



AN EMPIRICAL “KAP” STUDY OF STUDENTS’ DD- GYAN DARSHAN CHANNEL PROGRAMMES: DISTRICT GAUTAM BUDDHA NAGAR

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ABSTRACT

ICT plays a vital role in imparting education not only in formal education but also in informal education like distance education. ICT is extending support to learner of distance education with the use of internet, videoconferencing, e-learning, online learning and teleconferencing through Edusat etc.

KEYWORD

Channel	Gyan Darshan
KAP	U learning
Modern Technology	Device

Preface

It is the era of U learning. A student has access to learn any where any moment and anything with the help of e learning, m learning and U learning. These are new devices of modern technology which has made education not only hi tech but also knocking the doors of the learner. U learning is the advanced form of the E- learning and also the advantages of E – learning and M-learning can be seen in U learning which is flexible more than other devices (Muthuchamy et al, 2009). The student can take liberty to learn and study in their learning environment at any time at any place. ICT has made drastic revolution in the area of education. A learner may never lose his/her work until or unless he/she deliberately deletes them. A learner has an advantageous edge of ICT that learner has access of his/her documents, video and information which can not be handled by any third person. Right now the learners have not to bother to carry the information with them. Besides these they have access to interact with teachers and experts and they can get right information at right time at right place with the required source of information.

All these information can be available under the new technology and under one umbrella i.e. U - learning. It consists of Mobile based learning (MBL), Web Based Training (WBT), Technology Based Learning (TBL) etc. In nutshell it can be described that its access is available 24/7/365 days. It doesn't require surroundings of the four walls. It is one of the fastest means of communication system (Wutoh et al., 2004, Mishra and Sharma, 2005, Peak and Berge 2006, Rathore, 2009 and Thiyagu, 2009).

Gyan Darshan is also one of the educational television channels. It is relayed from different Doordarshan Kendra in different languages. It telecast curriculum based programmes. Educational Media Research Centres (EMRC), 'produce programmes at different places for the university students. DD Gyan Darshan is an exclusive Educational TV channel programme. It was started in 2000

with collaboration of IGNOU, Ministry of Human Resource Development and Prasar Bharti.. It telecast from 6 am to midnight. Undoubtedly the success of the programme is being assessed on the basis of enrollments of the students in distance education programmes. Now a humble effort has been endeavored to assess its viability through the study of Knowledge, Awareness and Practice (KAP) of Gyan Darshan programmes.

OBJECTIVES

The main objectives of the paper are (i) to know the level of knowledge, awareness and practice of the students regarding Gyan Darshan programmes and (ii) to make comparative analysis of students' perception towards Gyan Darshan programmes.

The paper is organized as follows: Section 1 deals with introduction section 2 methodology and database. Section 3 provides Empiries of the study, followed by the conclusion and policy implications to section 4

SAMPLE AND METHODOLOGY

The study has been conducted in rural area of District Gautam Buddha Nagar, Uttar Pradesh. From the district, two villages i.e. Accher and Kasna were selected by random sampling method. From each selected village, 100 those students were selected by convenient sampling method who were pursuing atleast undergraduate programmes.

Thus total 200 students were undergone for comprehensive study and only those sampled students were taken under study who had shown favorable attitude towards Gyan Darshan I.

The selected students of both areas were given a set of questionnaire consisting six statements related to Presentation, Quality and Communication. They were asked to respond on the basis of Likert scale – 5 points for strongly Agree (SA), 4 points for agree (A), 3 for neutral (N), 2 for Disagree (DA) and 1 for strongly Disagree (SD).

ECONOMETRIC TOOL

To make comparative analysis of students' perception of two areas – Accher and Kasna, the following model: Dummy variable regression has been used.

$$Y_i = \beta_1 + \beta_2 D_i + U_i$$

Y_i is denoted for students' perception score. D_i is dummy variable. $D_i = 1$ is defined for students of Kasna area and $D_i = 0$ for the students' perception of Accher –area.

Mean score of students' perception of Accher
 $= Y_i E (Y_i | D_i = 0) = \beta_1$

Mean score of students' perception of Kasna
 $= Y_i = E (Y_i | D_i = 1) = \beta_1 + \beta_2$

+ means Mean Score of students' perception of Kasna is higher than the Mean Score of students' of Accher

- Means Mean Score of students' perception of Accher is higher than Mean score of students' perception of Kasna

- But the magnitude of the distribution is β_2

$$\hat{\beta}_2$$

$$H_0 : \hat{\beta}_2 = 0$$

$$t = \frac{\hat{\beta}_2}{SE(\hat{\beta}_2)}$$

is calculated value of statistics.

If calculated value of t is greater than the relevant table value then difference between two means will be statistically significant.

EMPIRCIS

From analysis of the sample the following facts have been observed.

- The sample comprised 18 percent students belong to the age group 20-22 years old while rest of them is in the age group of 23- 25 years old.

KNOWLEDGE ABOUT GYAN DARSHAN PROGRAMME

Sl. No.	About Gyan Darshan	No.	Percent
1	Have Heard the name of the programme and have knowledge also	71	35.5
2	Have Heard the name of the programme but no knowledge about the programme	49	
3	No Knowledge of the program,me	80	

4		200	100.0
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The analysis of the field observation reflects that only 35.5 percent students have heard the name and having the knowledge about the programme while 24.5 percent students have heard the name but no idea of the programme, Rest of them have no knowledge about the programme.

THE SOURCE OF INFORMATION

Percentage Distribution of Students According to Source of Information

Sl.No.	Source of Information	Percent
1	Friends	50.7
2	College/Coaching	23.9
3	Newspaper	15.5
4	T.V.	09.9
		100.0

As per above table friends and relatives have been found a great source of information. This shows that the word of mouth is still a very popular source of information. It has accounted for 50.7 percent. The contribution of newspaper and Television raise a question mark on the success of the programme while media plays a vital role in dissemination of knowledge and publicity of the programme. College and coaching are also proved a good source of interaction place where students have opportunity to share their views. 23.9 percent students have revealed that they have come to know about the programme in either coaching or college.

REGARDING AWARENESS OF THE PROGRAMME

- Out of 35.5 percent students only 35.2 percent students have given right information regarding daily telecast of Gyan Darshan Channel.

Further they were asked about the duration of the programme only 28.16 percent students have told that this channel runs up to midnight.

STATUS STUDENTS' VISIT ON CHANNEL

Status of Viewers	Percentage
Regular Viewer	21.1
Thrice in a Week	09.9
Twice in a Week	05.6
Off and On	45.1

- Only 21.1 percent students are regular viewer of the Gyan Darshan channel. Majority (45.1%) of them make visit on this channel off and on.
- The students were interrogated regarding about the availability of the programme on Gyan Darshan related to their classes, majority of them cut a sorry figure because they were found not a regular viewer of Gyan Darshan channel. Even they have no knowledge about the schedule of the programme.

ABOUT THE PROGRAMME OF GYAN DARSHAN CHANNEL

The students were asked to give their opinion regarding the effectiveness of the programme of Gyan Darshan channel with respect to Presentation, Communication, Content and Coverage.

The following observation has been recorded-

- 71.8 percent students accept that the presentation of the programme is very effective.
- Regarding communication, the opinion was not found very effective. Reason is obvious that students belong to heterogeneous group of the community and have different socio-economic and cultural background. It is accounted only 39.4 percent.
- 78.8 percent students expressed their views satisfactory.
- 59.1 percent students feel coverage is good enough as per course curriculum.

COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTION TOWARDS GYAN DARSHAN PROGRAMMES

The students have been asked to give their opinion on being given a set of questions which were related to Gyan Darshan Channels programme.

Do you get influenced by	Mean Scores
1. The art of presentation of subject matter in Gyan Darshan Channel programme is very	4.02+ 0.08 D_i (1.542)

effective.	
2. Communication skill is good	4.02 + 0.02 D_i (1.41).
3. Gyan Darshan Channel Programmes'	3.98 + 0.06 D_i (1.674)
4. Quality in terms of presentation, content, communication is unmatched. To meet the mission of Gyan Darshan channel, it has to be publicized more	4.12 – 0.34D_i (0.669)
5. Gyan Darshan Channel is more informative.	4.00 – 0.21D_i (0.1.35)
6. Delivery methods and mechanism of class room lectures are presented well	4.64–0.03D_i (0.412)

Note – In parenthesis t value given

At a glance it can be inferred from above table that students of both areas Accher and Kasna have the similar opinion. The mean score of each statement represent strongly their opinions. Statistically two means of their opinions have no significant difference. It therefore, may be concluded that students' opinion of both areas are alike.

GYAN DARSHAN- PROSPECT AND RETROSPECT

The Gyan Darshan programmes blended entertainment with enlightenment and have great academic value for students. However the language used in various programmes appear to be quite tough for the common students and layman to comprehend. Intermixing of Hindi and English words and sentences by the presenters naturally creates a lot of difficulty in comprehension especially in the context of rural viewer students.

There should be provision of repeat telecast of important programmes so that those viewers who missed the earlier programmes can benefit from the repeat telecast.

In rural area of our states, the households receive electricity for less than 12 hours per day. Therefore rural students are unable to get the access of Gyan Darshan programmes in totality.

By sheer coincidence, most of the important academic programmes are telecast in the morning hours when rural students are busy in their household works.

Hence important Gyan Darshan programmes should be rescheduled keeping in mind the leisure hours of the rural as well as urban viewers.

To make the mission of Gyan Darshan success the publicity of the programmes is necessary and it should be publicized as like other commercial advertisements.

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