and preferences etc. Education would lead to better understanding and found to be a continuous and lifelong learning process. It would be in any form and would open up horizons through learning and provide growth, completeness to a being. It would be learning that could be put into application for a variety of purpose. It also incorporated a great deal of experience. Education in a way was something that left one curious enough to learn through a lifetime and was beyond classroom education,” mentioned some students and working professionals.

“Education and learning were two sides of a coin. Education was of no use if person did not learn in real sense. E.g., ‘panchatantra’ stories helped children to think out of box at times. This led to not only holistic development but also helped in thinking clearly,” said some of the house persons as well as working professional.
What does entertainment mean to you?

1. Entertainment meant any new thing, idea, activity
2. Entertainment meant anything that helped relax
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Entertainment meant any new thing, idea, activity

Entertainment meant new ideas or discovering something new in nature. It would give freshness and would help in doing work efficiently. It was considered a source for new information also. It could be health related programmes on television or a celebrity interview on radio or an article on personal finance in magazine or on internet. Any thing, which helped in progress of an individual, helped towards growth and development, considered entertainment.

2. Entertainment meant anything that helped relax

‘Relaxation’ was the common phrase when it came to define entertainment. This was followed by ‘refreshing’ and ‘unwind’. Entertainment was a source, which helped distress, provided pleasure, fun and laughter by evoking positive emotions. Entertainment was a source for recreation and it helped people in forgetting their worries. At times, it was a way to bring change in mood, to unwind mind, body and soul. Entertainment was performance or activity designed to give pleasure or relaxation to an individual and it could be derived from any activity like gardening, watching television, reading to face painting or by just talking with friends and family. Entertainment was any thing that made a shift in one’s state of being. It was enjoyment, which did not tax brain. Entertainment helped transport an individual to a different world. It was break from routine and enjoyment was expected from entertainment.
“Any activity that refreshed mind, body and soul after a day’s office or household work could be called entertainment,” opined some house persons as well working professionals.

“Entertainment was considered activity, which imparted education in an informal way. It was something which kept an individual occupied during free time,” said some house persons.

“Entertainment was not serious in nature but made one feel relieved from daily boredom in a simple yet thought provoking manner. It was enjoyment and development of overall skills,” said some students.

3. Miscellaneous opinion

Entertainment considered a relative term, which changed from person to person. It was harmless, innocent television programmes like comedy shows, family shows. It could be meaningful programmes, movies, television soaps and any activity which an individual enjoyed doing. Anything that pleased one’s senses for a while considered entertainment. It was an activity in which one could afford to remain passive i.e. one did not require doing any work physically or mentally. Any activity, which was positive, gave excitement, pleasure and self-satisfaction and did not bore an individual and absorbed sense, was entertainment. Entertainment could be to laugh, to fantasize, to escape realities of life. Entertainment could be something that stimulated a person and helped uplifts one’s mood.

“Entertainment was an environment that helped for healthy and harmonious relations in family as well as in society at large. It was quality time spent with family doing even household work, watching television, listening to music or even cooking,” said one house person.

“Even an interesting lecture and not necessarily a television or radio programme could be considered a source for entertainment,” said one of the students.

“Entertainment was information or education in an interesting manner,” said one working professional.
“Anything that amused or gave a food for thought and didn’t force to change either channel or activity could be considered an entertainment,” said one student.

“Anything which didn’t give guilt feeling after spending time on it and which had not been related to work could be called entertainment. It could be correct use of leisure time which left critical senses relaxed,” said one of the working professionals.

“Any content given through mass media, which didn’t contain derogatory, vulgar or obscene content and appealed to masses in a positive way, added value to time spent with not so serious approach could be called an entertaining content. It must provide an opportunity to view content with entire family,” said some working professionals.
If heard about edutainment and infotainment programming, please define.


3. Miscellaneous opinion (this option included responses, which combined both of the above category answers, no answer and all other kind of answers which didn’t fall into any of the afore stated categories).

Programmes like ‘Angrezi me kehte hain’, ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap panchavi pass se tez hain’ (Panchavi pass), ‘Bourn vita Quiz Contest’ (BQC) was aptly considered edutainment and infotainment programmes. In addition, ‘panchtantra’ stories, ‘Jigyasa’, ‘Bhoomi’ on Doordarshan channel were some highly popular edutainment and infotainment programmes. Other enacted children's stories, programmes on regional channels against child marriage, family planning etc. were some worthy programmes with a meaningful content. Programmes like ‘Shakti Maan’, ‘Discovery of India’, ‘Ramayana’, ‘Mahabharat’, ‘Vikram Vetaal’, ‘Rangoli’, ‘Surabhi’ and ‘Hum Log’ were not only entertaining in nature but also provided a social, educational messages, too.

“Also, ‘UGC’ programmes, ‘CIET’ programmes revealed an educational yet entertaining content. Channel like ‘Gyandarshan’ had been broadcasting such educational content for students for quite a while now,” said one working professional.
“Jassos vijay’ on Doordarshan had a tie up with ‘BBC’. It was a weekly detective serial subtly disseminating AIDS prevention messages,” recalled one student.


“Channels like Discovery, National Geographic, History, Animal planet had been offering informative, educative as well as entertaining programmes with a strong research base on diversified aspects like food, planet, travel, infrastructure, animals etc,” referred many students, working professionals and house persons as edutainment and infotainment programmes.

3. Miscellaneous opinion

Programmes like ‘Oprah Winfrey’ show, ‘Devil’s advocate’, ‘We the people’ provided insights about life, people, their problems, attitudes, feelings, relationships etc. Some programmes on kids channels like ‘Disney’, ‘Pogo’, ‘Nickelodeon’ entertained while giving information also. Such programmes did not fill the leisure time but provided some interesting details along with entertainment and required presence of mind.

Saroj khan’s programmes ‘Nach le ve’ taught some dance enthusiastic great ways to learn film dance. Edutainment and infotainment programmes not only provided information but also provided content in an entertaining manner and thus retained audience’s eyeballs. ‘World this week’ on BBC, cookery shows, travel and gadget shows on news channels, travel and entertainment channels provided value addition to time spent for television viewing.

“Gali Gali Sim Sim and ‘Sesame Street’ were good examples of edutainment and infotainment programmes for children,” said one of the students.
“Most of the quiz programmes, documentaries, short films, some social commercials also set an interesting example for edutainment and infotainment programming,” voiced some of the students.

“Movies with a message could be considered good example of edutainment and infotainment programming. ‘Rang de basanti’, ‘Tare Zameen Par’ changed the way youth, parents used to think. Some of case studies were based on popular movies like ‘Lagaan’, discussing leadership and team spirit. Such movies got screened at many premier educational institutes,” recalled some students.

“Many soap operas like ‘Hum log’, ‘Buniyaad’ provided entertainment giving social messages as how to stay in a joint family and provided good insight about how families stayed together and shared joys and sorrows while facing challenges,” pointed one house person.
Do you think edutainment and infotainment programmes are useful? How?

1. Edutainment and infotainment programmes provided education and information
2. Edutainment and infotainment programmes provided entertainment
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Edutainment and infotainment programmes provided education and information

Edutainment and infotainment programmes had been useful because such programmes gave facts and details to target audience, taught children basic knowledge about numbering, object identification, colour etc. Such programmes not only retained audience’ attention because of its presentation but also increased their knowledge level. At times, such programmes had been providing information through innovative methods. Such kinds of programmes resulted in quick, easy and effective learning. Edutainment and infotainment programmes not only gave educational messages or content but such programmes also disseminated social messages in an equally interesting manner. Edutainment and infotainment programmes educated viewer through entertainment with its audiovisual characteristic. Such programmes were hosted by known personalities and hence, easier for viewers to retain its key messages. Such programmes encouraged viewers to read and know more.

“Along with entertainment, one ended up developing interest in a subject or field. Before the programme broadcasted, viewers might not be acquainted. Hence, such programmes gave more in depth knowledge about area of interest. The half hour or so spent in viewing television provided relaxation and information.” believed some of the students.

“Such edutainment and infotainment oriented programmes provided details on current affairs and updates on present scenario required for competitive exams in an entertaining manner,” said one working professional.
“At times, talk shows, interviews and debates provided views of learned people, which was maverick and refreshing and was seen with family and friends, too. Hence, such edutainment and infotainment programmes provided fresh and diverse perspectives,” indicated some house persons.

“Some times, student would not be found interested in some subjects because of 'teaching methodology'. Here, television programmes would lend students an opportunity to learn through visuals and audio. This demonstrative technique would be used for students who were slow learners,” opined some working professionals.

2. Edutainment and infotainment programmes provided entertainment

“People watched television just for entertainment purpose and hence, such programmes would not prove to be useful,” said one-house person.

“Television content had been perceived as entertainment content. So, at times, it would be difficult to make people realize advantages of such edutainment and infotainment programmes and to change television’s image,” believed few working professionals.

3. Miscellaneous opinion

Edutainment and infotainment programmes had been stimulating and entertaining at the same time interactive in nature. It had been an extension of concept, ‘fun while learn’. Audiovisual capacity of television considered more effective than lectures on many occasions. In addition to classroom teaching, programmes were presented in an interesting manner with music, games, prizes etc. Visuals and audio helped retain audience’s attention and they provided messages to think over in edutainment and infotainment programmes. Edutainment and infotainment programmes had higher recall value; viewers were able to associate information disseminated. Such programmes helped bring changes to education related perceptions of children. Such programmes helped students believe that educational programmes could be equally interesting and entertaining like other programmes. These programmes explained difficult concepts
easily with visuals. There had been programmes on animals, people, places, food, hotels, gadgets as well as many interesting things.

“‘Angrezi mein kehte hain’ was a very good example of how English language could be taught to an enthusiastic learner of any age, caste or gender,” said some house persons.

“E.g. travel shows had been giving information about places we wouldn’t have travelled, its culture, traditions, people and lot more such interesting details. One could learn to appreciate new things. It proved to be a communication tool to shift from normal mundane pedagogical methods,” opined some working professionals.

“Programmes with entertainment and education would have formats like quiz shows, talk shows, interviews, soap operas, documentaries, docu-dramas etc.,” observed one working professional.
Role of research

Is systematic research required for educational programmes? Give reasons.

1. Research required for knowing audience’s need
2. Research required for effective programme production
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Research required for knowing audience’ need

To keep audience glued to the programmes, to ensure right message had been conveyed thoroughly in a comprehensive manner, research would become essential. Without research, a producer would not be able to know who the target audience would be and how many of them would like such kind of programmes. Adequate research required not only for delivering right content, but also to learn about effective ways to present programme in structured way liked by audience. If programmes would not be interesting to audience, they might bore viewers either with what audience did not want or with what audience already knew. In addition, educational programmes had impact on number of viewers with the same programme. Hence, without assessing needs of people, a producer would not be able to understand issues concerning audience. Without research, programme could misguide public. Hence, information provided should be authenticating. A producer would have responsibility towards the audience for whom the programme had been produced.

“To identify taste of students, research would be a necessity. It would be very significant to know what target audience wants. This would help viewers in believing information given through programme. A producer should know what audience already knew and avoid providing such information. A producer, rather, should provide information which audience would like to know,” said some working professionals.
“A producer should have good understanding of target audience for whom programmes had been made. A producer should not underestimate audience while making programme and try to incorporate ways to receive direct feedback of audience,” opined some house persons.

2. Research required for effective programme production

To get accurate information and details, which would be convincing and acceptable to all, programmes would require research. A thorough knowledge of subject could help in satisfying viewers' curiosity. Research would ensure overall quality of programme and its content. Programme with good research would validate facts and figures presented and thus would balance content along with creative presentation. Hence, it could lead to an effective communication of the message. Research would take into account all the details related to content, audience and its presentation through collecting, analyzing and presentation of data.

“For complete understanding of content, research would be a prerequisite. Along with content, presentation technique and format research would be required,” affirmed one working professional.

“A poor research based educational programme could mislead viewers. Hence, research would be quintessential,” believed some house persons.

“A research based programme would attract intellectual viewers’ interest and would encourage others watch the same like Karan Thapar's Devil's advocate or Oprah Winfrey show,” explained one student.

“Preferred time, presentation style, its pace or flow of the programme should be research based in addition to content,” believed some working professionals as well as students and house persons.

“Research would assist to know whether content has been vulgar, obscene or offence to any community or group of people. The research would help to know if there would be information overload,” pointed one working professional.
“Research would authenticate content and reduce possibility of error. It would also help developing in depth understanding of various programmes, production styles in addition to viewers’ taste. This would convince viewers effectively,” believed some working professionals and house persons.

3. Miscellaneous opinion

Research had been essential as it normally took into account things happened in past Research also took into account whether topics and format complemented each other. It would provide a producer and every one associated with programme, a clear understanding of its objective and ways to achieve them as well.

Research would help in establishing standard for the programme and would suggest best ways to communicate details to audience through various formats, content and treatment. Research would suggest ways to increase audience’s involvement into programmes. Research would suggest values or messages to disseminate and appropriate time. It would also suggest how many times programmes be repeated in order to reach to viewers effectively. Research would be incorporated to know exactly what would entertain audience along with the research for an effective presentation. Hence, a complete profile of audience would be required. Research would also indicate what audience liked or disliked.
Is systematic research required for edutainment and infotainment programmes?

Give reasons

1. Research required for knowing audience’s needs
2. Research required for effective programme production
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Research required for knowing audience’s needs

Systematic research would be essential in order to know audience’s interest and to sustain this interest level. A basic requirement would be to understand what audience wants and provide it in an entertaining manner. Audience would defer in age, understanding, likings, as per their cultural, social and economical background. Hence, careful selection of programmes according to different audience group would satisfy their curiosity for information in most entertaining way.

“Edutainment and infotainment would have dual responsibility to educate and to entertain along with giving enriching content. Hence, audience’s knowledge level and expectations from such programmes would be very much essential to understand in first place,” opined some of the working professionals.

2. Research required for effective programme production

To ensure quality and accurate information in edutainment and infotainment programmes, research would become essential. To get authentic details and comprehensive understanding about audience’s viewing patterns on television, research would be inevitable. To structure a learning process, adequate research for content, presentation would become quintessential.
“To experiment with the formats, its treatment as well as subject, research would provide a base for detailed information. E.g. whether to involve celebrity in a programme or not in order to communicate a message effectively, research would be required. Also, which celebrity to involve would be known from research,” said one student.

3. Miscellaneous opinion

To provide information in a comprehensive and exhaustive yet interest-sustaining manner, research would be very much required. To sustain loyal viewership for a long run, research would become necessary. To provide authentic information in an interesting manner, research would become necessity. Research, sometimes helped in minimizing mistakes occurred in production and programme related activities.

Research suggested language, subject and production technique to use while making programme. It assisted in experimenting with the programme formats like stories, plays, drama, documentaries, docu-drama etc. Research helped in identifying subject experts essential for programme and help in identifying other resources and its optimum utilization.

“In order to make viewers believe in the content of programme, research became very much essential,” said one house person.

“To be able to establish a balance between education and entertainment elements, research would be needed. This would increase in TRP (Television Rating Points) and would help in earning higher revenues for the channel and its programme. But, if this balance would not been maintained, programmes would become either educational or loose an important educational content,” explained some working professionals.

“Edutainment and infotainment programmes would need to be research based as they provide information to students and lead to a greater understanding and development. It would arise interest in viewers to watch such kind of programmes further by providing authentic information,” believed some house persons.
Suggestions

Can educational programmes become entertaining? Give reasons

1. Educational programmes could become entertaining through audience research

Through audience involvement and participation, educational programmes could become entertaining. If programmes would be based on syllabus of students of class 10th, then a complete understanding about students’ profile of class 10th, their need, taste and requirement would help in producing a programme.

“Educational programmes would be interesting, if, elements interesting to audience incorporated,” opined some working professionals, house persons and students.

2. Educational programmes could be entertaining through programme, production research

By producing programmes closer to reality, something with which audience could relate to, educational programmes become entertaining. Also, music, drama and appropriate content would make educational programme entertaining. By keeping core content same and experimenting with presentation styles, it would make educational content interest holding. Formats with audience participation having small games, stories with moral, live examples could add information and skills. Also, effective anchoring, humour, special
effects, graphics, animation in addition to interactive formats would put across messages in a manner interesting to viewers. In any educational programme, content and presentation would be properly planned so that large numbers of viewers remain attracted to the programme or else it would not be effective in serving its purpose.

“The educational programmes sometimes become preachy. Hence, such educational programmes could bring in the entertainment elements through role plays, anecdotes, quizzes with prizes or by adding celebrities in a bit unconventional format as in ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap panchavi pass se tez hain’ (Panchavi pass) than classroom teaching sessions and narrations,” suggested some students as well as working professionals.

“The programme should be in an easy language, which viewers could learn well,” said one house person.

“Social education should be given to viewers through formats which would appeal to them like ‘Nukkad’, ‘Hum Log’ etc.,” said another house person.

3. Miscellaneous opinion

“Research on innovative communication methods and strategies would make educational programmes entertaining,” proposed some students along with working professionals.

“A producer would have to understand trends and deliver novel programmes to break away monotony of such educational content. A producer of educational programme should add some elements like excitement, adventures etc.,” suggested some house persons.

“Educational programmes should increase critical thinking among viewers rather than just giving knowledge or information. Many social education programmes thus become interesting. A thorough research would make programmes entertaining,” believed one working professional.

“Educational programmes when incorporate entertaining presentation would apply fun while learn concept into programme making,” advised one house person.
“Education programmes had been produced on basis of past data while actual target audience could be more informed and hence at times, programmes no longer add value to existing knowledge. Hence, programmes could incorporate latest details,” said some working professionals.

“Educational programmes could become interesting and encourage students to study more by inviting eminent personalities to share their expertise and experiences. Such programmes could also become entertaining through incorporating real life situations and circumstances in entertaining way,” said some house persons.

“Research would help in utilizing available resources optimally and minimize wastage,” said one house person.

“Research should be incorporated at every stage of programme. Before producing programme, during the programme and after broadcast of the programme in order to know the effect it had on viewer at each stage,” said some of the working professionals.

“Research would help in understanding cultural, social and economical aspects associated with the programme. E.g. research would suggest whether to produce programme in local language or not,” explained one student.
Can entertainment programmes become educational? Give reasons

1. Entertainment programmes could become educational
2. Entertainment programmes could not become educational
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Entertainment programmes could become educational

Entertainment programmes could become educational. It would be through inviting prominent experts on programme. Learn while play concept with a moral or social message would work with entertainment and infotainment programmes. Entertainment programmes could lay more emphasis on positive family values through drama e.g. ‘Ba Bahu aur Baby’, ‘Jayantilal Joshi ki Joint Family’ etc. Similarly, messages could be sent through comedy also.

“Appropriate selection of programme content, its format and treatment could facilitate programmes disseminating social educational messages, too. E.g., ‘Hum Log’ was an entertainment programme with social educational messages. The epilogues in ‘Hum Log’ were given by well-known film personality ‘Ashok kumar’ in an interest-holding manner. These epilogues used to leave viewers thinking over social issue. Hence, entertainment programme could always encourage viewers to think on their own,” recalled some house persons and working professionals.

“Programmes with social messages and audience research would be able to communicate educational messages interestingly,” said one house person.

Education meant information for further knowledge and awareness. Hence, drama, skit, documentary could be inspiring and thought provoking along with its entertaining content. Viewers’ participation could make programme lively and bring forth points relevant to audience,” opined some working professionals.
“Ramayana’ and ‘Mahabharata’ were ideal case studies to keep in mind. They provided social messages beneficial to not only individuals but also to society at a large. At times, such programmes with social messages could end on a note that encouraged viewers to inquire further and in the process made viewers search for possible solutions to problem,” suggested some working professionals and house persons. “If programmes would be close to reality and cater to viewers’ needs and give good ethical, moral lessons through programmes, it would disseminate educational content,” they further added.

2. Entertainment programmes could not become educational

“Entertainment programmes would be mainly for leisure and for time pass while educational messages would have a more serious approach and objective, hence, both would not merge together,” opined one house person. “Hence, entertainment programmes would not be able to give education,” she further added.

3. Miscellaneous opinion

“According to me, every new experience would be learning. However, perspectives differ based on emotional or social meanings derived from entertainment programmes individually,” said one working professional.

“It would not be necessary that entertainment programmes be educational in nature. However, it depends upon one’s definition of educational message,” said one student. “‘Kaun Banega Crorepati’ (KBC) and ‘Kya aap panchavi pass se tez hain’ were some good examples of edutainment and infotainment programming,” he further added.

“Most of the entertainment programmes carry educational value as they leave audience with the message. However, it would be dependent on audience to extract it in a positive manner,” suggested some house persons.

With the help of research, every area of an entertainment programme like content, quality, format, treatment or presentation could become educational.
Can educational programmes be made interesting? Give reasons.

1. Audience centric content, audience involvement and audience research could make educational programmes interesting

   Detailed research with focus on target audience, their age group, cultural, social, economic background, preference, existing level of knowledge etc. should be taken into account while making programme. The programme should entertain audience while providing educational messages.

   “Educational programmes required involvement of target audience. An interactive approach, which would make audience participate and think, would make programme interesting,” suggested some working professionals.

2. Programme, production research could make educational programmes interesting

   “Make syllabus more interesting by applying production techniques and updated content as time has been changing, syllabus should also changes and students would like to know recent happenings concerned within their subject areas,” commented one house person.

   “Educational programmes should have vivid visuals, energetic anchors, interviewers, real life situations, interesting locales, scenes, music to support the content and should experiment with different formats like quiz shows, interviews, talk shows, documentaries, docu-drama and presentation styles with interactive sessions, contests, prizes, stories,
humour, eye-catching visuals, animation, graphics, special effects to appeal target audience,” expected few working professionals.

“To make an educational programme effective, a simple language should be used, which would be easily understood. Emphasize key messages at the end of programme/in the middle of programme,” demanded some students.

“Presenting programmes in a relaxed atmosphere, away from classroom set up would give students a better feeling about learning. E.g. such educational programme may have shot in a ‘gurukul’ with ocean beside, under a tree with live experience for subjects of science, virtual reality technology etc. Hence, educational programmes should not be mere replica of classroom teaching but an optimum utilization of available audiovisual resources,” commented one working professional.

“The educational programmes should be presented at a fast to medium pace with a consistency in the programme. Such educational programme should be advertised extensively. In addition, programmes should be futuristic in nature with a strong research back up and these programmers can be presented with the help of some games, cartoon characters and formats popular with children in past. Like ‘panchantantra stories’, ‘Gali gali sim sim’,” said some house persons.

3. Miscellaneous opinion

“Programmes should be structured keeping in mind current schooling, syllabus and local requirement of students. Such programmes should be lucid in nature and presented in vernacular language,” suggested one house person.

“Some of the programmes like ‘MAD’ on ‘Pogo’ channel, ‘Discovery kids’ on ‘Discovery’ channel as well as some programmes on ‘Disney’, ‘Nickelodeon’, ‘Pogo’ would provide entertainment in addition to educational content,” said one house person.

“Educational programmes need to innovate and find out what audience really like to view. Such programmes should not be derogatory, obscene or vulgar in nature and should not communicate negative messages,” commented one house person.
“Such educational/edutainment and infotainment programmes should be presented in a manner that they could be viewed by entire families together. Such programmes should make family viewing filled with fun, joy and pleasure. E.g. ‘KBC’ and ‘Panchavi pass’ were some such examples on Indian television,” echoed some house persons.

“Such programmes should be short as viewers would have shorter attention span and tendency to switch channels,” noticed one student.

“‘Angrezi me kehte hain’ on ‘NDTV imagine’ had real life situations, characters, drama, comedy, dance and music and most importantly valuable English language learning rather than plain boring educational content. Hence, there should be an element of fun with education and it should be given in a subtle manner than just direct preaching,” recalled one working professional.

“Producing such educational programmes should be a joint effort of Government and Non-government organizations with desire to provide interesting educational programme in a comprehensive manner,” believed one working professional.

“Educational programmes should provide details, links for further research. It should contain questions, which may be answered after periodic intervals, breaks to sustain interest along with prizes, reward to complement,” said some students. “Educational programme makers should seek support of subject experts and use of advanced technology while making programme,” the students said further.

“Such educational programmes should be broadcasted at the time convenient, preferable to viewers, on channel accessible to all and should benefit to even viewers not literate,” expected some house persons. “Such educational programmes should be broadcasted through not only National channels but should be broadcasted on private channels as well as through radio stations and disseminated with the help of internet. Hence, educational programme should be broadcasted through more than one media with the repeat broadcast,” the house persons demanded further.
MEDIA EXPERTS’ VIEWS

The media experts were interviewed on basis of in-depth interview guideline developed. These views collected of media experts were categorized further and thereafter presented. The analysis of media experts’ views was in depth and formed a significant aspect of entire qualitative analysis.

Media experts’ responses were given codes and converted into categories on basis of common views received. Then, it was presented as part of analysis. Hence, responses to these questions of in-depth interview had been presented after merging views into common categories, unique to each question, aligned as per objectives of the study. Their views were in varied areas like media preference and role of television, views on education, entertainment, edutainment and infotainment, preference for edutainment element, role of research in edutainment and infotainment programmes followed by their suggestions.

**Media preference and role of television**

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

1. Television got an edge over print medium
2. Print got an edge over television medium
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)
1. Television got an edge over print medium

Television captured events faster than print medium and it had ability to connect to audience. Television worked with illiterates. Language of television was considered easier to understand and had higher recall value when it came to educational content over print medium.

“Television was a powerful medium while print medium had its own charm. Interactivity was way too higher in television compared to print medium. There was a two way communication system in television, immediate feedback from viewers was to an extent possible in television,” claimed one of the scriptwriters.

“Earlier television was introduced with the purpose of disseminating news and education. This made television most powerful medium and the worst, if not handled properly. Cds of educational programmes produced by ‘Education and Multimedia Research Centre’ (EMMRC) and ‘Gujarat Institute of Educational Technology’ (GIET) were very insightful but very few students had been taking benefit of it,” explained one of the television producers.

“Multi language programmes on television were better than multi language articles in print,” compared another television producer.

2. Print medium got an edge over television medium

Reach of television considered limited compared to print medium though it cut across boundary of illiteracy. However, actual reach of television was still limited, so, print got greater role to play. Television became an additional medium only. Television was less accessible than print medium. Therefore, print medium had an edge over television.

“Print medium provided detailed analysis of happenings which was missing in television due to time constraint. The story in a newspaper was considered more authentic than story shown on television,” said one of the scriptwriters.
3. Miscellaneous opinion

Print material was referred more than one time, as a source of reference, while in television; one could see visuals when broadcasted. Television, on other hand, had its own importance as visuals were registered faster. On other side, television had limited access compared to print medium. Newspapers had great responsibility; could be companion in times of travelling as it had mobility. Print material could be accessed as per one’s convenience. Both media had strength and limitations.

"Every medium had its own pros and cons. Television had a time constraint. Print could offer more material in a detailed manner. One had to read books and magazines in order to develop detailed understanding. Against it, things were demonstrated made a greater impact. No prophet could make such an impact as cinema or television could do," believed one of the television producers.

“During the times of Jhabua, people were brought to the place where television sets were kept since television considered demonstrative medium. One could show visuals and explain details which did task of demonstrating things effective,” explained one of the media managers.

“The medium would have to be target audience specific. If a medium would be target audience oriented, then it would have an edge over rest of the media. Also, there would be some external factors like electricity, reach, mobility, cost and convenience where both media had scope to complement each other,” explained one of the media educators.

“It would be dependent on type of information and extent to which one would like to disseminate information,” opined one of the researchers.

“Content would decide which medium would be suitable for dissemination and hence, it would be difficult to say,” clarified one of the media educators.

“Television gave a different experience, as it would be live with music, story and characters, it would be a wholesome package. Print medium would not be able to communicate ‘Shahrukh’s dance as effectively as television did with visuals,’” one of the writers gave an example.
“One medium evolves from another medium. There is no question of having edge over other media. When radio evolved, many sections of print medium were transferred into radio and likewise it happened in case of television, too. Internet has adopted such formats used in rest of the media,” observed one of the media educators.

“There could be no comparison between two media as both had their strong as well as weak points. One could preserve the information in print media inform of books, articles, reports etc. and through clipping, films etc. in electronic media as well,” opined one of the television producers.
Do you consider television has an edge over radio when it comes to disseminating educational messages? How?

1. Television got an edge over radio
2. Radio got an edge over television
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Television medium got an edge over radio medium

Television got an edge over radio and print media, especially in rural settings. As far as edutainment and infotainment content considered, television found more popular than radio. Television got an edge as its fast, got visuals and could teach even illiterate viewer with the help of visuals. Hence, one could say that television had gained an edge over radio. Television got an edge as it could reach to large number of audience same time.

“Television would be crucial to disseminate messages which would be informative, entertaining but not educational. If one wished to disseminate content that was highly educational in nature, unless and until it had entertainment value, it would not be able to retain viewers’ interest,” opined some television producers.

“Television had obviously an edge as it could be used for education since it had video. But television literacy was questionable,” concerned one television producer.

“Whenever visuals become essential, television was required a greater role to play. E.g. science programmes, where one had to show experiments, one required medium like television,” said another media educator.

“Television was much more important than radio as it commanded attention while radio allowed one to do other things at time which was not possible when one was watching television. Television involved a viewer more compared to radio,” said one scriptwriter.
2. Radio got an edge over television

Radio had more impact as it reached beyond television’s capacity. Some of the villages had come up with community radio stations, also. Radio considered a powerful medium as people in villages connected with it. Radio proved local, direct, and personal medium, which was easily comprehensible. Radio would not be much dependent on electricity and thus had an edge over television, especially in areas where there was an issue of constant power supply. Due to emerging private radio stations, it became important in comparison to other media. It reached to a greater mass, did two-way interactions and it was mobile, too. In addition, vocational course related information could be provided by radio, in addition to songs and music. Reach, interactivity, cost effectiveness, mobility could be considered important for radio.

“Drama on radio had its own capacity to educate and inform listeners on animal husbandry, agricultural news that might not require video at times. In addition, radio was considered a fast medium, when it came to dissemination information. All such points made radio significant over television,” said one researcher.

“Radio has become popular but I do not listen to much radio except when I am commuting from home to office or vice versa in my car. So, I believe, when one is in car, one cannot pay attention to what one is listening to except traffic information. However, radio is becoming popular among youngsters. People who are driving also want to enjoy driving and radio bridges the gap very well,” exclaimed one of the media managers.

“I personally like radio due to its mobility,” said one of the scriptwriters.

“Radio considered handy, promising, participatory, rural oriented, low cost medium and one could use it when one was travelling. Even for a meagre wage earner, student it was affordable. Television was expensive in comparison and television demanded attention which was not required in radio,” explained one media educator.
3. Miscellaneous opinion

Both the media found equally significant. Every medium got its own characteristics but it was dependent on the penetration of the medium. At many places, television did not work due to its maintenance. At those places, community radio sets worked. The place where penetration was higher, television would be a good medium. One could not say one medium was better than other in any way. Each medium had its own strengths and had to be used accordingly. So, one had to use mix of media. It depended upon the objective for which medium was being utilized and kind of people it intended to reach with type of messages.

“Television was effective as there was visual. Nevertheless, with radio – it was mobile. With radio one could record things and hear them again and again, while that feature was little difficult in television,” pointed out one of the scriptwriters.

“It depended on the several aspects. To judge any medium’s potential, one had to decide kind of information one wished to disseminate, accessibility of the medium and target audience’ likings. These were three crucial things to look for before deciding,” opined one media manager.

“Capability of medium was dependent on who was controlling the medium. The form of expression could be different but structure and people who were controlling the media were same. So, whose controlling a medium was a big question,” said one of the researchers.
Do you consider television has an edge over internet when it comes to disseminating educational messages? How?

1. Television medium got an edge over internet medium
2. Internet medium got an edge over television medium
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Television got an edge over internet medium

Television observed to have higher penetration than internet. Internet users were marginal compared to television viewers. Internet was considered an elite medium that was the reason why television considered more relevant. Television had an edge over internet, as it was still not popular in all parts of the country. Access to internet was not high in small and rural community while television found to be accessible to rural masses and was popular among them, too.

“Internet was supplementary in providing educational content and could not replace print or television medium,” opined one of the scriptwriters. “If majority of population had an access to internet, perhaps comparison was possible or else there was no meaning of comparison,” opined one scriptwriter.

2. Internet got an edge over television

Internet required individual’s desire and capacity to search information. To gather information, internet was a better medium than television. Internet was better in providing information but one had to decide which information was essential or required. Internet had an edge in terms of participation. Two-way communications could be established easily on internet while chances of participation were comparatively less in television. In addition, mode of participation found different in both the media. In
television, one was a passive receiver while all attention was needed for accessing internet.

One could access multiple websites to extract information and listen to music with the help of internet simultaneously. In television, it was not easily possible. Hence, internet got an edge over television in this respect. Internet found better medium than television, as it was a combination of all three elements, visual, audio and text. It was also a complete medium. It had great potential in providing education, too.

“For doing research, gathering data and information, internet would be better than television or any other medium,” suggested one of the researchers.

“Internet provided control and option to choose content which one wished to view, so thus it had an edge over television programme,” said one television producer.

“People asked for online interviews and tests. Internet was ahead of television in a way, due to time, place information flexibility,” observed few media educators.

3. Miscellaneous opinion

It was a relative choice and differed from person to person on the basis of objective and type of programme. It was depended on the message and target audience. If information was for a particular age group users, who used internet more, than internet as a medium had certainly an edge over television. Internet provided opportunity to access information at one’s convenience. While for a programme on television, one had to remain present in order to view the programme.

“Television was considered an asset to not only for a house but also to entire ‘mohallah’ in early days,” recalled one of the media managers.

“Television lost identity due to spurt of channels. Television had become trader of film, soap operas. It has not remained medium of people,” said another media manager.

“One could not compare television with internet,” opined one scriptwriter.
“The accessibility of Internet was increasing as some of the villages were having cyber cafés but not many compared to cities,” observed some media educators.

“Language barrier was observed while using internet,” pointed one media manager.

“Internet gave opportunity to explore details one needed. However, majority of content on internet was not in vernacular language Internet was considered typical English cultured, elitist and intellectual medium for class and not for mass,” said some scriptwriters.

“Basic technology differed but purpose remained same. Whenever technology penetrated, it penetrated through elite class and then disseminated to masses. So, internet was required to become accessible to masses the way television did,” noticed some media educators and media managers.
According to you, for what objectives television is being used?

1. Television being used for entertainment
2. Television being used for education
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Television used for entertainment

“Television was used for entertainment in our country. The way even news had been presented on television; there would be hardly any news in it,” observed one scriptwriter. “In the afternoons, television was being used by women specially to view soap operas, cookery shows etc.,” said one of the writers. “Also during the evening and night time, for watching serials, television was being used,” he further added.

“As the channels started operating for 24 hours, it brought with it more entertainment content than educational content,” noticed some television producers.

2. Television being used for education

Channels like Discovery, National Geographic and Animal planet, History provided content, which was informative as well as educative in nature. Television had been used for receiving information and non-formal education followed by educational content.

“Television had been used for all purposes like entertainment, fun and enjoyment. However, National Geographic and Discovery channels had been viewed along with general entertainment channels to get information on variety of subjects,” observed one television producer.

“Channels were there to inform viewers but very little had been done to provide classroom education and that too also for a particular class of students. Programmes on channels like ‘Vyas’, ‘Gyandarshan’ and many programmes of ‘IGNOU’ had been
produced for students yet more programmes would be required,” opined one of the media managers.

3. Miscellaneous opinion

“There were some good channels, which were providing ‘edutainment and infotainment’ content but if they were not being watched than there would be no point. Look at the soap operas on general entertainment channels, their TRP (Television Rating Points) data and the content they had been presenting. It was nothing but sheer time pass entertainment. Even the news channels today provided deteriorating content in terms of news and so as the movie channels,” opined some researchers.

“Earlier, television was using traditional formats like drama, bhavai etc. to disseminate social messages to educate as well as to entertain masses. Television was a medium for providing news and educational messages also; but news started providing entertainment content and did not provide information as it was required to be,” said one of the media educators.

“People viewed television for all the purposes including news, current affairs, formal and informal education, awareness programmes. Since market forces had become powerful for last couple of years or so, television viewing pattern had changed drastically,” observed one of the media educators.

“Television started with idealism but it had got impacted with the consumerism. It had given rise to niche channels also. However, television was ruled by money,” said one media manager.

“Earlier television was information oriented, education driven but it was ruled by entertainment content,” said one of the media managers.

“Television was being used to sell soaps, shampoo and hair oil or two minute noodles,” said one of the scriptwriters. “Leaving Doordarshan aside, all the channels use television for commercial purposes, to earn money, to market their products,” he explained further.
“Television changed a lot and forgotten the role it was to play. Commercial forces made it difficult to survive in the market. Even the definition of news changed drastically,” said one of the researchers.

“The objective to use medium for education was not seen on television today,” said one media manager.

“Television channels focused on ‘TRP’ (Television Rating Points) ratings and viewers received what was offered to them by such television channels. Channel officials were deciding the content. Viewers did not demand for better quality entertainment or educational content. So, it had kind of become a vicious circle,” noticed some media educators.

“In a versatile country like India, with diversity in language, region, culture, television could have done more for education as literacy was not much higher and that was the reason why Dr. Vikaram Sarabhai advocated television for nation like India,” opined one of the media managers.

“Channels like ‘NDTV imagine’ and ‘Doordarshan’ provided kind of programmes, which fell into the category of edutainment and infotainment. ‘Angrezi me kahete hain’ on ‘NDTV imagine’ channel taught one how to speak in English but not in a direct manner. Through different characters of different age, gender and religion, through song, dance and examples with humour, it taught viewer how to speak in English,” said one of the media educators.
According to you for what purpose television should be ideally used?

1. Television could be used for entertainment
2. Television could be used for information, education
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers, no answer and all other kind of answers which did not fall into any of the afore stated categories)

1. Television could be used for entertainment

“Television should be ideally viewed for entertainment but that entertainment should have appropriate content. There could be a good entertaining content. When it came to news channels, there would be hardly any national news that appeared on channel. The update about all the laughter shows would not be required on news channel. Hence, difference between information and entertainment got blurred,” opined one of the media managers.

“Television proved a toy in our country, which was being played, tempered with and experimented. Nevertheless, the objective could be to provide a meaningful, quality entertainment with the use of various arts. That was not happening in our country. Television was giving wrong messages to audience. It could give good values through its messages. As a producer, one could at least give quality entertainment, if not anything else,” demanded one of the television producers.

2. Television could be used for information, education

Television could be ideally used for bringing awareness, provide training and disseminating educational messages. Television could be used for providing education and information. Most of the Indian viewers were still not aware about their rights and responsibilities. Therefore, hammering by way of television programmes about consumer awareness, health, and environment would be essential. Television could provide information and education with participatory approach. Television could provide as much
information as possible because even educated people did not have much information about health, hygiene, education, civic rights etc.

“There was a clear role of mass media and specially that of television. Television could be used to educate and to uplift people. Be it print medium or electronic medium, it was required to perform this role. Media could be a watchdog that provided a forum, platform to discuss critical issues. It was fourth pillar of democracy,” said one of the media educators.

“Television could be used to educate people. ‘Kheda Communication Project’ (KCP) was one such example. During KCP, programmes were made for people of Kheda, on basis of their problems. Change was a very slow process as people of Kheda started paying attention to the messages disseminated little late. We observed that people of Kheda voiced their problems and started accepting change after fifteen years of broadcast. We broadcasted programmes like ‘Tame tamara tv mate lakho’, ‘Hu have laku chu’ and another programme was ‘Mari vaat, maru gaam, mara loko’. All these programmes were highly popular and participatory in nature. For these programmes, people of Kheda not only wrote scripts and handled production but also in a way became conscious of their issues and voiced them,” recalled one of the television producers.

3. Miscellaneous opinion

Ideally, television could have combination of entertainment as well as information and educational messages. However, programmes were required to be driven by viewers’ choice. There could be multiple programmes on channels according to peoples’ need and taste.
Television content could be dependent on target audience. It could have content for different age groups, gender and tastes. Television could have content for national or rural development and it could provide more information on development oriented activities. Television programme could have both entertainment and educational value. At the same time, private channels could have social responsibility. E.g., programmes of channels Loksabha, Discovery and National Geographic. Television could have more dedicated channels on issues like environment education, health, higher education etc.

Television programme’s content could be a balance between education and entertainment. Television could not replace a teacher but it could supplement a teaching process. It could give proper information, show reality to people and avoid providing wrong information. Television had a special place in one’s house and is accessible to everyone in family. It would be a source of entertainment also. It would act in a way that positive vibe would be received to its viewers. Audience could get inspiration from serials like ‘Hum Log’, ‘Buniyaad’ or ‘Shyamali’ etc.

“Television should be ideally used for providing education, information and entertainment as per Doordarshan’s mandate. However, it could be primarily used for entertainment,” said one television producer.

“It is a relative question. There was nothing wrong viewing television for entertainment but proper balance had to be maintained. One could certainly add these three elements of entertainment, education and information into programme content but television could be used for productive purposes,” said one of the scriptwriters.

“When Dr. Vikram Sarabhai belonged to family of ISRO, he envisioned television’s use for the development purposes for larger masses. This was not exploited unfortunately. People perceived television as an entertainment tool,” said one of the media managers.

“Local television and local radio could be used for generating local participation and awareness. Many a times, national channels found not addressing local development and social issues,” said one of the researchers.
“Television was used to catch eyeballs and earn money. Earlier, ‘Nukkad’, ‘Katha Sagar’, ‘Yeh jo hai zindagi’ kind of programmes were broadcasted. This trend on television was ten years back and viewers were watching it. Therefore, there would be no reason to believe that people would not like to watch such programmes. Niche channels like Discovery, National Geographic, History and Animal planet too, had their audience,” exclaimed one of the media educators.

“Educational and development programmes had been broadcasted through national channel for children, farmers and women. However, these programmes were not many and were sponsored by marketers,” observed one of the researchers.

“‘KCP’ used television for giving messages about literacy, women empowerment, adults education, reproductive health etc. So, apart from entertainment, education was also provided through television,” said some of the researchers. “Television was a people’s medium and it showcased and projected people’s voices and issues,” they further added.

“The view differed from person to person. Television could be used for development of society and could provide a balance view of situation, happening,” explained one scriptwriter. “Television was introduced for educational and developmental purposes. Television should balance out information, education and entertainment in its different roles,” she further added.

“Television had been a great teacher. Television not only meant for education and information. It was used for entertainment but if money was going to decide objective and scheduling of the programme, then there was no use of such programme on television,” concerned some media managers and researchers.

“Format of television programme became secondary. Television should at least provide some value addition to time spent and information alone. Society should use television for receiving value added message,” believed one scriptwriter.

“Television could not run for disseminating educational content. Hence, it should balance between educational content and entertainment elements. One such film was ‘manthan’,
which was a good example. Television could be used for balancing these elements,” said one television producer.
Views on education, entertainment and edutainment and infotainment

What does education mean to you?

1. Education meant formal, classroom, professional education
2. Education meant non-formal education
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Education meant formal, classroom, professional education

Education was something, which could enrich one’s life. Something, which made one aware about surroundings, provided information. It helped improving one’s capacity, interpretation and understanding about world. Education was not restricted to just honing vocational skills. It helped to improve one’s observation skill. Education was attitude towards life, towards values, towards everything. Education was skill building. It was inclusive of formal education, provided through school and college books.

“Formal education was very important aspect of education. In the process of teaching, presence of teacher was quite essential. It was wrong to assume that students were always eager to learn and that was why presence of a teacher became essential,” said one of the television producers.

2. Education meant non-formal education

Anything that made a person knowledgeable and capable through widening horizons, developing skills was considered education. Education was something which one could use anywhere, in filed, off the field, in life and which empowered one to face the future
and its uncertainties. It allowed one to think out of box and was not restricted to formal education alone.

Education was gaining capacity to understand things. It made an individual mature. Education did not just prepare to earn money but taught how to apply it in real life. Education was definitely not examination oriented and hence was not confined to degrees or certificates.

“Education could be what an individual get out of watching ‘Discovery’ channel’s programme. It did not mean only formal education but covered informal education. It kept one updated on the happenings around,” opined one media educator.

3. Miscellaneous opinion

Anything that made an individual willing to learn through television, books, classroom environment or through any means could be part of education process. Education was process, which enriched one’s thinking, skills and made one capable to face the world in competition. It helped shape up personality and increased awareness level. Education meant a mix of formal and non-formal education.

Through surroundings, one learned many things. It enhanced one’s knowledge and information seeking behaviour. Primary education made one only read and write but education in broader sense made one think logically and empowered to take decision. Children were given many career options but were not given enough orientation about what to choose and why to choose. Hence, anything that provided ability and confidence as well as understanding to make right decision, was considered education. Education was sharpening analytical skills, which helped in understanding different perspectives and enlightened one from ignorance. Education was not restricted to information that helped in earning money alone but it helped in bettering life. It made people aware bout their responsibilities, limitations and skills.
“Education did not mean schooling, graduation or post graduation etc. It was during Jhabua project, I thought I could teach kids of Jhabua region but later I realized that they were more educated than what I was. They were far more educated about their environment, surrounding. Pseudo understanding of education did not apply there,” revealed one of the scriptwriters.

“Anything that enlightened or motivated an individual to learn something could be considered way of receiving education. It was a continuous process. It helped in identifying, gathering, processing and analyzing information with the help of all senses,” said one of the television producers.

“A ‘vandana’ in a ‘sanskrit’ described concepts of education well. Education was something, which evoked senses, which sharpened sensitivity of a person, not through knowledge or information but through all the possible ways in an aesthetic manner,” said one of the media educators.

“It was an intricate process. One should remember that one would not be transferring knowledge but igniting minds, encourage pupils to think on their own and explore further. This process of igniting minds for me would be education,” said other media educators.

“Real education would be knowledge plus change in attitude. Change for betterment. One would observe in society that well educated girls prove better home makers, spouses, mothers,” explained one of the writers.

“Education would be such that not only provide formal education or basics of the subject, but also should be able to enhance student’s personality, nurture their character. Not just formal education would be education. It would be very easy to handle camera but what one do with the camera in reaching and winning the hearts of people would be education indeed. The message that one would disseminate through camera be quite noteworthy and that would be where education’s role come into being. Therefore, education would have a wider definition. From the moment, we had been born, we learn through different ways. If anything help in learning process, would be considered as part of education,” elaborated one of the media educators.
“To teach and to learn would be different things. I got educated through M.A. but when I became a good learner, it was different time. These two were different things. Education would be something that provided an opportunity to learn,” said one of the writers.

“Education would be something that helped people to differentiate what was right and what was wrong. One could not standardize the term. Anything that led to change in positive direction could be education. It did not remain just source for a good job,” opined one of the researchers.

“Education would be catalyst to change. It would be very individualistic. We would not need graduates or educated with degrees and certificates but people who could think on their own and take decision about what would be good or bad for them,” said one of the television producers.

“It would be a difficult question. Education would be something that retained in a person after one had forgotten what he or she had learnt. One learned and became someone else. Anything that helped in developing and understanding new perspective would be education,” said one of the scriptwriters.

“Education would be to strength the nation building exercise and empowerment of people and society,” said one of the media educators.
Please define ‘entertainment’.

1. Entertainment meant to relax, rewind

2. Entertainment meant something meaningful that added value

3. Miscellaneous opinion (this option included responses, which combined both of the above category answers, no answer and all other kind of answers which did not fall into any of the afore stated categories)

1. Entertainment meant to relax, rewind

Anything that helped relax a person and involved fun and could be entertainment was the echo of most of the media experts.

“Something that helped an individual distress, rewind could be entertainment. It could be for short duration or could be for longer duration. Anything that made on distress while watching television considered entertainment,” said one of the media managers.

“Entertainment would be something that provided pleasure, dealt with senses. This could give enjoyment and some light but fun moments of life. Anything that could make one feel happy considered entertainment. A movie like ‘Lage raho Munnabhai’ would be certainly entertainment for me,” said one of the television producers.

“Any thing that involved individual, participatory in nature and not derogatory to any one that relieved me from stress could be entertainment. It could be educational programmes for some or lifestyle programmes for others,” said one of the media educators.

2. Entertainment meant something meaningful that added value

“Anything that was more meaningful, relevant to one’s choice and affect one’s aesthetic sense could be called entertainment. Likewise, watching birds, animals and good scenery could be entertainment. It could be a movie or walk. Something that brought change but in the line of aesthetic value and framework could be entertainment. Apart from the
hardcore news, anything on television could be termed entertainment,” said some of the
scriptwriters.
“Entertainment would something with which an individual be able to relate one self to.
Anything that raised one’s efficiency, productivity and provided healthy relaxation or a
break from work by way of drama, fiction, etc. could be called entertainment”, said one
of the researchers.
“Merely laughter shows and soap operas could not be considered entertainment. The
story, which could bring forth some morale, could add value in terms of making me feel
happy, relaxed or rejuvenated, could be a good attempt of entertainment. To hear story
from grandma would be considered entertainment for me,” explained one of the media
educators.

3. Miscellaneous opinion

Anything that was attention holding, captivating and did not allow one to get up in
middle of the programme, could be entertainment.

“Entertainment would be very individualistic and hence, the time I spent with my family
would be entertainment for me. I would not prefer to view television for entertainment,”
said one of the television producers.
“In today’s term, any piece of communication on either television or radio, which did not
allow one to switch over other channel, could be called entertainment,” opined one of the
media managers.
“When people had enjoyed what they did, they hardly had any free time as they really
loved what they did and hence did not require any external mode of entertainment. That
would be an ideal state of mind according to me, which would be very different than
what television had been doing,” explained one of the media educators.
“Intrusion of commercialization changed concept of entertainment. There were pure
forms of entertainment like folk forms, traditional media, literature. Propagation of values
could be entertainment, rich heritage, disciplines of art and anything, which kept
traditional values intact and opened up new avenues of learning could be considered sources for entertainment,” said one of the media educators.

“Entertainment had been a subjective term. It could be work for some, writing for others. It could be anything. One that gave break from routine and provided an opportunity to do what one had liked could be called entertainment,” said one of the scriptwriters.

“It would be an individualistic concept. If one would be doing something and enjoying what she was doing, it could be entertainment for the individual. Though I believed, it had to be culturally meaningful and socially acceptable. One could not indulge in activity at somebody’s expense, which was value less. E.g., watching ‘garba’, ‘theatre’, ‘dance’ would be a popular way of gaining entertainment as it refreshed one at the same time. One could not blame television for providing inappropriate content in name of entertainment but had to demand for the content that appealed them,” opined one of the researchers.
Define edutainment and infotainment programming giving few examples

1. Edutainment and infotainment meant entertainment with education, information, social messages

2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Edutainment and infotainment meant entertainment with education, information, social messages

Edutainment and infotainment content considered combination of education and entertainment. Edutainment and infotainment meant education, information, social education given in an interesting manner. It would be fun, innocent and would not make any one feel hurt. Reality shows in singing genre could be an attempt for edutainment and infotainment programming. Folk forms with morale would be perfect examples of edutainment and infotainment programmes.

Education given through classroom teaching could be considered edutainment and infotainment if the education, information given in an interesting manner. Also, social education with entertaining presentation be considered as edutainment and infotainment approach.

“Any programme that provided pleasure, joy and enrichment called edutainment and infotainment programme. A programme on science or mathematics may not be entertainment programme but if it would widen horizon, add to existing knowledge; understanding, then it could be an edutainment and infotainment programme. The programme that motivated, worked as a catalyst could be edutainment and infotainment programme. It could be through laughter, tears anything,” opined one media educator.

“Entertainment distresses, education broaden the horizon. Edutainment and infotainment is a combination of these two factors. If a documentary or film on Television, gives thrill and information, it is a perfect example of edutainment and infotainment. I have never
flown an aircraft but if a Television programme on Discovery channels provides me details about how to fly an aircraft, it is edutainment and infotainment for me. That is what I mean by edutainment and infotainment,” said one of the media managers.

“Sugar coated pill could be compared with edutainment and infotainment content. If one could pamper viewer and could hold his, her attention while giving educational, social message, it could be called edutainment and infotainment,” said one of the researchers.

“Programme that raised issues and problems of different segments of people and bring forth an opportunity for behaviour change at individual or society level could be called edutainment and infotainment programme. E.g. ‘Rajani’, ‘Shanti’ dealt with women’s issues, problems, desires to grow and were good attempts of edutainment and infotainment programmes,” said one of the television producers. “Likewise, some programmes on general entertainment channels, documentaries, campaigns against social evils could be well considered edutainment and infotainment programmes in nature,” she further added.

2. Miscellaneous opinion

Programmes on channels ‘Travel and living’, ‘Discovery’, ‘National Geographic’, ‘History’ were mostly edutainment and infotainment programmes in nature. Documentaries, campaigns against social evils, water conversation, water harvesting, traffic sense, child marriages, air pollution could be well-suggested edutainment and infotainment programmes. Likewise, awareness building programmes against plastic, e-wastage, programmes on Gandhian thoughts with social messages, child rights, planet world could be termed edutainment and infotainment programmes.

“Some programmes by ‘DECU’, ‘EMMRC’, ‘GIET’ had been edutainment and infotainment programmes. Likewise, ‘Jigyasa’ on Doordarshan, ‘Discovery of India’, ‘Seasame Street’, ‘Panchtantra’, could be edutainment and infotainment programmes. Several programmes like ‘Aisa hi hota hai’ aimed for children for class 8 to class 10 on Doordarshan. ‘Jeete raho’ was another programme on pharmacology. Series on Nano Technology, series on solar system with the help of animation, using high technology and
good script were some of good examples of edutainment and infotainment,” said one of the television producers.

“In addition, programmes of ‘SITE’, ‘KCP’, ‘Jhabua’ project were cent percent edutainment and infotainment programmes. They were not based on classroom education but there were programmes on animal husbandry, awareness among farmers, status of women, awareness about rights etc.,” recalled one media manager.

“Edutainment and infotainment was the term coined by bureaucrats. We knew what originators meant. Edutainment and infotainment was not just either to educate or to entertain but do both at a time. Education could not be entertaining. It could be supplementing. Like wise entertainment could not be educational. There was nothing to fear about educational message. You did not know how to give education. Education could be thoroughly enjoying. There was no need to entertain when one was getting education,” said one of the scriptwriters.

“Edutainment and infotainment was breakaway from routine. It could be in audio-visual form, could be theatre, movie or could be anything. Programmes on History, National Geographic and travel and living provided relaxation, entertainment and information at the same time,” said one television producer.

“‘Waiting for godot’ a play by Samuel beckett was an attempt of edutainment and infotainment,” mentioned one media manager. Also, ‘Kaun Banega Crorepati (KBC)’, ‘Kya aap panchavi pass se tez hain’ (Panchavi pass), ‘Bournvita Quiz Contest (BQC)’ were some of the examples of Indian edutainment and infotainment programmes,” he added further.
According to you, what is effective medium to disseminate educational messages? Why?

1. Electronic or print media found most effective to disseminate educational messages
2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Electronic or print media found most effective to disseminate educational messages

"Programmes on animal husbandry could be shown on television through a play or drama format or an audio programme could be created through lively characters etc. It could make programme interesting. Any medium could provide information to its audience in an entertaining way,” said one television producer.

“The best medium would be an audio visual medium, followed by print and radio medium for disseminating educational content,” opined one media manager.

“Internet would be equally potential medium for disseminating educational messages due to vast possibilities, choices and diversity of information. In addition, internet would provide audio, video and reading facilities, all at a time. Accessibility of the medium to all would be questionable,” opined one of the media educators.

“Ideal combination could be multimedia and internet. Wherever there could be an access or usage, viewers could utilize medium optimally. However, if more than one medium could be accessible like television along with radio, viewers could use them to get information and educational messages. E.g. in rural India, social educational messages would be required to disseminate strongly and frequently, a combination of media could reach to audience effectively for disseminating social or educational message. Hence, more than one media mix could prove better,” opined one of the scriptwriters.

“Radio was an effective medium for disseminating educational messages due its reach, mobility, cost effectiveness and accessibility. In rural parts of India, ‘Aakashvani’ was heard by thousands of listeners loyally,” recalled one of the scriptwriters.
“Television would be an effective medium to disseminate educational messages. However, if interactivity and ‘on demand broadcasting’ would be added to the television, it would become more competent. Educational content of television programme should be accessible to students at their time, convenience. There should be scope for student to raise question, query and the medium in this case, should assist by providing reference, supplementary material. And most importantly, the medium should not be dependent on electricity alone,” demanded some media educators.

2. Miscellaneous opinion

“Effectiveness of medium was dependent on target audience. If one had to give message, objective should be as per target audience’s capacity and need,” said one researcher. “Effectiveness of the medium was dependent on the subject and kind of messages one wished to communicate to target audience. Certain messages did not require help of visuals to communicate effectively while some of the messages required help of visuals. So, it was dependent upon type of message to communicate along with target audience,” explained one of the television producers.

“Effectiveness of medium was dependent on target audience and type of message. Certain media could work in certain conditions. In addition, a medium alone could never change anything. If there was a mix of media, message should be communicated effectively. E.g., polio campaign through television alone would not give desirable results but if the message would also be given through radio, newspapers and out of home media, it would help in achieving desirable results. So, message decided the medium in many cases,” backed up one of the scriptwriters.

“Mix of traditional as well as alternate media like theatre, puppetry, animation would be an effective way to disseminate educational messages. One to one communication, interaction would also be one of the most effective and direct medium to disseminate educational messages. People considered opinion of family, friends and relatives very important. In villages, ‘gram sevak’ was still considered an authentic source to receive information and educational message,” pointed out one of the researchers.
“Films, mobile along with television, radio and internet could be considered effective media to disseminate any kind of messages,” said one of the television producers.

“Each medium had its own pros and cons. Though, budget, target viewers and type of message, accessibility of medium decided perfect medium for communicating social and educational messages,” explained some media managers.

“Story telling was considered a powerful way to communicate effectively and many ‘kathakars’ employ this strategy to disseminate religious messages. E.g., ‘morari bapu’ would be one such person who had communicated social and religious messages effectively. In addition, one to one communication and one to many communication was equally effective way to reach to audience as it provided immediate feedback. Such personal interactions were direct in nature and hence effective as well,” observed one of the researchers.

“Cinema, theatre as well as out of home media like hoardings, banners, kiosks and mobile had been equally important media to communicate effectively,” detailed one educator.
According to you what is the most popular medium for entertainment? Why?

1. Electronic or print media found most popular media
2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Electronic or print media found most popular media

Mobility, accessibility, literacy, cost effectiveness, and awareness were few crucial criteria to determine most popular medium among audiences.

Multimedia and internet observed quite popular medium among youngsters and kids due to increasing awareness. Print medium along with films had been very popular with large population in the country. Radio had been very popular among rural populace though television found competing with radio quite hard as a result of increasing penetration.

“Television considered a demonstrative medium. In addition, accessibility would be high in case of television compared to other media. E.g. for farmers, radio was considered accessible medium as it provided information and entertainment while working in farms,” believed one television producer.

2. Miscellaneous opinion

“The popularity of any medium for entertainment dependent upon number of programmes offered as per target audience’s choice, programme formats and target audience’s convenience. It also depended upon leisure time available to audience, age group, profession, socio economic and cultural background of audience. For some people watching a movie on one of the channels could be entertainment while for others interacting with friends on internet could be a way to entertainment. So, it was target audience as well as individual oriented choice,” explained some media educators.
“A mix of media had been popular due to entertainment as well as information requirements that included access of television, internet as well as radio and print media,” opined some media managers.
According to you, what is most effective medium for edutainment and infotainment programming? Why?

1. Electronic or print media found effective for edutainment and infotainment programming
2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Electronic or print media found effective for edutainment and infotainment programming

Television found effective and hence preferred but accessibility of medium was again a question in some part of country. Radio had become an effective medium due to penetration of private ‘FM’ channels and considered cheap and handy.

“Television was one of the most effective medium for edutainment and infotainment programming as it was a combination of audio as well as video and had capacity to become interactive. In addition, the content on television programmes was available in different languages keeping in mind multi cultural background of different target groups. Also, television content considered highly creative in nature,” believed few media managers and television producers.

“Multimedia and internet along with interactive cds had been popular with the students preparing for higher studies,” believed one television producer.

“Television and internet both had been very popular with the masses. ‘Blogs’ on internet had been one of the reasons for internet’s popularity,” opined one of the media educators.

“Internet with more video programmes on specific themes and issues containing entertainment and infotainment value was becoming popular with some of the urban audience,” noted one of the researchers.
2. Miscellaneous opinion

Television was an effective medium for any kind of programming. However, it was expensive compared to rest of the media and could not satisfy many demands at one time. Combination of radio, print as well as internet was effective to disseminate edutainment and infotainment content.

“Films and mobile had become popular media. Both of the media could be equally effective for disseminating edutainment and infotainment content,” said one of media managers.

“Effectiveness of any medium depended upon target audience and its need, taste and behaviour towards media consumption,” pointed out one of the television producers.

“One to one communication, sharing of knowledge, ideas and information was very important for effective dissemination of any message. It was a process. Hence, a workshop mode could establish a personal and direct communication. Eye contact was very important in communication. Through eye contact, one to one communication could be established that was must for an easy learning of any matter. It helped in receiving feedback as well. Hence, personal communication was the effective way to disseminate any message,” opined one of the scriptwriters.

“Alternate, traditional media like street plays or ‘nukkad natak’, ‘bhavai’, ‘puppetry’ communicated messages to a special segment of audience in an effective as well as in an entertaining manner. Not only certain segment of audience could relate to such way of entertainment and but it helped in keeping the old arts alive,” felt one of the television producers.

“A workshop environment comprising audio, video content, cds, posters, access to internet and television, radio, print media followed by personal interactions, experiences and discussion in a focused environment proved to be an ideal way to disseminate effective message,” opined one of the media educators.

“Theatre would be one of the very old and strong yet effective medium to disseminate social and educational messages,” said one of the scriptwriters.
What is the portion of educational messages in edutainment and infotainment programmes?

1. Major, equal or minor portion of educational messages in edutainment and infotainment programmes
2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Major, equal or minor portion of educational messages in edutainment and infotainment programmes

“Some times, educational messages found in major portion. As much as sixty to eighty percent and at times cent percent content was educational in nature. One of the reasons being that such programmes were target audience specific and subject specific,” observed one media manager.

“Educational content was seen in minority proportion in edutainment and infotainment programmes. Hardly ten percent of programming content delivered educational content as it was an attempt of just attracting eye balls,” said one-script writers.

“In edutainment and infotainment category of programmes, except programmes on Discovery, National Geographic, History and Animal planet, not much educational value had been attained,” said one media manager.

2. Miscellaneous opinion

In some of the edutainment and infotainment programmes, educational messages and entertainment had equal weight. Some of the programmes did not carry more number of hard-core educational messages but provided information in depth.

“’Zaban sambhalke’ was one of the highly entertaining programmes but it used to give an insight on what sort of mistakes people commit as they did not know the language well. It
was more of entertainment than edutainment and infotainment though,” recalled one of the television producers.

“‘Bharat ek khoj’ on Indian television with the interesting format, eye catching visuals was a well balanced edutainment and infotainment programme. It was quite informative and educative in nature,” pointed out one researcher.

“The portion of educational messages depended upon type of programmes, target audience, age group, existing knowledge level of audience, need, taste and cultural and social environment among many unpredictable factors. However, a producer should avoid giving educational values intentionally,” believed some media managers.

“There could never be a fixed proportion. If one gave any such license to producer, he or she would keep educational portion very small and it would end up being an entertainment programme,” concerned one media manager.

“News channels provided information rather than educational content. One had to explore educational value from the content provided. One of the reasons was that most of the programmes were for mass consumption. However, there was no substitute of books and journals for receiving educational content,” said some scriptwriters.

“There was no point to bifurcate education and entertainment. Education itself could be entertaining. A person could get entertainment and yet learn lot of things. The pleasure one derived from learning was quite entertaining and enriching in a way. Good education in a manner would entertain an individual. Programmes on History, Discovery, Animal planet and National Geographic channels were some good examples of it,” explained one media educator.

“It depended upon target audience. At times, people did not believe that education and entertainment could be together. It was also a question of producer’s ability to deal with the subject. Some producers were able to deal with serious issues by engaging audience and giving valuable messages. E.g., Ketan Mehta’s ‘Bhavani Bhavai’ movie had a strong message and kept viewers’ interest retained until end. That could be an edutainment and infotainment as he carried viewers along with the story very meaningfully. So, it dependent on producer and his or her ability to deal with the subject as well as how well a producer understood target audience,” opined one media manager and media educator.
In your opinion, what should be ideal portion of educational messages in edutainment and infotainment programmes?

1. Major, equal portion of educational messages should be ideal in edutainment and infotainment programmes.
2. Miscellaneous opinion (this option included all responses, which did not fall into the afore stated category)

1. Major, equal portion of educational messages should be ideal in edutainment and infotainment programmes.

‘Educational message should be focus of such edutainment and infotainment programme and should cover major part of such programme. So, education should be around forty to sixty percent in edutainment and infotainment programmes,’ opined one television producer.

“Ideally, educational content should be in majority. However, if a producer would not wish to make content very serious then, it should be at least in minor portion,” suggested one media manager.

“Education as well as entertainment value should be in equal portion in a programme. In addition, apart from the educational message, production values, techniques were equally important, which helped in bringing entertainment content into it. So, equal weight should be maintained,” opined some media educators.

“Educational content to entertainment value should follow sixty-forty ratio,” believed one scriptwriter.

2. Miscellaneous opinion

Some of the scriptwriters affirmed that it was not possible to differentiate between education and entertainment in any programme per se. E.g. ‘Mahabharata’, Shakespeare’s ‘Merchant of Venice’, ‘Abhigyan Shakuntal’. These programmes gave educational value at the same time they were entertaining. Therefore, to communicate educational message
would be an art. A highly art oriented individual or producer who had known the medium along with audience could communicate effectively. A producer used various tools in programme making, explored intricacies of culture and socio economic background of target audience to make programme attention holding.

One television producer opined, “There should be a separate channel which would focus on giving educational content. It would not be possible to give such educational or social content through commercial channels. Such educational programmes with content of classroom education required a proper treatment. They should not be merely a government responsibility but such programmes should be social responsibility. Hence they should be presented in entertaining manner.”

“The message should reach to audience. It would require tactics. There would be no ideal portion. One could suggest an alternate way or technique to produce programmes but could never force producer to choose any path. However, participatory approach in a programme would interest audience in the programme. In addition, there should be many more such elements, which interest audience and sustain their interest level. E.g., ‘Ramayana’ in general was very popular with people. However, whenever there was a fight between two warriors, a good versus evil, more screen time was spent on the fight scenes and animation as it really interested people,” recalled one of the media managers.

“I would not think anything given on Indian television be considered educational or edutainment and infotainment content. Except Discovery and National Geographic channels’ programmes, there was a lack of a conscious effort. A programme should be able to entertain while a student is learning. It should retain a student’s attention and develop a quest in student to learn more. E.g., ‘Tare zameen par’ movie was a good combination of education and entertainment. It not only entertained but also put a very serious message for parents, teachers and society at a large. It was not possible to divide communication content according to any such rules,” said one of the media educators.

“A producer would need to identify clearly what programmes would like to communicate. If one would be producing programme like ‘Krishi Darshan’ the
educational content should be high but interesting to farmers. Therefore, if one delivered content in an uninteresting manner, viewers would switch off the programme. If a producer communicated in an interesting way, viewers would not be willing to learn and view the programme. ‘KBC’ and ‘Panchvi pass’ had altogether a different approach to educational, informational content and to entertainment value,’ concerned couple of media educators and media managers.

‘E.g. ‘Angrezi me kehte hain’ on ‘NDTV imagine’ had a clear objective to make viewers learn English language in an entertaining way. So, sugar coating of entertainment to content was requirement but it was up to producer and audience’s requirement,” pointed out some of the researchers.
How can one maintain a balance while working (producing/writing/researching) for edutainment and infotainment programme?

1. Through programme, production elements of programme
2. Through research of programme
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Through programme, production elements of programme

There would be a need to explore medium, format, target audience’s profile in order to achieve and maintain ideal balance. Various production tools like humour, anchor, and animation would support programme content and help in retaining interest of audience. However, excess use of such techniques would deviate viewers’ interest from main objective. Format, treatment and content all would have crucial role to play. Therefore, an appropriate combination of these elements would surely make programme interesting for audience to watch.

“Treatment would be one of the very important elements of production. It involved lot of things like words, visuals, camera placement, etc. Overall approach of a producer should be indirect in employing treatment. He or she should not directly communicate educational message. Even in educational film, programme, it should be communicated in a subtle way or it would be any dry piece of communication,” said some of the media managers.

“There were various ways to present a programme. One should look at the content, script, audience and then decide upon ways to present it. E.g., a producer could add recap; or could begin with introduction of new topic and at the end of programme could give summary. The programme could be presented in a question answer session or in a story format to make it lively. These all would various ways through which a programme be made interesting,” explained one television producer.
“For a producer, visuals and technicalities would be very important,” shared another television producer.

“As a writer in broadcast media, one should pick up language of the place and of target audience. Language diversity observed in our country. So, every writer while writing for any programme should take into account socio-economic as well as cultural intricacies of target audience along with lingual diversity,” suggested one of the scriptwriters.

Another writer suggested, “As a writer one should know technicalities of the profession, needs of target audience. A writer should also understand director. A writer should be very conscious of the medium he/she would be writing for and its strength as well as limitations.”

“It is a collaborative effort. A writer either should try to be familiar with the subject details or he/she should take help from other sources like subject expert, reference material in order to understand subject intricacies. After, a writer would be well versed with the subject details and target audience’s needs, he/she should opt for writing,” believed some of the researchers.

2. Through research of the programme

Any one involved with the programme making, be it producer, writer or researcher should have a clear idea about who the target audience would be, their needs, requirement in addition to the subject. A detailed research would help in producing a better quality programme.

To make a balanced programme, language, culture and needs of target audience should be known through primary or secondary data. A producer should attempt to know existing knowledge level of audience and then decide objective of the programme. In addition, accessibility of the channel and its programme among the target audience should be checked.
Audience should be able to identify themselves with the characters, issues and situations in the programme. Such programmes would sustain audience’s interest for a longer time and communicate message effectively. Audience research would help present things and situation from viewer’s point of view rather than from authority or expert’s point of view. Research of audience’s preference would suggest content, format and treatment preferred by audience, which would help producer in producing programme effectively.

“Communicator, message, channel and audience research should be done before producing any kind of programme. It should have participatory approach in order to sustain interest of target audience,” believed some researchers.

One of the media educators felt, “Researcher did not do much of homework. A researcher should gather all details of target audience and convince director about research findings. Through research alone, one would know why would target audience like particular kind of programmes and why they would not like other programmes.”

“Any programme would be a team effort. A producer should get details about audience profile, their needs and preference with help of researcher as part of ‘formative research’. In addition, a producer and scriptwriter should pre test the script written and should receive feedback of audience. In addition, once the feedback received on script, a producer should produce programme keeping mind feedback given. Once programme would start broadcasting, on going or ‘process research’ should be done. Process research would provide a scope to do interim changes, if required in the programme. After all the programmes had been broadcasted, ‘summative research’ should be incorporated. Summative research would help in identifying what impact programmes had on viewers,” pointed out few media managers and media educators.

3. Miscellaneous opinion

Production, programming and editing should be done to maintain a balance between various elements of programme. In addition, flow, camera work should be in accordance with the story and situation.
“When a producer would like to communicate a message, which would not be demanded or liked by viewers, a producer should create a demand for such programme. A message should be communicated in an indirect, subtle manner. At that time, elements of entertainment like songs, dance, music, visuals etc. should be utilized tactfully. If audience gets entertained through such elements, there would be better chances of acceptance of desired message,” suggested one scriptwriter.

“A well produced programme depended upon infrastructure availability, finances, team of a researcher, a producer, and a scriptwriter. These professionals should be part of a team wherein, a researcher would be expected to know target audience well, a producer would be expected to know medium well and a scriptwriter would be expected to know subject in depth. Also, every team mate should have presence of mind and ability to understand and respect other’s point of views, as it would be a team effort,” suggested one media manager.

A producer should try to get insights of the subject through constant interaction with his team members comprising researcher, writer and subject expert along with camera men, performers, editors etc.,” explained one of the television producers.

“Every team mate needed to be specific about what a producer would want to communicate to audience. One would require to be serious and rigorous about it. If producers would go creative and find out ways to make programme participatory, researchers should find out things that interest audience along with their needs. He/she should help director define the areas, need, and objectives clearly and work with scriptwriter so that programme would not become preachy. Every team mate of the programme should feel a sense of belonging and should be able to envision programme with rest of the team mates,” explained some of the media educators and media managers.

“The content should not be overloaded with plenty of messages. E.g. ‘Lageraho Munnabhai’ film was a good attempt where social education along with entertainment was given in an interesting manner,” pointed one scriptwriter.
“In ‘Kheda Communications Project’ (KCP) transmission, majority of programmes were made on socio economic issues, on animal husbandry, health and environment. The programmes were not hard-core educational programmes; however, messages were given subtly. Messages were very clear and were not distorted. Therefore, first condition of any programme should be to entertain. If a producer would fail to educate or provide message at one time that would be acceptable but if a producer would fail to entertain, that would not be acceptable at all. If a producer would fail to entertain in the first time, audience would not see the programme next time. So, that part was inevitable,” opined one of the media managers clearly.

“A producer should explore scope for education in television. E.g. Fashion TV, showed models walking on the ramp. If the producers would also show lifestyle of models, how hard work would go behind this profession and possible courses, network and training one would require entering in such profession, it would become edutainment and infotainment programme. If producers could show kinds of light being used for shoot, someone learning photography would benefit from that. If they could provide details on how to cut and stitch the cloth, professional in apparel designing would find it interesting. Thus, producers would educate and at the same time provide entertainment. So, experiments with content, format, treatment should be done,” said one of the media managers.
Do you believe edutainment and infotainment programming genre has an edge over educational or entertainment genre of programmes? Give reasons.

1. Edutainment and infotainment programmes did not have an edge over educational or entertainment programmes
2. Miscellaneous opinion (this option included responses, which had all other kind of answers that did not fall into the afore stated category)

1. Edutainment and infotainment programmes did not have an edge over educational or entertainment programmes

Edutainment and infotainment as programming genre did not have an edge over entertainment genre of programmes. Mostly, edutainment and infotainment programmes had an edge over educational programmes.

“As long as edutainment and infotainment programmes were produced in an entertaining or enriching manner, they had an edge over educational programmes. Some of the programmes and documentaries produced by ‘DECU’, ‘GIET’ or ‘EMMRC’ were educative in nature and yet provided entertainment at same time,” suggested some of the television producers.

“Interesting content to audience, if presented in an uninteresting manner would not be seen by many. Therefore, edutainment and infotainment had clear edge with interesting way of presentation of programme. Programmes of Discovery and National Geographic channel were some very good examples,” pointed out some of the scriptwriters.

“Of course, edutainment and infotainment genre had an edge over educational genre of programmes. Nevertheless, it should not compete with entertainment genre of programmes. Edutainment and infotainment programmes had to compete with educational programmes and then it would be on audience to decide whether they would want to see a soap opera or documentary on Discovery, National Geographic,” exclaimed one of the media educators.
Some of the media managers felt, “Edutainment and infotainment programmes did not have edge over entertainment programmes. Soap operas ruled the prime time on Indian television. Viewers would switch away from educational or social education oriented content. However, with the popularity of serial like ‘Balika Vadhu, ‘Na is aana des lado’, trend towards social education found increasing.”

“The edutainment and infotainment programmes had an edge over educational or informational programmes for certain. Even news had not remained simple, straight news,” said some of the researchers.

2. Miscellaneous opinion

“Edutainment and infotainment programmes had an edge over educational programmes. Again, not every programme could have same approach. Educational programmes had their own importance and so as entertainment programmes. Similarly, programmes like ‘panchvi pass’, ‘KBC’, ‘Baalika Vadhu’, ‘BQC’ were appropriate in their approach,” said some television producers.

“Edutainment and infotainment programmes had an edge over any kind of programmes. The entertainment was educative in nature while education was entertaining. Hence, a programme which would be a combination of both elements would make programme interesting,” believed some media managers.

“The news had become edutainment and infotainment programme itself. The desire to keep up dated with information was increasing but plain news today was not seen popular. Hence, combination of entertainment with information and educational value had become essential. However, entertainment was a separate genre, which had its own space and audience,” asserted few researchers.

“One would not compare edutainment and infotainment programmes with entertainment programmes but comparison could have been between edutainment and programmes and educational programmes. If one would give educational angle to any programme, it would tend to become boring at times. However, if a child were made to sit for
entertainment programme or for a cartoon show, it would be more than happy to sit. The same would not be true for educational programme,” said one scriptwriter.
“Edutainment and infotainment programmes would certainly have an edge over educational and entertainment programmes with the rich resources, skilled man power and technology,” explained one of the media managers.
Preference for edutainment and infotainment programme element

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

1. Format, content or treatment performed an important role
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Format, content or treatment performed an important role

“Format played a crucial role in making programme interesting. However, most of the times, format was decided by producer. Format was one of the most crucial aspects of programme and so was content,” believed some of the television producers.
“Content was the heart of any programme. No matter how good format of programme was, unless and until content was strong enough, it would not sustain eyeballs. Hence, content was living element,” opined some of the scriptwriters. “Not much emphasize was given on content. As more weight was given on presentation of the content in television programmes,” the scriptwriters opined further.
“At times, format or treatment was not up to the mark, it would not much harm the programme but if content of the programme would not be worth, no viewer would like to watch such programme again,” opined one of the media managers.

“The way programme was presented, a combination of format as well as treatment of content was very essential for a programme to be interesting. It would include various elements like execution of content, performance of actors, anchoring of a host, voice over in a documentary, interviewing or questioning skill of an interviewer etc.,” reflected one media educator.
“First and foremost important element was content. If a producer did not have good substance, even if such programme was garnered with technical values, it would not work with audience. Content would be oxygen to programme. Then aesthetic values,
production values became significant. So, it would highly depend upon the content followed by format and treatment,” said some scriptwriters.

“A programme was result of all the elements presented. However, presentation or treatment held highest weight. The way content was delivered through characters, situations provided a background for effective dissemination of message. E.g. supporting elements like colour used, costumes of characters, background score, special effects impacted the way content was disseminated and helped to connect to audience,” exclaimed one television producer.

2. Miscellaneous opinion

Some of the writers believed that content suggested a format. Content for women, children or adults would provide producer a clue to decide format and a producer should try to seek opinion of scriptwriter and researcher before deciding format, as it was a team effort. Format should be backed up by content and garnished with treatment.

“Technical aspects of production for programme were equally important. They form part of treatment of programme,” suggested one of the researchers.

“One would experiment with formats and subject in order to decide. E.g., ‘cinema soaps’ in United States of America during 1960s proved very successful. The way both the formats were merged and worked upon was remarkable and it dealt with relevant and interesting subjects,” observed one media educator.

“It was impossible to overlook any single element of a programme. If one did not have good content or good treatment, programme failed to connect to audience. If there was a good content, one was bound to get effective format,” opined one scriptwriter.

“There was a difference between popular programme and effective programme. To make programme effective, not just three elements format, treatment or content but medium, target audience’s requirements also required to take into account,” said one researcher. “Even target audience’s literacy about format and treatment becomes crucial,” she further added.
“It programme was well balanced with elements like format, treatment and content, it would hold viewer’s attention,” said some television producers.

“Treatment of the subject matter was inclusive of format and content. A play, if did not have good content, would not become popular while a lecture with strong content with not so interesting format would fail to retain interest of viewers. So, one could not afford to rule out importance of any element in programme making. Each element of programme was equally significant and contributed to its success. E.g., talk show like ‘Oprah Winfrey’ or’ We the people’ was a good example of simple format with good content and decent treatment. Therefore, overall approach to the programme made the impact. Understanding of topic and target audience, clarity about objective, method adopted made programme interesting,” explained some media educators.

“It was depended on the audio visual language of the programme. Whether programme had been able to pursue viewers’ to view the programme or not was decided by its audiovisual language and ability of programme to connect to audience. Hence, format along with treatment was largely responsible for its success as well as failure,” opined some other television producers.

“All three elements viz. format, content and treatment were equally significant. However, the first thing was topic or content of the programme. If earthquake had happened at a place where many families were located and one would want to know about the condition out there, nothing mattered, neither format nor treatment,” explained one media manager.
In what format would you prefer to view edutainment and infotainment programme on television?

1. Different formats
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Different formats

Interactive formats like quiz shows, talk shows and interviews observed appropriate for providing education, information, and social messages. Soap opera, reality show and game show, audience preferred every thing as they sought variety in format and presentation of programme.

“Drama worked well with the general masses; however, it depended upon situation. For community viewing, drama would hold attention for a longer time than documentary. Docu-drama was also getting popular in sending message across. So, it was said that formats based on drama were mostly liked by audience for family, mass viewing,” opined one of the researchers.

“Element of ‘fantasy’ could make content further interesting,” said one of the television producers. “Fantasy helped in turning away from real life problems,” she further added.

“Documentary was an effective format and was very popular in western countries. However, it had a very limited Indian audience. A very niche Indian audience preferred to view documentaries. Indian documentary producers faced many challenges like lack of funds, time constraint and shortage of other trained man power and other resources in addition to limited viewing,” opined one media manager.
2. Miscellaneous opinion

“Format with debates, discussion and audience’s participation with strong content made programme interesting. A producer should be clear with objective, subject and target audience before finalizing the format,” explained one media manager.

“Any format could be effective provided it had good treatment. One could generalize some things based on research. E.g. any kind of content in a story form attracted eyeballs,” pointed out one scriptwriter.

“Format could not work wonders if it did not have quality content and content without equally interesting format could not work well,” clarified one producer.

“Format could work as sugar coating to the subject. That was why format came as most important element in programme making. It was nothing but packaging of the programme. Format was quite important initially as it grabbed viewer’s attention but it was content which retained viewer’s attention for a longer time. So, content was like a product itself. Unless and until product was good, people would not buy it repeatedly. So, format and content both were equally significant,” explained one media educator.

“Format should be developed keeping in mind target audience’s need, taste and preference. Also, audience’s media literacy played an important role in deciding format,” said some researchers.

“Audience saw programme as a package and not for format alone. Format should be relevant to the content. Programme about farmers would not be in soap opera format. In such situations, participatory format with folk form might work keeping in mind culture and taste of farmers. Formats like ‘bhavai’, ‘garba’, ‘katha’ etc. might work for them. So, format was content, target audience as well as culture specific,” said one of the television producers.

“Format was dependent on script, structure, flow of the programme. At times, format was also depended upon availability of performers, anchors etc. Treatment was a part of format. At times, production techniques, camera work, sound bites and other elements like animation, graphics and commentary with visuals supported format and made it
interesting to watch. A television programme would be just like a ‘gujarati thaali’. It should have all the elements in it, just like a perfect gujarati meal. A voice over, strong visuals, good story, popular actors, fine editing, soothing music etc.,” believed one of the producers.

“Any format depended upon various things like subject, target audience, resources available and how subject was dealt with keeping in mind target audience’s requirement. If a programme was to produce for students of class 8 to class 10, a story would be a good format. While for college students, documentary would be an apt format. Hence, there was no thumb rule for any one format,” indicated some of the writers and researchers.

“Interviews of popular personalities, news, quiz shows, game shows on Indian television like ‘KBC’, ‘Panchavi pass’, reality music shows, dance shows and laughter shows, soap operas like ‘Baalika Vadhu’, ‘Ba Bahu Aur Baby’ and situational comedy were some of the formats found popular among many scriptwriters and television producers. Traditional and alternate media like ‘puppetary’, ‘bhavai’, ‘street theatre’ were also preferred formats by certain section of society,” noticed some of the researchers.
What kind of content would you prefer in edutainment and infotainment programme?

1. All kind of subjects were preferred as part of edutainment and infotainment content
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. All kind of subjects were preferred as part of edutainment and infotainment content

Awareness programmes on health and hygiene on television were preferred so as news and other entertainment programmes. All sorts of content was liked by viewers as their taste and preferences kept on changing but programmes on channels History, National Geography, Animals Planet, Travel and living, were found universally acceptable among viewers.

Social issues, development news and information on personalities from sports, films or politics interested audience. Content dealing with new ideas and different topics, problems and issues of society, civic problems was of high interest among viewers in addition to the contemporary situation.

“All kind of content was preferred on television. From plumber’s work to John Kennedy’s assassination, every topic interested viewers,” observed one of the scriptwriters.

“Issues discussing social evils like smoking, drinking through formats like ‘bhavai’, ‘puppetry’ and others with music and songs for general awareness were useful not only among rural audience but also among urban viewers,” said one of the television producers.

“Programmes produced by Indian producers on national network were equally liked by audience. E.g. ‘Dekh Khel Ke’ was one such programme on national network which explained some of science rules through various sports like cricket, tennis etc,” stated one of the media educator.
2. Miscellaneous opinion

It was difficult for experts to suggest what kind of content audience had preferred as their needs and taste kept on changing.

“Whatever the content was but one message at time should be given in any subject. In addition, one would need to check whether content would be presented through visuals or not. Most importantly, a producer should check whether content would be presented and message would be well communicated through programme or not,” said one scriptwriter.

“Content alone would not do wonders but how this content would be presented equally became important. The content had to be presented in equally appealing manner to motivate viewers to watch the programme. So, if one would want to travel to Mumbai from Ahmedabad, there would be several ways but how one would travel and for what purpose one would require to travel decide the route,” said one of the media educators.
What kind of treatment of edutainment and infotainment programmes do you find interesting?

1. All kind of treatment elements found interesting in a programme
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. All kind of treatment elements found interesting in a programme

Every element of programme was observed equally important to make programme interesting. Everything could be part of programmes. From anchoring, voice over to songs and dance formed a great treatment. Anchoring, voice over, acting, interviewing skills, visuals, animation and graphics helped in making treatment interesting.

“If a programme would be produced for children, a child anchor would make programme interesting. Also animation would be another way through which programme for children be made interesting,” gave example one scriptwriter.

“Make format interesting for viewers with voice over or through other production techniques,” suggested one media manager.

“Even in theatre, all production elements would be important. Not a single element alone would make a fine production. A producer would have to pay attention to treatment. E.g. I had seen screen play of ‘pather panchali’ at ‘Film and Television Institute of India’ (FTII), in which director had even written all the technical details, providing an overview, look of film that could be understood by even a layman,” shared experienced one of the media managers.

2. Miscellaneous opinion

Non-formal approach to educational programme was preferred. Programmes would be produced interestingly with experiments in format and treatment. Format as well as
treatment found complementing each other. Treatment of programme also depended upon producer’s expertise and production techniques.

A general look of programme, presentation, set, designing, camera work, lighting and the content captivated audience. Audience found that treatment that did not provide information or educational messages in direct manner or in a hard-core way, interested most. Subject dealt with animation, photographs, illustration; real shots, narration, presenter played an important role in making treatment interesting. Anchoring, voice over, acting, use of silence, movement, background score, visuals, voice over, animation and graphics, storyline, stage, props and execution were few of the elements that make treatment interesting.

“A programme was partly judged on basis of the topic. If it would be a serious matter, interview would work. A documentary or docu-drama on a serious issue like smoking or pollution might also work,” pointed out one media educator. “The treatment was depended on audience. The situation, surrounding, ambience had to be related to target audience’s taste so that they would be able to identify them selves with it. It had to connect to audience,” he further suggested.

“Some times a great story had bad execution. It had to be a good story that required to be told nicely. How a producer treated situation and the story, location and conceived and edited shots decided whether it was interesting or not,” explained one scriptwriter.

“Treatment was depended upon choice of target audience and the extent to which they were able to relate them selves to the programme. It should be mix of production and programming elements,” opined some of the researchers. “Visuals appealed audiences a lot,” he further added.

“It was depended upon target audience; American programmes were observed fast pace than Indian programmes. That was why we would not understand commercials at times as Indian programmes would have elaborate pace. In addition, Indian programmes would have false ending. When one would feel that programmes had ended, they would have a
new beginning. Treatment would not mean cracking a joke or delivering a lecture, it should be properly interwoven within the format. It should not have item song just to catch eyeballs. Treatment would mean synchronisation of production elements with programming elements. A balance of all elements would be very important along with good scripting, camera work and other things,” elaborated one media manager.

“According to me, a script would be a blueprint of the matter, a script would be a structure of the programme. If it would be presented through visuals along with voice over, it would come out well,” said one of the writers.

“A good treatment depended upon director’s choice, expertise, on programme’s need and its format. A producer should be clear about what he would want to communicate. He/she should know what to produce and production should be audience specific,” said one media educator.

“A producer should have knowledge about each and every aspect of programme that would include styles, commentary, presentation, structuring, animation, background music, jingle, anchoring, performance etc.” explained another media educator.
What pace of edutainment and infotainment programme do you find interesting?

1. Fast pace programmes found interesting
2. Medium, slow pace programmes were interesting
3. Miscellaneous opinion (this option-included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Fast pace programmes found interesting

“Fast pace programmes were needed in television medium while pace of the programmes in other media could be medium,” opined one television producer.

“In today’s fast paced life, viewers preferred to view programmes with fast flow,” said one media manager.

2. Medium, slow pace programmes were interesting

Medium pace was ideal for any kind of programme on television, as general viewers could comprehend.

“Medium flow of the programmes was appropriate when a producer wanted to communicate something with message subtly. With medium flow of programme, messages could be communicated effectively than the fast pace or slow pace of the programme,” felt one scriptwriter.

“Slow pace of the programme was preferred because the programme was consumed by general audience and level of media literacy was not observed high,” explained one of the media educators.
Some of the media managers and media educators observed that fast pace programmes were difficult to comprehend. Pace of programme for rural audience was believed to be slow than pace of programmes for their urban counterparts.

“The pace of the programme depended on content, visual literacy of audience and their exposure to the media,” believed some researchers. “Flow of the programme was observed depended on subject. Generally, children’s programmes earlier were slower than adult’s programmes. But programmes for children had become faster than earlier programmes,” they further added.

“Flow of the programme was depended on creative instincts of producer. There was not a specific audience; there was a very diverse audience for a programme. A producer was expected to have realistic and believable approach. As producer, writer of the programme, one was expected to know what would best fit in the content,” said one television producer.

“People liked programmes which did not give them time to think as they were not inclined to think when they watched television or else they would switch over channel,” commented one media manager.

“The flow of any programme depended on relationship between communicator and communication receivers. It depended on message of the programme. It depended on subject requirement and format as well as on duration of the programme itself,” explained one researcher. “It was dependent on content, target audience and their level of understanding. E.g., solar system was being taught at different levels in school and colleges. A solar system was being taught to a fifth standard student as well as to a college-going student but both were taught at a different level, flow and depth. However, an ideal flow of programme should be medium which would be understood by majority of the viewers, if not made for a special audience,” he further added.

“This depended on media exposure and media literacy of the people. In earlier days, to show flash back, zoom in and zoom out was used. Lately, ‘cuts’ replaced earlier technique for a production,” revealed one of the television producers.
“Different programmes had different programming levels. If certain programmes had to be explained in detail then, pace would vary from fast to slow. Again, it was depended on subject and audience’s exposure level. These two things decided pace of any programme,” said another television producer.

“Flow of the programme was depended on type of programme. E.g., sports channel’s programmes required to have fast pace. Likewise, subject, format decided flow. One could not have a generalized formula for it. E.g. adventure programme had to move fast, educational programme had to be slow in comparison but pace would ultimately was depended on subject and target audience for whom it was made,” said some more media managers.
Role of research

What does research mean to you?

1. Audience, subject, programme research
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Audience, subject, programme research

Research dealt with audience, their culture, language, food, lifestyle, socio economic, political condition and inclusive of exhaustive audience’s profile.

“Details about audience’s needs channel and medium provided some insights and then programme was created.” believed some of the scriptwriters.

“As a producer, if I were given a topic, what I did with this subject till I made a programme could be called research. Looking at internet websites and books provided lot of information. Subject expert further guided this process. Therefore, it required production and programming research while making any kind of programme. How content should be delivered to audience, what kind of content should go into a programme was decided with the support of subject expert, scriptwriter and researcher,” explained one television producer further.

“Everything that one was required to study for making an effective programme was considered research. Therefore, if one was studying various presentation styles, content details, element of communication or different techniques, every thing was part of research for a programme. It could be through internet, personal contacts or studying literature available. E.g. while making a programme on a historical character, one would have to take into account details about costumes worn at that time, designs, appearance, ornaments, lifestyle, language, food to cultural and socio economic as well as political conditions of the time. Also, a producer should be cautious about authenticity of the
information that would go into programme on historical event or character or else it would hurt people’s emotion,” detailed one scriptwriter.

“Research was gathering subject related information that was actual and provided authenticity to content. Content oriented research helped scriptwriter in writing,” added another scriptwriter.

“Research helped in deciding sets, costumes and accessories. Programming research covered characters’ research, their way of delivering dialogues, tone of dialogue, gesture, postures, character casting and research from actor’s end to authenticate presentation of content and to sustain viewer’s interest,” stated some media managers.

“Nothing could be written without doing research. Primary as well as secondary research became inevitable for an effective communication,” said one of the scriptwriters.

“Research provided scope for idea, script and programme testing. Once the details were gathered through primary or secondary sources, research helped in evaluating the details through pre-testing before final version of programmes was produced. The testing of script, idea or programme through few episodes had been done before entire series of programmes were produced or script was finalized. It provided a check on details gathered and helped in receiving audience feed back at the initial stage. It provided opportunity for altering programme, script at the beginning, if required. In addition, once the programme had been started broadcasting, research helped in receiving feedback at various stages. All such attempts helped producer, scriptwriter, researcher in identifying whether programme were able to serve objectives effectively or not,” opined some researchers.

“A teacher did research in class room while teaching without a formal approach to research. He/she observed students while teaching in the class. Through observation, a teacher could identify what were the areas where students lost interest, which things interested them most. Likewise, for a producer, research could be gathering information about where viewers got bored and what really interested viewers, what was audience’s needs, background etc.,” explained one media educator.
“Research was trying to arrive at an objective that was reliable and replicable. A systematic method of understanding audience or programme making could be considered research. Research was replicable and replicable in nature that was free from bias,” opined another media educator.

“Research was nothing but common sense. If a producer, scriptwriter with open senses observed surrounding of target audience and put himself/herself into target audience’s shoe, it would help in understanding situation better,” simplified one researcher.

“Research was basically process of understanding three things: target audience, topic or content of the programme and medium,” said one television producer.

2. Miscellaneous opinion

Research did not mean to find something new. Research meant digging information that already existed. From a research, one would get multiple set of answers, which further led to further investigation. Hence, it was a continuous process. Research led one towards root of the issue, reasons. The process of gathering and analyzing data was known as research. Investigation of the problem was also called research

“If one could raise questions and was able to also search for answers, the process could be considered research,” stated one media educator.
According to you, what are special elements of communication research?

1. Formative, process, summative research
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Formative, process, summative research

Research about background of any programme would be part of formative research, as formative research would take place before programme had been produced. It would take place at the ideation stage. At this stage, audience’s needs, tastes and preferences would be found out. Process research would take place during the programme. Summative research would take place once programme had been produced. Summative research would take place to find out impact of programme. A detailed understanding about subject one would wish to work on, medium to be used and detailed understanding of target audience’s needs, taste and preferences were part of communication research.

“Who said what to whom, in which channel, why and how’ that was a theoretical concept of communication process. However, analyses of these elements of communication process could be considered communication research,” said one of the television producers.

“The research dealt with effectiveness of the message, whether message had been communicated effectively or not, whether target audience had received communicated message in a same way as producer intended. All aforementioned aspects were part of communication research. It was also used in advertising research. E.g. at times, people liked a particular advertisement but failed to understand what it tried to communicate,” opined some of the scriptwriters.
2. Miscellaneous opinion

“Not much time had been devoted for research. For whatever reason, enough time was not dedicated for doing research. Superficial and secondary data was gathered and analyzed. Depth research was neglected,” opined some of the media managers.

“During and after the broadcast of ‘Kaun Banega Crorepati’, popularly know as ‘KBC’, demand of general knowledge based books was seen very high. This was an important aspect of summative studies post ‘KBC’,” observed one of the media educators.

“Research related to communication area could be called communication research. One would begin with hypothesis in the communication area and would go on exploring and establishing references, reliability, validity for such hypothesis,” suggested some television producers.
Do you think programmes mentioned in example are based on research? How?

1. Programmes were based on research
2. Programmes were not based on research
3. Miscellaneous opinion (this option included responses, which combined both of the above category answers and all other kind of answers which did not fall into any of the afore stated categories)

1. Programmes were based on research

Programmes mentioned in example were research based or else it was not possible to produce programmes with enriching content. The rich content of the programmes on television channels ‘Discovery’, ‘National Geographic’, ‘History’, ‘Animal planet’ suggested they were based on research. Programmes would be based on research, as producers would be aware that television considered an open medium, anyone, and everyone would watch the same programmes, so they would not be negligible in showing content or giving details or else they would be held liable for it.

“Some of the programmes on kids’ channels like Disney, Pogo, and Nickelodeon provided informative messages to children like how to make best out of waste, how to save trees and planet earth etc. Such programmes developed children’s social as well as creative skills with valuable lessons. A parent would want his/her children to learn such things and these programmes disseminated those messages in a very different manner. There was some kind of innovation and creativity applied in such programmes. This indicated that there was lot of homework done before making such programmes,” explained a television producer cum parent of a child.

“Some of the programmes on general entertainment channels with ‘Saas Bahu’ themes, family themes did research about how many viewers liked such programmes, how popular they were, how frequently they were watched,” said one scriptwriter. “Also
location hunting, new situations, actors, their costumes, accessories and other aspects pertaining to programme production required lot of detailing,” she further added.
“Some of the mythological programmes like ‘Mahabharata’, ‘Ramayana’ and programmes based on books had research base. Some of the producers themselves physically verified details before producing programme, film or commercial,” mentioned one media manager. In addition, “some of the talk shows as well as interviews observed based on subject as well as celebrity research,” he further added.

“Programmes on general entertainment channels had been research based for its presentation, content, treatment, song selection, sets, costumes and all other elements. When a producer would decide to produce programme based on foreign format, its content, sets, relevance to local culture and relevance with audience would be based on research in detail,” explained one of media managers. “Also programme like ‘Sa re ga ma pa’ and its festival special episodes required programme related research. From song selection to celebrity judge selection, their clothes, accessories, make up in alliance with the trend everything would be worked out,” he further added.

“If not formally then perhaps, informally research was done. Through interacting with audience, subject experts and observation etc. research took place,” believed one scriptwriter.

“Programmes of channels ‘Discovery’, ‘National Geographic’, ‘Animal planet’ ‘History’ seemed to be based on research. Some of Indian channels did not do research for producing programmes, especially general entertainment channels. While some of the Indian programmes were based on research, E.g. ‘Panchvi Pass’ would have done research for the questions or content covering syllabus till 5th standard. Its content was based on facts, details, which were not widely known. It was depth research based as it had responsibility to entertain masses along with providing authentic information. Some entertainment programmes on Indian television were based on superficial research, not catering to audience’s entertainment needs,” opined one researcher.
“The packaging of children’s programmes and its content at many occasions found research based. Content of such programmes not only was interesting or creative in presentation but also provided valuable lessons,” mentioned one media manager.

“‘Angrezi me kehte hain’ found to be based on research about common mistakes people made while conversing in English, meaning of English words and its pronunciation, accent, grammar etc. Not systematic research but serious approach to research was observed in some of the programmes,” said one scriptwriter.

2. Programmes were not based on research

“Programmes on general entertainment channels were not research based as they seemed to be driven by commercial data (Television Rating Point, TRP) alone. However, programmes of channels like Discovery and National Geographic were exception. They seemed to be well research based,” referred some researchers.

“Creative work in general entertainment programmes many times, did not have beforehand research as much of creative work in such general entertainment programmes followed post testing than pre testing of concept, idea or script,” said one of the scriptwriters.

“Research was done minimally in television programmes. It was only recently that people were becoming aware and conscious about research. However, the research process not only provided sound understanding of the situation, surrounding but also helped in making better judgement. Detailed treatment of subject could be achieved only if facts were found out. So, if a producer showed anything unauthentic, he/she could be held responsible for it. That kind of approach was lacking in country like India and perhaps that was one of the reasons why producer did not pay much attention towards presenting correct information,” suggested one media educator.

“While some of the foreign channels’ programmes for general audience, for children were extensively research based and presented well. Some of the programmes on Discovery channel for kids, like ‘Discovery kids’ had been worked upon in detail for its presentation, format as well as content. Audience research was done extensively in such programmes to understand issues pertaining to audience’s needs, tastes, preferences and their social, economical,
political and cultural intricacies. Programmes when researched well ended up giving authentic and relevant information to audience and thus won their trust,” he further added.

3. Miscellaneous opinion

“A producer would not make programme without doing research. If programme would be research based, it would have an edge over rest of the programmes with no research,” observed one researcher.
Is systematic research required for educational programmes? Give reasons.

1. Research required for educational programmes
2. Research not required for educational programmes
3. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Research required for educational programmes

Research provided enough understanding to adapt method for communication and reduced chances of any mistake to happen. Research was needed to evaluate process of production and programme making. Research helped in gathering details about possible ways to communicate, how to communicate and through which channel to communicate. Research would authenticate information; justify content and its presentation. To learn from efforts made earlier, research would become inevitable.

“First of all, communicator research would become important. It would be very essential to know who would produce programme, how the person would want to produce programme, for whom and through which medium one would want to produce programme. All such details would be required while producing programme,” opined one media manager.

“Research was needed for producing educational programmes effectively. It was essential in order to understand target audience, its context, subject intricacies and possible ways to make it interesting,” said one researcher.

“Research required before production of programme to know target audience, possible areas for supporting data and that formed formative research. Process research was essential in order to know how audience received programmes. It was important to have mid term feedback of audience before all the programmes had been broadcasted and important to know what were the possible changes they would like to have in these programmes. The process was known as process research. Once the programmes were produced and broadcasted, the summative research would take place. In summative
research, how effective programmes had been or what impact they had on viewers, how beneficial the programmes proved to viewers was found out. Research at all above stages were quintessential for educational programme through detailed feedback,” explained another researcher.

“Communications research was required to understand how communication happened, how individuals communicated at various stages when it happened. Research was essential to know whether communication was leading to desired objective or not” said one of the scriptwriters.

“Research was very essential especially for educational programmes as it was believed that ‘for a good mathematics teacher, a teacher shouldn’t only know maths, but he/she should also know john (student)’. Television producer was expected to know not only the medium and format or treatment but also audience, context, perspective and purpose of the programme. So, research was absolutely essential,” explained one media educator.

“Research was crucial for any content which had gone into mass media. Hence it was required to be research based as it was going to be consumed by masses” said another media educator.

“A producer would not be an expert of the subject on which he would produce programme. E.g. If a producer would decide to make programme on aviation industry as career option, he would not be aware about all the details. Hence, producer should consult a subject expert in such a situation and find out necessary details from the expert before making programme. For such a reason, research would be needed,” pointed out one scriptwriter.

“Research was important in order to learn from such previous successful programmes. E.g. from ‘nukkad’ or ‘Hum log’ a producer, writer could learn what were the aspects of such programmes that made it quite popular, what were the topics it dealt with, what format, treatment, characters, music and dialogs worked with the audience. All such details could be found out from research. So, for every kind of programme, be it educational, entertainment or edutainment and infotainment programme, research was important,” implied some television producers and researchers.
2. Research not required for educational programmes

Research did not guarantee anything but provided inputs for making an effective programme. Inputs in terms of content details, audience’s tastes and preference increased chances for an effective communication but did not assure the same.

“Research was not required for educational programmes. However, a producer was required to know what first year students already knew in order to make programmes for them but it did not have to be through a strong research base. It could be through informal ways than a systematic research as systematic research involved time, cost and resources,” suggested one television producer.

“A producer who was producing programme for students was expected to be competent and expected to know strength and limitations of the medium. All such details were required to be found out beforehand and necessary training or guidance was expected to be given to producer before producing educational programmes. As these educational programmes were very important and considered very serious in approach and required to be produced with utmost concern and care,” opined some media managers.

3. Miscellaneous opinion

Two-way research was essential for producing programme but very few producers used the communication strategy. Sometimes people did not know how to do research, applied wrong tools as well as methodology to get insight, and failed. Programmes based on such research failed, as they did not find out appropriate information. When research would take place without analyzing context of the subject, target audience, their likes dislikes their existing level of knowledge and take off point; it would not prove effective in communicating message.

“Advertisements were criticized quite often but many advertisements were highly research based. The way some of these advertisements had been pre-tested, many of the educational programmes did not. Especially, pre-testing would be done at different level
in commercials, from story board level to actual outcome,” exclaimed one of the media educators. “One of the reason was that lot of money was invested into the advertisement making while that was not always case in educational programmes as at times, such educational programmes were made out of shoe string budget,” he further explained. “At the time of monitoring educational programmes at teaching end and receiving end, it was disappointing to see how research took place. Not much communication research had taken place. No attempt was made to know target audience’s views, their likes dislikes about format, language etc. Target audience’s issues, as part of programme research were never asked. No feed back was taken and no audience involvement was observed in such educational programmes,” sighed one of the researchers.
In your opinion, what other kinds of programme should be based on research (apart from edutainment and infotainment programmes)?

1. All kind of programmes be based on research
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. All kind of programmes be based on research

Educational programmes had educational value and messages to communicate. Those value or messages would require to be presented interestingly or viewers would not watch such programmes. In addition, along with educational programmes, edutainment and infotainment programmes were required to be based on research. Even entertainment programmes were required to have a research base. If there was no research done in edutainment and infotainment programmes, one would not be able to differentiate between edutainment, infotainment and entertainment programme. To disseminate messages in an effective way, research was essential. Hence, research was must from communicator as well as audience’s point of view.

Every kind of programme required research. In drama, actors’ research, language, costumes, kind of lights, camera direction etc. was required to be research based as part of programming in order to communicate effectively. In addition, a producer expected his/her target audience to understand what he/she communicated through programme. Unless a producer really knew what audience really liked, the programme would not work with audience.

“All kinds of television as well as radio programmes required to be based on research,” believed most of the media managers, scriptwriters, researchers, television producers and media educators.
“Research was very essential as producer did not know everything. One had to depend upon scriptwriter, researcher, subject expert and other programme teammates in order to gather information and communicate effectively. However, producer could select team of professionals to work with. Producer required to have faith in the programme he would produce and in ability of people he would choose to work with,” said one media educator.

“Even a stand up comedian required to know his or her audience. Research could be done formally or informally. Research could be done through data collection or just by interacting with target audience. Whatever way research was done, research was a necessity and producer was expected to follow it before producing any kind of programme,” he added further.

“Even if producers would want to produce programmes with research base, it would be difficult due to lack of funds, manpower and resources. So, there would not need to blame producers,” commented one of the media educators.

2. Miscellaneous opinion

Entertainment programmes would not need detailed research Entertainment programmes were for fun and relaxation and hence would not require research. News, programmes on current happenings around the globe would do research as it provided authentic data to its viewers.

“Research was always not consciously or theoretically done but in informal ways, research would take place. Many times observation of scriptwriter, producer provided a base for detailed work,” believed some media educators.

“An ineffective piece of communication would provide details about what not to do just like what to do to prove effective. That could be also a part of research,” claimed one media manager.
Please elaborate how does research help in producing programme effectively.

1. Research helped in programme and production process
2. Research helped in identifying audience characteristics, needs and preferences
3. Miscellaneous opinion (this option included both of above category responses and all other kind of answers which did not fall into the afore stated category)

1. Research helped in programme and production process

Well research-based programmes provided authenticate details through subject research. Thorough research based programmes would communicate content effectively.

“Programmes on channels like ‘Discovery’ and ‘National Geographic’, were detailed research based, which was reflected through the quality of content of these programmes. Some of the general entertainment channels’ programmes, news channels did not provide authenticate, basic information. Hence to get authentic and reliable information, programmes based on research were quintessential,” said one scriptwriter.

“Research helped in deciding pros and cons of situation or subject or event. It helped for long term planning. It helped in visualizing programme graph and helped in arranging for a back up plan. Future planning could be facilitated with an alternative plan on hand. It showed a systematic approach of working and helped in giving proper information,” explained one television producer.

“Side stories were equally important in print as well as television journalism, which research helped in finding, in addition to background research,” observed one media manager.

“It provides insights about subject matter. Therefore, as a scriptwriter, one would require to have these details that research helped in finding. So, accuracy could be attained through research. In short, authenticity and reliability got added when programmes were research based,” said one scriptwriter. “A well research based script helped producer in
detailing shots, location, actors and post production process. This eventually helped in saving energy, time, and resources,” he further added

2. Research helped in identifying audience characteristics, needs and preferences

“Research helped to identify target audience, their likings-disliking, their issues, their characteristics, about programme treatment, format liked by target audience for a programme. Existing level of knowledge of target group, take off point could be also from audience research,” said some researchers. “Also, research helped to know culture, educational background of target group,” they further added.

3. Miscellaneous opinion

“Formative research helped in designing programme format and helped to know audience’s needs. Process research was essential to know mid term impact of programme with the possibility of correction while summative research helped in identifying its impact on viewers. Every type of research was quite essential just like all parts of human body,” said some media managers.

“Research not alone enthused producers to come up with new ideas or empowered them to experiment with programme format, treatment or content but helped producers to learn from western programme ideas, stories, format, treatment as well as production and programme elements,” believed one media educator.
What type of research is important for edutainment and infotainment programmes?

1. Programme and production research was important for edutainment and infotainment programmes
2. Audience research was important for edutainment and infotainment programmes
3. Miscellaneous opinion (this option included all other kinds of answers which did not fall into the afore stated category)

1. Programme and production research was important for edutainment and infotainment programmes

“Grammar of production was crucial to understand and hence all production and programming aspects should be well researched before making any programme,” said one television producer. “A producer of edutainment and infotainment programme should provide reliable, validated educational content in an interesting manner,” elucidated one media manager. “The authenticated content of edutainment and infotainment programme helped audience to relate to,” believed another media manager.

2. Audience research was important for edutainment and infotainment programmes

“Research should be for knowing the subject, issues which were preferred by audience as audience’s taste and preference was crucial for a successful edutainment programme,” said one scriptwriter. “Research should be done in order to know needs of audience. Edutainment and infotainment programmes required more of audience research in order to know not only what educational requirements of audience were but also what entertained target audience, hence, responsibility would be higher and dual in this case of edutainment and infotainment programmes,” said one researcher.
3. Miscellaneous opinion

Research would be much more significant in edutainment and infotainment programmes than any other kind of programmes. All stages of communication research: formative, process and summative would be important. It would be required to communicate message effectively and to serve purpose of the programme.

“When one would refer to social research or behaviour change communication oriented programmes, summative research would be of utmost importance as it would give feedback on communication that had taken place,” referred one media manager.

One of the media educators pointed out, “Communicator’s ability to relate to target audience was equally substantial while producing such edutainment and infotainment programme.”

“In order to convince viewer, mid term feedback from viewers could be taken as part of process research,” cited another researcher.
In your opinion, which way has research been done now days?

1. Programme, production research was done
2. Audience research was done
3. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Programme, production research was done

Educational programmes would be based on subject research as such programmes meant for serious viewing and hence, would be required to provide authentic information to its target audience.

“Television programmes were for masses and hence to know its reach, impact research was done,” opined one scriptwriter.

“E.g. programmes on mathematics should be based on mathematicians’ lives like ‘Aryabhhat, ‘Pythagoras’ etc. along with explanation of mathematics formula that would make programme interesting to view. Subject, its background research should be done thoroughly in order to develop holistic understanding about the subject,” explained one media educator.

“During ‘Satellite Instructional Television Experiment’ (SITE), programmes had two way communication systems at each and every stage of programme making. Producers and production team was teaching target group members about the programming elements and target viewers were also educating production team bout issues concerning them, making programming and production team aware about their needs, requirements, issues and problems,” recalled one television producer.
2. Audience research was done

Programmes of channels Discovery, National Geographic, History as well as Animal planet were based on audience’s taste and preferences along with subject research.

“Audience poll and ratings of viewership was one of the ways to do research. Audience participation was another effective way to communicate effectively and to get the feedback by involvement of viewers. However, entertainment programmes used the strategy by way of emails, SMSes etc.,” said one media manager.

“Target audience, their choices, taste and preference in educational or edutainment and infotainment programmes became significant. In an entertainment programme, producer decided what entertainment value should be while in educational programme, curriculum was already given,” observed one media manager.

“Formative research should take place to know and understand audience, at what level programme should take off, what should be appropriate format for educational programme. In addition, content, topic break up, pace, treatment all such things should be research based. Very few educational programmes had gone through process of research,” believed some researchers.

3. Miscellaneous opinion

“Most of the ‘ISRO’ programmes of ‘SITE’, ‘KCP’ like ‘kakani deli’, ‘hu ne mari bhuri’, ‘bhalo bhusa na bhed’, ‘tamara tv mate tame lakho’ were based on research since researcher was part of the team. Researcher gathered data from target audience. These were the programmes in which viewers taught producers, writers and researchers lot of things about community’s issues, problems etc.,” mentioned one media educator.

“Sometimes medium was message, so when a producer decided to make programme using any medium, it automatically defined target audience and to an extent decided the subject and hence not much research was required,” said one television producer.

“Mostly secondary research was done through tools like internet,” said one scriptwriter.
“Channels would want to stay ahead to beat the competition. Lack of attitude for depth research about the story found missing,” said one of the media managers.

“Documentary makers did quite a lot research. Some programmes of Education and Multi Media Research Centre, Gujarat Institute for Educational Technology were research based,” said one scriptwriter.

“Some general entertainment channels would just copy foreign channel’s formats as very few programmes found research based. Researchers sometimes did secondary research,” said one television producer.

“Research had been done in variety of ways. Through smses, emails, mailers, through meeting with some of the members of target group, using various tools,” stated one researcher.

“Today’s programmes were largely based on pre production than post production research. The impact or summative research was totally missing. Pre programme, i.e. formative and process research was being conducted more often than post production research,” believed another researcher. “However, both primary as well as secondary data research was conducted,” he mentioned in addition.

“Today’s television industry did not allow much of research as it had to figure out methodology, tool to know taste and preference of people, subject details within a specific time limit and with limited resources. Only Television Ratings Point (TRP) had been worked out,” believed one media manager.

“Advertisement industry was doing much better research than television production houses. Research in advertisement industry was lot more creative and was backed up with strong finance. Such was not case of educational, edutainment and infotainment programmes,” cited one media manager.
According to you, how many programmes have been based on research?

1. Few programmes had been research based
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Few programmes had been research based

Few programmes of edutainment and infotainment were based on research, i.e. programmes of channels like Discovery, National Geographic etc. found to have a research base.

“Only some of the programmes found based on research due to lack of money, resources etc. Producers would want to make fast or quick programmes. Quick programmes with fewer efforts found in vogue and hence detailed research took a back seat,” observed one researcher.

“Only five to ten percent programmes found to have research base comprising all four types of research: message, medium, audience and communicator research. Except ‘Development and Educational Communication Unit’ (DECU) and couple of other institutions like ‘Indira Ganshi National Open University’ (IGNOU), ‘Education and Multi Media Research Centre’ (EMMRC), no other institutes observed to produce programmes that could be called edutainment and infotainment programmes,” said one media manager.

2. Miscellaneous opinion

Every type of programme had been based on some kind of research. Be it entertainment, educational or edutainment and infotainment programmes. Research was found to take place for location, actors, availability of other resources etc.
“Programmes of channels ‘Discovery’, ‘National Geographics’, ‘CNN’, ‘BBC’ etc. were based on research. In addition, ‘Kaun Banega Crorepati’ (KBC), ‘Kya aap panchaví pass se tez hain’, ‘Bournvita Quiz Contest (BQC)’ were some of the Indian programmes with a research base,” said one television producer.

“Some of the news channels had been doing research for their programmes,” opined another television producer.

“Research was less but efforts were more. More formative research had been done than any other type of research,” believed one media manager.
What special elements should be kept in mind while doing research for edutainment and infotainment programme in comparison to entertainment programme?

1. Objective, content differed in edutainment and entertainment programme
2. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Objective, content differed in edutainment and entertainment programme

“Both kinds of programmes varied in objective of the programmes. So, depended upon objective with which programme had been produced,” said one television producer. “In entertainment programme, focus would be on entertainment content while in edutainment and infotainment programme, content along with presentation became important,” he further added.

“Content differed in both kinds of programmes. Content in edutainment and infotainment programme was comparatively authentic and reliable than content given in entertainment programmes,” said a media manager.

2. Miscellaneous opinion

“Research was done to see how educating edutainment programmes had been and also how entertaining edutainment could have been,” said one media educator. “In edutainment and infotainment programmes, objective was not only to entertain but to educate also. So, research was done to evaluate both these objectives,” he further added.

“To produce entertainment programme was a challenge as people’s taste and preference kept constantly changing,” believed a television producer.

“Content should remain authentic in edutainment as well as entertainment and education programmes but treatment could differ as per audience’s preferences,” said another television producer.
What special elements should be kept in mind while researching for edutainment and infotainment programme in comparison to educational programme?

1. Production and programming elements differed in edutainment and infotainment programme
2. Miscellaneous opinion (this option included responses, which had no answer and all other kind of answers which did not fall into the afore stated category)

1. Production and programming elements differed in edutainment and infotainment programme

“Format would be critical element and so would treatment that included story, characterisation, background score, pace and many more such supporting elements of programme,” mentioned one television producer. “E.g., speed of Discovery channel’s programmes would be different from rest of the channels’ programmes. Also, music used, voice over would differ,” he further added.

“Objectives of both kinds of programmes differed. Edutainment and infotainment programmes would have dual responsibility to educate as well as entertain viewers while entertainment programmes would be able to do without educational, informative value,” said one media educator.

“Educational programmes would be more content specific, audience specific and hence would not cater to general audience and would not contain entertainment values at times,” said one researcher.

“Edutainment and infotainment approach would reflect the way programmes be presented. Therefore, if a producer would want to make audience learn, either with information or with social educational values, ‘tainment’, i.e. treatment differed. So, treatment wise it would be different,” explained one media educator. “At times, while presenting educational programme for children, a child should present programme so that viewers for the programme would relate themselves with the characters. Also, some of
the edutainment and infotainment programmes found participatory in nature while that was not observed in some educational programmes,” she further added.

2. Miscellaneous opinion

Research would be required in any kind of programmes but depth of research differed in different kind of programmes.

“Target audience would be different for different kind of programmes. Socio-culture-political background of viewers, their comprehension level, media viewing habits, educational level also differed for various programmes. Also, educational programmes would have one sided, top to bottom communication approach while edutainment programmes would have two way communication approach as it would become important to know whether target viewers liked the presentation of the programme and really understood message subtly communicated,” said one media educator.

“Educational programmes required a different approach. It required accuracy in content. However, edutainment and infotainment programmes could afford to experiment with presentation of content but certainly not with accuracy of content details,” believed one television producer.

“Edutainment and infotainment programme should not loose sight of ‘education’ while providing ‘tainment’, i.e. entertainment,” said one media manager.

“Education and entertainment could not be separated. The medium would be also for entertainment so, if the programme would be on education, it should not be away from entertainment. And if it would fails to entertain, it would become boring, so one would have to retain students’ attention for twenty five to thirty minutes and for that one would have to provide content in entertaining way,” believed another media manager.

“Not much research required in entertainment programmes. E.g. in film base programmes, one would just require facts and figures that could be easily available but
edutainment programmes like quiz or interactive programmes would require detailed research. It should be different from the ones on specific issue. Research should take into subject, content, format and heterogeneity of audience, their socio, cultural, political background while producing programmes. Research should involve all these aspects,” explained one media educator in detail.
Suggestions

Please give suggestions about how educational programmes can become interesting.

1. Suggestions about programming and production elements
2. Suggestions about audience’s details

1. Suggestions about programming and production elements

Programming and production elements
“A producer should avoid use of visuals where words can be used. A producer should understand target audience, language of visuals and medium,” suggested one media educator.

“An important aspect of an effective programme is its presentation. Channels like Discovery, National Geographic and some of the reality shows became very popular among audience due to their interesting presentation. Therefore, if a young anchor would present programme than professor, it might retain young eyeballs. Association with character and a representation of audience through the character may work in many cases,” said one media manager.

“Some of the educational programmes unfortunately show age old class room set up with a teacher and blackboard or graphics. Hence, treatment or presentation should be changed with the forma and time. There could be discussion or quiz programmes. A producer should not only keep updated with the changes in information/content but match with changes in format, treatment of the programme,” suggested one of the media educators.

“A television programme should be interest holding on television. For producing such programmes, a producer could give entertainment value through songs, special effects, animation, graphics, sound effects, performers, guest appearances, popular anchors or
actors but programme should be interesting to audience,” explained clearly one of the media managers.

“Identify supporting elements to programme and decide how to utilize such supporting elements in order to communicate effectively. Sometimes a producer could retain attention with help of animation and graphics, voice over or it could be music, songs. Sometimes even format could provide enough support to sustain interest of viewers,” reinforced one scriptwriter.

“A producer should make sure that content would not be diluted through entertainment. Entertainment should not be at the cost of value-oriented content that would be objective of programme,” suggested one media educator.

“A producer should have knowledge about most of the art forms related to a television programme. He/she should have eye for aesthetics and awareness about what appeal to viewers. It could be in a workshop manner using various art forms with music scores, literature etc,” suggested another scriptwriter.

“Currently, there had not been enough attempts of making educational programmes interesting. That would be an issue of concern. Explore serious social education issues and try to see them from audience’s point of view, produce it field based and participatory. One had to go to field and talk to people,” suggested one media manager.

“Presentation of any programme should be lively, it should retain eyeballs and communicate message effectively. Various formats could be employed like docu-drama, drama, animation, sitcom, quiz shows, reality show etc. It could have a surprise element and could be interactive and participatory in nature through quizzes, contests, phone in and live programme formats etc.,” opined another media manager.
“The content should be interesting and educative in nature. Therefore, it would depend upon content, audience. Feedback should be received from students at the end of such edutainment, infotainment or educational programmes,” emphasized one media educator.

**Teamwork**

A team comprising subject expert, researcher and writer along with other production teammates would assist in producing programme effectively. The entire team behind such edutainment, infotainment or educational programme would have to focus on objective of the programme. The team would have to communicate and disseminate messages effectively.

“From conceiving idea till the final stage, a programme would be a result of dedicated team efforts. Every teammate’s work considered equally important provided they work in a team mode. A captain in form of producer was very essential in a programme. However, a producer should interact with team mates if difference of opinion would arise and try to resolve differences before it would affect quality of programme,” opined one media manager.

**Research**

It would be very essential to understand medium, target audience and teammates in addition to subject, context and one’s strength and limitations before producing programme. Therefore, for such tasks, research should be done in depth.

Treatment and format of programme should be according to the subject should be comprehensible and strengthen subject. The language should be simple and target audience should be able to understand it.

Researcher could conduct pre-test of programme. A pre-test could help in knowing acceptance rate of programme. A pre-test could provide necessary suggestions about content and treatment.
“Indian Space Research Organisation (ISRO) had guidelines for producing effective edutainment and infotainment programmes earlier. However, they would not hold true in today’s context. There would be many reasons for it and financial constraint was one such reason for it,” recalled one media educator.

Experiment
One could experiment with various programme and production elements, techniques. A mix of subject information with few messages could be communicated through a programme.

Every kind of programme could provide opportunity to experiment. E.g., in kids’ programmes, a producer could add some animated characters that would become popular with kids and provide educational messages effectively like ‘shaktimaan’, ‘superman’, etc.

“Edutainment and infotainment programmes could have at least thirty percent educational messages ideally, if not more. Therefore, minor to equal portion of educational messages could be given through television programmes. However, one could not relay on television alone for communicating educational messages. It could supplement process of education but could not take over completely without support of other media like print, radio or internet,” believed some researchers and media educators.

“One would have to experiment. Twenty to twenty five percent of the programme timing could be for hardcore messages. Three or four messages would be communicated well. But one would have to experiment to come to a perfect balance,” suggested some of the scriptwriters.

Localize programmes
“Local content, culture as well as language should be there. Audience should be able to identify them selves with the characters of a programme,” suggested one researcher.

“Programme should be in local language. The kind of ‘Hindi,’ people spoke is in Uttar Pradesh was quite different from the ‘Hindi’ spoken by ‘Gujaratis’ or ‘punjabis’.
Therefore, not being able to standardize ‘Hindi’ could be one of the limitations I observed in today’s programmes,” said one of media experts.

2. Suggestions about audience’ details

**Audience involvement**

Mere mobile ‘smses’ would not mean participation in a constructive way. A concrete way or approach of viewers’ participation should be explored. For this, one should know audience, their culture, language and entertainment requirement thoroughly. One should take it from the audience and give audience back with addition.

In addition, participation of viewers could be increased in order to retain audience’s interest into programme as edutainment and infotainment programmes, compared to entertainment programmes provided enriching information, educational values.

Entertainment did not mean that one would need to make audience laugh but it meant that one would involve audience in the programme, by making it interactive and participatory.

“Television production would be a creative aspect. Therefore, whenever a producer would involve real people, situations, it should be participatory in nature that so that it would become interesting. A producer should choose appropriate format keeping in mind audience and treat it with utmost care. A producer should understand formats, medium and experiment accordingly. However, content would be equally significant,” suggested one media manager.

**Audience oriented research**

“Format, content and treatment should be chosen depending upon the target audience’s needs, culture background, taste and preference. Every aspect of programme should be based as keeping in mind audience’s profile. However, there could be only one message but it should be communicated effectively. Message should be clear and communicated strongly, loudly and indirectly. If a producer would communicate it directly, people may reject it. Audience should be able to relate to the programme,” suggested one scriptwriter.
“A producer should explore medium optimally for producing edutainment and infotainment programme as it would have to compete against entertainment programmes. However, programmes approach would vary with target audience’s visual literacy. A producer, researcher, scriptwriter and all associated with programme production should have to understand medium’s potential as well as existing knowledge level of audience. Viewers’ participation should be there. A teacher should show photographs, video clippings or use audio clippings to demonstrate and clarify concepts. Such tools and techniques should be explored further for facilitating teaching-learning process,” opined one media educator.

“A producer should communicate message directly. However, it should be said subtly. Whatever type of programme it would be, whether educational or edutainment and infotainment, it should be interesting and attention holding. Participation from target audience would make programme further interesting and captivating. Different formats and treatment of programme also helped in entertaining the audience’s interest,” believed some media managers.

“Today, even children would not like aged, fat teachers hosting the programme. They would like a teacher with jeans, t-shirt as host. Hence, it would be very essential to address students in the way they like. One could introduce programme with rock song if students find it interesting. However, producers found not open to change and experiments. Sometimes, if viewers did not like programmes then, it became a challenge for producers to make viewers see such programmes. In addition, one of the ways was to produce programmes in a manner, which was liked by audience. A producer had to see that viewers could identify them selves with the character and content provided,” suggested one media educator.

“Programme involving viewers’ participation provided entertainment along with social or educational messages. E.g., ‘Gamne chore haji naji’ during ‘SITE’ experiment was one such programme. Such edutainment and infotainment programme should not provide
educational or social messages directly but indirectly,” exclaimed one of television producers.
What changes would you like to see in edutainment and infotainment programmes? (Please provide recommendations about edutainment and infotainment programmes)

1. Suggestions about programming and production elements
2. Suggestions about audience’ details

1. Suggestions about programming and production elements

About quality of programmes
In area related to lifestyle, cookery, gardening etc. television programmes could be used quite well as a source for family viewing.

“The programmes should not be highly repetitive in nature. If channels would not have new programmes, it should assign producers to produce new content so that new content could be generated,” opined one media manager.

“A producer could have more concrete content and could synchronize it with elements of production and its treatment. E.g. there could be a scope for visual clippings in a game show ‘Kaun Banega Crorepati’ (KBC) that was not seen,” noticed one television producer.

“Every media professional should have some principles and should not work against them. A producer should not be an exception in it. Likewise, every television channel for programme production must have some guidelines and philosophy to adhere to in line with that of constitution. Every producer should see that produced programmes should not either offend any individual, group of society or violet rules laid by constitution,” concluded some media managers and educators.

No substitute for a research based content
“The production, post production techniques should be used in television programme as and when required to produce programmes effectively. They should not be substitute for a strong content and should not be used as time filing tool. Hence, a good research should
be required to strengthen content and presentation of programme. An edutainment and infotainment programme should be interactive, participatory in nature. A teacher or anchor should speak less and more should be shown either through visuals and voice over or through audience participation,” suggested many media managers and media educators.

**Adopt programmes from other channels**

“A producer should either adopt edutainment and infotainment programmes from other channels or produce such programmes keeping in mind cultural differences. A producer should also transform edutainment and infotainment programmes in other local languages, if there would not be many differences found in culture of both kid of audience. Today, television audience would be open to view cross cultural programmes also,” observed one scriptwriter.

**Remain local**

“A producer should provide as many programmes as possible in regional language as it would be most effective way to reach to any audience,” said another scriptwriter.

“Edutainment and infotainment programmes should be made by Indian producers for local audience as not many edutainment and infotainment programmes had been produced by Indian producers,” opined some media managers and scriptwriters.

“Discovery, National Geographic Channel, History, Animal planet channels’ programmes had been quite informative and appealing to students, masses. Indian producers should learn as well as attempt to produce such programmes for Indian audience,” suggested many media educators.

**Provide positive values**

“If not being able to disseminate positive or constructive message, television producers should attempt not to provide at least negative messages and impact audience negatively,” suggested media educator.
**Number of messages**
“A producer should try to disseminate few messages at one time and should not loose on central idea of programme. However, one could link other supplementary messages with the core message. E.g., message of infanticide with child rights message could be associated as every child would have right to live,” explained one researcher. “Many times there would appear lot of ambiguity at the end of edutainment and infotainment programmes. Hence, such edutainment and infotainment programmes should end with clear message,” suggested one scriptwriter.

**Add interesting visuals**
“A producer should take support of captivating visuals, a well versed anchor, interviewer with support of a thorough subject expert. In addition, a programme should provide opportunity for viewers participate then, such programmes could be effective,” opined one of the scriptwriters. “Gyan Darshan channels’ programmes were based on detailed content like environment, wild life etc. However they should also use interesting visuals and participatory formats to communicate effectively,” said one media educator.

**Presentation**
“Excess of any supporting element like comedy, tragedy, satire should be avoided by producer,” suggested one media educator. The presentation of the programme should attract and retain eyeballs of viewers. However, news channels should avoid to broadcast crime programmes in equally horrifying manner,” he commented further.

2. Suggestions about audience’ details

**Niche audience**
News channels should take up responsibility of providing educational and informative messages to a niche audience like senior citizens, women etc. At least twenty percent of total content of any news programme should provide educational value. The time slot could be eventually increased into an hour or more where it could address issues dealing
with societal values. Television could be optimally utilized for viewers in areas like distance education, telemedicine, as television considered a medium with ability to demonstrate.

“News channel should try and make at least one programme during a day that could give social education messages along with entertainment to audience. The channel could gradually divert to content with more such educational value for different audience,” opined one scriptwriter.

**Audience involvement**

“Cent percent educational programmes tend to become boring. Hence, a producer should add human elements and try to make it interactive in more than one ways. Not just phone calls or mobile ‘smises’ but a systematic and serious approach towards concrete participation expected to be explored. Content should be given in a subtle way and one should involve audience more. Programmes could be with edutainment and infotainment approach in nature than educational approach alone,” suggested one media educator.
According to you, how many educational or social messages should be interwoven as part of content to make programme effective?

1. Maximum five messages could be part of content
2. Number of messages depended on content, target audience, presentation
3. Miscellaneous opinion (this option included all other kind of answers which did not fall into the afore stated category)

1. Maximum five messages could be part of content

“A programme should not only entertain but should educate also. Hence, two to three messages in a twenty minutes programme should be incorporated or else content would be too loaded and it would start preaching to audience,” believed one media educator.

“There should not be more than three messages in a twenty minutes programme or viewers may loose interest. The programme would include songs, dance, recap, breaks etc,” mentioned one media manager.

“There should not be more than one core message in a programme as it would be difficult to sustain viewer’s focus if there are three to four messages interwoven,” said one television producer.

“A producer can give at least four to five messages in a programme as sub elements but not more than that or else audience will not be able to retained them. In addition, a programme produced for general viewing may have a fifty-year-old father and his fifteen-year-old son as part of target audience. Hence, programme meant for general viewing should have simple language and two to three core messages,” concerned a scriptwriter.

“One message at time should be communicated however, a producer should be cautious that he/she is not communicating two negative messages with one positive message,” pointed one media educator.
2. Number of messages depended on content, target audience, presentation

“It would be more important how a producer send across messages rather than how many messages he/she send to audience. Hence, presentation was much more significant than number of messages and format,” said one scriptwriter.

“Number of messages depended upon target audience and their understanding of the situation and their capacity to learn at any given point of time,” said one media manager.

“Social messages should be communicated keeping in mind audience’s reception level, taste, preference and treatment as well as content,” opined one media educator.

“Viewers of sixteen as well as sixty in age would watch television programmes and their comprehension level would vary as well. The television as a medium found very open to experiment but a producer should be able to convince and communicate to the viewer clearly. Hence, adequate number of messages should be disseminated to audience,” said one television producer.

3. Miscellaneous opinion

“Lesser the number of messages, more would be focus on quality of messages, more it would be retained by audience,” said one scriptwriter.

“Number of messages depended upon kind of messages one would want to disseminate. A single and simple message could be given through a quickie while a serious message would require detailed explanation through a docu-drama. Hence, its was dependent on format and treatment of the subject, too,” detailed one scriptwriter.

“It was depended upon duration of programme. The programme should balance both elements of education and entertainment or else it would not remain edutainment, infotainment but would become either educational or entertainment programme,” suggested a television producer.

“There is no standard formula,” said one television producer. “As per requirement, there could be a single message or multi messages. In social education programmes with a broad objective, more messages could be given repeatedly,” he further added.
“While writing a script on urban slums, observation and imagination helped in deciding how many messages could be communicated and in which way. It was more of a creative process,” revealed one scriptwriter.