

4. Review of Related Literature

Akhter, Nasreen (2011) conducted a study on Evaluation of Educational Television Programmes for Distance Learning. It was conducted to evaluate the effectiveness of educational television programmes in distance learning system. Using the procedure of survey method, this study finds out the worth of educational television programmes. The views of students were collected by using a questionnaire prepared by researcher. Results of the study indicated that ETV programmes were very useful for students and majority of students get benefit of it. In the light of the results of this study it was also found that majority of students don't get the broadcasts schedule of ETV programmes because of which miss the programmes and approximately half of the students who view the programme cannot down the important features of programme because of slow writing speed and non availability of recording facilities.

Hassan, Ali and Daniyal, Muhammad (2013) studied on Impact of Television Programmes and Advertisements on School Going Adolescents: Case Study. During teenage youngsters try to follow new fashion, culture and style which is being presented in different programmes and advertisement on television. Target audience of most of the programmes and advertisements area adolescents e.g. cell phone advertisement. Most of the children in different countries spend almost 3-4 hours per day in watching T.V. as per statement of UNESCO. This research tries to dig out the impact of different T.V. programmes and add on the children between the age group of 13-16 different schools of Bahawalpur City.

5. Design of Study

The present study was qualitative in nature. In this study, researcher tried to assess the different T.V. programmes with reference to educational aspects. Only Doordarshan programmes have been selected for this purpose. It was related to different areas of telecast by national broadcaster. All the programmes of DD-1 telecast during tenure of the study have been treated as population of the study. Doordarshan telecast a wide range of programmes but majority of the programmes belongs to the seven areas. These seven areas were Educational, Socio-Cultural, Agriculture, Current affairs, Entertainment, Science-environment and Sports. Researcher selected 20 programmes from each area. Thus total 140 programmes were selected as sample. Researcher selected those programmes which fulfill the purpose of the study.

Tool of the Study- The selection of appropriate tool is very important for data collection in any study. Researcher tried

to find out the relevant standardized tool but failed. Investigator decided to develop his own schedule for data collection. After viewing one week programmes of DD-1 at different time, researcher selected educational aspects.

Doordarshan Programmes Observation Schedule (DPOS) developed with 28 statements containing both closed and mixed type items. The language of the schedule was in Hindi. 6 items were related to the background of the programme, 8 items were closed typed and 14 items were open type. The items were representative and find relevant information which was required for the study. The schedule was administered at the time of watching the programmes of different area and filled the information. The data was based on educational aspects i.e language, pace and educational objectives. The data was categorized and analyzed on the basis of different parameter of educational objectives.

6. Analysis and Interpretation

The topic covers a wide area but investigator attempted those dimensions which were untouched. The seven areas and overall were as follows-

S. No	Name of Area	Code
1	Educational	I
2	Socio-Cultural	II
3	Agriculture	III
4	Current- Affairs	IV
5	Entertainment	V
6	Science and Environment	VI
7	Sports	VII
8	Overall	VIII

The programmes of each area were analyzed according to above said educational aspects. These different dimensions of educational aspects were as follows.

Language

1. Hindi (H)
2. English (E)
3. Hindi- English (HE)

Pace

1. Slow (S)
2. Adequate (A)
3. Fast (F)

Educational Aspects

1. Knowledge (K)
2. Understanding (U)
3. Skill (S)
4. Application (A)

Table 1: Distribution of the Programmes according to Language

Area	I	II	III	IV	V	VI	VII	VIII
N	20	20	20	20	20	20	20	140
Dimension	N (%)							
Hindi	7(35)	20(100)	17(85)	10(50)	16(80)	9(45)	5(25)	84(60)
English	10(50)	0(0)	0(0)	6(30)	0(0)	8(40)	4(20)	28(20)
Hindi-English	3(15)	0(0)	3(15)	4(20)	4(20)	3(15)	11(55)	28(20)

Language is way of communication by which we express our views, ideas and experience to others. The above table

reveals that 35% educational programmes telecasted in Hindi, 10% in English and only 15% in both language.

Language is most important to understand the nature and relevancy of content. Most of the programme is prepared according to viewers point. All programmes in social area showed in Hindi because our social structure is based tradition and culture which in ancient and developed in thousands of year before. None of socio-cultural event shown in English or both language. Most of the people live in villages and DD-1 telecast 85% programmes in Hindi language. It included the discussion on the different issues related to agriculture. Only 3% telecast in both language. 50% programmes related to current-affairs shown in Hindi, 30% in English and 20% in Hindi and English both. It was related to the news and daily updates happen in the country and abroad. Most of the entertainment related programmes shown in Hindi and 20% in both. These were related to movies, songs and other programme which was telecast time to time. 45% programme related to science and technology telecast in Hindi, 40% in English and 15% in both languages. Sports related 25% programme shown in Hindi, 20% in English and 55% in both. Overall 60% programme shown in Hindi, 20% in English and 20% in both languages. It concluded that most of the content programme was based on the focus area of the viewers.

Graphical Presentation

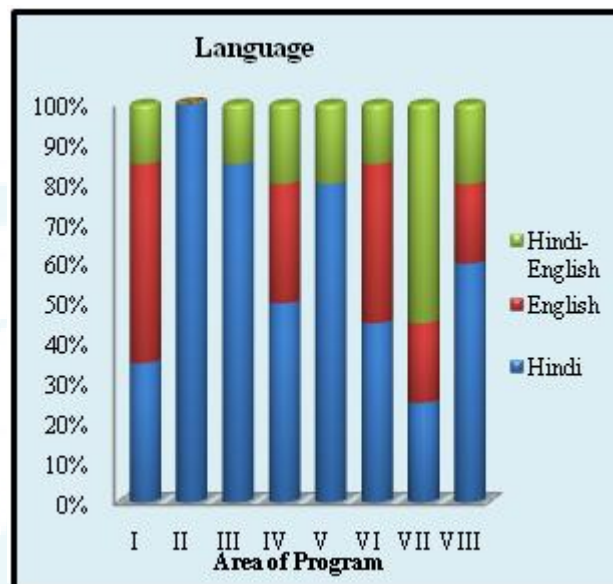


Table 2: Distribution of the Programmes according to Pace

Area	I	II	III	IV	V	VI	VII	VIII
N	20	20	20	20	20	20	20	140
Dimension	N (%)							
Slow	4(20)	5(25)	9(45)	4(20)	5(25)	6(30)	6(30)	39(28)
Adequate	15(75)	14(70)	9(45)	10(50)	13(65)	8(40)	8(40)	77(55)
Fast	1(5)	1(5)	2(10)	6(30)	2(10)	6(30)	6(30)	24(17)

Pace of the programme is one of the important issues in television. It is better to understand the content which is delivered. The above table shows that 20% educational programmes telecasted slow, 75% adequate and only 5% fast. 25% programmes in social area showed slow, 70% adequate and only 5% fast. Most of the people live in villages and DD-1 telecast approximately 45% programme slow and average pace, 10% fast. It was related to discussion on different issues related to agriculture. In current affairs programme, DD-1 telecast 20% slow, 50% average and 30% fast. It was related to the daily news updates. Most of the entertainment related programmes shown in adequate. These were related to different types of movies and serials. 30% programmes related to science and technology telecast slow, 40% average and 30% fast. Sports related 30% programme showed very slow, 40% adequate and 30% fast. Overall 28% programme showed in slow mode, 55% adequate and 17% in fast mode. It reveals that most of the programme telecast by DD-1 was adequate in pace which was benefited for viewers to understand the content.

Graphical Presentation

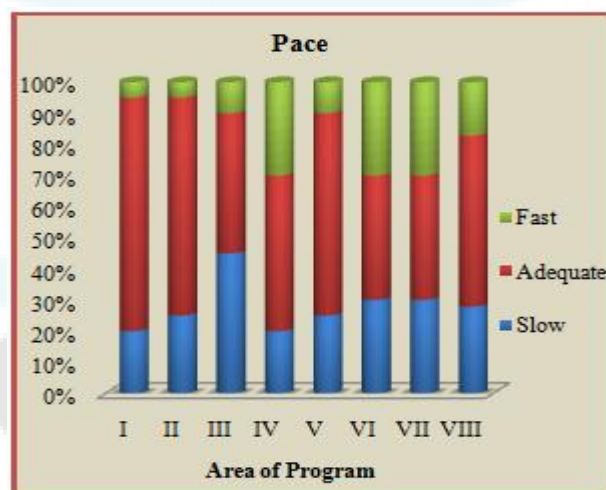


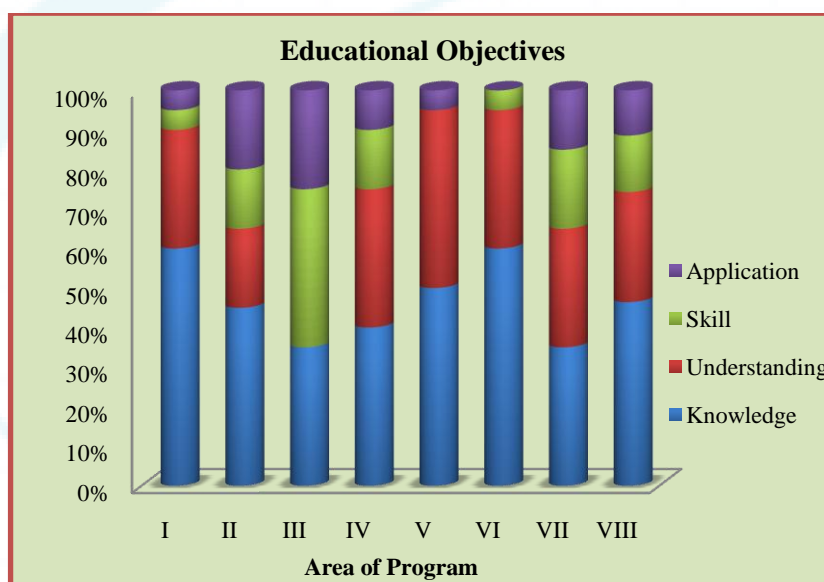
Table 3: Distribution of the Programmes according to Educational Objectives

Area	I	II	III	IV	V	VI	VII	VIII
N	20	20	20	20	20	20	20	140
Dimension	N (%)							
Knowledge	12(60)	9(45)	7(35)	8(40)	10(50)	12(60)	7(35)	65(46)
Understanding	6(30)	4(20)	0(0)	7(35)	9(45)	7(35)	6(30)	39(28)
Skill	1(5)	3(15)	8(40)	3(15)	0(0)	1(5)	4(20)	20(14)
Application	1(5)	4(20)	5(25)	2(10)	1(5)	0(0)	3(15)	16(12)

Each programme has educational relevance and importance. It has the educational message for masses. The above table shows that 60% programme was based on knowledge, 30% related to understanding, 5% based on skill and only 5% on application in educational area. In social area, 45% related to knowledge, 20% understanding, 15% related to skill and 20% on application based. In agriculture area, 35% programme was related to knowledge, 40% related to skill and 25% was based on application. 40% knowledge based programme, 35% on understanding, 15% skill and 10% related to application based shown in current affairs area. In entertainment area, 50% related to knowledge, 45%

understanding and only 5% related to application based programme shown. 60% programme related to knowledge, 35% based on understanding and only 5% based on skill telecasted in science and environment area. 35% programme was based on knowledge, 30% related to understanding, 20% related to skill and only 15% related to application in sports area. Overall 46% programme related to knowledge, 28% related to understanding, 14% skill and 12% related to application.

Graphical Presentation



7. Findings and Conclusion

On the basis of above discussion, it is said that programme telecast by DD-1 was satisfactory in terms of Language, pace and educational objectives. These programmes provide education and information about various areas of life to viewers. Therefore, these programmes are not only entertaining the people but it is the main source of providing education and information to masses of India specially for the rural and remote areas. DD-1 telecast programme free to air and can be accessible in whole part of the country. It attracts all age group people.

8. Educational Implication of the Study

- 1) This study is useful for the programme planners and programme producers of Doordarshan.
- 2) It is also useful for policy makers and policy planners of Different other Channels too.
- 3) Television has become necessity of our daily life and its programmes have great significance for society. The programme amended as per the conclusion and recommendation of this study will certainly be useful for the society.
- 4) This study is also useful for media professionals.
- 5) This study may be useful to provide background to future studies related with educational aspects and analysis of television programme.

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