

AN EVALUATION OF GYANDARSHAN PROGRAMMES

Dissertation submitted in partial fulfillment of the requirements for the award of the degree of **MASTER OF EDUCATION** to the **TAMILNADU TEACHERS EDUCATION UNIVERSITY.**

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CERTIFICATE

This is to certify that the dissertation entitled ‘**AN EVALUATION OF GYANDARSHAN PROGRAMMES**’ submitted to **TAMILNADU TEACHERS EDUCATION UNIVERSITY** through **SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)** for the award of the Degree of the **MASTER OF EDUCATION** is a record of original research work done by **GOPALAKRISHNAN.A REGISTER NO. 2010E05** during the period of 2010 – 2011 in my supervision and guidance and the dissertation has not formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or similar title to any candidate of any University or Institution.

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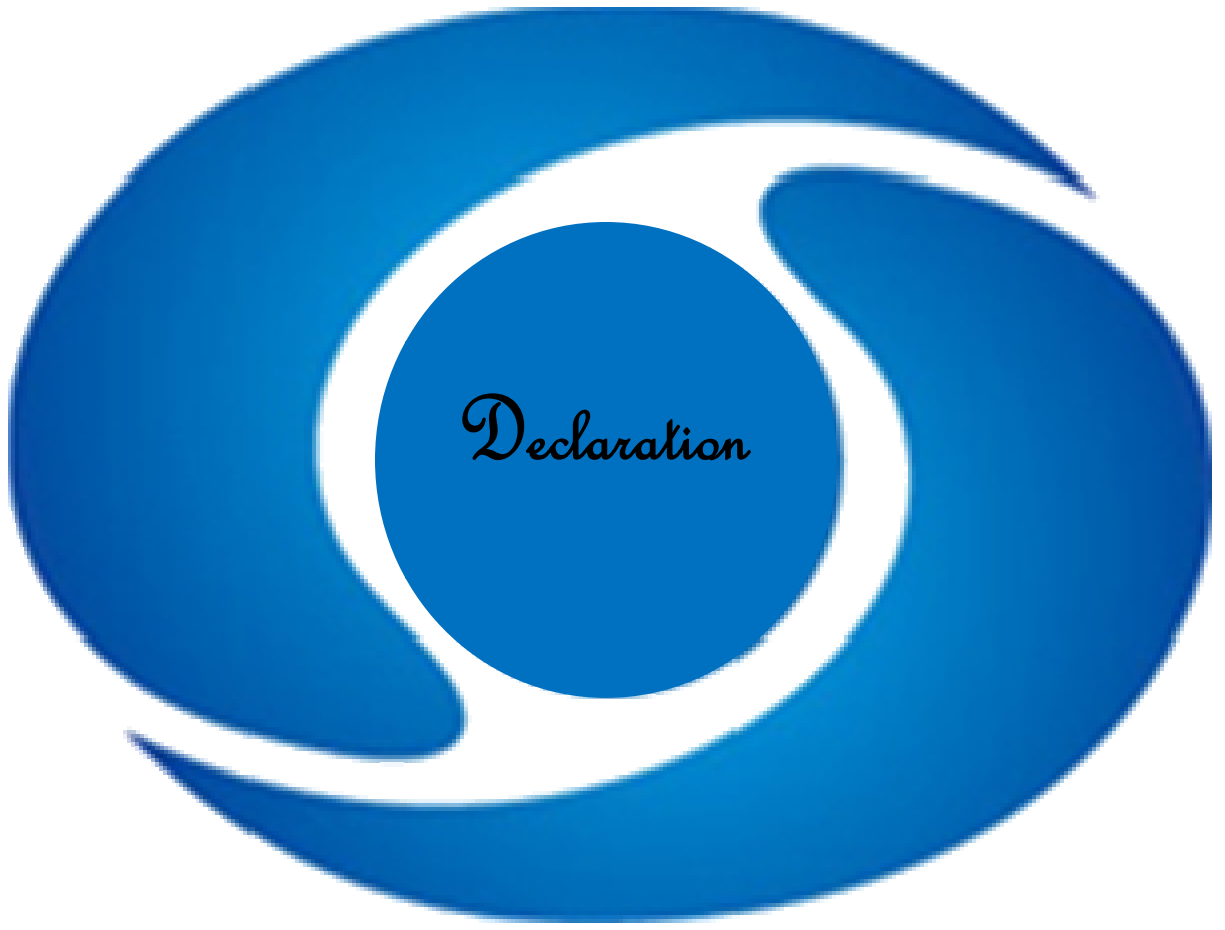
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DECLARATION

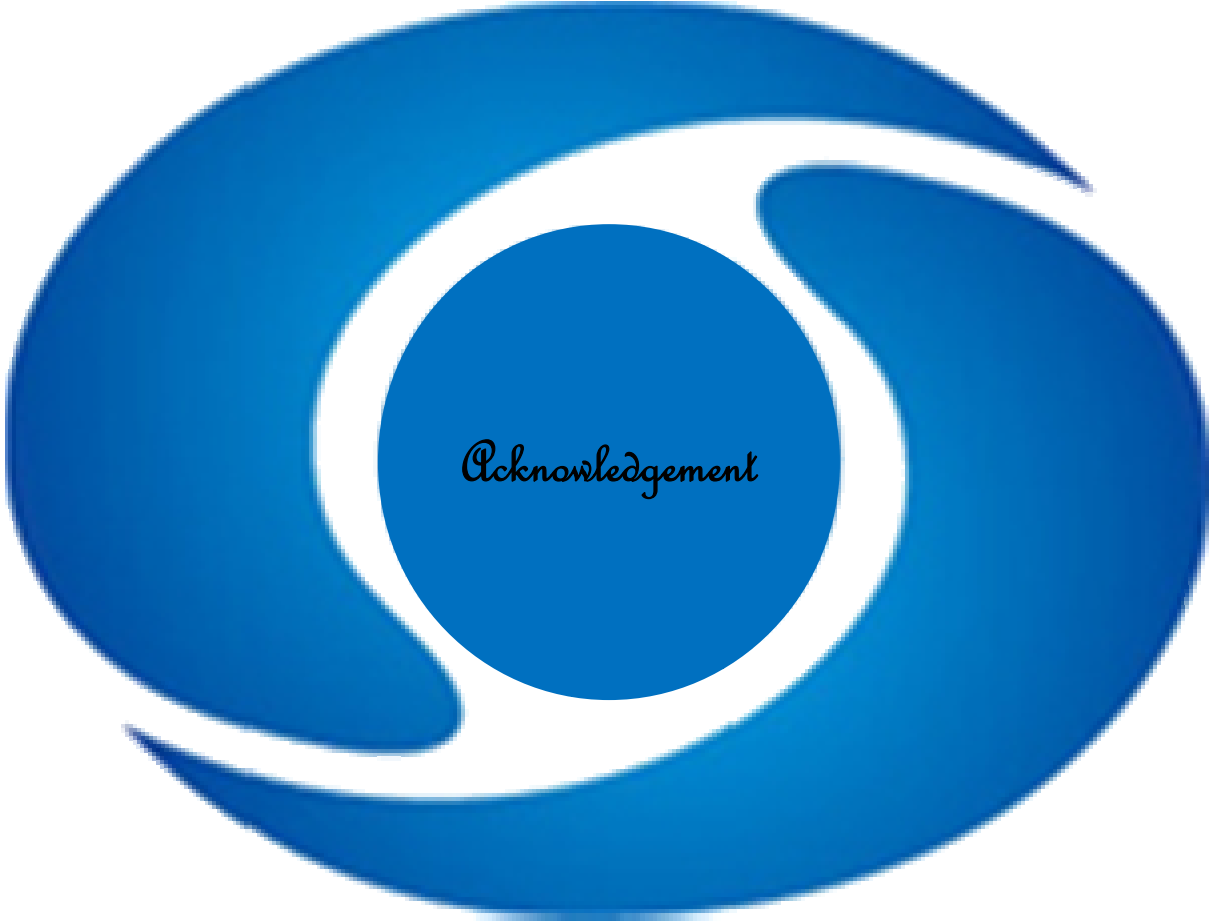
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*Dedicated to my first teachers
and my second parents*

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introduction

CHAPTER - I

1.1 INTRODUCTION

Human life which is the best creation of god has got two aspects; the biological and sociological (or) cultural, while the biological aspect is preserved and transmitted by food and reproduction, and the sociological aspect is preserved and transmitted by 'Education'. Biological aspect is found in plant and animals life also. But the sociological (or) cultural aspect is the rare distribution of human life also. It's only 'man' who is capable of being educated. Education is one of the major life processes of the human individual. Without Education the individual would be unqualified for group life. Therefore Education is the ultimate choice to provide group like Human beings. The Government of India has been taking almost effort to provide Education to the masses through different means. The Information and Communication Technology have been used for providing Education at all levels. Mass Medias such as Televisions and Radio Programmes are being used for providing Educational Information to the students as well as general Public. Among them Gyandarshan is one of the Educational channel telecasting school subjects for the benefit of students. These subject oriented Programmes requires maximum level of Quality in terms of Preparation aspects. In this context, the investigator has taken up the research topic entitled

“AN EVALUATION OF GYANDARSHAN PROGRAMMES.”

1.2 MEANING OF EDUCATION:

“What is Education?” It is very difficult to give one definite meaning of the term 'Education'.

Etymologically the term 'Education' is termed to different sources of derivation. 'Education' originated from the Latin word 'educare' which means 'to bring up' or to 'nourish'. There is another derivation from the latin word 'educere' which means 'to lead' .The another derivation from the latin word 'educatum' which means the art of teaching (or) training.

INDIAN CONCEPT OF EDUCATION:

Education being an important social activity. its meaning have been changing through the ages due to changes in social and physical conditions.

Some of the most popular definitions given by our Educational thinkers are given below:

“Education is the manifestation of divine perfection already existing in man. The aim of all Education , of all training should be man making”

-Swami Vivekananda

“Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light; not of power but of love.”

-Tagore

“By Education I mean drawing out the best in child and man”- body, mind and spirit “

-Mahatma Gandhi

WESTERN CONCEPT OF EDUCATION:

“Education is the capability of feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.”

-Plato

“Education is the creation of a sound mind in a sound body.....it develops man’s faculty , especially his mind so that he may be able to enjoy the contemplation of supreme ‘truth , goodness , beauty ,’ of which perfect happiness essentially consists.”

-Aristotle

“The aim of Education is the development of valuable personality and spiritual individuality.”

-Ross

“Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities.”

-Dewey

1.2.1 AIMS OF EDUCATION:

The aim of Education is to develop the individual growth as well as social growth. Individual growth means the harmonious development in physical, mental, Intellectual, and emotional growth. And the social growth means the culture, customs & traditions, ritual and habits, and values. These are the main aims of the Education.

Education is tri polar process involving:

- ❖ Transmission/imparting of knowledge
- ❖ Development of skills
- ❖ Inculcation of proper interests attitudes, values, and life coping skills.

The world of today is experiencing two explosions viz. Population explosion and Knowledge explosion. These Explosions have had a tremendous influence on Education and the associated problems have been solved using Educational technology.

Eric Ashby (1967) has identified four revolutions in Education.

1. The first revolution occurred when societies began shifting the task of educating the young from parents to teachers and from to school.
2. The second was the adaptation of the written word as a tool for Education that could supplement oral instruction.
3. The third revolution came with the invention of printing which widened the availability of books.
4. The fourth revolution is the development in Electronics, notably those involving the radio, televisions, tape recorder and computer. To the electronics world of Education the behavioral scientists also added their concepts of teaching-learning process creating the new world of Educational technology.

1.3 EDUCATIONAL TECHNOLOGY

Technology refers to the techniques as also the technical contrivances. A systematic way of applying the techniques to achieve an objective is as important as the use of technical equipment for the same.

Educational technology is not a simple combination of ‘technology in Education’ and ‘technology of Education’ it is usually thought of even more than the sum of its.

Hardware referred to the role of technology in Education which signify the use of audiovisual equipment, i.e. hardware in Education process

Software recognize the concept of technology of Education i.e. techniques and methodologies of teaching –learning process.

The NCERT defines technology as the means of development, application and evaluation of three different things:

- Techniques
- System
- Aids to improve the process of Human Learning.

S. S. Kulkarni defines Educational technology as the application of the laws as well as recent discoveries of science and technology to the process of Education.

B.P. Lulla defines Educational technology is the application of scientific methods and techniques to Education.

SCOPE OF EDUCATIONAL TECHNOLOGY:

Educational technology aims to improve the quality of human learning. The scope of Educational technology is unlimited as it tries to reach out more and more people involved in the Teaching – Learning process.

THE SCOPE OF EDUCATIONAL TECHNOLOGY IS AS FOLLOWS:

- ✓ Spelling out the Educational goals and objectives
- ✓ Curriculum development
- ✓ Developing Teaching-Learning Materials and Resources
- ✓ Developing Human Resources
- ✓ Developing Tactics and Strategies
- ✓ Developing Multi-Sensory Aids
- ✓ Feedback Mechanism and Modification
- ✓ Develops Information Resources
- ✓ Develops Information Resources
- ✓ Develops Communication Devices
- ✓ To Reduce the Burden of Teachers

OBJECTIVES OF EDUCATIONAL TECHNOLOGY:

Hilard Jason has stated the following as major objectives of Educational technology keeping the teacher in view

- Transmitting Information.
- Serving as Role Models.
- Assisting the practice of specific skills.
- Contributing to the provision of feedback.

The objectives of Educational technology are classified in to two types. That is macro level and micro level objectives. Macro level objectives are identify the Educational needs and aspirations of the community, determine the aims, objectives and in general the structure of educable, develop the integrated curriculum of arts, science and human values, develop specific models of teaching to bring about an improvement in the teaching –learning process, manage the entire Educational system encompassing planning, implementation and evaluation phases. And the micro level objectives are identify the Educational needs of the teacher, assess the characteristics of the students, identify the necessary teaching-learning materials, Evaluate the effectiveness of teaching strategy in terms of learning outcomes i.e; behavioral changes in the students, modify the teaching learning process on the basis of feedback received.

APPROACHES IN EDUCATIONAL TECHNOLOGY

A.A. Lumsdein (1964) has classified Educational technology into three types of approaches. They are

1. ET 1 or Hardware Approach
2. ET 2 or Software Approach
3. ET 3 or System Approach

HARDWARE APPROACH:

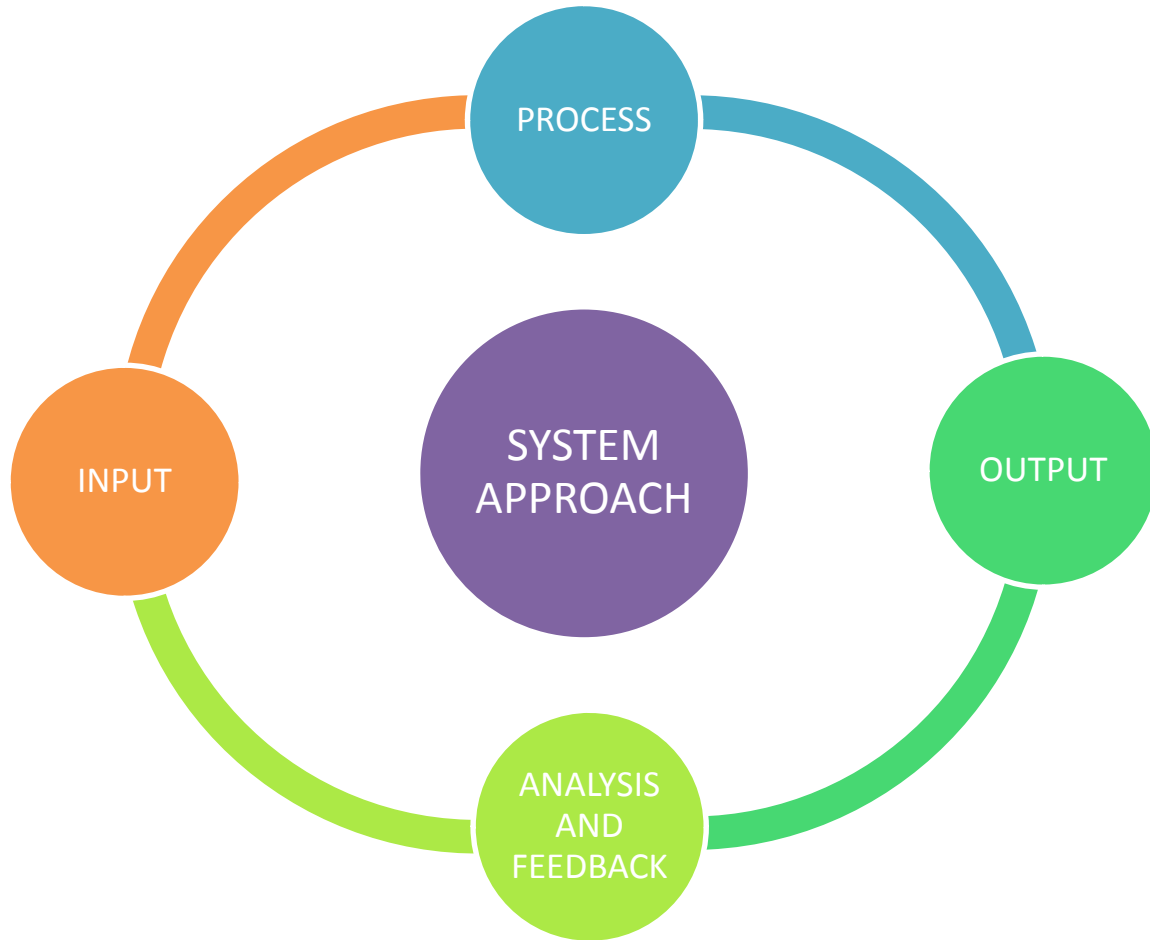
This approach implies the use of mechanical materials and equipment in Education. Silverman says that this type of Educational technology had its origin in physical science and engineering .it is based on the concept of service i.e., using technology or instrumentations in the process of Education. In this approach the main feature is the use of audiovisual aids like charts, models, filmstrips, slides, audiocassettes and sophisticated equipments and gadgets like film projectors, overhead projectors, slide projectors, radio, and tape recorder. LCD, CD players, television, computer etc.

SOFTWARE APPROACH:

The hardware approach has its origins in the field of physical science and engineering .In contrast the software approach owes its origin to the behavioral sciences and their applied aspects concerned with psychology of learning. Arthur Melton says that software teaching technology is directly related to the psychology of learning, which comprises behavioral changes resulting from experience. The aspects which come under software approach are models, programmed learning, micro teaching strategies, team teaching, action analysis teacher, CAI, CAL and CML etc.

SYSTEM APPROACH:

This type of Educational technology owes its origin to management and systems engineering and more specifically computer science. It is a new management approach influence management decision making. This technology has influenced Educational administration and organization to a very large extent. It refers to the analysis designing and evaluation of systems. The term systems approach envisages utilization of scientific procedures and techniques in organizational operations and problems of management as a part of decision making.



Education Technology includes the development application and evaluation of systems techniques and aids in the field of learning. Educational technology also means increased use of machines in Educational process. This is done for the preservation of Knowledge , transmission of knowledge and advancement of knowledge.

1.4 AUDIO-VISUAL TECHNOLOGY:-

Learning is modification of behavior in the light of experience-past (or) present. Behavior modification arising out of learning may be cognitive, affective, or psychomotor. The basic learning experience have to enter the pupil through his senses as they are the gateway of knowledge. Most of such experience enter through one's ear and eyes. In other words, initial

experiences are mostly auditory or visual. Materials that help to make such experiences clear and vivid aids. The effective application of audio visual aids is known as the audio visual technology.

HISTORY OF AUDIO-VISUAL AIDS:

Even during early periods the Greeks and Romans had made many studies on Education and had shown that pictures and symbols are very useful to make learning effective. In vedic schools too diagrams, illustrations and drawings drawn on palm leaves were used by teachers. In the universities of Taxila and Nalanda, models specimens and illustrations used in teaching. All these show that the importance of concrete experience in Education was recognized by educators from early days itself.

A Dutch Humanist Erasmus (1466-1536) who discouraged memorization as a technique of learning advocated that children should learn with the help aids, pictures, and other visuals. John Amos Comenius (1592-1670) prepared a book which contain about 150 pictures on aspects of everyday life. the book is considered to be the first illustrated text book for childhood Education and it was used in childhood Education centre all over the world. Educators investigated the possibility of using motion films in Education and by 1929 sound films were being produced.

The National Board of Audio-Visual Education set up in the year 1952 could make rapid strides in making audio-visual Education substantial and dynamic. These includes the following

- ✓ Establishment of State Audio-Visual Board.
- ✓ Introduction to Audio-Visual Education in teacher training institutions.
- ✓ Production of Educational films and film strips
- ✓ Conduct of Research programmes on the use of Educational films.
- ✓ Broadcasting of Educational programmed by the All India Radio.
- ✓ Supply of at least one computer to each school.
- ✓ Employment of private agencies for the production of audio-visual equipments.

IMPORTANCE OF USING AUDIO-VISUAL AIDS:

Sensory experience form the foundation for intellectual activity. Use of sensory aids results in economy and effort in the learning process. Audio visual aids can convey much more meaning than verbal communication.

There is an old saying

I hear I Forget

I See I Remember

I do I Understand

Experiments and research have shown that generally we learn

1 % through Taste

1.5 % through touch

3.5 % through Smell

11 % through Hearing

83 % through Sight

We remember

20 % of what we Hear

30 % of what we see

50 % of what we see and hear

80 % of what we say

90 % of what say and do.

all these high light the importance of direct experience.

1.4.1 PRINCIPLES OF SELECTING AUDIO-VISUAL AIDS:

Though use of audio visual aids can help the instructional process immensely as already seen. Improper use of these aids may produce adverse effect also. Hence while selecting audiovisual aids and using them the following principles should be borne in mind.

PRINCIPLE OF SELECTION:

- The aids must be suitable to the age and intellectual level of the pupils and to the nature and extent of their previous experiences.
- Teaching aids should be realistic in nature . the use of actual specimens should be preferred to showing a photograph or slide of a specimen
- When a teacher selecting one aid ,economy of time. Effort and money and the efficacy of the aid should be the criteria for making the selection.

PRINCIPLE OF USE:

- Showing of visual aids should not be considered as a substitute for teaching. It is only meant to supplement oral and written work.
- The aim of using aids should be to make more interesting and more meaningful and to stimulate pupils to greater activity and thinking.

PRINCIPLE OF PREPARATION:

- Wherever possible , teachers themselves should improvise and prepare the aids with the help of pupils. Locally available materials should be used as far as possible for making the aids.

PRINCIPLE OF PROPER PRESENTATION:

- Teacher should get well acquainted with the use and manipulation of the aids before actual presentation.
- The aid should be displayed at the most appropriate time and with proper care to ensure east-observation leading to effective learning experiences.

PRINCIPLE OF RESPONSE:

- Teachers should guide the students to respond positively and actively to the audio visual stimuli so that they can derive maximum benefit out of it.

PRINCIPLE OF EVALUATION:

- There should be continuous evaluation of the audio visual materials as well as technique of using them, in the light of the realization of Educational objectives.

1.5 MAJOR EDUCATIONAL PROJECTS IN INDIA

In India, since the inception of TV network, television has been perceived as an efficient force of Education and development. With its large audience it has attracted educators as being an efficient tool for imparting Education to primary, secondary and university level students. Some of the major Educational television projects are discussed as hereunder:

SECONDARY SCHOOL TELEVISION PROJECT (1961)

This project was designed for the secondary school students of Delhi. With an aim to improve the standard of teaching in view of shortage of laboratories, space, equipment and dearth of qualified teachers in Delhi this project started on experimental basis in October 1961 for teaching of Physics, Chemistry, English and Hindi for students of Class XI. The lectures were syllabus-based and were telecasted in school hours as a part and parcel of school activities.

According to Paul (1968) 'by and large, the television schools did somewhat better in the test than did the non-television schools'.

DELHI AGRICULTURE TELEVISION (DATV) PROJECT (KRISHI DARSHAN) (1966)

The project named Krishi Darshan was initiated on January 26, 1966 for communicating agricultural information to the farmers on experimental basis for the 80 selected villages of Union territory of Delhi through Community viewing of television and further discussions among themselves. Experiment was successful and that there was substantial gain in the information regarding agricultural practices. (IGNOU, 2000)

SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT (SITE) (1975)

This project, one of the largest techno-social experiments in human communication, was commissioned for the villagers and their Primary School going children of selected 2330 villages in six states of India. It started on August 1, 1975 for a period of one year in six states Rajasthan, Karnataka, Orissa, Bihar, Andhra Pradesh and Madhya Pradesh. The main objectives of this experiment, were to study the process of existing rural communications, the role of television as new medium of Education, and the process of change brought about by the community television in the rural structure with following two type of telecast:

1. Developmental Education programmes in the area of agriculture and allied subjects, health, family planning and social Education, which were telecast in the evening for community viewing.
2. The school programmes of 22 ½ minutes duration each in Hindi, Kannada, Oriya and Telugu were telecast on each school day for rural primary school children of 5-12 years age group to make the children realize the importance of science in their day to day life.

SITE experiment showed that the new technology made it possible to reach number of people in the remotest areas. The role of television was appreciated and it was accepted in rural primary schools as an Educational force (IGNOU, 2000).

POST-SITE PROJECT (1977)

The target group for this post SITE project was the villagers of Rajasthan. This was a SITE continuity project and was initiated in March 1977 when a terrestrial transmitter was commissioned at Jaipur. The main objectives of SITE continuity project were to:

Familiarize the rural masses with the improved and scientific know how about farming, the use of fertilizers and the maintenance of health and hygiene;

Bring about national and emotional integration; and make rural children aware of the importance of Education and healthy environment. This project was also successful.

INDIAN NATIONAL SATELLITE PROJECT (INSAT) (1982)

The prime objective of the INSAT project was aimed at making the rural masses aware of the latest developments in the areas of agricultural productivity, health and hygiene. It was initially targeted at villagers and their school going Children of selected villages in Orissa, Andhra Pradesh, Bihar, Gujarat, Maharashtra and Uttar Pradesh. As a part of INSAT of Education project, ETV broadcasts were inaugurated and continued through terrestrial transmission from 15 August 1982 in Orissa and Andhra Pradesh. Later, other states namely Bihar, Gujarat, Maharashtra and Uttar Pradesh were covered under INSAT service using INSAT-1B in June 1983. In each state, a cluster of 3-4 districts were selected on the basis of backwardness of the area, availability of suitable developmental infrastructure and utilization of existing production facilities.

Besides developmental programmes for community viewing, Educational programmes (ETV) for two different age groups of school children (5-8 years and 9-11 years) are telecast daily. A capsule of 45 minutes duration consisting of two separate programmes - one for the lower age group and the other for the upper age group - were telecast regularly. Each programme runs for a duration of 20 minutes with five minutes change over time from one age group to the other. As of today, these ETV programmes are offered in five languages- Oriya, Telugu, Marathi, Gujarati and Hindi- for a large population of primary school children. Programmes telecast in Hindi are being received in all Hindi-speaking states in the northern belt (IGNOU, 2000).

UGC-HIGHER EDUCATION TELEVISION PROJECT (HETV) (1984)

University students were the beneficiaries of this project. The University Grants Commission in collaboration with INSAT started Educational television project, popularly known as 'Country wide Classroom' on August 15, 1984 with the aim to update, upgrade and enrich the quality of Education while extending their reach. Under this programme, a one-hour programme in English on a variety of subjects is presented with the objective of general enrichment for undergraduates, educated public and the teachers as well. An inter-university Consortium for Education Communication (CEC) along with a chain of about 20 audio-visual media Mass Communication Research Centers were set up by the UGC at different institutions in the country, to ascertain high quality of programming for this project. Besides producing programmes at these centers, some programmes are imported from other countries, and are edited to suit the requirements of the Indian students. This project is very popular among students, teachers and other learners.

IGNOU-DOORDARSHAN TELECAST (1991)

The IGNOU-Doordarshan telecast programmes, designed mainly for Distance learners started in May 1991. Initially they were telecast on Monday, Wednesday and Friday from 6.30 to 7.00 A.M through the national network of Doordarshan with an aim to provide tele-counselling to students of open universities in remote areas. Owing to the encouraging response from viewers, the frequency of this project was increased to five days a week. This programme is very popular.

GYAN-DARSHAN EDUCATIONAL CHANNEL (2000)

Ministry of Human Resource Development, Information & Broadcasting, the Prasar Bharti and IGNOU launched Gyan Darshan (GD) jointly on 26th January 2000 as the exclusive Educational TV Channel of India. IGNOU was given the responsibility to be the nodal agency for up linking/ transmission. It started out as a two-hour daily test transmission channel for students of open and conventional Universities. This duration was increased in February to nine

hours a day. The time slot transmission was further increased due to good response upto 16-hours by 1st June and by 1st November it turned out to be 19-hours channel. Within one year of its launching, 26th January 2001, it became non-stop daily 24 hours transmission channel for Educational programmes. “The programming constitutes 23 hrs of indigenous programmes sourced from partner institutions and one hour of foreign programmes. Transmission of 12 hrs each for curriculum based and enrichment programmes is being made. The programmes of IGNOU CIET-NCERT including NOS are telecast for four hours each, IIT programmes for three hours, CEC-UGC programmes for two and a half hours and one hour each for TTTI and Adult Education.” (IGNOU Profile –2002) The signal for Gyan Darshan transmission are uplinked from the Earth Station (augmented as one plus one system for redundancy) set up at IGNOU HQs New Delhi, and downlinked all over the country through INSAT 3C on C Band Transponder. Although Gyan Darshan has made its presence felt in all Open Universities and most of the prominent conventional Universities /schools, it still has the potential to reach to the door steps of learners through cable TV network. At present Gyan Darshan through the cable transmission covers about 90% in Kerala, most parts of Tamil Nadu, a few pockets in the North East, Nashik, Ahmedabad and Pune. AsiaNet has been providing it free of cost in Kerala. Efforts are being made to make Gyan Darshan available through terrestrial transmission.

OTHER AVATARS OF EDUCATIONAL TELEVISION

Television may be used along with other media in distance Education for interaction and to support learning materials, depending on the Educational system and desired outcomes. Below are some of the possible types of technology integration:

OPEN TELECAST

In Open Telecast, television is the only instrument for learning, and student learning is not monitored. Such Open Telecast has been found most suitable for presentation of abstract mathematical concepts (Ahrens et al, 1975); construction of physical models to represent abstract ideas (Bates, 1975); Natural sciences; Laboratory based practical demonstrations in the area of science including medical and engineering where experimentation design is complex, costly and

sometimes in accessible; Arts and culture music and drama; Space sciences; and Community Education such as public awareness on developmental issues including public health.

1.6 TELEVISION:

Can you imagine a world without television? No serials, news channels or cricket matches. Will it not be a boring world? Today television has become an integral part of our lives. Your brother might get angry if disturbed while he is watching his favorite television programme.

However, television is a recent invention. Very few homes had television sets some fifty years ago. Also, till the 1990s Doordarshan was the only channel available to a vast majority of Indians. This lesson will take you through the story of television

EVOLUTION OF TELEVISION:

Isn't it wonderful that a newsreader who is hundreds of kilometers away in a news studio can be seen and heard by just switching on your television set? However, television is a recent invention. Ask your grandfather whether he had watched television in his childhood. Most probably he would have had a radio set at home but not a television. Radio, print and cinema were already there before the arrival of television. The idea of television existed long before the actual invention of television. Several inventors were working on the creation of a technology which could transmit sound as well as visuals.

Though many pioneers have contributed to make it possible, John Baird is generally regarded as the father of television. British Broadcasting Corporation (BBC) of Britain began the first television service in 1936. If you have a satellite or cable connection, you will be able to watch BBC, the world's oldest television broadcaster. By 1939, television broadcasts began in the United States also. These two countries were clearly ahead in the race. Other countries began television broadcasting on a wide scale only by the 1950s. Though the second World War slowed down the rapid development of the new medium, the post war years made up for it.

We have seen how television came into existence. However, early television viewing was not like what we see on a television set today. It was quite primitive. The limitations of the early

camera forced the actors and anchors to work with impossibly hot lights. Imagine trying to read news with full make up under a blazing light. The early television broadcasts were all black and white. The first successful programme in colour was transmitted by Columbia Broadcasting System (CBS) in USA in 1953. The television set became one of the important mediums of entertainment with the advent of several popular shows. Television gradually matured as a medium during the next two decades. From being “radio with pictures” it acquired a unique style of its own. As a result of this, this phase is often called the “golden age” of television.

DATES TO REMEMBER:

- 1936 - British Broadcasting Corporation (BBC) of Britain began the first television service of the world
- 1939 - Television broadcasts began in US
- 1950s - Other countries began television broadcasting on a wide scale
- 1953 - The first successful programme in colour was transmitted by CBS
in USA

HISTORY OF TELEVISION IN INDIA :

Did you know that television broadcasts started in India under All India Radio (AIR)? Television began in India on 15th September 1959 as an experiment. There were only two one-hour programmes a week, each of one hour duration. Imagine a television set working for only two hours a week. Can you think of such a situation today? But, that was the case in the early years of television. All India Radio handled these initial broadcasts.

1959- TELEVISION BEGAN IN INDIA ON AN EXPERIMENTAL BASIS.

The early programmes on these experimental broadcasts were generally Educational programmes for school children and farmers. Several community television sets were set up in Delhi’s rural areas and schools around Delhi for the dissemination of these programmes. By the

1970s, television centers were opened in other parts of the country also. In 1976, Doordarshan, which was All India Radio's television arm until then became a separate department

1976- DOORDARSHAN BECAME A SEPARATE DEPARTMENT INDEPENDENT OF ALL INDIA RADIO (AIR)

Are there any community television sets in your area? Several community television sets were distributed as a part of one of the important landmarks in the history of Indian television, the Satellite Instructional Television Experiment (SITE). It was conducted between August 1975 and July 1976. Under this programme, the Indian government used the American satellite ATS-6 to broadcast Educational programmes to Indian villages. Six states were selected for this experiment and television sets were distributed in these states. Was your state a part of the SITE programme? Ask your elders if community television sets were distributed in the neighborhood during this period.

1975-1976 SATELLITE INSTRUCTIONAL TELEVISION EXPERIMENT (SITE)

SITE was an important step taken by India to use television for development. The programmes were mainly produced by Doordarshan which was then a part of AIR. The telecasts happened twice a day, in the morning and evening. Other than agricultural information, health and family planning were the other important topics dealt with in these programmes. Entertainment was also included in these telecasts in the form of dance, music, drama, folk and rural art forms.

A major milestone in the history of Indian television was the coverage of the Ninth Asian Games in 1982. Doordarshan provided national coverage for the first time through the satellite INSAT 1A. Also, for the first time, the transmission was in colour. In addition to the domestic transmission, Doordarshan was also providing content for the broadcasters of many other countries. After 1982, there was a huge increase in the live coverage of sports by Doordarshan .

1982- DOORDARSHAN PROVIDED NATIONAL COVERAGE FOR THE FIRST TIME THROUGH THE SATELLITE INSAT 1A.

By 1983, government sanctioned a huge expansion of Doordarshan. Several new transmitters were set up throughout the country. Thus towards the end of 80s around 75 per cent of the population could be covered by the transmitters. Many of the programmes of Doordarshan like Hum Log, Buniyaad and Nukkad were immensely popular. Have you seen any of these serials ?

1983- GOVERNMENT SANCTIONS HUGE EXPANSION OF DOORDARSHAN

In 1997, Prasar Bharati, a statutory autonomous body was established. Doordarshan along with AIR was converted into government corporations under Prasar Bharati. The Prasar Bharati Corporation was established to serve as the public service broadcaster of the country which would achieve its objectives through AIR and DD. This was a step towards greater autonomy for Doordarshan and AIR. However, Prasar Bharati has not succeeded in shielding Doordarshan from government control.

1997- ESTABLISHMENT OF PRASAR BHARATI

Do you watch Gyandarshan, the Educational channel of Doordarshan? Do you find the programmes in the channel useful? Which is your favorite channel of Doordarshan? Today, about 90 per cent of the Indian population can receive

Doordarshan programmes through its network. From its humble beginning as a part of All India Radio, Doordarshan has grown into a major television broadcaster with around 30 channels. This includes Regional Language Satellite Channels, State Networks, International Channel and All India Channels like DD National, DD News, DD Sports, DD Gyandarshan, DD Bharati, Lok Sabha Channel and DD Urdu. Which channel of Doordarshan broadcasts in your regional language?

DATES TO REMEMBER

1959 - Television started in India as an experiment.

- 1975 - SITE programme starts
- 1976 - Doordarshan, which was AIR's television arm, becomes a separate department
- 1982 - Coverage of Ninth Asian Games. Doordarshan starts national coverage and colour transmission for the first time.
- 1983 - Government sanctions a huge expansion of Doordarshan
- 1997 - Establishment of Prasar Bharati

EMERGENCE OF PRIVATE TELEVISION CHANNELS:

So you have seen how Doordarshan has evolved over the years. But today we have many channels other than Doordarshan. You may have heard the term "satellite channels". Generally satellites are used for communication or research purposes. Man made satellites are objects which are launched to orbit the earth or any other celestial body. Let us see how satellites help in bringing your favorite television channels to your homes.

What is the relationship between a satellite and a serial that you see in the cable network? They might seem completely unrelated. But, communication satellites are instrumental in bringing the serial to your home. Have you ever owned a television set with an antenna which had to be positioned exactly to catch the signal? A heavy rain or rough weather can disrupt your television viewing in such a case. The introduction of communication satellites has improved the situation greatly. How many channels can you watch on your television set? Star TV, Aaj Tak, NDTV, Zee etc are a few of the many television channels available to us today. Ask your mother if she had such a wide choice of channels in her childhood. The answer will be 'no'. This is because these private channels came into the Indian Television scene quite recently. In the earlier days, Doordarshan had a monopoly as it was the only channel available to the Indian television audience. This changed in the 1990s with the arrival of private channels. The coverage of the Gulf War by the American news channel, Cable News Network (CNN) propelled the arrival of satellite television in India. Satellite dishes were used to catch the CNN signals and cable operators took to satellite broadcasting immediately.

1990s: ADVENT OF PRIVATE TELEVISION CHANNELS IN INDIA

Hong Kong based STAR (Satellite Television Asian Region) entered into an agreement with an Indian company and Zee TV was born. It became the first privately owned Hindi satellite channel of India. The agreement between STAR and Zee did not last long. But the Indian television audience was waiting for a shift from the monopoly of Doordarshan and soon a number of private channels emerged. The Supreme Court ruling of 1995 which stated that the airwaves are not the monopoly of the Indian government boosted their growth. Several regional channels also came into being during this period. Sun TV (Tamil), Asianet (Malayalam) and Eenadu TV were a few of them. Today almost all major Indian languages have television channels in them. Which is your favorite regional channel?

Apart from the regional channels, a host of international channels like CNN, BBC and Discovery are also available to the Indian television audience. With different categories of channels like 24 hour news channels, religious channels, cartoon channels and movie channels, there is something for everyone to watch.

IMPACT OF TELEVISIONS IN OUR DAILY LIVES:

We have seen that television is an immensely popular medium of mass communication. It is very much integrated into our daily lives and has the power to influence our outlooks. This influence can have both positive and negative results.. On the positive front, television can be an excellent teacher. Wouldn't your younger sister get thrilled if a cartoon show teaches her mathematics? Television can also be used as an excellent medium for mass Education as in the SITE experiment. Identify one programme in your favorite channel which can have a positive impact on society.

Television can also open up new horizons for us. Sitting in your living room, you can access information about what is happening in a distant country like Iraq by just a click of the remote. Television can also be used to create awareness about various issues like environmental pollution and global warming. Can you recall any programme or public service advertisement

which has increased your awareness about the need to conserve our environment? Television can also provide entertainment and can be used as a tool for relaxation

Mindless television can have negative impacts. Have you heard of the term 'couch potato'? This is used for people who spend most of their time in front of a television set. Do you know any couch potatoes? Too much television can distract you from other activities, like reading, sports or helping your parents with household chores. Since television viewing is a sedentary activity, it can also lead to obesity. Catchy advertisements on television can tempt people to buy various products.

A lot of studies has been conducted on the connection between television violence and violent behavior in children. The general assumption derived from these studies is that increased exposure to violence make children think that it is an acceptable behavior. Watching violent programmes have been linked with aggression in both adults and children. These programmes have been found to cause more adverse effects on children who have experienced violence, poverty or neglect in their lives

NEW TREND IN TELEVISION :

So, we have seen the impact of television in our lives. Now let us have a look at the new developments in the field of television.. Do you depend on an antenna to watch television? In that case your television set relies on terrestrial transmission. Television

content can be delivered in a variety of ways. It can be distributed through terrestrial transmission. In this system, an antenna connected to the television viewer is used to receive the signals telecast by the broadcaster's transmitter. This is the traditional method of television broadcast. Other methods of delivery include distribution through cable networks and direct broadcast satellite.

Have you ever thought how the cable operator in your area supplies all those bouquet of channels? The cable distribution in India can be seen as a chain which begins with the signal sent by the broadcaster to the cable operator. The cable operators then relay these signals to our homes. There are free to air channels and pay channels. For the free to air channels, the broadcaster does not charge the cable operator. Examples of free to air channels include Aaj Tak,

Sahara and Times Now. Pay channels like Sony and Star Plus charge a certain amount of money per subscriber per month.

Where would you ideally place your television set? In the living room, is it? However the arrival of new delivery platforms is going to change this forever. How about watching your favourite channel on your mobile phone? This has already become a reality in India. This way, you will not miss your favourite television programme while you are traveling.

DID YOU KNOW?

There are cars which come with an antenna which allows you to watch television programmes from a host of channels.

Another interesting technology is Internet Protocol Television (IPTV) which allows you to watch television on computers and mobile phones. This allows the consumers to watch television, record programmes and share their experiences with their friends with the help of an internet connection and a set top box provided for the purpose. Under this system, a cell phone can be used to schedule the recording of a programme. This will offer the consumers greater choice, control and convenience. Many of the major Indian channels provide video clips of their programmes through their websites

Do you have a cyber café in your neighborhood? Have you gone there to search the internet? If you are not yet familiar with computers, you should make it a point to visit a cybercafé. Internet or new media has opened a whole new world of communication. This newer medium has created a challenge for television. Do you know that many young people in developed countries spend more time on the internet than in front of a television set?

New media allows greater audience participation. You will learn more about this in the module on new media. Television has invented its own ways to meet the challenges put forward by internet. Audience backed shows where the audience decides the winner is an example. Ask your mother if there were any such programmes on Indian television 15 years back. The answer will be 'no'. This is because new media is a recent addition to the media scene and television had no such challenges in the past. Reality television is another new trend. Have you seen programmes like 'Indian Idol', 'Big Boss' and 'Sa Re Ga Ma Pa'? They are examples of reality television.

Thus, in this age of internet, television has been constantly reinventing itself as a medium. The new delivery platforms are steps in that direction. One of the disadvantages of television as a medium is delayed feed back. On the other hand, internet is all about interactivity. So to cope up with this, television has began to package its content as well as delivery in an interactive manner.

Educational television is the use of [television programs](#) in the field of [Education](#). It may be in the form of individual programs or a dedicated [television channel](#). Many [children's television series](#) are Educational, ranging from dedicated learning programs to those that indirectly teach the viewers. Some series are written to have a specific [moral](#) behind every episode, often explained at the end by the character that learned the lesson. There are also Educational programs for an older audience; many of these are [distance learning](#) or "telecourse" services that can be taken for college credit. Examples of these include [Open University](#) programs on [BBC](#) television.

1.7 EDUCATIONAL TELEVISION - THE BEGINNING

The beginning of television constitutes an important medium widely used to disseminate information to its viewers. It has the unique feature of combining audio and visual technology, and thus considered to be more effective than audio media. It serves multiple purposes of entertainment, information and Education. Besides performing motivational function it helps in providing discovery learning and cognitive development of its viewers. Because of its better accessibility, it can bring learning materials to the masses in more direct, effective and personal way than other Educational media. Although every media have some strengths and weaknesses, much more depends on how the media is used. The researches carried out by Bates (1981,1983,1987, and 1988), Salomon (1979), and Olson and Bruner (1974) suggest the television differs from other media in the way it can represent knowledge, and such differences have certain pedagogic implications.

Use of television as an instructional medium was first reported in 1932 by State University of IOWA in USA on an experimental basis in a world fair. Later on, due to the World War II the introduction of television was slowed down; and as a result by 1948 there were very few Educational institutions involved in using television as an instructional medium in spite of great interest in television by the Educationists. Realizing the power of television for Educational purpose, “the Federal Communication commission in USA reserved 242 frequencies for Educational broadcast on no profit and non-commercial basis in 1952” (Magnuson, 1965). By the late 1950s, 17 programs used television in their instructional materials. The use of Educational television tended to grow slowly but by 1961, 53 stations were affiliated with the National Educational Television Network (NET) with the primary goal of sharing films and coordinating scheduling (Hull, 1962). The number of Educational television stations grew more rapidly in the 1960s and, by 1972, 233 Educational stations existed (Carnegie Commission, 1979). Ohio University, University of Texas and the University of Maryland were among the earliest universities to create networks reach for both on-campus and off-campus student populations (Brientenfield, 1968).

Some other universities also started considering on how to bring distance learning to select student populations with the help of television.

THE INDIAN BEGINNING

Television first came to India [named as 'Doordarshan' (DD)] on Sept 15, 1959 as the National Television Network of India. The first telecast started on Sept 15, 1959 in New Delhi. After a gap of about 13 years, second television station was established in Bombay in 1972 and by 1975 there were five more television stations at Shrinagar (Kashmir), Amritsar (Punjab), Calcutta, Madras and Lucknow. For many years the transmission was mainly in black & white. Television industry got the necessary boost in the eighties when Doordarshan introduced colour TV during the 1982 Asian Games.

The second phase of growth was witnessed in the early nineties and during the Gulf War, that foreign channel like CNN, Star TV and domestic channels such as Zee TV and Sun TV started broadcast of satellite signal. This changed the scenario and the people got the opportunity to watch regional, national and international programmes. Starting with 41 sets in 1962 and one channel (Audience Research unit, 1991) at present TV in India covers more than 70 million homes giving a viewing population more than 400 million individuals through more than 100 channels. Easy accessibility of relevant technology, variety of programmes and increased hour of transmission are main reasons for rapid expansion of TV system in India.

Television in Education has undergone many incarnations. It has been used extensively in conventional and distance Education formats. The developed countries are taking full advantage of television in Education. This has greater scope in developing countries also.

In 1969 a memorandum of understanding was signed between India and U.SA for conducting an epoch-making experiment called "S atellite Instructional Television Experiment"(SITE).SITE was designed as a communication experiment which would provide vital inputs in planning and excuting a Nationalwide Television system.With this view about 2400 Direct Reception Television sets deployed for site were located in

different cultural linguistic and agricultural regions of the country. Different socio-economic environments were also chosen for the purpose. The television programmes would be oriented to local needs for providing effective support to developmental endeavours.

ELECTRONIC MEDIA IN THE SERVICE OF EDUCATION

In 1956 the general conference of UNESCO was held in New Delhi and it was decided therein that a pilot project should be implemented in India to study the use of Television as a medium of Education and community development. In 1959 an agreement was signed between AIR and UNESCO for starting the project on experimental basis. This was inaugurated in Delhi by the erstwhile president of India Dr. Rajendra Prasad on the 15th September, 1959.

The first move towards educational television was made by AIR in January-March, 1960 and an experimental programme was telecast for school children of New Delhi every Tuesday from 3 to 4 P.M. in lieu of the evening programmes. Although a number of difficulties were experienced in assembling batches of students at nearby community centres with TV sets, the experiment, on the whole, was inspiring.

Regular TV service was inaugurated in Delhi on the 15th August, 1965 and a landmark was made in early 1966 with launching of the Krishi Darshan Programme for farmers. The AIR was organizing this project in collaboration with the Institute of Agricultural Research, the Delhi

Administration, and the Atomic Energy Commission. The experiences of this project were quite enlightening and interesting.

Educational channels are in existence in India for over three years. Since the launch of Gyan Darshan on January 26, 2000, the bouquet of Educational TV channels today has three completely digital and round-the-clock channels. In November 2001, a FM radio channel called Gyan Vani was started which too has expanded manifold in its content and reach.

GYAN DARSHAN

Gyan Darshan offers interesting and informative programmes for different categories of users such as pre-school kids, primary and secondary school children, college/university students, youth seeking career opportunities, housewives and adults. These programmes are contributed by major Educational institutions including IGNOU, UGC/CEC*, NCERT/CIET*, Directorate of Adult Education, IITs, TTTIs* and other Educational/developmental organisations. The time slots are convenient and the programmes are prepared with the help of experts in the field and experienced production teams. Programmes from abroad are also broadcast to offer the viewer a window to the world.

Gyan Darshan transmissions, uplinked from the earth station of EMPC-IGNOU New Delhi, can be accessed all over the country throughout the year and round the clock without any break. Gyan Darshan signals can be conveniently received without any special equipment.

GYAN DARSHAN - I

This is the main Gyan Darshan channel. Its programmes include the 'countrywide classroom' produced by CEC/UGC, 'technovision' produced by IITs and 'Bhasha Mandakini' produced by the Rashtriya Sanskrit Sansthan. Bhasha Mandakini, launched on September 5, 2003, Under Bhasha Mandakini, the 'Sanskrit Bhasha' language series of programmes are developed by the Rasthriya Sanskrit Sansthan in collaboration with other Sanskrit institutes of higher learning such as the Rashtriya Sanskrit Vidyapeeth (Tirupati), Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth (Delhi) and other Sanskrit institute and universities of repute. Bhasha mandakini is planned to include all languages in the course of time.

GYAN DARSHAN 2 AND TDCC

Gyan Darshan-2 is devoted entirely to interactive distance Education.

Gyan Darshan-2 and TDCC (Training & Development Communication Channel) are one-way video and two-way audio satellite-based interactive systems. Teleconference through Gyan darshan and TDCC essentially follow the same principle except that the former operates on C-band while the latter on extended C. The signals can be received across the country.

TDCC is conceived as a 'close user group' and was introduced in 1993 under the aegis of DECU (ISRO) who pioneered the system of one-way video and two-way audio communication system for Educational applications. TDCC has 6 up-linking facilities in the country and approximately 1000 downlinks established so far.

Live interaction or teleconference is yet another and the latest intervention in the distance Education system. It provides a human face to the otherwise remote and distant learner. The viewers can directly access teachers/experts in the studio during an ongoing programme, express their views and clear their doubts regarding specific topics/issues as the programme goes on. IGNOU provides free interactive telephonic facility in 79 cities through its toll free number 1-600-1-12345 for teleconferencing on Gyan Darshan-2, TDCC and IRC(Delhi).

EKLAVYA TECHNOLOGY CHANNEL

Eklavya brings quality Education to students pursuing engineering Education.

Eklavya features lectures of the courses taught at the IITs situated at Kharagpur, Mumbai, Kanpur, Delhi, Guwahati, Roorkee and Chennai.

Besides, IGNOU and All India Radio run a collaborative venture called interactive radio counselling (IRC). Each Sunday, from 4 p.m. to 5 p.m., IRC is available on 189 radio stations. The programmes are produced in Hindi and English and the AIR stations broadcast IRC in the language suited to their region.

The IRC programmes are prepared by IGNOU. On fourth Sunday of every month the State Open Universities conduct IRCs from Ahmedabad, Bhopal, Bangalore, Patna, Jaipur, Kolkata, Hyderabad and Mumbai

1.8 EVALUATION OF VIDEOS:

Videos play an important role in Education all over the world. It is important to know how to analyze the videos, so we can grade projects, evaluate reports or get an idea of what the digital video programme is able to do. The essential purpose of evaluation is to monitor progress and identify possible areas of improvement. With specific reference to video these would be concerned with a range of aspects discussed more fully in earlier components, namely. One of the aims of evaluation is to identify methods of improving the video.

Are videos inherently more effective than other types of learning resources?

Research on cognitive learning and media technologies has shown that no specific Educational media is inherently more effective than another (Clark, 1983). Essentially, a video by itself is unlikely to be more effective for teaching information than a book or programmed learning device on the topic. Rather, the viewing context for the message and the instructional strategies found within the presentation are critical factors in how learning is fostered by a particular instructional presentation. In other words, what teacher and learners do with the media presentation and its message are much better predictors of Educational effectiveness than whether the presentation is a video, lecture, reading, or CD-ROM presented “multimedia”. On the other hand, affective learning and motivation may be influenced strongly by the choice of media. This in turn, may influence how enthusiastically and successfully students engage in learning activities. Thus, video can be an important media for motivation. It can also help to promote discussion and reflection about personal values, or personal connections to the topic under consideration.

Strengths of video:

Video can present visual information that is difficult to convey in other ways. One of the appeals of video is that it provides a sense of ‘being there’. Students can ‘walk on the moon’, or

‘visit an erupting volcano’ without ever leaving the class- room. A student who sees and hears the suffering of African famine victims will likely be more affected than one who reads simple textual information about it. However, video, like television, may condition viewers to be insensitive or to feel helpless in the context of such events. Video viewing without proper instructional context and planning can have all of the potential weaknesses or deleterious effects of television.

Not only do videos allow students to ‘travel’ to different places, they permit travel through time as well. Events of the past or great works of literature can be brought to life when characters, costumes and customs of the times and events (historical or fictitious) are portrayed on the screen.

Videos can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices. Videos can provide visual access to situations or experiments that would otherwise be too dangerous or expensive for students to experience person- ally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics or claymation. Video can reveal “hidden worlds” through photomicrography, astronomical photography, night photography and time-lapse photography.

Videos can be used to model positive behavior and to motivate students. They are particularly useful for introducing a topic, or reviewing material already studied when motivation is a key to student involvement in a learning sequence.

Videos can provide messages about issues critical to the lives of learners, or to the topic under consideration. Videos can be designed to have strong emotional appeal, thus they can tap into emotional and values involvement with specific issues. With a careful concern about critical analysis of message design, information sources, and the power of video to elicit emotional responses, videos can be effective for examining many different types of controversial issues and promoting class discussions about them.

Video may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many

learners with reading difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language.

Instructional design in video - what research says:

Research has shown that instructional strategies and cognitive modeling traits embedded in specific media are related to both how well and how quickly learning is fostered (Clark & Salomon, 1988). Zooming in to details can help students learn discrimination skills. Providing arrows, circles, and titles can often promote other types of discrimination skills. Animations, time-lapse or stop frame sequences, perspective changes and a number of other techniques may help students develop analytical skills relative to the topic.

Effective sound and titling can provide a multimodal learning experience suitable to the learning styles of many students. Instructional design can take advantage of sound to provide attention-getting, emotional or affective involvement with a topic or issue. The content of a video can be designed appropriate to the learner's level of cognitive or affective development. Videos can present actions and information contradictory to a viewer's prior conceptions. This may induce cognitive conflict that will challenge the learner to use conflict resolution processes. During conflict resolution learners develop hypotheses that promote learning by eventually allowing them to accommodate new information and understandings (Fosnot, 1984)

In short, videos can be designed with embedded instructional strategies and pedagogy to help activate thoughtful engagement with the topic.

Background to video utilization techniques - Active Learning.

Because today's students have spent many hours being entertained by television and video movies, teachers face the challenge of breaking students' passive viewing habits. When videos are properly integrated into instruction, they do not function merely to provide diversion — they promote learning through active engagement of students' mental processes.

Active learning is one of the foundation pedagogical approaches of modern learning theory and Educational change initiatives. Students learn best when they are actively (physically and/or intellectually) engaged in the learning activity. The following principles of active learning are useful guidelines for examining strategies for video in an Educational context:

- encourage group activity and learning through talk;
- allow for curiosity and speculation;
- allow learners to make their own input and demonstrate autonomy;
- allow learners to utilize the knowledge they already have;
- emphasize the process of learning, and;
- allow learners to use higher order cognitive skills such as evaluation, synthesis, hypothesis, pattern-making, problem recognition and solving.

General Principles of Video Use in the classroom:

Modern understandings of the learning process recognize that isolated viewings of videos, no matter how ‘good’ the video, fall far short of video’s potential to promote effective learning experiences. Because videos have a huge range of topics, styles, and instructional design qualities, it is inappropriate to suggest a specific formula for classroom video viewing. However, a general approach is applicable to most videos. By previewing the video, the educator can determine how best to modify this general approach, and how to arrange a sequence of learning strategies appropriate to the video.

Essentially, a video viewing experience can be seen as a one portion of a three-part approach to instruction. In this model, the video viewing is seen as the ‘activity’ portion of a sequence: *pre-activity / activity / post-activity*.

Pre-Activity: Preparing for the viewing experience.

For effective learning, learners need to have a sense of ownership and value for a learning activity. They need to have a sense of how the viewing activity relates to the work they are doing, to their own lives, and to the knowledge they have already gained. Pre-activities can be very directive, or they can involve more open-ended activities. Frequently, they will involve a

variety of cooperative or learner-centered activities to attain the goals of orientation to the video. The following list of suggestions outlines some possible approaches:

- Discuss with students why they are going to view the program, and provide an opportunity for a discussion of the video's Educational ideas.
- Relate the video viewing to the topic being studied. Have students brainstorm or summarize their understandings of the topic in preparation for the viewing. Use word webs, concept maps or other diagrammatic approaches to visualize relationships between concepts (Hassard, 1992). Word webs can be developed with the entire class or in small groups. Briefly, word webs involve displaying each key word and concept in the topic spread over a chalk board or sheet of paper. Words and concepts are connected with lines labeled with modifying clauses to show significant relationships between various words or concepts.
- Focus attention to the relevance of the video topic to the viewer's lives, both through discussions and activities that will help to give a firm context to the video viewing.
- Have students choose the videos they will watch from an annotated list of recommended, available videos. Have them state or write about their reasons for choosing the video.
- Give students a broad overview of the video content. Have them discuss their ideas about how the topic might be treated in video format, and what key concepts should be conveyed. Have students formulate a 'treatment' for a video to cover the topic as they understand it, and then compare their treatment to how the topic was actually presented.
- Explain unfamiliar vocabulary. Have students prepare a glossary of the terms required for viewing the video. Have students develop word webs other word study strategies to show the relationships of the words.
- Engage in a hands-on activity to provide background for the viewing such as a research activity, dramatic production, art activity, writing activity, science experiment, or field trip.

The Activity: General aspects of viewing the video:

The 'television response' is one of the deadliest learned behaviors influencing modern Education. Ironically, most Educational video programming is designed as a single linear message, the hobgoblin of the television response. Teachers who venture into new terrain by halting a video mid-program may at first find students up in arms. (One way to ameliorate this response might be to say: "Okay class, commercial break.") Ultimately however, effective instructional strategies will occasionally or often require thoughtful modification of the continuous viewing approach to videos.

Also, it is not necessary for students to view the entire program at one time, nor is it always necessary to view more than certain short segments. This approach may allow the use of several relevant programs during one class.

Locating specific segments of a tape may seem like a tedious exercise for the teacher, but this can be minimized if the VCR's counter is used to identify the desired segments at the time that the video is previewed. Some video programs have an on- screen display of elapsed time to further facilitate the location of particular segments. This feature may also assist students working independently using a prepared view- ing guide. Some VCRs have features for 'marking' certain sections of the video. The tape may be rapidly shuttled forward from one viewing section to the next.

Modern VCRs also make video editing relatively convenient. With little loss of quality, it is possible to edit a precise sequence of video 'clips' from several videos to exactly meet the needs of a presentation without having to change video cassettes.

It is also possible to simply end the video before its conclusion. Students may then discuss how the program will end, either as a large group, or in smaller groups, before the concluding portion is actually viewed.

Sometimes it is useful for the students to view a program once in its entirety, and then view portions again to focus in on particular points. Multiple viewings are especially beneficial for documentaries with a high information load or those that explain key concepts.

The Activity: Using video to promote active learning:

A variety of approaches can be used to promote active learning during a video viewing experience (National Film Board, 1992; Plowman, 1988). Viewing strategies will vary from video to video, and will be specific to the learning objectives desired. The following lists of strategies are among those possible:

Focus Questions :-

Focus questions can be used to improve viewers' attention to details or larger concepts of a program. A single question or set of questions can be given to an entire class, or a number of questions can be distributed around the class. In one approach, groups of three students get together after the video to 'check' each other's answers to three different questions. Valuable discussion on the video concepts and topics can be fostered in these small groups.

In another approach where several viewing stations are available in a class, small groups of students can view the program with focus questions they might discuss in detail. Cooperative learning may be used as a model for these groups. Later, groups can report back to the main group on their findings.

Viewing worksheets

Viewing worksheets can take a variety of forms. Perhaps least effective, although they have a place, are fill-in-the-blank viewing sheets. When used, these viewing sheets should focus on the critical vocabulary and concepts of the video topic, to avoid being mere busywork.

Viewing worksheets requiring higher order thinking skills can be effective. Tables and other exercises are possible, where students compare and contrast information in the video, or synthesize information and relationships from different parts of the video. It is critical to allow sufficient time for the students to complete the work. This may involve stops during the viewing, or a second viewing with stops.

Students can be asked to diagram the relationship between the concepts or ideas they are viewing in the video. Ven diagrams (diagrams with concepts outlined by geometric shapes arranged in such a way as to show relationships such as 'is contained within' or 'is part of' or 'is

separate from'.), word webs, and graphical analyses (comparison/differences tables, for example) are among the techniques possible in this approach.

For videos involving dramatic performance, role playing, or simulation, students can be asked to provide a series of descriptive words about characters, or they can be asked to describe actions or thoughts of characters as the drama unfolds.

View with stops

Viewing a video with carefully-chosen stop points can greatly enhance attention and engagement with the topic. Teachers can use large-group or small- group questioning strategies or discussion strategies that:

- allow learners to predict following action
 - allow learners to make inferences or formulate hypotheses
 - allow learners to make discriminations regarding important detail
- allow students to creatively formulate an ending to a video they have not previously seen.

View without the sound track

Certain videos, in certain instructional situations, will lend themselves well to second viewing where the sound track is not played. Occasionally, even a first viewing without soundtrack may be appropriate. During silent viewings, students will frequently be asked to provide a narration. Teachers can ‘pass the narration’ around from one student to the next in a more-or-less random manner. This approach may help to keep students attentive. Alternatively, the entire class can provide narration in a more spontaneous manner. When viewing videos without the soundtrack, teachers and students will quickly notice that the emotional aspects of the program are often conveyed by music and sound. Viewing without this emotional influence often helps the audience to take a more objective look at the issues or information provided.

Viewing “without visuals”.

Although seldom used, this technique can occasionally be applied where student visualization of the content will enhance learning. Visuals may be de- scribed, discussed, or even sketched by learners as they hear words of the narration. In many video programs, as much as 90% of the message is actually contained in the narrated soundtrack.

Post-Activity: Activities to consolidate the video viewing experience:

It is imperative that students' experiences with a topic not stop immediately after viewing a video. Post-viewing, follow-up activities should encourage students to use the information they have gathered and to explore concepts or ideas contained in the video. Again, a large variety of strategies are available as post-viewing activities. These strategies can serve to consolidate learning, explore the implications of the video, and extend the learning to new understandings. Among the many possibilities for post-viewing are:

- hands on activities such as experiments, field trips, drama, art, poetry;
- research projects on ideas/topics brought up in the video;
- class or small group discussions on ideas or issues raised;
- students write about their response or compare their personal situation; to that of the video characters. This might involve 'journaling' - an ongoing personal journal kept by each student in virtually any course;
- activity sheets to analyze the issues or data from the video;
- small-group work on problems raised by, or related to, the video.

It is clear that post-viewing activities may be viewed as measures of the success of the video viewing. Are students motivated to seek further information? Are they ready to take the ideas or concepts of the video and apply them in personally meaningful situations? Are they challenged or anxious to discuss the ideas brought up in the video? Consciously linking the segments of a pre-viewing/viewing/post-viewing learning sequence, to one another, and perhaps to previous and subsequent sequences, is a powerful way to enhance instruction involving video.

Naturally, the video itself is not usually the primary focus for a long term learning experience – it is part of a context of learning. In this sense, a video viewing might also be seen as a pre-activity or post-activity for a focus activity such as a laboratory experience, a class play, or an art project. It may be useful to go back and forth, considering the video as a centre for a

three part learning sequence so as to get the most out of the video viewing, but then reconsidering the video as an appropriate pre-activity or post-activity to get the most out the hands-on focus activity.

1.9 Evaluating Educational videos:

Effective use of videos in the classroom should start with teachers choosing effective videos. In these decisions, motivating and informing students is a primary concern. As much as possible, the video should be personally relevant to students and motivate them to want to learn more about a topic. To be Educationally effective, the video must communicate effectively to students and help them to construct new knowledge, affirm knowledge structures already developed, or challenge their current understandings in a non-threatening manner. Providing a cost-effective and efficient method for teaching a topic is also usually a priority.

Teachers or resource centre personnel are often called upon to select a video collection for teaching. The following general principles may help to guide the evaluation of videos:

- Selection of video titles should usually involve groups, rather than individual decision-making. Group discussion about a video is often needed to go beyond the ‘gut-level’ response, to bring out the perspective of the student, or to broaden the experience base for determining effective Educational video.
- As much as possible, view the video from the perspective of the student audience. A video that appeals to a knowledgeable teacher may not necessarily reach the uninformed, or partially informed, student.
- Have the criteria for evaluation in mind as you view the video. It is helpful to discuss evaluation criteria before undertaking a selection process, and to keep the evaluation criteria at hand during all viewing and discussions.
- Keep in mind that videos tend to elicit personal responses from all viewers. First responses or ‘gut responses’ derive both from personal preferences and Educational judgments combined in varying proportions.

- Examine as much of the video as needed to gain a thorough picture of its contents. Examine the entire learning resource package. Teacher guides or student activity books sometimes considerably enhance Educational value of a video.

In theory, video utilization techniques might have a strong impact on the evaluation of video. Even a ‘poor’ video in the hands of an experienced teacher comfortable with a diversity of strategies for video instruction, can be turned into a positive learning experience. For example, short segments of otherwise mediocre videos may successfully stimulate learning; or, viewing the video silently while ‘filling in’ the narration as a group, can often make up for an exceedingly poor narration or even for a narration in an unfamiliar foreign language.

Positives to look for during video evaluation:

Variation in the presentation: It is often appropriate and effective to present a mix of pacing, presentation styles, and communication approaches consistent with the message. Presentation variation can maintain the attention of the audience, especially when it reinforces the need for viewers to renew their viewing attention.

Humour: Humour can be an engaging communication tactic. When used, it should be appropriate to the audience level and neither trivial nor contrived. Age appropriate narration and developmentally appropriate thinking skills: vocabulary, sentence structure and syntax may strongly influence the Educational value of a video for a particular audience. As children develop they progress through developmental levels which allow them to perceive different levels and sophistications of problems.

Chunking, organization in sections: Videos covering a number of concepts require an organization that is logical to the viewer. Information provided in logical chunks helps the viewer to mentally organize the topic.

Provision of meaningful examples: Examples may stimulate the transfer of concepts or ideas from short-term memory into long-term memory.

Research has shown that, with many concepts, both examples and non-examples of the concept may be useful in helping students develop concept discrimination.

Poses open-ended questions: Carefully used, this approach respects the viewer as a thinker and learner, providing opportunities to apply personal knowledge and thinking skills to the topic under review.

Provides opportunities for students to carry out individual thinking: In addition to open-ended questions, other embedded strategies can invite the viewer to examine personal beliefs/knowledge and expand these with critical thinking. Provides opportunities for extension: Viewers can be motivated directly by the video to engage in post-viewing activities.

Teacher guides outline possibilities for extension or pre-activities. Teacher or viewer guides may stimulate meaningful post-viewing activities including discussions and real-world activities relating to the concepts of the video.

Flags to look for during video evaluation:

Excessive use of talking heads: Documentary productions often involve interviews with people, but video is largely an inappropriate medium to provide a lecture format. The interviews recorded in documentary videos can add a personal element, or an element of ‘expert knowledge’. It is a matter of careful interpretation to determine when interviews are over-emphasized to the point when they detract from the instructional purposes.

Illegible or poorly designed titles: transfers from film to video may lead to problems with titles due to the higher resolution and different proportions of the film format. Word messages on the video screen should be short and in large letters. Outdated footage: Currency of visuals is often required for Educational effectiveness. Historical footage, “classics” and footage that does not date (e.g. many science topics, etc.) should be placed in an overall production that will promote interest with the modern audience.

Unnecessary recitation of facts: Facts without flavor, or facts not needed to communicate the Educational message can detract from learning. Over dramatization of music and sound track: Sound effects and music tracks can have large effects on emotional appeal. Education should not suffer at the expense of promoting emotional involvement.

Visual does not support narration, narration does not support visual: To cut cost corners, video producers often use poorly-related stock footage to provide a background for the narrated message. The best presentations use a bimodal presentation linking the visuals and sound.

Pacing issues: Students are familiar with fast paced TV productions. They are often skilled at processing large quantities of visual information. Pacing should be varied and appropriate to the Educational purpose. Exceedingly fast pacing may detract from successful interpretation of the Educational message, just as slow pacing may lose the audience.

Excessive use of still frames or slides: Where motion is not required, still frames from paintings or colour slides can often be incorporated into videos. Some videos tend toward the appearance of a slide show transferred to video. This production technique can be unique and Educationally effective, but it is also easily overused.

Poor role-modeling: Students are subjected to a diversity of role models through television. There is a need in Educational settings to focus on better role model examples.

Over-simplification: It is always difficult to treat complex topics with a linear visual medium. Excellent videos use creative approaches to overcome this restriction, and they avoid trying to do too much.

Lack of relevancy: Videos should have curriculum relevancy, and some relevancy to the lives of the audience.

Overuse of special video effects and transitions: Television watchers are accuse- tom to highly visual transitions and special effects, yet research has shown that fancy transitions have minimal Educational value or may even detract from instruction. Videos are often produced with glitz and glamour to hide what is otherwise a weak Educational message.

Discussion/Summary:

Video is an Educational media with a foremost place in current and future Education, even in the context of growing interest in 'interactive multimedia'. Through thoughtful planning, video instruction can be used to promote 'interactive' learning, in the best sense of the word –

the sense of active learning described in this article. Videos can be used to help promote student curiosity, speculation and intellectual engagement. They can help promote group learning discussions and activities allowing learners to use knowledge they already have and higher-order cognitive skills required to extend their knowledge. In combination with other instructional strategies, videos can allow learners to make their own input into learning experiences and to realize the personal importance of learning itself. It is up to the teacher to develop processes and circumstances to get the most 'interactive learning' value from video and to help bring the video experience into the real world of the student as learner.

1.10 Objectives of the study:

The objective will help the investigator to confine only to particular area and be specific about the details of the study. The main objective of the study is to Evaluate the Gyandarshan programmes by the Educational technology students of M.Ed, and B.Ed of Sri Ramakrishna Mission Vidyalaya College of Education . that is why the thesis questionnaire was designed as such full of the basic criteria of evaluating a video programme.

The objectives of the present study are as follows:

1. To Evaluate the significance of the content of Gyandarshan programmes.
2. To Evaluate the significance of the instructional plan of the Gyandarshan programmes.
3. To Evaluate the significance of the Technical Production of the Gyandarshan programmes.
4. To Evaluate the significance of the Included supplemental materials of the Gyandarshan programmes.
5. To find out the significance of the Gyandarshan Educational programmes.
6. To find out which criteria i.e., Content or Instructional Plan or Technical Production or Included Supplemental Materials is given by high priority in Gyandarshan programmes.

1.11 HYPOTHESIS OF THIS STUDY

Keeping in view the objectives of the study the following hypothesis have been frames in null form for statistical verification

1. There is no significant difference between the contents of all the three programmes of Gyandarshan.
2. There is no significant difference between the Instructional Plan of all the three programmes of Gyandarshan.
3. There is no significant difference between the Technical Production of all the three programmes of Gyandarshan.
4. There is no significant difference between the Included Supplemental Materials of all the three programmes of Gyandarshan.
- 5 There is no significant difference between the three programmes of Gyandarshan

1.12 NEED OF THE STUDY:

The vibrant Need of the study is the Central Institute of Technology, IGNOU, NCERT, spend much amount of time and money to produce the Educational oriented programmes which are telecasting in Gyandarshan Educational channel. Gyandarshan Educational programmes are highly useful to all types of students.so the study has been framed to Evaluate the standard of Gyandarshan programmes by using some basic criterias on the point of view of Educational applications.

1.13 SCOPE OF THE STUDY:

The study has been designed to Evaluate the Gyandarshan programmes by the Educational technology students of M.Ed and B.Ed trainees .there is awide scope in the study for the studied would lead on to future research in the same.

The Union Cabinet spend huge amount in the development of Education and also to the Educational Broadcastings .The recent Five year plan has underlined the importance of Propagating Education through Educational technology. There are wider scope in research apart from my research on Educational Television like Gyandarshan Programmes. It will also help administrators of CIET , IGNOU, and NCERT to improve the qualities and appropriateness of the Educational programmes.

1.14 DELIMITATION OF THE STUDY:

This research has some limitations in some factors which are considered to do this work.

Time duration: This study is conducted in a very short time. It could have been done better in much more times.

Selection of samples: This study was conducted in Sri Ramakrishna Mission Vidyalaya College of Education Coimbatore only. Because the Educational Technology trainees of M.Ed, and B.Ed, of this college only studying the Preparation, Script Writing, Pre-Production, Production, Post-Production techniques, Editing, and Evaluation of Audio-Video Programmes .Hence the study has been conducted within this college premises only.

Selection of programs to Evaluate: Due to the time factor, and appropriateness to the college of Education trainees only three programmes are selected to Evaluate.

1.15 BRIEF RESUME OF THE STUDY:

This study is reported in five chapters.

- ❖ The first chapter reports the introduction, Statement of the Problem, Objectives, Need, Scope, and Limitations of the study.
- ❖ The second chapter contains the previous studies related to the present investigation in India and abroad are abstracted and the conclusion also arrived at the end of this chapter.
- ❖ The third chapter explains the procedure adopted for conducting the experiments.
- ❖ The fourth chapter deals with detailed report of the analysis and interpretation of data and the hypothesis testing.

- ❖ The fifth chapter deals with Findings of the study, conclusions, Suggestions for further research.

This is followed by the Bibliography, webliography and appendices which consist of tools administered, and the C.D which contains the programmes of Gyandarshan to evaluate.

Chapter-99



review of related literature

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

Advanced research in humanities, natural science, social science and engineering often demand a “literature review” whether or not there is a chapter or section of thesis actually going by that name. Faculty advisors insist a researcher to incorporate the findings of literature review in the body of the research essay.

2.2 WHAT IS REVIEW OF RELATED LITERATURE?

The review of related literature forms an important chapter in thesis where its purpose is to provide the background to and justification for the research undertaken.

- **Bruce(1994)**

In many respects the literature review presents the justification of work by a researcher- why does this research need to be conducted? how is it different from the other studies? Where does his research fit within current knowledge and therefore what does he expect to contribute?

If we see today’s scenario regarding review of related literature is normally undertaken to fulfill the requirements of the research format. so it is important to go through the eight steps in the research process and realize the importance of review of related literature in each step.

A literature review provides the meaningful context of the research with in the universe of already existing research.

The literature review sets the basis for the discussion or analysis or contemplation of implication or anticipation of further research.

The researcher has to apply the principles of analysis in his field in order to

1. Evaluate whether previous research is valid
2. Deciding whether previous research is incomplete
3. Criticizing whether previous research is one sided (or) biased

This means that the researcher does not simply list previous studies but that he assesses them, noting their strengths and weakness as well as he has to synthesize previous perspectives and gains a new one.

Before starting review there is need for the researcher to know more about regarding the 'searching review of related literature'

While searching the review of related literature the following steps have to be followed deciding the general purposes and specific purposes of review of related literature.

Identifying the available resources for review of related literature.

Communicating the review of related literature

Evaluating the review of related literature according to criteria

2.3 STEPS IN REVIEW OF RELATED LITERATURE.

Step 1 deciding the general purposes and specific purposes of review of related literature.

Before taking the review of related literature the researcher must know when and why to review related literature.

When and why to review related literature?

In the context of the first question i.e when to review? the answer to this question is obviously that review of related literature helps the researcher at every step of the research process.

It must commence right from the onset of research and end only after the completion of the research. Reviewing has specific contribution to the quality of research depending on when it is undertaken.

At the onset of research:-

- i. To check researches undertaken by others so as to help identify the research problem to be studied
- ii. To focus on one's own ideas and explore contexts
- iii. To form a clear picture of the research to be undertaken.

During the research:-

- i. To keep the researcher interested and motivated to face adversities and continue the research
- ii. To keep up to date with developments in the area
- iii. To help the researcher better understand the field being researched and the method being applied to research it,

After the research:-

- i. To see what impact the research has had
- ii. To identify gaps and lacunas in the research

The researcher has to know that review of related literature also gives answers to the following questions

Step-2 Identifying the available resources for review of related literature.

Locating source of information:-

Locating the source of information becomes the next logical step in review of related literature.

If the work is Wholly derivative ,like an assignment it can be completed by reading in libraries and analyzing the data collected in a presentable form. But most of the topics of research demand investigations beyond finding out facts and opinions of others in the documents available in the libraries .It will be essential to know exactly the reasons for use of libraries

Libraries are the principle source of information which give indirect second hand knowledge of the reality.

It is a systematic storehouse of data of encyclopedia nature. It contains a record of the results of human thinking.

The written word represents a very effective medium of communication provided one is able to understand the meaning

However the basic sources of information are of two kinds.

Accessing Review of Related Literature through Internet:-

In today's world of information and technology it is possible to take the Review of Related Literature through digital resources. There are various strategies and steps for accessing digital resources for conducting Review of Related Literature through internet.

Step.a. Identifying Key words

Step. b Executing the search

Step.c Documenting the results

Step -3 Communicating the Review of Related Literature:-

This appears to be the most important aspect of Review of Related Literature to become meaningful care has to be taken of the following

Collection of data by taking notes

- a. bibliograph notes
- b. the quotation notes
- c. subject notes
- d. paraphrase notes

organizing the Review of Related Literature:-

The collected data can be classified differently .Four classifications have been shown as guide line in figure.

Step 4.Evaluating Review of Related Literature:-

There are few criteria's of evaluating the Review of Related Literature these are

- * Review of Related Literature must cover sufficiently the previous researches
- * Review of Related Literature must be react unless a rend is being studied
- * Review of Related Literature must elaborate the significance of the study
- * Review of Related Literature must be useful for futuristic researcher to know the research problems, research method, tool, techniques, samples etc.
- * Review of Related Literature has to establish the theoretical frame work for the study
- * Review of Related Literature must be organized logically and appropriately
- * Review of Related Literature must be helpful to form the hypothesis of the present study.
- * Review of Related Literature must be include a summary and discussions.

In brief Review of Related Literature must helpful to the researcher in three stages

- At the onset of research
- During the research
- After the research

2.4 CONCLUSION:-

Review of Related Literature forms an important component of any research, however it appears to be the most neglected and least used component where in researchers complete it as a formality without it contributing in any way towards enhancing the quality of research.

2.5 REVIEWS IN ABROAD

[Quennerstedt, Mikael; Ohman, Johan](#) (2011-03-00) The purpose of this paper is to suggest and describe a methodological approach for studies of learning within school physical education (PE) in order to investigate and clarify issues of learning in an embodied practice. Drawing on John Dewey's work, and especially his use of the concept "transaction", a transactional approach is suggested as a way of developing an action-orientated method necessary for investigating learning in PE. The approach is illustrated by extracts from a video analysis of a PE lesson in Sweden, and shows how an analytical focus on meaning making, actions, events and participators in meaning-making processes can help to overcome methodological challenges related to dualist and cognitivist approaches and reach a deeper knowledge of student learning issues in PE

[Roth, Kathleen J.; Garnier, Helen E.](#); (2011-02-00) The Science Teachers Learning from lesson Analysis (STeLLA) project is a videobased analysis-of -practice PD program aimed at improving teacher and student learning at the upper elementary level. The PD program developed and utilized two "lenses," a Science Content Storyline Lens and a Student Thinking Lens, to help teachers analyze science teaching and learning and to improve teaching practices in this year-long program. Participants included 48 teachers (n = 32 experimental, n = 16 control) and 1,490 students. The STeLLA program significantly improved teachers' science content knowledge and their ability to analyze science teaching. Notably, the STeLLA teachers further increased their classroom use of science teaching strategies associated with both lenses while their students increased their science content knowledge. Multi-level HLM analyses linked higher average gains in student learning with teachers' science content knowledge, teachers' pedagogical content knowledge about student thinking, and teaching practices aimed at improving the coherence of the science content storyline. This paper highlights the importance of the science content storyline in the STeLLA program and discusses its potential significance in science teaching and professional development more broadly.

[Capizzi, Andrea M.; Wehby, Joseph H.](#)(2010-08-00) In this study, the authors evaluate the efficacy of videotape analysis with structured expert consultation and self-evaluation to improve teacher candidates' instructional delivery. A single-case, multiple-baseline, across-participants design was used to evaluate lesson components, rate of praise statements, and rate of

opportunities to respond included by teacher candidates in their teaching. After teacher candidates videotaped their instructional delivery, they met with an instructional consultant and evaluated the components of instruction included in the lesson, received feedback and guidance from the instructional consultant, and established goals for subsequent instruction. Consultation was effective in increasing the number of lesson components and amount of behavior-specific praise delivered during instruction for all participants. Effects varied by participants for rates of opportunities to respond. Limitations of this study and future implications for research are discussed.

[Alsawaie, Othman N.](#); [Alghazo, Iman M.](#) (2010-06-00) This is an intervention study that explored the effect of using video lesson analysis methodology (VLAM) on the ability of prospective middle/high school mathematics teachers to analyze mathematics teaching. The sample of the study consisted of 26 female prospective mathematics teachers enrolled in a methods course at the United Arab Emirates University. The participants were divided equally into two groups, experimental and control. The experimental group was involved in video lesson analysis where they analyzed ten video lessons throughout the semester. The group members interacted via discussion forums through Blackboard technology. Both groups wrote analyses of two video lessons, one before the intervention program and another at the end of it. It was found that the intervention remarkably improved the ability to analyze mathematics teaching of the experimental group while little improvement occurred to the control group. Implications for teacher education programs are discussed

[Marsh, Brian](#); [Mitchell, Nick](#); 2010-04-00) The University of Sussex In-School Teacher Education Project (InSTEP) uses interactive video technologies to enhance initial teacher education programmes for science trainee teachers. With four Internet Protocol cameras and mounted microphones in both school laboratories and the university teaching room, trainees and their tutors have access to live interaction with schools. This paper presents some of the findings of a 2 year evaluation of InSTEP aimed at identifying the benefits for trainee teachers. There has been an increase in the use of video material for teacher training purposes, however, trainee teachers are often intimidated by carefully selected extracts featuring experienced teachers. InSTEP activities are live and capitalise on all the opportunities associated with normal classroom practice. Literature points to InSTEP-type activities having the potential to enhance

the development of trainees' observation skills, develop reflective thinking, to provide authentic illustrations of classroom practice, enable remote observation and facilitate the coaching of trainees by mentors. A fourth generation model of evaluation was undertaken with data generated by semi-structured interviews with university tutors and mentors supported by a questionnaire and group interviews with the trainees. Our main findings point to InSTEP enhancing and accelerating the growth of trainee teachers' professional knowledge through enabling reflective practice, facilitating collaborative learning and supporting the development of the language of pedagogy

[Grant, Theresa J.](#); [Kline, Kate](#) (2010-02-00) This paper describes how elementary teachers' thinking and practice developed as a result of video-based professional development designed to promote reflection on the decision making involved in planning for and implementing mathematics lessons. of the 189 teachers who attended the video -based sessions, 180 completed post-session questionnaires and a subset were interviewed and observed teaching after the sessions. The video -based sessions were designed to embody many of the characteristics of video study, but scaled up to involve a large number of teachers. The majority of teachers believed that their ability to question their students and probe their thinking was extended as a result of the sessions. The teachers who were observed were also able to alter their practice in ways that supported student thinking. The results suggest that these video -based sessions have the potential to impact a large number of teachers across diverse districts

[Henderson, Michael](#); [Auld, Glenn](#) (2010-02-00) This research is a part of a national project to identify effective sustainable and embedded use of ICTs leading to improved educational outcomes. The project identified six schools and conducted a qualitative case study analysis out of which eleven successful strategies were reported. One of these strategies was observed at a primary school and demonstrated highly effective and sustained use of digital video production by students leading to changes in pedagogy and teacher's roles, heightened learner autonomy as well as improved educational outcomes including increased reflection and metacognition. In addition, the teachers reported increased confidence in assessment and reporting as well communication with parents. A final implication of the research suggests that the use of video production also helps to sustain a professional learning community approach within the school.

[Brunvand, Stein](#) (2010-01-00) Through the use of Web 2.0 technologies the production and distribution of professional digital video content for use in teacher education has become more prevalent. As teachers look to learn from and interact with this video content, they need explicit support to help draw their attention to specific pedagogical strategies and reduce cognitive load. This support can be provided through the use of different design strategies that include providing access to prompts, teacher commentary, reflective tools, and multiple representations of a particular observation. This article provides a review of these design strategies and discusses the ways in which they can be used to produce effective video for teacher education.

[Florez-Morris, Mauricio](#) (2010-01-00) video production has come into widespread use in various fields of social science. Visual anthropologists (Pink 2006), psychologists (Webster and Sell 2007), historians (Ferro 2000), and visual sociologists (Newman 2006) have used films and videos to document, to preserve, and to analyze social data. There is no reason to think that the use of videos for research and pedagogical purposes is not applicable in political science. The present article discusses our experiences using this technology for teaching and learning about political and social issues.

[Bayat, mojdeh](#)(2010-00-00) this study utilizes students' journaling and video -recording of field experience teaching sessions as vehicles for inquiry into the development of the process of productive reflection within the piloting phase of an experimental course, designed by the national center for research on early childhood education (ncrece). the ncrece course is designed to improve teachers' interactions with children as well as their implementation of curricula to promote gains in children's social and academic development. the piloting of the ncrece course took place in the winter quarter of 2007 in a 4-year university in the midwest united states. by guiding students to reflect on their actions through use of dialogue journals and video-recording, this action research aimed at scaffolding students' productive reflection. students participating in the pilot course kept weekly journals with the instructor in an online dialogue format throughout the quarter. as a culminating activity, they video-recorded one language-based lesson in a preschool classroom and wrote a self-analysis of the lesson. the paper presented here is a report of a part of this study pertaining to the use of dialogue journals and videos in supervision of preservice early childhood teachers. it is hoped that this action research study will validate the

concurrent use of journals and video case analyses as a means of promoting self-conscious productive reflections, and as an opportunity to clarify content knowledge and link theory to practice.

[The Use of Digital video in Physical Education](#) (2009-07-00) This paper details the technical and operational aspects of a project investigating the role of digital video in physical education in 12 Irish schools over a period of two academic years. The project design involved a qualitative investigation into the use of digital video in three areas of physical education, namely teaching, learning and assessment. The group of physical education teachers who implemented the project received intensive training in the use of the technology initially and were also given additional training to meet the evolving needs of the project over its duration. The time demands placed on the team in terms of planning and preparation and post-production work were recorded. The motivational effect of the use of the technology on students was noted. The capacity of the technology to provide focused feedback on performances was examined through the reviewing of video clips of students' performances in physical education lessons. The use of digital video as an aid to both formative and summative assessment in physical education was also examined. Aspects of assessment for learning were used in providing a cohort of students with opportunities to set their own learning goals and evaluate their own learning while compiling electronic learning portfolios. A total of 31 such portfolios were collated. An examination of the use of digital video technology as a means of assessing practical performances was also undertaken

[Hung, Hsiu-Ting](#) (2009-04-00) video is commonly employed as curriculum enhancement in the foreign language classroom. The use of video as a mediation tool for language production tasks is relatively less cognizant by researchers and practitioners, which points to an area worthy of investigation. This study, therefore, aimed to examine the potential of learner video production as learning mediation from a constructivist perspective. More specifically, this paper focused primarily on a group of English learners' development of oral proficiency and explored how digital video recordings of their oral presentations in class might serve to enhance subsequent reflection on their in-class language performance, and thus, contributed to language learning. The term "video enhanced reflection" was coined in this investigation to capture the mediation role played by video (technology) in the reflective practice of the English learners.

Findings of the study bear pedagogical implications for utilizing technology as a mediation tool to enhance output-based instruction in foreign language learning.

[Bruce, David L.](#) (2009-05-00) this teacher-researcher study explored the manner in which students created video compositions in a secondary English language arts media studies program. A review of research literature indicates fundamental differences between print and video compositions, which include modality of representation, task setting, and curricular role. Another difference is in the description of models of composition in studies of both print and video. Although print research details stage and recursive aspects, studies of video used models and/or terminology that were expressed in linear and stage terms. This yearlong, classroom-based study examined the video composition processes of three case study groups (n=3, n=3, n=4) within the context of both their classroom (n=19) and the entire Communications program (n=82). This study used methodology from studies of print composition (think aloud and retrospective think aloud protocols) in order to more fully explore the processes students used to compose their videos. The study found that video composition is a complex, recursive process that allows for sequential multimodal representation of thoughts and ideas. Four areas are addressed: video allows for the expansion of compositional choices, demonstrates the verisimilitude of students' initial concept to videotaped image, highlights the visuality in students' re-presentations of ideas, and provides research methodological considerations. A model was developed to describe the recursive stage and phase aspects of the students' video compositions

[Welch, Graham; Ockelford, Adam;](#) (2009-00-00) This article reports on the first year of an Esmee Fairbairn Foundation-funded research project into the design and evaluation of an original "framework" for mapping the behaviour and development in, and through, music for children with complex needs, specifically those with profound and multiple learning difficulties (PMLD). An initial four-month design and pilot phase critiqued and evaluated a framework that was grounded in video-based iterative analyses of individual case studies that had been collected during the previous two years. The piloting phase was followed by a sustained period of classroom-based music lesson observation in five special schools over a period of seven months. A total of 630 observations were made using the framework for 68 participants whose ages ranged from 4 years 7 months to 19 years 1 month. Subsequent analyses support the general

design features of the observational framework and provide new evidence of PMLD musical behaviour and development

Scharfenberg, Franz-Josef; Bogner, Franz X.;(2008-03-00) Our research objectives focused on monitoring (i) students' activities during experimental teaching phases in an out-of-school gene technology laboratory, and (ii) potential relationships with variables such as work group size and cognitive achievement. Altogether, we videotaped 20 work groups of A-level 12th graders (n = 67) by continuous recording of their laboratory-work phases. Subsequent analysis revealed nine categories characterizing the students' most relevant activities. Intra-observer and inter-observer objectivity as well as reliability scores confirmed the good fit of this categorization. Based on the individual time budgets generated, we extracted four clusters derived from students' prevalent activities. A cross-tabulation of two cluster analysis methods independently used showed a high level of agreement. Clusters were labelled as (i) "all-rounders" (members of which applied similar portions of time to the main activities), (ii) "observers" (members dominating activity focused on in-group observation of the laboratory work), (iii) "high-experimenters" (members predominantly engaged in specific hands-on activities), and (iv) "passive students" (members mainly engaged in activities with no experimental relation). Particularly, we found members of Clusters 1 and 2 in four-person work groups while members of Clusters 3 and 4 were prevalent in three-person groups. During the educational intervention, students of all clusters improved their cognitive achievement on a short-term and a long-term schedule. However, only the "all-rounders" revealed a high level of persistent (long-term) knowledge with no decrease rate at all. We draw conclusions with respect to work group sizes as well as to organizational aspects of experimental lessons

McConnell, Tom J.; Zhang, Meilan; (2008-00-00) When teachers work toward the goal of using evidence of student learning to improve teaching, they typically use test scores, student work, portfolios, and a variety of formative assessments. Videotapes of teaching are another valuable form of evidence. Research has shown that analysis of videotaped teaching cases is effective in promoting teacher learning because of its ability to help teachers notice and recall evidence not easily captured in other data sources. In this article, the authors share an example of professional learning in which teachers use video to support their professional learning. Their

research suggests that teachers who use videotaped records are more likely to make instructional decisions based on evidence.

Koole, Tom (2007-00-00) This paper reports on a study of classroom interaction as a multi-party and multi-activity phenomenon. On the basis of video-recorded lessons in secondary education schools in the Netherlands, observational records were made of the behaviour of individual students throughout lessons. The main argument in this paper is that when students engage in parallel activities, and in spite of their very different ways of doing this, they show an orientation to the activity in which the teacher is involved as the central activity. It is argued that one aspect of what makes a lesson recognizable as a lesson is this common orientation to the teacher's activity as the central activity

Freeman, Marcia S.;Mitten, Luana K.(2007-00-00) CraftPlus[R] is an integrated learning package that consists of a K-8 spiraling, core writing curriculum based on explicit Target-Skills instruction; professional books; grade-level Curriculum Guides; sixteen workshop and classroom demonstration DVDs; and a CD with student samples and other classroom support materials. The grade-level Curriculum Guides, designed for one-teacher use, detail and organize specific composing, organizational, convention, and writing-process Target Skills for the explicit instruction of nine commonly assessed expository genres, plus general descriptive writing, fictional narrative, and poetry Target Skills within a regularly scheduled, 45-minute writing-workshop setting. Each of the guides includes general and grade-specific templates for planning, instruction, record-keeping, and assessment; quarterly instructional guides; end-of-year expectations; three instructional tiers that differentiate writing instruction for each genre; lesson plans; video study guide discussion points; and a CD with more than 200 student writing samples. Writing workshop techniques such as how to use literature, student writing, and picture-prompts as models and peer conferencing are explained in context

2.6 REVIEWS IN INDIA:

Alpesh Singh: Dr. Akhilesh (2004). The objective of this research was to study the effect of PSA broadcast on Doordarshan on the rural public of Indore district and their media awareness. The research was survey in nature. 130 persons from different villages of Indore district were taken as sample. Questionnaire was used for data collection. Mathematical, Statistical techniques were used for data analysis. The findings stated that maximum villagers did not have cable connection and they preferred watching television at night in which they liked seeing serials the most and political programmes the least. Most of them liked to see PSA and applied them. They were found to have less knowledge of computers as compared to Newspaper, Radio etc

Reena Nagdev Chandan Gupta (2004). The objective of this research was to study the factors responsible for the popular TV advertisements among the youth of Indore, to prioritize the factors according to their contribution in the popularity of an advertisement and to prepare guideline for the advertiser to include factors required for making a popular advertisement. A sample of 160 youth age 18-35 of Indore was selected by simple random sampling method. The study was survey in nature. As a tool for data collection- questionnaire was developed. The collected data were analyzed by applying factor analysis statistical technique and using SPSS. The findings stated that most of the youth of Indore wanted to be given logical and factual ads and ads not only for entertainment. Next they want good music, charming visuals and humor, in that order. They also wanted some unusual characteristic but the least important factor was the use of emotions of any kind

Anupama Upadhyaya Dr. Akhilesh K. Singh(2004)This research was conducted to find the factors involved in child product advertisements and to catch the most influencing factor among them. The research was survey in nature. Data is collected from 100 children of "SICA" school of Indore. A questionnaire was used to collect data. The analysis of data is done by statistical method "Factor analysis" with SPSS software. The findings stated that the "liveliness" of an advertisement is most influencing factor followed by logical persuasion, harmony, stimuli and comic, in that order

Swati Vinze (2004). The objective of the research was to study the popularity, understanding, recommendations, preferred media and preference of soft drink commercials amongst university students of Indore and also to study their reaction to the Idea, character a model used, language, production aspects, music and computer generated information of these commercials and their drinking habits. The sample chosen by simple random selection was of 197 students of DAVV Indore. The study design was survey in nature. “Soft drink commercials popularity Questionnaire” was used to collect the data and a scale “Soft drink commercial popularity scale” developed by the investigator. For analyzing the data frequency, percent age and chi-square test was applied. The findings stated that the popular soft drink commercial amongst the university students of Indore was coca cola because of its unique idea and celebrity, next in the line is Pepsi. They showed favorable reaction towards the understanding of any soft drink commercial. They liked simple, catchy commercials with nice punch lines, meaningful and simple language, TV media preferred because of casuals, moving pictures, attractive colors and animations

Pooja Shukla (2004). The objective of this research was to study effects of income, age, qualification, and their various interactions on buying behavior of housewives. The sample consisted of 100 housewives belonging to different age groups, economic and educational background. This study was survey in nature. Data collection was done by a questionnaire. Technique of data analysis was chi-square and univariate analysis of variance. The findings stated that maximum number of housewives agreed that sometimes TV ads help in choosing right products. Maximum number of housewives agreed that they never got influenced by TV ads to spend more than the budget. Maximum number of housewives agreed that usually they changed their adopted advertised brand if they are not satisfied. Maximum number of housewives agreed that they never bought only that brand which was shown in TV ads

Jaideep Ojha (2004). The major objective of this research was to study the effect of celebrity in TV commercials and effect of age, gender and their interaction on recall & purchase intention of the audience. This study was survey in nature. The sample consisted of 180 individuals selected randomly. The data required was collected using Random Sampling Technique, under which two scales viz. advertisement recall & purchase intention. According to the age groups & gender the data was analyzed by applying 2 way factorial ANOVA. The

statistical technique applied to analyze the data were, mean standard deviation & co-efficient of variation. The findings showed no significant effect of gender & interaction on recall & of age & interaction on purchase intention in TV commercials having celebrity. But respondents of age group 15-30 yrs had higher recall as compared to the other two groups. Also, males possessed higher purchase intention than females

Prakhya Shrivastava (2004). The objectives of this research was to study the opinion of TV viewers of Indore about DD News channel in terms of language, content, presentation, technical aspects and also to study the effectiveness and popularity of DD News channel. The research was survey in nature. A sample of 240 viewers of Indore was selected randomly. For data collection a questionnaire was developed on the basis of electronic news watching habits, language, content, presentation, technical part other programs rather news, rating of DD News channel. Data were analyzed by using software SPSS (Statistical package for social sciences). Statistical techniques used were frequency and percentage, chi-square test, mean standard deviation and coefficient of variance. The findings showed that DD News rated 4th in popularity. Majority viewers said that language of DD News is good, understandable and interesting. Over all presentation including technical part and content of program were found good in opinion of viewers

Umesh Mishra (2004) The objectives of this research were to produce a video spot on obesity and polypacks and compare the mean sensitivity scores of the experimental group with that of the control group towards obesity and polypacks taking pretest as covariate and measuring its effectiveness in terms of sensitizing the teenagers. A sample group of 50 students of seventh and eighth standard of University Innovative School was selected. They were divided into control group and experimental group where they were pre-tested and post-tested. The tool used in this research was AVRC sensitivity scale. This research used ANCOVA analysis. The major findings of this research were that television has profound impact on the kids and they are aware of topics related to their body and appearance. But on the topics concerning society, science and environment the teenagers need to be propagated

Harsha Parwani (2004). The objectives of the research was to study the media habits, awareness, preferences of duration, time slot, format and subjects of educational channels. The

study was survey in nature. A sample of 160 students was selected randomly. Data was collected by a questionnaire. The data was analysed by SPSS. It was found that most students preferred watching Discovery Channel followed by National Geographic, UGC programs (gyan-darshan) and Animal Planet, in that order. It was also found that most students preferred watching programs related to new technology on educational channel

Archana Shrivastava Dr. Akhilesh K. Singh (2004). The objectives of the research was to study the effectiveness of documentaries on historical monuments in terms of criteria like language, music, editing, camera work, graphics, etc. The sample of this study consisted of 325 Electronic Media students of A.V.R.C., Indore. This study was experimental in nature. Single group posttest design was applied. A program evaluation scale was prepared to collect data. This scale consisted of 38 statements regarding language pattern, technical aspects and aesthetics used in documentaries on historical monuments. The obtained data were analyzed by using statistical techniques like frequency, percentage and chi-sq. The findings stated that students reacted favorably towards all elements such as language, music, editing, graphics, camera work, lighting, anchoring, used in documentaries on historical monuments for all 14 programs

B.C.Das and S.Das (2001). Many (tv) programmes telecast in Assam are development oriented with urban and rural focus. They have been found successful in the field of education human development, family welfare, development of agriculture food, nutrition and hygiene too. They also help in developing interest positive attitude towards a number of issues like increasing productivity, national integration, etc. Television as an instructional aid has the potential to facilitate the better communication and retention in the teaching learning process. So it is imperative that teachers should take note of various programmes sponsored by Doordarshan (Govt. of India owned TV Network) Kendras in India. Moreover, in view of non-existence of systematic researchers in the area of TV viewing preference of high school students the present study attempts to find out the viewing preferences of high school students particularly of class IX in relation to various Doordarshan Programmes that would inform us on how this media can be used in the learning process.

Singh, A.K (1998) The major objective of this research was to study the Effectiveness CWCR Programs of Economics with and without Discussion in terms of achievement and

reaction of undergraduate students. The study was experimental in nature. Pre test Post Test Control Group Design was used. Twenty educational television program produced by various media center were collected and shown to the students. The data were analyzed with the help of ANOVA, and Chi square. The students reacted favorably towards the ETV Programs. It was found that Discussion after Viewing the program is better than no discussion after viewing the program.

Bhatia N., Rayroath Kosthi, P(1998) The major objective of this research was to produce a UGC ETV program on Cellular Communication and study its effectiveness towards achievement and reaction of undergraduate students. Formative research process was applied during the production of program. The study was experimental in nature. Single group posttest design was used. Data were analyzed with the help of mean, SD, CV, Percentage and chi square statistical technique. The program was found to be effective in terms of achievement and reaction towards various aspects of ETV program

Singh, P. & Singh A.K(1997) The main objective of this research was to study the effectiveness of the programs produced for JDCP in terms of their relevance and acceptability. Villages in Jhabua were selected randomly for pre testing of programs. The programs were shown to the villagers and their reactions were taken. It was found that most of the programs were as per the need of people of Jhabua. Suggestions for improvement were also provided

Singh, B.B (1995) The major objective of the research was to develop kindness by discussion of values by presenting the dilemma through video mode amongst school students. The study was experimental in nature. Pre test post test control group design was used. The experiment continued for 40 working days. ANCOVA, Chi square were used to analyze the data. It was found that presentation of dilemma was effective in terms of understanding of dilemma

Kangia R., Rithaliya, R (1995) The major objective of this research was to produce a UGC ETV program on Aquaculture and study its effectiveness towards achievement and reaction of undergraduate students. Formative research process was applied during the production of program. The study was experimental in nature. Single group posttest design was

used. Data were analyzed with the help of mean, SD, CV, Percentage and chi square statistical technique. The program was found to be effective in terms of achievement and reaction towards various aspects of ETV program.

Shukla, A. & Alekar N (1994) The major objective of this research was to produce a UGC ETV program on Aquaculture and study its effectiveness towards achievement and reaction of undergraduate students. Formative research process was applied during the production of program. The study was experimental in nature. Single group post test design was used. Data were analyzed with the help of mean, SD, CV, Percentage and chi square statistical technique. The program was found to be effective in terms of achievement and reaction towards various aspects of ETV program

Passi B.K., Singh P. & Singh A.K(1991) The main objective of this study was to test the feasibility of infrastructure facilities involved in two-way audio and one-way video conferencing and effectiveness of Talk back in terms of achievement and reaction of under graduate students. The experiment continued for seven days. Firstly, recorded programs were telecast after a live discussion with experts were followed. Viewers could ask questions through telephone to the experts. Pre test Posttest control group design was used. Everyday both the groups were pre tested and post tested. Data were analysed with the help of t test and chi square. The talk back was found to be effective in terms of achievement and reaction towards it

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methodology

Chapter-III

METHODOLOGY

3.1 INTRODUCTION

Methodology is an important role in a research study .There is different methods to be followed at various stages of any scientific investigation. The details of such methods followed in this namely, tool selection, sample frame, collection of data, scoring procedures and various statistical methods are used and presented in this chapter.

3.2 STATEMENT OF THE PROBLEM.

The study attempts to evaluate the educational programmes transmitting in television like the title is

“AN EVALUATION OF GYANDARSHAN PROGRAMMES.”

3.3 SAMPLING:

An important research design is the selection of subjects to study. We must determine how many people to interview, who they will be, what events to be observe, and how many there will be. In research studies we often only a sample of the possible cases, but the selection of this sample is not a simple problem. The understanding of the concept of sampling may be intuitive, but the actual process of sampling can be quite complex. Because sampling is a central aspect of educational research, it requires careful study.

SAMPLING TERMINOLOGY

The process of sampling involves any procedure using a small number of elements of the whole population to draw conclusions regarding to the whole population.

A sample is a subset or some part of a larger population. The purpose of sampling is to enable researchers to estimate some unknown characteristics of the population based on a good representation sample.

A population or universe, is any complete group of entities-people, school, students, or the like- sharing some common set of characteristics. When a distinction is made between population and universe, it is on the basis of whether the group is finite (population) or infinite (universe)

Sample of the study:

The type of sampling to this study followed was ‘purposive sampling technique’. The use of this method is favored in many research studies like this study. A sample of 21 trainees who are studying in Sri Ramakrishna Mission Vidyalaya College of Education Coimbatore-20 were selected for the collection of data

Table No. 3.1

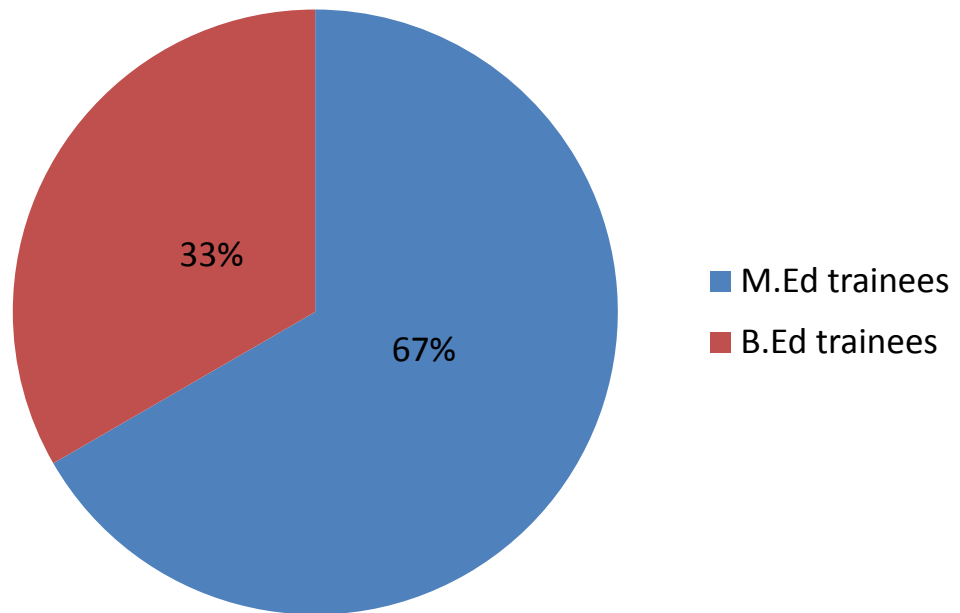
Table showing the breakup of the trainees selected for the study

S.No	Variables	Subgroups	Sample	Total
1	Sex	Boys	16	21
		Girls	5	
2	Class	M.Ed	14	21
		B.Ed	7	
3	Educational qualification	P.G	14	21
		U.G	7	
4	Major Subjects	Maths	4	21
		Physical science	6	
		Biological science	5	
		Computer science	2	

		Arts	4	
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Fig.3.1

PIE DIAGRAM SHOWING THE TOTAL SAMPLE STRENGTH CLASSWISE



3.4 STATISTICAL TECHNIQUES AND DATA ANALYSIS:

The investigator used the following statistical techniques for analysis after the data collection.

The data were subjected to

- Descriptive analysis
- Differential analysis

Descriptive analysis:

Descriptive analysis asks questions about the nature, incidence, or distribution of educational variables.

Differential analysis:

In a sampling distribution it is the ratio of a deviation of the mean or other parameter to the standard error of the sample. Here the researchers wanted to use F-test in order to test the null hypotheses in the case of more than two variables. The principle of null hypothesis postulates that no significant difference exists between the sample and existence of a difference if there is any, is due to random sampling error F test is adopted to verify to correctness (or) whether such difference.

Analysis of variance is a useful practical method to testing the significance. It has wider application as compared to f test, another important method of testing reliability of data with the help of F test one can compare more samples. The F test determines the significance of difference between the names.

3.5 TOOL CONSTRUCTION:

Rating scale:

A rating scale usually consists of a set of characteristics or behaviour to be judged and some kind of scale. The observer uses the scale to indicate the quality, quantity (or) level of performance observed. The points along each scale represents different degree of the attribute under observation a set of directions tells the observer how the scale is to be used.

Tool for the present study:

The tool employed in the present study was the questionnaire.

Structure of the questionnaire:

The investigator prepared the questionnaire with the reference of the simple evaluation form for rating motion pictures and an over-all rating form has been developed by the Educational Film Library Association and by Carolyn Guss of Indiana University and also the video evaluation form for mentors assessment prepared by the Educational Film Library Association. The questionnaire consists of 36 questions under the four main criteria which are highly importance to evaluate an educational video programme. Those criteria are ‘Content, ‘Instructional Plan’, ‘Technical Production’, and ‘included Supplemental Materials’.

PROCEDURE:

The investigator is studying M.Ed in Sri Ramakrishna Mission Vidyalaya College of Education. He met the educational technology stydents of M.Ed and B.Ed of sri Ramakrishna Mission Vidyalaya College of Education and explaining the purpose of study, instructed them as how respond to the rating scale after video programmes viewing.

AREAS OF DIRECT OBSERVATION:

The investigator concentrated upon the following areas while observing the telecast of Gyandarshan educational programmes.

- **Content.**(Accurate, Useful, Bias Free)
- **Instructional Plan.**(stated the objectives, content presentation, learner application, Learner reflection, Integration into learning Environment)
- **Technical Production.**(General video design characteristics, Focused on intended content, Visual Quality, Audio Quality, Audio-Visual Relationship)
- **Included Supplemental Materials.**(Provided introductory information, Clarifies and summarizes content)

TABLE 3.2

Distribution of various criteria of an educational video in the questionnaire

S.NO	CRITERIA	QUESTION NUMBER	TOTAL
1	content	1,2,3,4,5	5
2	Instructional Plan	6,7,8,9,10,11,12,13,14	9
3	Technical Production	15,16,17,18,19,20,21,22,23,24,25,26, 27,28,29,30,31,32,&35	19
4	Included Supplemental Material	33,34,36	3

SCORING:

Each item alternative is assigned a weight age ranging from 5(very good) ,4 (good), 3 (moderate), 2 (poor) , very poor (1) for statements. The score of an individual is the sum total of item scores on all the four basic criteria which are Content, Instructional Plan, Technical Production and the Included Supplemental Materials. The range of score is from 36 to 210 with high score indicating the more good quality of video programmes and vice versa.

SCORING PROCEDURE:

Table.3.3

The following procedure was adopted for scoring the items related to evaluation of Gyandarshan educational programmes.

S.No	Division	Weightage
1	Very Good	5
2	Good	4
3	Moderate	3
4	Poor	2

5	Very Poor	1
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ADMINISTRATION OF THE TOOL FOR THE FINAL STUDY.

The investigator had got appropriate permission from the college in advance. On the appointed day the investigator visited the college and distributed the questionnaire to all the M.Ed and B.Ed trainees. They were requested to answer the questionnaire. All of the trainees took much interest in answering the questionnaire. The investigator collected the answered questionnaire then and there in the college.

3.6 SAMPLING TECHNIQUES:

Simple Random Sampling

Simple random sampling means that every member of the sample is selected from total population in such a manner that all members of the population have essentially the same probability of being selected. Random method of selection provides an unbiased cross section of the population. Ideally, this would require each population member to be assigned a number; then the sample would be selected from a table of random numbers or some other random selection. In some instances the selection of the sample may be a multistage process, that is, some form of randomization may be performed in several stages of the selection, until the final desired groupings are obtained.

Systematic Sampling

It is a variation of the simple random sampling technique. If a population can be accurately listed, or is finite, a type of systematic sample selection will provide what approximates a random sample. It consists of the selection of each n-th term from a list of names

by selecting a randomly selected name from a randomly selected page. This type of sampling is also called sampling by regular intervals or sampling by fixed intervals.

Systematic sampling provides a more even spread of the members of the sample over the population. This fact leads to greater precision.

Stratified Sampling

Stratified random sampling is a refinement of simple random sampling. A stratified random sample is, in effect, a weighted combination of random sub-samples joined to give an overall sample value. Since, a random sample value may by chance have an undue proportion of one type of unit in it, it is advisable to use stratified random sampling. Proportional sampling enables one to achieve even greater representativeness in the sample. This technique requires one to select units at random, from each stratum in proportion to its actual size in the total population. In a random sample although every unit has an equal chance of being selected, sometimes important units are left out by chance. But under stratified sampling no significant group can remain unrepresented. Replacement of a unit can be done conveniently if the originally selected case is inaccessible. If a person refuses to cooperate with the survey, he can be easily substituted by another unit from the same stratum.

Purposive Sampling

Purposive sampling can be considered a form of stratified sampling in that the selection of the cases is governed by some criterion acting as a secondary control. The investigator selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristic in question.

Since, in this method, it is left to the investigator to decide what to pick up and what not to include in the sample, it becomes essential for him that he does not allow bias to enter into his process of selection. Samples have to be picked up at different stages. They are not picked up at one stage or one at one point of time.

The combined average of the samples units selected at different stages and different points of time should be the same as the average of the entire population. In the purposive sample different variables should be in the same proportion as they found in the universe.

This type of sampling is possible only when there is a specific objective. Thus this method need not be used when there are multipurpose objectives involved in study. The investigator has to pick up only such sample which is relevant to his study and leave all others so that the purpose of his study is not defeated. The investigator should possess full knowledge of the universe. If is only then that he will be in a position to decide what is to be picked up and what is to be left out. The investigator clearly knows the objective of this study. He picks u[p variables with these objectives in view.

Cluster Sampling

Generally, a sample is selected in units of one. This need not be so especially in the field of education where it is frequently as easy to contact a whole class as it is to contact a single individual. Cluster sampling is the design in which the unit of sampling consists of multiple cases.

Cluster sampling is independent of the other kinds and classification of sampling designs, and one might sample in cluster according to a simple random sampling design, a stratified random sampling design, or any other sampling design. It is particularly attractive from the standpoint of permitted the easy accumulation of large samples. The procedure is the amount of information which may be obtained concerning one or more areas.

3.7 RELIABILITY OF THE TOOL

Henry E.Garret (1959) says “a test score is called reliable when we have reasons for believing the scores to be stable and trust worthy”. In fact a comparison of solve made upon repletion of an unreliable test or upon two parallel forms of the same test will reveal many discrepancies, some large and some small in the two scores made each individual in the group. The correlation of the test with itself computed in several ways is called the reliability coefficient of the test.

The following are the methods to establish the reliability of the test:

TEST - RETEST METHOD

Measures provide by the same test on different occasions are compared in the test-retest method. In this method the same test is administered to the same group on two occasions. Then the pair of scores are correlated. The coefficient of correlation between the scores of the individuals obtained on the two administrations of the test will give an indication of the reliability. This is also referred to as the coefficient of stability.

SPLIT – HALF METHOD

In the Split-half method, the measures provided by the different parts of the same test are compared. Here the test is administered only once. After administering the test to a individual and obtained the scores, the items are divided into two equal halves. The convenient procedures is split the test into odd numbered items and even numbered items. Sometimes the test is split into first half of the items and second half of the items. Coefficient of correlation is obtained for the two parts.

The spearman Brown property formula is employed to find out the reliability of the entire test from reliability of half of the test.

The formula is as follows:

$$r_t = (2 + r_1)/(1 + r_1)$$

where,

r_t = Reliability of the entire test

r_1 = reliability of half the test

METHOD OF EQUIVALENT FORMS

The scores obtained by the same individuals on the two parallel forms of the test are compared. This is also called alternate or parallel forms technique. The reliability coefficient of equivalence. The method of equivalent forms gives the best estimate of the reliability of the test. Practice effects will not influence the reliability estimation.

RELIABILITY OF THE TOOL DEVELOPED FOR THIS STUDY

The investigator himself developed the tool with 36 questions. He advised the investigator to go for split-half method to find the reliability. The reliability of the tool was found to be 90%.

3.8 VALIDITY OF THE TOOL

Henry E. Garret defines validity as the fidelity with which it measures what it purposes to measure. He mentions three methods of establishing validity.

The following are the methods to determine the validity of the test:

FACE VALIDITY

Face validity implies that a test measures superficially what the test-maker desires to measure, and not what it actually measures. This type of validity has very little significance.

CONTENT VALIDITY

Content validity represents the objectives of the content. Validity of content should be rated carefully by a number of specialists. Statistical analysis should be performed to determine content validity.

CONSTRUCT VALIDITY

Construct validity involves explaining the test-scores psychologically. A test interpreted in terms of numerous research findings.

CONCURRENT VALIDITY

Concurrent validity involves correlating a new test of the individual with other established tests. Scores on a group – mental test may be correlated with those on an individual mental test. In this study, the investigator used the tool already standardized. So, the investigator has not attempted to establish the validity again for this test.

VALIDITY OF THIS TOOL

Since the tool had been found to be 90% reliable, it is also said to be a valid one.

chapter-9 U



Analysis and interpretation

Chapter IV

ANALYSIS AND INTERPRETATION

4.1 Introduction:

The most important part of investigator is the analysis and interpretation of data analysis and interpretation of data means studying the tabulated material in order to determine in the rent facts of meaning. It involves breaking down encysting complex factors into simpler parts together in new arrangements for the purpose of interpretation.

This serves the following many functions

- To make the raw data meaningful
- To test null hypothesis
- To obtain significant results
- To estimate parameter

The purpose of the present investigation is to study the Evaluation of Gyandarshan Programmes .The data for the study were collected from the Trainees by means of a questionnaire. The analysis of data was attempted as per the objectives of the study. In the present study, the data are analyzed using mainly the following statistical techniques

- **'F'-test**
- **Comparison of the percentages of each criteria of all the three Gyandarshan programmes**

4.2 An appraisal

More than 25 educational video programmes of different topics were downloded from the Gyandarshan 's website by the help of You tube.com and keepvid.com and all that educational programmes are converted into AVI format which played in DVD player by using the total video convertor software. Then with regards time and appropriate to the trinees 3 programmes are selected by the investigator to evaluate.

Table 4.1

Lists of Gyandarshan programmes taken for evaluation

S.No	Gyandarshan programmes
1	Reality and myths of Sarva Siksha Abhiyan
2	Primary Education in India
3	Exploring physics experiments with low cost materials

4.3 INTERPRETATION OF THE RESULTS:

The purpose of this chapter is to analyze the data that were collected and presented in such a way that meaningful interpretation and discussion can be made

Null hypothesis (H₀1):

There is no significant difference in the qualities of contents of all the three Gyandarshan programmes.

Table 4.2

Mean sum of squares of the contents quality of all the three Gyandarshan programmes and the F-value between the same.

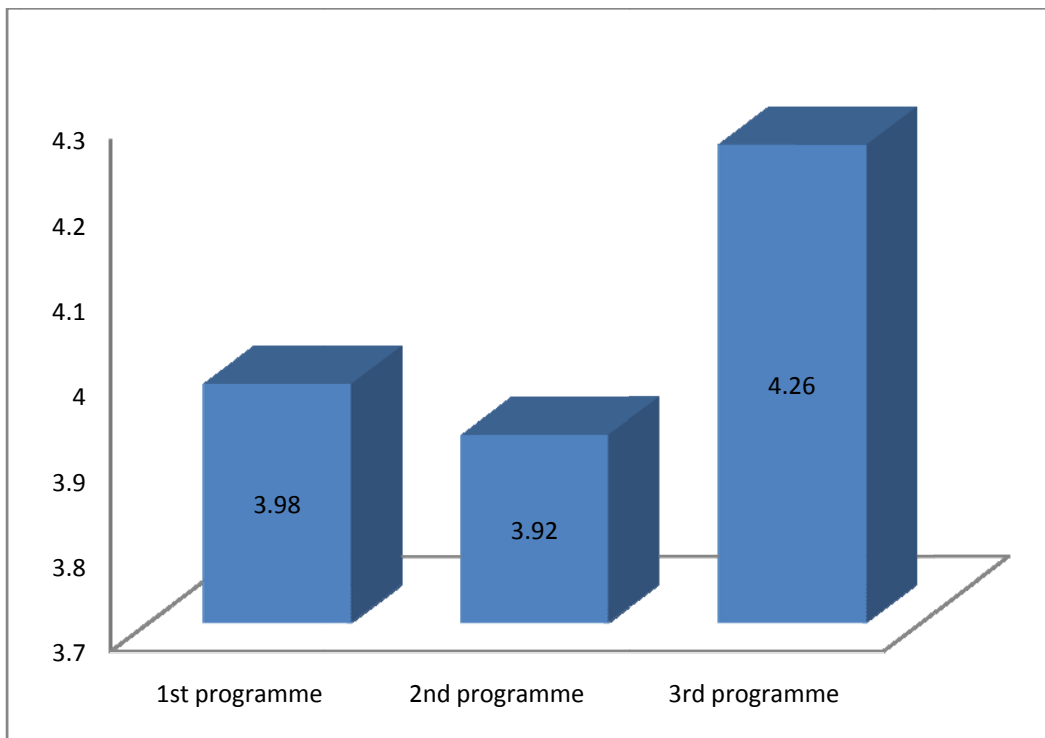
Source of variation	Sum of squares	D.F	Mean sum of square(MSS)	'F' value	Significant at 5 % level
Between	32.88	2	16.44	1.73	Not significant
Within	570.77	60	9.513		
Total	603.65				

It is inferred from the above table that calculated 'F' value 1.73 is less than the table value of 3.15 for degrees of freedom at 2 and 60. Hence the null hypothesis there is no significant difference in the qualities of contents of all the three Gyandarshan programmes is accepted.

It is concluded that the contents of all the three Gyandarshan programmes have similar level of quality in terms of accurate, useful, and Bias free.

FIG 4.1

Bar graph showing the mean value of the contents of all the three Gyandarshan programmes



1st programme----Reality and myths of Sarva Siksha Abhiyan

2nd programme----Primary Education in India

3rd programme----Exploring Physics Experiments with low cost Materials.

Null hypothesis (H₀2):

There is no significant difference in the qualities of. Instructional plan of all the three Gyandarshan programmes.

Table 4.3

Mean sum of squares of the instructional plan of all the three Gyandarshan programmes and the F-value between the same.

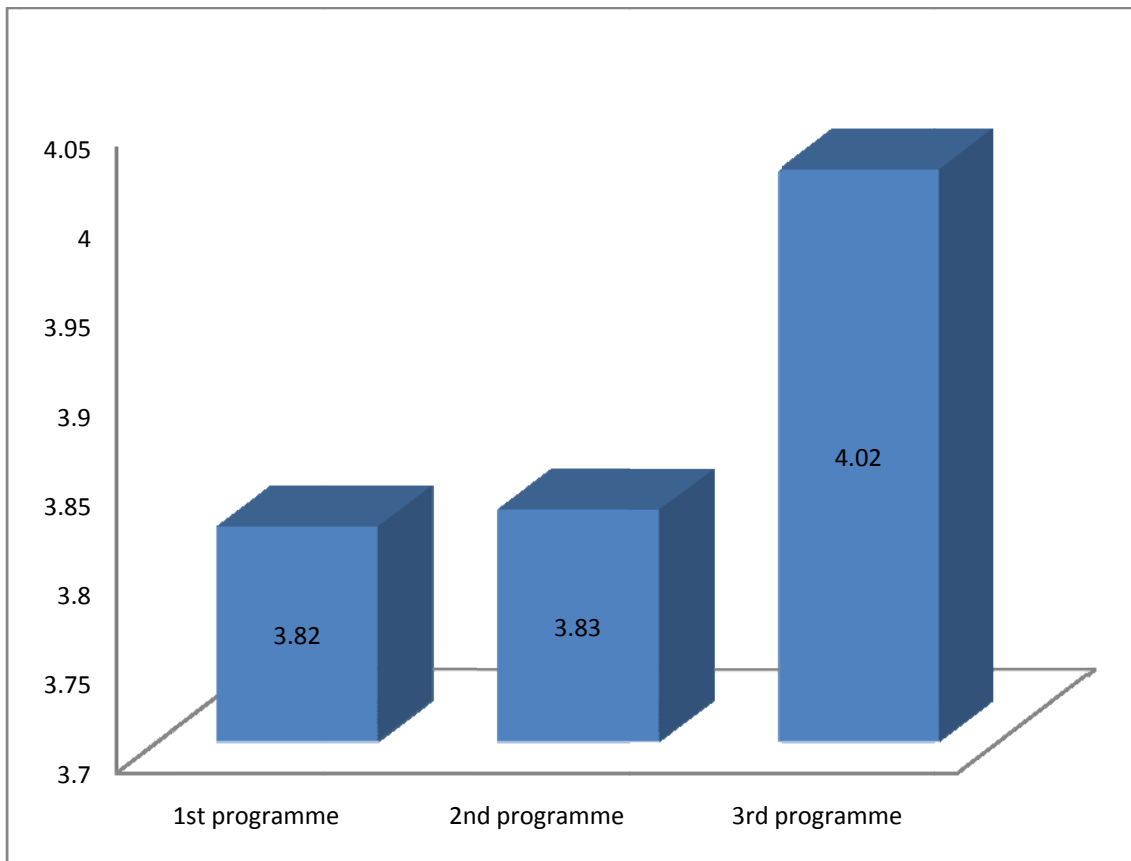
Source of variation	Sum of squares	D.F	Mean sum of square(MSS)	'F' value	Significant at 5 % level
Between	42.13	2	21.06	0.78	Not significant
Within	1627.62	60	27.12		
Total	1669.75				

It is inferred from the above table that calculated 'F' value 0.78 is less than the table value of 3.15 for degrees of freedom at 2 and 60. Hence the null hypothesis there is no significant difference in the qualities of Instructional plan of all the three Gyandarshan programmes is accepted.

It is concluded that the Instructional Plan of all the three Gyandarshan programmes have similar level of quality in terms of stated the objective, learner application, learner reflection, and integration into the learning environment.

FIG 4.2

Bar graph showing the mean value of the instructional plan of all the three Gyandarshan programmes



1st programme----Reality and myths of Sarva Siksha Abhiyan

2nd programme----Primary Education in India

3rd programme----Exploring Physics Experiments with low cost Materials.

Null hypothesis (H₀3):

There is no significant difference in the qualities of the Technical Production of all the three Gyandarshan programmes.

Table 4.4

Mean sum of squares of the technical production of all the three Gyandarshan programmes and the F-value between the same.

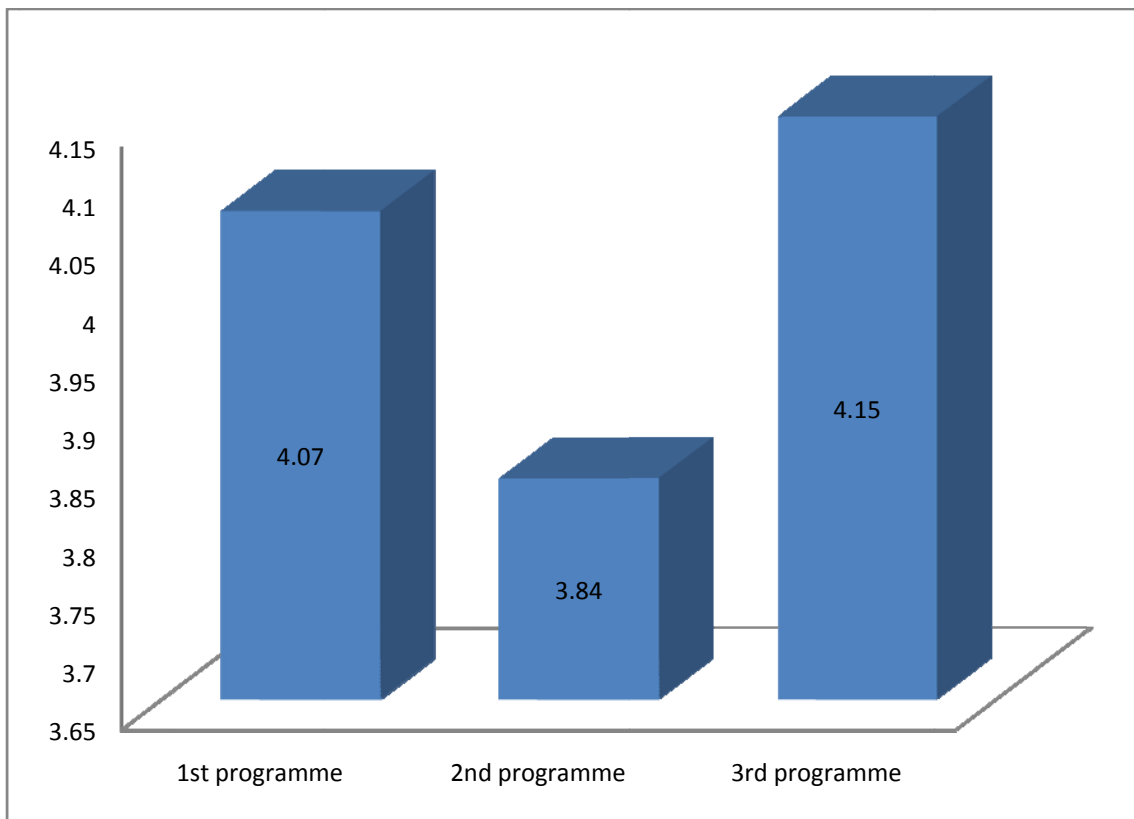
Source of variation	Sum of squares	D.F	Mean sum of square(MSS)	'F' value	Significant at 5 % level
Between	112.65	2	56.325	0.641	Not significant
Within	5271.06	60	87.851		
Total	5383.71				

It is inferred from the above table that calculated 'F' value 0.641 is less than the table value of 3.15 for degrees of freedom at 2 and 60. Hence the null hypothesis there is no significant difference in the qualities of the Technical Production of all the three Gyandarshan programmes is accepted.

It is concluded that the Technical Production of all the three Gyandarshan programmes have similar level of quality in terms of general video design characteristics, Focused on intended content, visual quality, Audio quality, and audio-video relationship.

FIG 4.3

Bar graph showing the mean value of the technical production of all the three Gyandarshan programmes



1st programme----Reality and myths of Sarva Siksha Abhiyan

2nd programme----Primary Education in India

3rd programme----Exploring Physics Experiments with low cost Materials.

Null hypothesis (H₀4):

There is no significant difference in the qualities of Included Supplemental Materials of all the three Gyandarshan programmes.

Table 4.5

Mean sum of squares of the included supplemental materials of all the three Gyandarshan programmes and the F-value between the same.

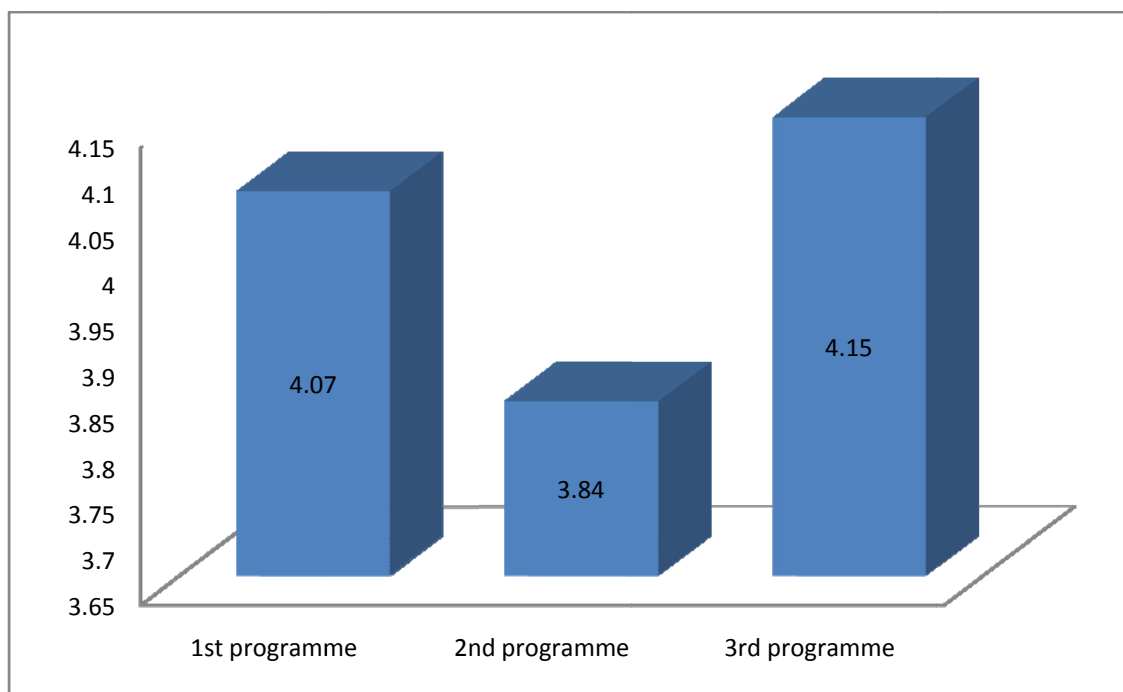
Source of variation	Sum of squares	D.F	Mean sum of square(MSS)	'F' value	Significant at 5 % level
Between	10.66	2	5.33	1.44	Not significant
Within	222.7	60	3.71		
Total	233.36				

It is inferred from the above table that calculated 'F' value 1.44 is less than the table value of 3.15 for degrees of freedom at 2 and 60. Hence the null hypothesis is there is no significant difference in the qualities of Included Supplemental Materials of all the three Gyandarshan programmes accepted.

It is concluded that the included supplemental Materials of all the three Gyandarshan programmes have similar level of quality in terms of provided introductory information, clarifies and summarizes content.

FIG 4.4

Bar graph showing the mean sum of squares of the included supplemental materials of all the three Gyandarshan programmes



1st programme----Reality and myths of Sarva Siksha Abhiyan

2nd programme----Primary Education in India

3rd programme----Exploring Physics Experiments with low cost Materials.

Null hypothesis (H₀):

There is no significant difference in the qualities of all the three Gyandarshan programmes.

Table 4.6

Mean sum of squares of all the three Gyandarshan programmes and the F-value between the same.

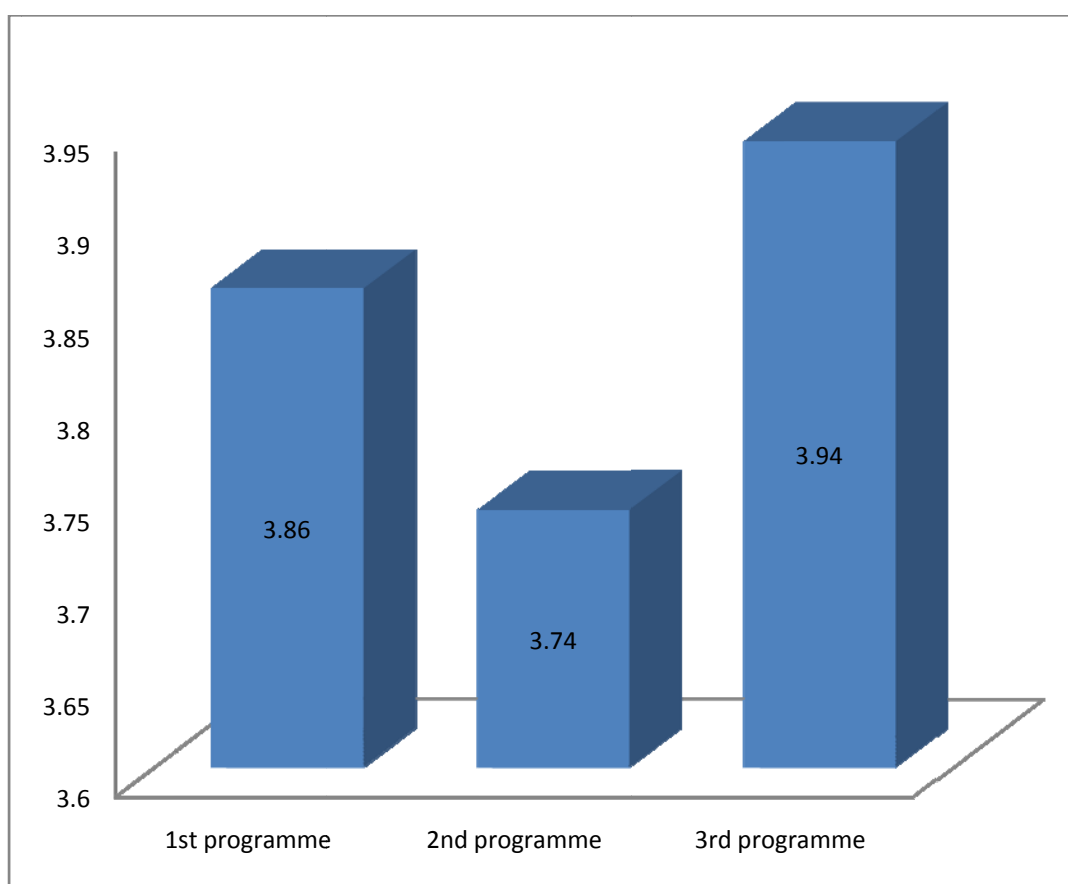
Source of variation	Sum of squares	D.F	Mean sum of square(MSS)	'F' value	Significant at 5 % level
Between	601.55	2	300.77	1.11	Not significant
Within	16210.2	60	270.17		
Total	16811.75				

It is inferred from the above table that calculated 'F' value 1.11 is less than the table value of 3.15 for degrees of freedom at 2 and 60. Hence the null hypothesis there is no significant difference in the qualities of all the three Gyandarshan programmes is accepted.

It is concluded that all the three Gyandarshan programmes have similar level of quality in terms of content, instructional plan technical production and included supplemental materials.

FIG 4.5

Bar graph showing the mean value of all the three Gyandarshan programmes



1st programme----Reality and myths of Sarva Siksha Abhiyan

2nd programme----Primary Education in India

3rd programme----Exploring Physics Experiments with low cost Materials.

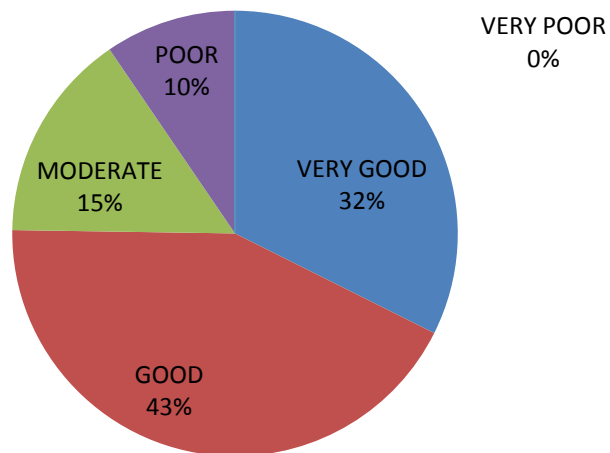
Table 4.7

The Trainees responses of the contents of all the three Gyandarshan programmes

S.NO	CONTENT	VERY GOOD	GOOD	MODERATE	POOR	VERY POOR	TOTAL
1	1 st Programme	34	45	16	10	0	105
2	2 nd Programme	29	47	21	8	0	105
3	3 rd Programme	45	49	5	6	0	105

FIG 4.6

Pie graph showing the percentage of the contents of all the three Gyandarshan programmes



It is inferred from the above figure the percentage of good is high when compare to the all other categories. So the content of all the three Gyandarshan programmes is good.

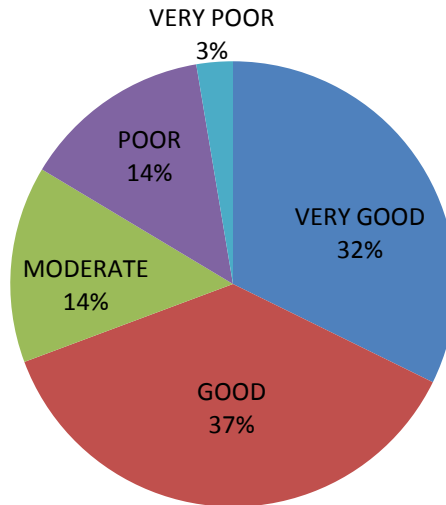
Table 4.8

The Trainees responses of the Insructional Plan of all the three Gyandarshan programmes

S.NO	INSTRUCTIONAL PLAN	VERY GOOD	GOOD	MODERATE	POOR	VERY POOR	TOTAL
1	1 st Programme	61	70	27	26	5	189
2	2 nd Programme	49	90	24	22	4	189
3	3 rd Programme	65	89	15	14	6	189

FIG 4.7

Pie graph showing the percentage of the Instructional Plan of all the three Gyandarshan programmes



It is inferred from the above figure the percentage of good is high when compare to the all other categories. So the Instructional Plan of all the three Gyandarshan programmes is good

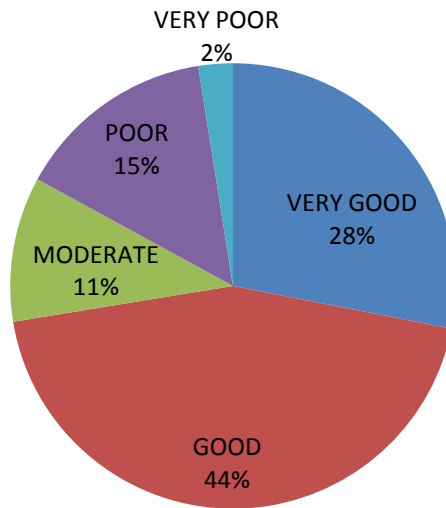
Table 4.9

The Trainees responses of the Technical Production of all the three Gyandarshan programmes

S.NO	TECHNICAL PRODUCTION	VERY GOOD	GOOD	MODERATE	POOR	VERY POOR	TOTAL
1	1 st Programme	112	177	42	58	10	399
2	2 nd Programme	64	201	63	61	10	399
3	3 rd Programme	116	168	53	42	20	399

FIG 4.8

Pie graph showing the percentage of the Technical Production of all the three Gyandarshan programmes



It is inferred from the above figure the percentage of good is high when compare to the all other categories. So the Technical Production of all the three Gyandarshan programmes is good

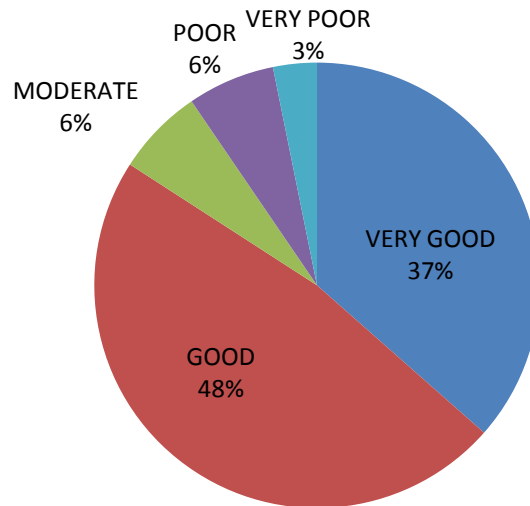
Table 4.10

The Trainees responses of the Included Supplemental Materials of all the three Gyandarshan programmes

S.NO	INCLUDED SUPPLEMENTAL MATERIALS	VERY GOOD	GOOD	MODERATE	POOR	VERY POOR	TOTAL
1	1 st Programme	23	30	4	4	2	63
2	2 nd Programme	13	36	6	7	1	63
3	3 rd Programme	21	34	6	1	1	63

FIG 4.9

Pie graph showing the percentage of the Technical Production of all the three Gyandarshan programmes



It is inferred from the above figure the percentage of good is high when compare to the all other categories. So the Included Supplemental Material of all the three Gyandarshan programmes is good.

Chapter-V



*Findings suggestions and
discussions*

CHAPTER – V

FINDINGS CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION:

This portion of the report is probably the most utilized part of the report. This chapter deals with the summary and brief explanation of previous chapter and the findings and suggestions of the present study. This chapter has been arranged under the following Headings. i.e. Introduction, Restatement of the problem, sample design, Findings and conclusion, Delimitations of the study and suggestion for further research study.

5.2 RESTATEMENT OF THE PROBLEM

The statement of the problem is

“AN EVALUATION OF GYANDARSHAN PROGRAMMES”

5.3 SAMPLE DESIGN

The researcher decided to use purposive sampling procedure to ensure representatives. The trainees are selected on the basis of purposive sampling method because the trainees selected for the study based on the consideration of the knowledge of the basics of video preparation.

5.4 FINDINGS OF THE STUDY:

1. The Contents of all the three Gyandarshan programmes have similar level of quality in terms of Accurate, Useful, and Bias free.
2. The Instructional Plan of all the three Gyandarshan programmes have similar level of quality in terms of Stated the objective, Learner application, Learner reflection, and Integration into the Learning environment
3. The Technical Production of all the three Gyandarshan programmes have similar level of quality in terms of general video design characteristics, Focused on intended content, visual quality, Audio quality, and audio-video relationship
4. The included supplemental Materials of all the three Gyandarshan programmes have similar level of quality in terms of Provided introductory information, clarifies and summarizes content

5. All the three Gyandarshan programmes have similar level of quality in terms of Content, Instructional plan Technical production and Included supplemental materials
6. The content of all the three Gyandarshan programmes is good
7. The Instructional Plan of all the three Gyandarshan programmes is good
8. The Technical Production of all the three Gyandarshan programmes is good
9. The Included Supplemental Material of all the three Gyandarshan programmes is good

5.5 DELIMITATIONS OF THE STUDY

This research has some limitations in some factors which are considered to do this work.

Time duration: This study is conducted in a very short time. It could have been done better in much more times.

Selection of samples: This study was conducted in Sri Ramakrishna Mission Vidyalaya College of Education Coimbatore only. Because the Educational Technology trainees of M.Ed, and B.Ed, of this college only studying the Preparation, Script Writing, Pre-Production, Production, Post-Production techniques, Editing, and Evaluation of Audio-Video Programmes .Hence the study has been conducted within this college premises only.

Selection of programs to Evaluate: Due to the time factor, and appropriateness to the college of Education trainees only three programmes are selected to Evaluate

5.6 SUGGESTIONS FOR THE FURTHER RESEARCH

The findings of the study are based on the responses of the students and it is assumed that the students responded to each item after watching the programme thoroughly.

This study was confined to the students of Sri Ramakrishna Mission Vidyalaya College of Education. This may be extended to other institutions all over the country.

.The following researches can be done in future.

- Evaluation of Gyanvani .educational programmes
- Preparation of video lessons related to class room management for B.Ed trainees
- A study on the attitude of educational programmes transmitted in televisions among the B.Ed trainees.

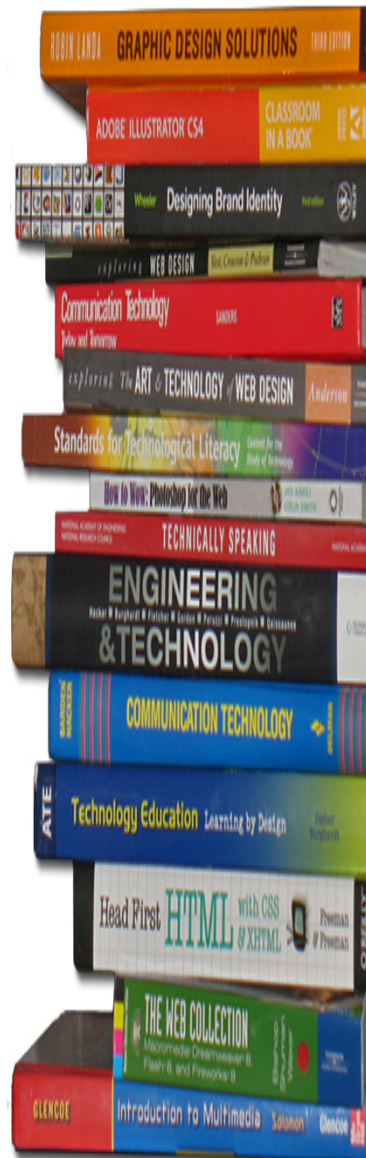
5.7 RECOMMENDATIONS

On the basis of the findings of the study, and the experience gained by the investigator the following recommendations are suggested to develop a good video programme which is appropriate to the class room activities.

- Topics related to Preparation, Script Writing, Pre-Production, Production, Post-Production techniques, Editing, and Evaluation of Audio-Video Programmes should introduced in the syllabus
- Practical knowledge related to script writing video recordings, editing the programmes should be given to all the teacher trainees.
- Students are asked to produce small programmes with their own efforts.
- All the students should know when we use the educational videos and how to use that effectively by the guidance of their professors.
- Each student are asked to evaluate any programme which are telecasting in any T.V.

5.8 CONCLUSION:

In this study the investigator attempted to evaluate the Gyandarshan Educational Programmes by the trainees of Sri Ramakrishna Mission vidyalaya college of education. From the result of the study it is confirmed that the Gyandarshan Educational Programmes are good in all the criterias. So the programmes which telecasting in Gyandarshan are highly appropriate to all types of students. But an unfavourable thing is most of the students does not watch this channel. If the students watch this channel it will definitely helped them to develop their educational knowledge and also the general knowledge.



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APPENDIX



*Questionnaire for evaluate the
Gyandarshan programmes*

AN EVALUATION OF GYANDARSHAN PROGRAMMES.

Dear Trainees;

I am an M.Ed trainee doing a research on the topic” An Evaluation of gyandarshan programmes” In this regard, I wish to collect data from you and Kindly provide necessary information for my research work.

Thanking you

Yours faithfully

Gopalakrishnan.A;

M.Ed;

SRKVCOE.

PERSONAL DATA

NAME :
AGE :
EDUCATIONAL QUALIFICATION :
MAJOR SUBJECT :

Instruction

The following statements are selected to know “ An evaluation of Gyandarshan programmes”.Read the statements carefully and express your idea by putting a tick mark on any one of the options given below. Please don’t leave the statements unanswered.

V.G --Very Good **G** --Good
M --Moderate **P** --Poor
V.P --Very Poor

QUESTIONNAIRE FOR EVALUATE THE GYANDARSHAN PROGRAMMES

SLNO	STATEMENTS	V.G	G	M	V.P	P
1	Content of the video is in up to date					
2	Content included in the video programme is accurate					
3	The content of the video programme will be useful to the learners					
4	This video programme will create interest among learners					
5	Video programme is suitable to all the students without any bias					
6	This video programme begins with a motivating introduction					
7	The objectives and key elements made clear in the introduction					
8	The complex tasks are presented in the form of simple statements					
9	The content is logically presented for easy understanding					
10	This video is applicable to the under graduate level.					
11	The learners could easily follow the message of the video lesson					
12	This programme is useful to the learners to acquire the knowledge					
13	This video programme allows the learners to react					
14	This video programme can be used to promote active learning					
15	This video will help to integrated into the learning environment					
16	This video programme is well planed,organized and structured					
17	This video programme lead the non-threatening condition to the learner					
18	There is no false idea of reality in this programme					
19	The content of this programme is related to the subject matter					

20	This video programme is based on the learners point of view					
21	Variety of camers shots(close-ups to long shots)are used in this programme					
22	The vocabulary of the narration is appropriate to the audience.					
23	The speed of the narration is slow enough to be understand					
24	The audio-video tracks are combined well together					
25	The editing of this programme is good					
26	The visuals making this programme is effective.					
27	Adequate number of visuals are found in this programme					
28	The voice in this programme is distinct.					
29	The voice of this programme is highly modulated					
30	The speed of this voice is normal					
31	The simple language is used in this programme					
32	The voice recording is clearly synchronized with lip movements.					
33	This video programme is found with adequate load of content.					
34	This video can be recommended for educational purposes.					
35	In this programme the concepts are presented in realistically					
36	This programmeis not only informative and also recrative.					