

## **TRANSMISSION FOR HIGHER EDUCATION: A CASE STUDY IN INDIA**

**Dr. Ila Joshi**

Reader Gujarat University

Title(s) and Name(s) of the person(s) making the presentation at the Forum

Dr. Ila Joshi

Contact Details of Presenter/Contact Person:

Title: Dr.

Name: Ila Joshi

Address: Gujarat University  
Ahmedabad 380009  
India

Telephone No.: 91-79-6407481 (o)  
91-79-6407481 (o)  
91-2717-31304 (r)  
91-2717-31216 (r)

Fax No. : 91-79-460437

Email: [sureg@ad1.vsnl.net.in](mailto:sureg@ad1.vsnl.net.in)

India has developed an effective delivery system across the country in the form of national network connected through Indian National Satellite Service, which is known as Doordarshan. A large number of programmes are being produced by Government as well as private agencies with the rising number of channels and concept of cable television and pay - TV.

In India right from the inception of television, education has remained the main objective. Doordarshan spends more than 35 hours a week for school and college education (Chandrasekhar '97). The private sector also has special channels and special programming (Joshi 1998). India does not lag behind in comparison with other countries.

In Japan NHK the sole public service broadcasting has a strong educational service character (NHK 1992). In USA Public Broadcasting System - PBS broadcasts 140 hours of programme a week. Most of these are educational programmes, scientific documentaries, and classical music concerts. (UNESCO 1997) In the UK the Open University uses television for 35 hours a week. In China it is used for 32 hours and Canada it is used for 12 hours a week (Haider 1998).

The University Grants Commission on August 15 1984 started the regular INSAT television programmes for higher education. The telecast aims to enrich update and upgrade the quality of education for undergraduate students. The project uses the national television networking covering 80 percent of the population. There were about 1,700 television receivers in colleges initially distributed by UGC (Chitnis 1988). It is an opportunity for the college students and others in small towns of remote places to have access to the best teachers. Today there are 7000+ programmes contributed by 17 media centres located in various universities.

The study carried out in 50 cities and towns CWCR viewers can be estimated at 21.8 millions. A large majority of viewers are students from non-metropolitan towns, which is defined primary target audience. Apart from the students viewership among academicians, senior citizens and young adults is quite significant. The report also mentioned that casual viewership has increased from '92 to '97 but dedicated one is on decline. (CEC 1997)

CWCR have under gone many changes over the years. The transmission time has been changed several times and hours of transmission have also increased. The programmes used to be transmitted in a single language that of English, now Hindi is a second language. However there is no major change in the approach and they are targeted to the students having varied education system. To gauge the effect and evaluate the progress systematic study became necessary. In the first part content analysis examined whether the content and presentation of the transmitted programmes tried to fulfil the laid down objectives.

Content analysis has been defined as a research technique for the objective systematic and quantitative description, of the manifested content of communication. (Beselson '71)

The feedback study was the second part of the project. It was organised in order to find out students' awareness as well as their interest in the transmission. It concentrated on finding out the suitable changes required revamping the transmission.

The content analysis included the programmes transmitted during the following period.

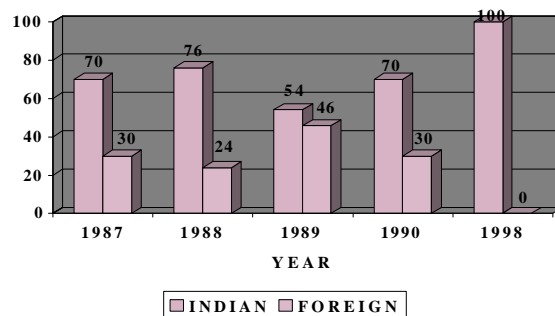
Year	Days	Programmes
1987	7 <sup>th</sup> to 19 <sup>th</sup> September	30
1988	11 <sup>th</sup> February to 2 <sup>nd</sup> March	46
1989	3 <sup>rd</sup> to 15 <sup>th</sup> July	24
1990	5 <sup>th</sup> to 27 <sup>th</sup> June	69
1998	30 <sup>th</sup> to 10 <sup>th</sup> July	57
	<b>Total</b>	<b>226</b>

The feedback studies were conducted as per the following.

Year	Faculties	college students
1991 to 1992	Arts, Science and Commerce	120
1993 to 1994	Arts, Science and Commerce + Professional course	52
1998	Arts, Science & Commerce	185
<b>Total</b>		<b>357</b>

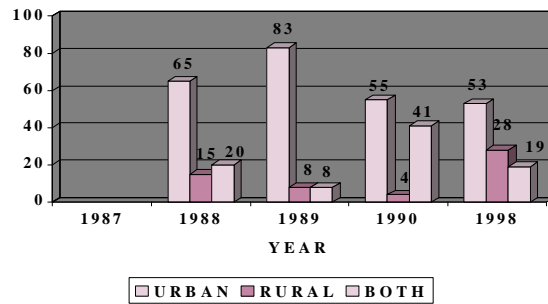
## Content Analysis

### 1. Origin of Programmes



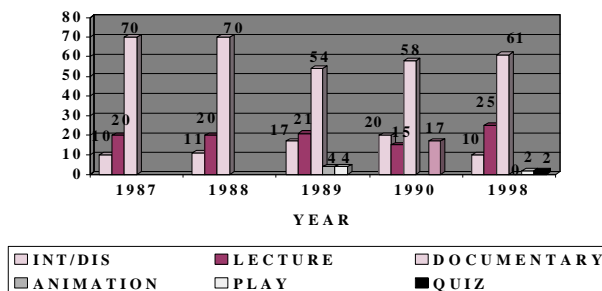
The distribution of the programmes in terms of their Indian and foreign origin was uniform. However in the year 1989 there was a decline in Indian programmes due to on going series having foreign origin at the time of data collection. The recent transmission was fully dominated by the programmes of media centres of CWCR.

## 2. Situation Projected



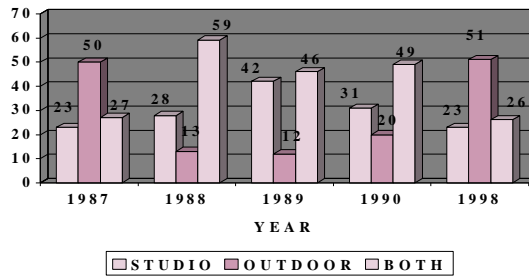
In 1989 urban situation projected was much higher as compared to the years 1988 and 1990. The foreign programmes shown during 1989 had projected urban situation, which affected the figure. In the year 1990 a trend towards including rural as well as urban situation had increased. The tendency to have both types of setting was obvious when it was difficult to avoid urban locations but necessary to have rural. In 1998 there was a sharp increase in rural environment as agriculture and related areas had been included in the programming.

## 3. Format



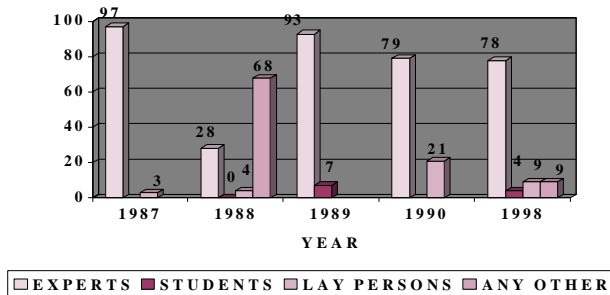
The use of various formats showed increase in interview and discussion and decrease in lecture format over the years. Further it can be seen that there was a decrease in use of documentary format too. In the last year though the trend was more or less same, some new ones have been tried out. The quiz has gained popularity even in the channels other than pure education. This format has a special advantage of offering participation of the target audience.

#### 4. Location



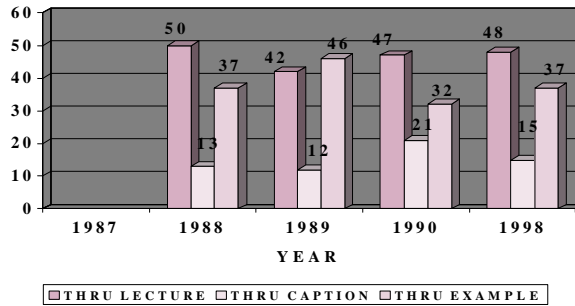
There were many outdoor productions initially in 1987, which have decreased with increase in mix of, both outdoor and indoor. This was again picked up in 1998. Thus efforts to broaden the horizon of the viewers by taking advantage of visual medium was evident here. It should be mentioned here that in '98 there is a separate slot devoted to video lectures hence a strong reason to have less studio productions for these transmissions.

#### 5. Participation

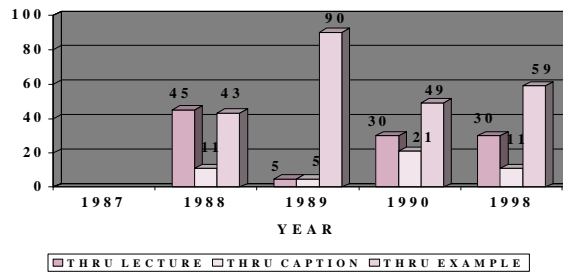


The participation of students was lower than either experts or laypersons. Since experts are involved in programme making their participation can be ensured easily. The student's participation requires special efforts, which is essential but was missing through out the years.

### 6.1 Content : Theory

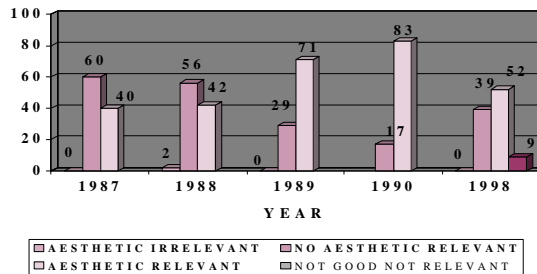


### 6.2 Content : Application



The theoretical content had been explained through lectures and examples both. But the lectures had dominated the other. The content dealing with applications was mostly explained through examples, but the use of lecture was still very high. The captions were there just to support the other methods.

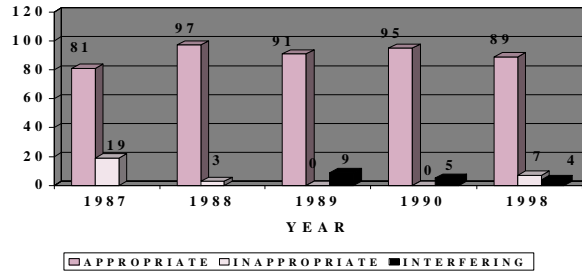
### 7. Visuals



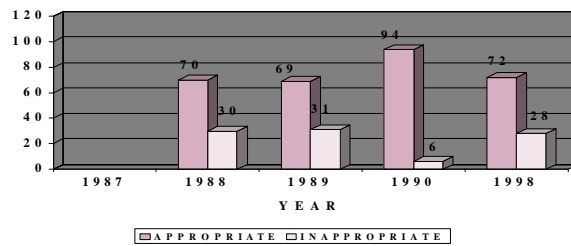
The visuals used in the programmes had remained relevant over the years but they became more aesthetic and pleasant. The increase was more than a double from 40% to 88% over the period of four years. But '98

showed sharp decrease in ideal visuals, (52%) some were anaesthetic while some totally unwanted. This was probably due to too much of pressure on having more and more visuals whether they were available easily or not. Sometimes in case of having less footage the same visuals were repeated.

8.1 Music if Used

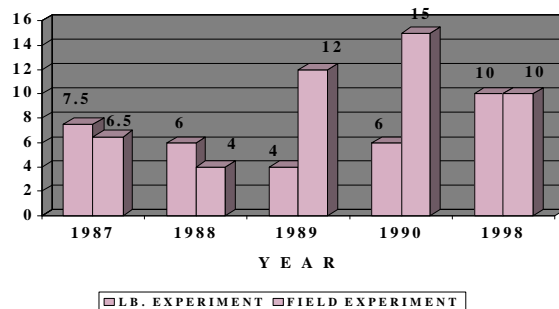


8.2 Music if Not Used

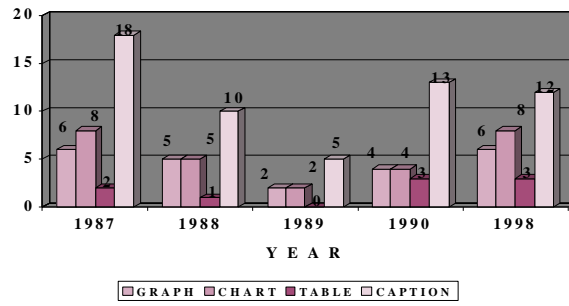


The music used has mostly been appropriate in the programmes for all the years. In the same manner if music not used that has also been appropriate in most of the cases. However, in 1988, 1989 and 1998 not using music was inappropriate in the cases of 30%, 31% and 28% respectively. This could be due to the difficulty in getting suitable music for educational programmes.

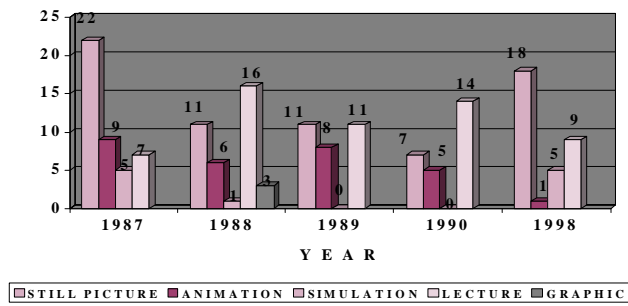
9.1 Methods Used : A



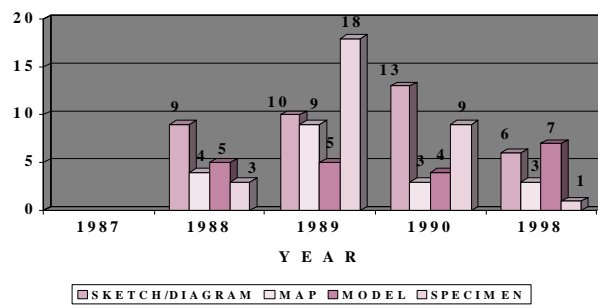
9.2 Methods Used : B



9.3 Methods Used : C



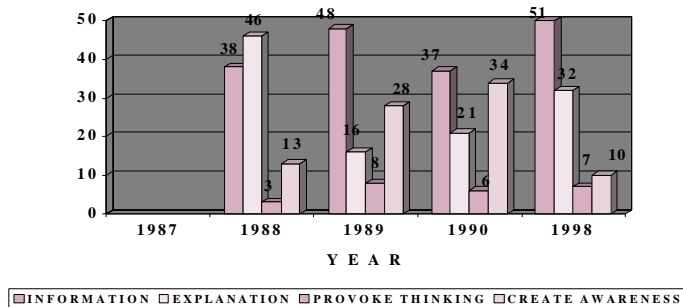
9.4 Methods Used :D



Though the objective of the transmission is to make programmes for enrichment which are not curriculum based, some of the teaching methods of formal education are always useful. Over and above the television provides facility to utilise animation, simulation and graphics. Hence it was expected to find increase in use of such methods with the experience.

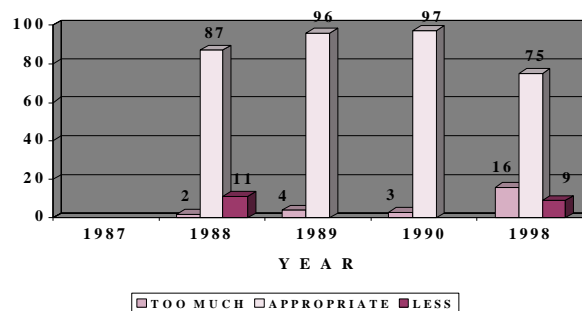
There was a sharp increase in use of field experiment from 1987 to 1990, which dropped in 1998, matching more with the initial year. The same trend was noticed in the use of other methods but animation where there was a decrease. There was a moderate use of different methods as per the requirement of the subject dealt. However, animation could have been utilised more frequently.

10. Intention of Programme



The programmes with different approaches generate more interest in education. It could be seen from the data that information and explanation were the ones more commonly used. The programmes that provoke thinking were very few. However, the programmes having intention of creating awareness have increased and decreased once again in 1998.

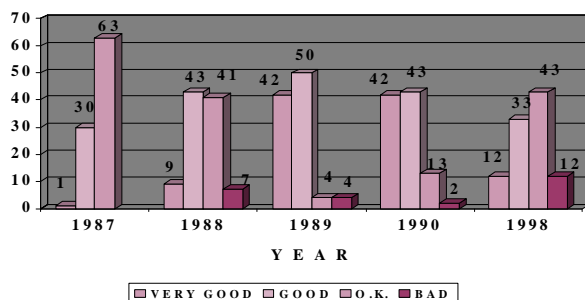
11. Content Load



Most programmes had appropriate content load. They in fact increased from 87% to 97% and again decreased in 1998. The programmes having less content load were negligible while few had more loads.



### 12. Rating



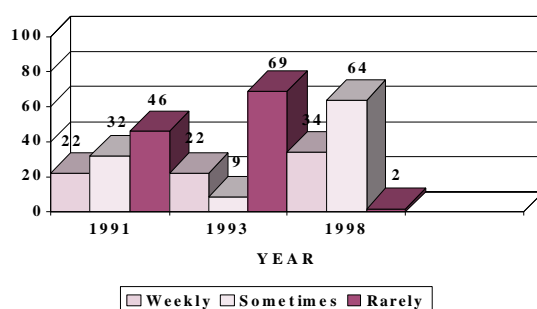
Overall rating of the programmes had indicated distinct change in programme making. More programmes had been rated as very good and good over these years, upped 1990, after which there was a fall in 1998. This fall can be explained by two factors: (1) Increase in expectations: mainly due to available comparison with other transmissions; (2) Increased load of hours of transmission: might have compelled CWCR to repeat the older stock without rigid selection. The dubbed older programmes have also covered up the transmission with the older look. Over and above the pressure has forced to use the same tricks mastered in earlier period to fill up the transmission time.

### Feedback Study

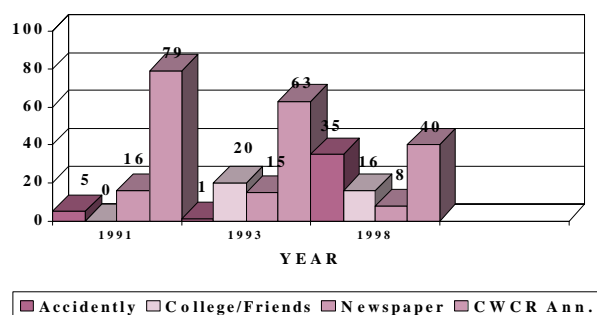
#### Viewing Pattern:

There is a tremendous increase in television ownership over the period and especially in smaller cities and the towns during nineties. In the big cities number of private channels started which spread towards the interior parts slowly. Inspire of this, today Doordarshan has much larger reach than any other channel. There are 57.7 Million TV homes while only 14.2 million cable and satellite TV homes meaning the rest can watch only Doordarshan (Chandrasekhar '97).

### 13. Frequency of Viewing



#### 14 Information



The viewing pattern had remained more or less same over the period. The students mainly watched the programme at their residences. The viewing has remained irregular with daily practice was found rare. The information on schedule of the transmission was mainly received from CWCR announcement. The other sources were the college and the dailies. The watching 'accidentally' was rare in the initial years, which has increased which could be the result of the acquired behaviour of surfing on the channels.

In the initial period, one-hour transmission time from 1 to 2pm was popular. The great importance was placed on maintaining consistency, as it was impossible to find common telecast time, which possibly could have been convenient for the entire country. After '94 CWCR was forced to give up the usual slot and offered other timings, later more slots and increase in transmission time was also introduced. Among the new timing early morning 6a.m and noon were found preferred timings. The morning transmission carried the programme in Hindi, which made it more popular in the smaller cities of the Hindi belt. The noon timing took care of the earlier one and had retained the audience even though cancelled by Doordarshan quite often.

#### Utility of the Programmes:

The students preferred the programmes on science. However still there was a complaint for having a limited choice. The coverage of the topics was always found inadequate through out the years. However the students from science had less dissatisfaction than other faculties.

The students have always found the programmes useful in increasing awareness and motivating them or directly helping them in their studies. The other utilities mentioned were

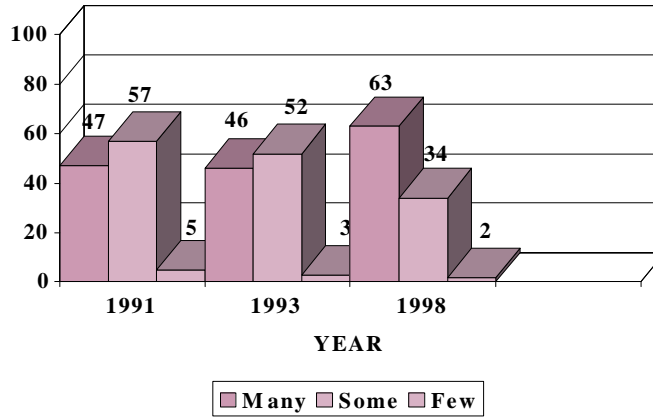
- It was considered a good chance to learn from the well-known experts.
- It helped in understanding a concept, which is very difficult otherwise.
- It was a good utilisation of free time
- It helped in improving English
- It helped them in carrying out other activities.

#### Limitations and Required Changes:

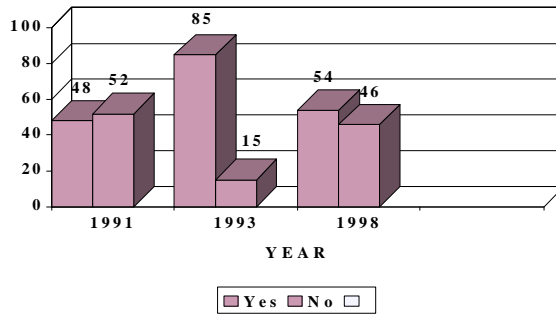
- The coverage was too wide to find the programme of ones own interest.
- There should be more viewers' participation.
- There should be different formats tried out.
- The quality of the programmes was not very good, as there were not enough visuals utilised.
- The students have always felt and suggested each year that the various formats should be tried out to make the programmes more interesting.

Judging the Programmes

15. Rating



16. Suggested Others to Watch



The responses showed that the number of good programmes had increased lately. They found many programmes meeting the need of education. However they did not find suggesting others to watch them, more frequently than before. The high proportion of accidental watching might have made it irrelevant.

Possibility of Multiplication

With expectations of having multiplied viewers the inquiry was made about the respondent's family and friends who watch CWCR. During the first two years the prepared list was even shorter than the number of

original respondents meaning there were only 74 and 43 detected by contacting 120 and 100 students respectively. There was remarkable improvement in this situation in '98 by getting 210 when contacted 185 students. This was an indication of gaining popularity with other age groups also. In Indian situation television is still shared by the members of the family and even neighbours in lower middle class families. Therefore if others cannot enjoy the programmes it becomes difficult to find the television at ones disposal. The group viewing has an added advantage of discussing the content and getting clarification. The major role in this change could be of the morning timing where there was less distraction from other entertainment programmes and having family members together.

### **Conclusions**

Overall it is felt clearly from the analysis that the transmission in 1998 is more like initial years of CWCR except for couple of the variables such as removal of foreign programmes and trying out quiz format. The probable reasons are (1) Increased load of hours of transmission. (2) The lower rating was the effect of higher expectations mainly due to available comparison with other transmissions

Though the students were never fully satisfied with the quality of the programmes and always complained about the difficulty in finding the programme of ones own interest they relied on CWCR for enrichment of knowledge especially in science subjects. The respondents also sought help in their studies. The programmes in English as well as in National language and morning timings have proved very convenient.

### **References**

- (1) Bernard Berelson (1971) *Content Analysis in Communication Research*. Hafner Publishing Co. NEWYORK.
- (2) CEC (1997) 'National Viewership Research Survey on CWCR 1997: At a Glance', New 'n' views; *CEC Newsletter*, October.
- (3) Chardrasekher, B.S. (ed.) (1997) *Doordarshan 1997*. Audience Research Unit, Director General Doordarshan. Pp 48 New Delhi.
- (4) Haider Qaseemuddin (1998) 'use of Multimedia in Distance Education', *University News* Vol.36 No.11 March 16.
- (5) Joshi Ila (1998) 'Technology for Innovation in Education', *ORBICOM Monthly column* -September UNESCO.
- (6) NHK (1992) *NHK School Broadcast*. NHK Broadcasting Centre, Tokyo.
- (7) UNESCO (1997) *World Communication Report*, UNESCO Press, France.