

# **USE OF AUDIO AND VIDEO FACILITIES OFFERED**

by

**Dr. B. R. AMBEDKAR OPEN UNIVERSITY**

*- An Evaluation Study*

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## PREFACE

**It's not just about being better. It's about being different. You need to give people a  
*reason to choose your business***

*Unknown*

Evaluation is essential for any organization or industry. Evaluation provides a systematic method to study a program, practice, intervention, or initiative to understand how well it achieves its goals. In an educational institution, it helps to build an educational program where it assesses its achievements and helps to improve its effectiveness. It acts as an in-built monitor in a system to review the progress to learn from time to time. It also provides valuable feedback on the entire process.

System based evaluation is one of the important components of Open and Distance Learning (ODL). To maintain the quality of product/instruction, it is necessary to assess the systems, procedures and processes. With this objective a study was taken up by GRADE & CIQA to assess the awareness levels as well as the utility of the multimedia instruction facility provided by Dr. B. R. Ambedkar Open University.

For this study a questionnaire was developed and given to the open university students. It was difficult to get a filled in questionnaire from the students. But analysis was done with the available data about the utility of Audio, Video and Teleconference programs offered by the University. I thank all the coordinators and counsellors who helped the students in filling the questionnaires and taken the responsibility to send them back. My sincere thanks to Mr. K. Ram Prasad & Mrs. Stuti Parashar for their help in typing and data analysis, and all other colleagues in GRADE & CIQA for their help and cooperation.

**Prof. G. Pushpa Chakrapani  
Director, GRADE & CIQA**

## 1. INTRODUCTION

The area of Open and Distance Learning (ODL), serves as an alternate approach in comparison to the regular mode of learning. The main ideals of ODL are always to reach the unreached and bring education to the doorstep of the students and thereby making it accessible for all. In such a scenario, the innovative methods in the teaching learning process goes a long way in re modeling the way a particular course is taught. The distance learning structure aims at making education accessible for all irrespective of their caste, class, age, sex or even geographical location. To reach the masses the course materials in the distance education tends to offer courses in English as well as the regional languages (Telugu and Urdu). This ensures that there are no barriers in relation to language and thereby making the student at ease in the long run.

The distance education system time and again emphasizes on the equality in matters of education and nobody should be devoid of reaping the benefits from the education system. In this regard Dr. B.R. Ambedkar Open University (Dr. BRAOU) has continuously tried to incorporate the ideals of providing education for all through the distance education mode.

Apart from the course materials printed by Dr.BRAOU, it has also employed alternative modes of learning which includes dissemination of information through radio, television and the teleconference mediums. Hence the Audio Visual Production and Research Centre (AVP&RC) of the university and the programmes or the lessons broadcasted through it forms an integral part of the entire course curricula of Dr.BRAOU. The university tries to use the diverse educational media in its instructional strategy to realize the learning objectives of its courses. The AVP&RC branch of the university was established in 1985 to act as supplementary to the already existing print materials. The branch became a separate directorate in 1993 with the sole aim of producing audio, video lessons/programmes which would instill among the students of distance education a sense of being part of the larger system and also to gain further knowledge about various subject matter. The schedule of various radio as well as teleconference lessons or video lessons is published in the OPVARSITY News, which is a Newsletter of the university published quarterly which in turn give the necessary and relevant information for the benefit of the students. This ensures that they are aware about such programmes and can reap the benefits out of it.

The radio lessons of Dr. BRAOU are broadcasted through the All India Radio and DTH, every day at 6:25 pm to 6:40 pm. The video lessons of the university are telecasted through the DD-Saptagiri Channel on every Monday to Friday at 5:30 am. The teleconference programs are aired live on every Sunday (2pm-3pm) on DD-Yadagiri channel as per the schedule given by the AVP&RC of DR. BRAOU.

The radio lessons are cost effective, and can reach a wider section of audience. The diversity within the Indian society is addressed through such alternate modes of learning. To cater to the needs of the regional populations, efforts are made to broadcast the programs in their native language. This helps to make education accessible for all and the doubts, if any can be further addressed through these radio lessons. By listening to these programs, the students from distance education can enrich their knowledge further and in a way such efforts instill within them the motivation to study further. By listening to the radio programs, the student gets the feel of being in a classroom and thus in a way such alternatives try to address the gaps in distance education and create a sense of belongingness among the students.

Television or the audio-video medium is another integral aspect of AVP&RC of the university. The combination of video along with audio helps in captivating the attention of the students at a much higher level as compared to the radio. Although a more costly medium than radio, yet the visual appeal of it helps in creating a greater impact on learners. The dissemination of knowledge through the television proves to be more efficient. The visual appeal brought in through the television also increases student's attention span towards the audio and this increases efficiency.

The teleconference lessons bring the entire aspect of alternative learning methodologies to a whole another level. It greatly increases the student's attention as well as stresses upon the participatory model of learning. This process tries to do away with the rigid classroom setting and instead tries to make learning a two-way process. While experts are explaining the lesson, learners can interrupt and interact with the experts and clarify their doubts if any. The learners are at liberty to ask their doubts and get clarified by the experts. Similarly, the curiosity or inquisitiveness of students can highlight at times certain unexplored areas too. This in turn enriches the learning process.

Around 53% of the students were aware about the audio-visual programs offered by the university. Many of them were asked to define these programs or what they meant by it. Most of the responses pointed towards teaching lessons via the medium of radio, television or teleconference lessons which indicate a fair level of understanding about these programs.

Thus, we have seen how the intermixing of all the three mediums that is radio, television and the teleconferencing programs proves to be beneficial for the students of distance learning. This kind of alternative models of learning greatly boost the minds of the students and pushes them to learn further about a particular topic. The feeling of being left out, or alienation is common among the students form distance learning, as there are no regular classes and hence the interaction between the teacher and the student is of minimum. To overcome such barriers, and to make the students feel more as a part of the University system, alternate modes of learning prove to be of immense importance.

### **DR.B.R. Ambedkar Open University:**

The Dr B R Ambedkar Open University initially known as Andhra Pradesh Open University was set up on 26 th August 1982 through an Act of Andhra Pradesh State Legislature (APOU Act, 1982). Subsequently the University has renamed as Dr. B. R. Ambedkar Open University (BRAOU) on 26<sup>th</sup> October, 1991 by the Government of A.P. with a vision of creating an egalitarian society. The establishment of this University, the first of its kind in India, heralded an era of affirmative action on the part of the Government to provide opportunities to higher education to all sections of society with a network of RCC and study Centers in the states of Telangana and Andhra Pradesh to meet the changing individual social needs. It takes full advantage of revolutionary changes in the field of educational technology to provide and deliver multi-media course materials. The motto of the University is EDUCATION FOR ALL. The new experiment in distance education led to the opening of the portals of higher education to a variety of potential learners who would otherwise not be able to acquire new skills and higher qualifications. Thus, the University is bridging inequalities between age groups, gender and social groups in terms of educational access allowing learning to take place parallel to work and social obligations. The programs offered range from Research Programs to short term Certificate programs leading to the award of Degrees, Diplomas and Certificate Programs through five Faculties such as: (i) Arts (ii) Commerce (iii) Social Sciences (iv)Science (v) Education. At present the University offers sixty-five short term, long term academic and research programs.

Dr. B. R. Open University has the distinction of introducing science programmes for the first time in the country Ambedkar since the inception of the University through the methodologies of distance learning. The Science Faculty has 6 Departments, Botany, Chemistry, Geology, Mathematics, Physics, and Zoology. All the departments are offering under graduation, post-graduation and

research programmes leading to M. Phil and Ph.D. Statistics and Computer Applications have introduced at under graduate level in 2018.

### **Audio Visual Production and Research Centre**

Audio Visual Production and Research Centre (AVP&RC) is established along with all branches since the inception of the university, 1982. The main purpose of this branch is to impart education through multimedia. Apart from printed text material the instruction takes place through audio (Radio), video modes. Live teleconferencing is also introduced later on for the benefit of the learners to interact with the expert by phone and clarify their doubts.

## **2. OBJECTIVES**

The objectives of the present study are as follows:

- To assess the awareness among students related to the audio-visual programs of the university.
- To know the reach of students in being able to listen to or watch and participate to these programs.
- To get the feedback from students related to being comfortable with the timings concerning each of the mediums, that is, radio, television and teleconferencing.
- To analyze the level of excitement/lack of motivation within students for learning new materials through these alternative modes of learning.
- To focus upon the overall feedback from students related to these alternative modes in relation to their preferred timings, suggestions, if any.

## **3. REVIEW OF LITERATURE**

Cavanaugh, Catherine, S. (2001) in '*The Effectiveness of Interactive Distance Education Technologies in K-12 Learning: A Meta-Analysis*' tries to focus on the effectiveness of interactive learning in classroom settings. The paper tries to understand the effectiveness of the interactive learning methodologies to facilitate the goals of distance education and thus tries to bring it at par with the regular mode of education.

Karim, Salma, et al (2001) in '*Role of Radio and TV programmes in Distance and Open Learning System: a case of Bangladesh Open University*', tries to highlight the role of radio, and television programmes in distance and open learning system with special reference to the

Bangladesh Open University. The study tries to analyse the complex situation wherein the students from distance education are trying to utilize the alternative modes of learning but at the same time they are facing problems due to the timings prescribed and because of prior work commitments.

Thomas, John (2001) in '*Audio for Distance Education and Open Learning: a practical guide for Planners and Producers*' explains the basic concepts of radio, televisions and tele-conference sessions to revolutionize distance education. In a way these mediums emerged as an alternative to the regular print materials. The paper discusses the benefits, disadvantages of the mediums and tries to highlight the methods to utilize it to its fullest potential so as to achieve the ideals of open and distance learning.

#### **4. METHODOLOGY**

The present study tries to gather information about the feedback from students concerning the materials produced by the AVP&RC. The instructional material is in the form of Audio (Radio lessons,) Video lessons and live teleconferencing where two-way audio and one way video is possible. While by now we all know the benefits of such alternative modes of learning in a distance education set up, it is also essential to assess the opinions of students towards such mediums. By incorporating the responses from the students, the deficiencies, if any can be pointed out and problems or issues pertaining to assessing these mediums can be resolved. The study also tries to bring to the fore the inquisitiveness of the students for gaining new knowledge and try and assess the motivation level among them.

The questionnaires administered to the students of the university were both open ended as well as close ended, depending on the requirement of the question. The feedbacks for the study were mainly garnered from the students from three courses, mainly B.A., B. Com and B.Sc.

#### **5. POPULATION OF THE STUDY**

The population of the study mainly comprised of students belonging to the university and pursuing various courses like B.A., B. Com and B.Sc. the population for the study comprised of a mixed group of people belonging to different age groups as well as castes. To assess the reach of the students in order to utilize the facilities of alternative modes of learning, the rural as well as urban aspect is also to be taken into consideration.



In table 1, we will try and assess the age wise distribution of students across the courses. For our convenience, we have categorized the age groups into two categories.

**Table 1: Age distribution across the study (in percentage)**

Courses	18-30 years	Above 30 years	NA	Total
B.A.	36.25	21	42.75	100
B.Com	60.32	7.36	32.32	100
B.Sc	81.69	9.86	8.45	100

The age distribution across the courses shows us the various percentages of the students belonging to different age groups. Although there has been a steady response to various questions pertaining to audio visual programmes, yet there have been a few of the questionnaires which were left unanswered. This trend might point towards the lack of motivation or interest among the students under the ODL system.

The number of females is higher across all courses as compared to the number of males, which again highlights the level of motivation being much higher among females than males. The various reasons for which a student has to discontinue their studies might relate to financial instability, early marriage, social obstacles, or even being unaware about the benefits of the higher education system.

Since the ODL system is more open in nature, it accepts students across all age groups, and even has set up study centres in remote areas to make education assessable for all. This is particularly essential to focus on as the degree of awareness or accessibility towards the alternate modes of learning will change in relation to the area being urban or rural. While in our study around 43% of the students are from the rural background, around 57% of them are from urban areas. It would be interesting to highlight the feedbacks of students belonging to each of these areas. The ODL system always strives to make education accessible for all and in a way even try and reach the remotest areas and spread the goals of education further.

## 6. AWARENESS ABOUT THE AUDIO-VISUAL PROGRAMMES

The study mainly tries to garner the level of awareness among students related to the various mediums of audio-visual programmes. To facilitate smooth access and awareness for all the alternative modes of learning, necessary steps like informing the students beforehand about the schedule of programmes, informing the respective study centers about the radio, video lessons as well as publishing the information in the university newsletter and distributing the same among the students are continuously taken up by the university. Even then to address the students across all age groups, and students belonging to various regions, it at times becomes a mammoth task for smooth dissemination of information under the ODL system. For our study, we will try to look at each of these mediums separately, the degree of awareness among the students pertaining to each of them, to what extent they are beneficial for gaining knowledge and facilitating a better future.

### a) Radio Programmes

The radio programme of our university mainly focuses on the broadcasting of various topics related to any particular subject under the University course structure.

**Table 2: Level of Awareness about Radio Lessons (in percentage)**

Aware		Unaware	
Rural	Urban	Rural	Urban
43	52.15	38.9	53

While we look at the above table, we see that around 43% of them are aware about the radio programmes in rural areas while around 52.15% of them are aware about them in urban areas. While some of them have opted not to answer to any of the questions, yet depending on the rural as well as urban areas, there is not much of a difference in the responses. This shows that in the global age of ICT (Information and Communication Technology), there are fewer number of students who are

unaware about these radio lessons. However even a lesser percentage of indicating unawareness towards these radio lessons should not be ignored. Instead, the root cause of such a situation should be analyzed. While some of the responses who said that they were not aware about the radio lessons, mainly pointed out towards the inadequate information provided by the study centers, while around 8.1% of them were simply not interested to listen to such lessons.

The source of information regarding the radio lessons has been mainly categorized under the following headings, that is, university news bulletin, study center, university headquarters, university websites, friends and others. In most cases, the highest responses were under the option of study center and university headquarters. Around 72.13% of them have opted for the option of getting information about radio lessons from the study centers while around 63.12% of them have said that they receive the information from the university headquarters. This is a positive outlook as it shows that the students belonging to an open university is also keen on getting to know about the various options available to know further about their respective subjects.

#### **b) Video programmes**

The video lessons prove to be of much more efficient than compared to the radio lessons. However, it's a little costly as compared to the radio lessons and also it becomes mandatory for all households to have a television set so as to watch the lessons broadcasted by the university.

While around 53.21% of them have said that they are aware about the video lessons, yet 46.79% of them have said that they are not aware about the video lessons telecasted by the university. The timings of the video lessons broadcasted via DD-Yadagiri from 5:30 am to 6 am are also found to be problematic among many. Since many of the students in a distance education are working while simultaneously pursuing their studies, the timings for the video lessons are also not favorable.

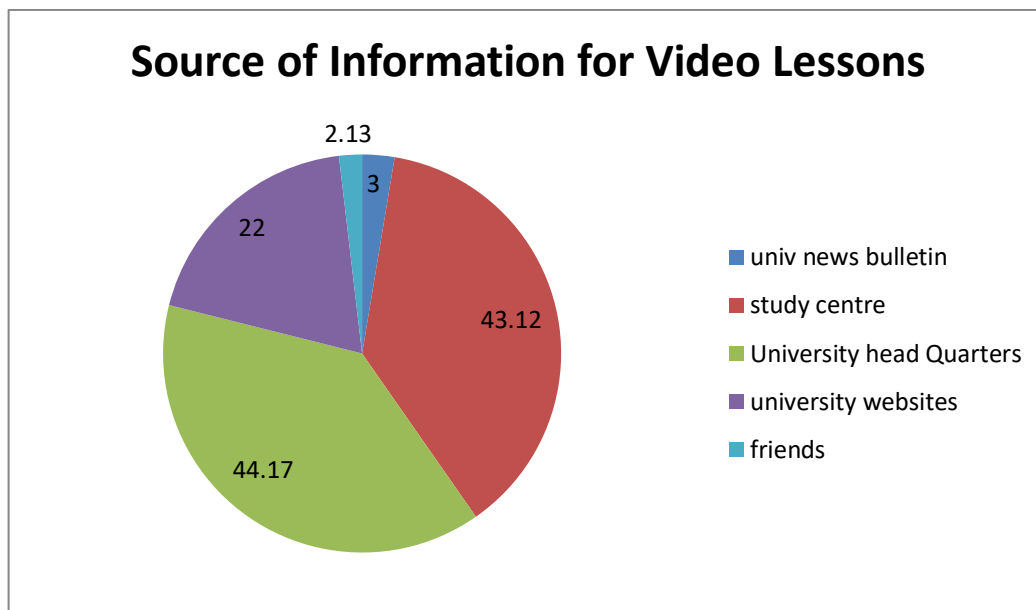
**Table 3: Degree of Comfort Level with the Timings of the Video Lessons (in percentage)**

Courses	Comfortable with Timings	Uncomfortable with Timings	Not Answered
B.A.	43.12	32.17	24.7

			1
B. Sc	52.13	23.12	24.7
B. com	57	33.19	9.81

The above table clearly shows the extent to which the students are comfortable with the timings of the broadcasted video lessons. While some of them have opted for no response, the B. Com course students have the highest percentage, that is, 57% of whom have said that they are comfortable with the timings of the video lessons. The second is the B. Sc with 52.13% and the next comes the B.A. course students wherein 43.12% of them have said that they are comfortable with the timings of the video lessons.

However along with some of the students being comfortable with the timings, there were a few responses who had problems with the current timings. At the same time, as indicated in the above table, many of them left the question unanswered.



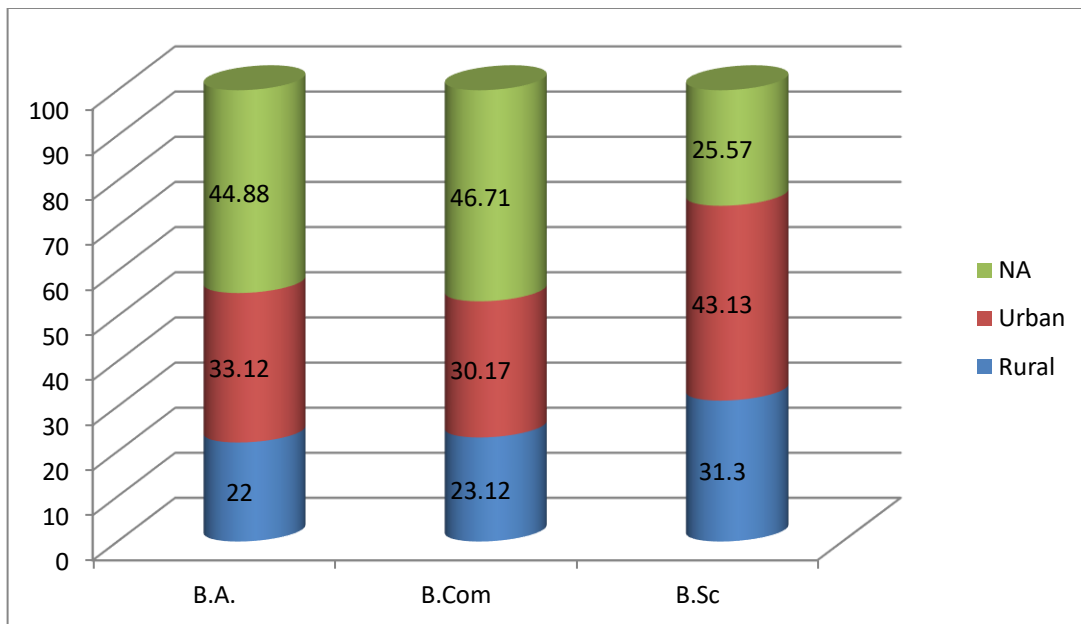
**Figure 1: Diagram representing the source of information for video lessons (in percentage)**

The above diagram shows the various sources available to get information about the various video lessons of the university. The visual effect of these lessons increases the retention efficiency among the students and helps them to grasp the various topics related to their subject matter in the larger context. The students can also get the knowledge about the various video lessons through the schedules pertaining to these lessons published in OPVARSITY News which is a quarterly news bulletin publishing all the information related to the university. By going through this news bulletin, the students can equip themselves with the requisite information regarding the university. This in a way further helps in building a connection between the students under the distance education and the university system. Since there are no regular classes under the distance education system, getting in touch with such news bulletin, listening to the radio, video lessons and attending the contact cum counseling classes helps in further bridging the gaps, if any and bring in a sense of belongingness amongst the students of the distance education system.

### **c) Teleconference Programmes**

The teleconference programmes of the university have been built up with the sole purpose of bringing in a sense of inclusion among the students. Apart from the print materials for each of the courses, the teleconferencing programmes helps in instilling within the students a sense of fulfillment and their quest for further knowledge to build up their careers is also addressed to a great extent. The university broadcasts these programmes via the Doordarshan every Sunday. The university invites the experts from various fields of study to discuss on different and interesting topics of study and at the same time the students can participate in the discussions by asking questions or clearing their doubts about their subject matter. This in turn helps not only the student who has participated in the teleconferencing programmes but also those who are watching the programmes.

However, despite such benefits from the teleconferencing programmes, the level of participation in such programmes is marginally low. In our study a mere 22.13% of them answered that they have participated in the teleconference programmes whereas a majority of 77.87% of the students have not participated in such programmes.



**Figure 2: Diagram representing the level of awareness of teleconferencing lessons among students**

The above diagram depicts a picture wherein we see that a higher number of students have not answered the question related to the level of awareness for teleconference programmes. This might indicate a low level of knowledge about such programmes and at the same time it might also indicate towards the low level of motivation among the students to learn new topics or to be a part of the university system. Around 13.12% of them have also said that they are working so it is difficult for them to watch these programmes in between their jobs, and instead utilizing the free time for other things and not investing it in studies. Such lack of motivation or simply not putting in efforts to watch and participate in such programmes needs to be addressed at the earliest. The study centres as well as counselors also needs to advertise the benefits of such programmes to its students and try to motivate them to attend it on a regular basis.

## 7. CONCLUSIONS AND SUGGESTIONS

In the global era the role of ICT has become significantly significant. The area of distance education utilizing various alternate modes of learning like radio, television, teleconferencing paves the way for a incorporating the benefits of ICT along with the ideals of distance education. In open and distance learning the aim is always to cater to the needs of the students coming from different

spectrum of the society. The development of alternate modes of learning in distance education helps in highlighting the different approaches of learning involved in a particular topic of study.

The learner centered open and distance learning system places special focus on making the teaching-learning process as interactive as possible. Along with the self learning print materials, the non- print materials like radio, television and teleconferencing programmes are also of immense importance in the ODL system. The using of both print as well non-print materials in the area of distance education aims at an integrated approach to impart education to the masses. The judicious mix of printed course materials supplemented by the non printed materials comprising of radio, television and teleconferencing will serve the purpose of facilitating education on an equal basis across all sections of the society.

However even though the aim of these alternative modes of learning is always to incorporate a different style in the teaching learning process, yet the full usage of these mediums still needs to reach its full potential. In our study we have seen that a vast majority of the students are simply not interested, lack of motivation, or are unaware about the schedule of the programmes to be broadcasted. This kind of a situation can be avoided by simply aiming at smooth communication between the study centers and the students and also proper and accurate information is to be provided by the university offices.

While the use of radio as well as television for gaining knowledge has seen a balanced response in many cases; the area of teleconferencing requires special attention. Teleconferencing is the one where the focus is always to include the students in the discussions, debates or clarifying doubts. This is the only medium where the student can actively participate and pose questions to the concerned authorities as well as to the experts invited to discuss various topics of study.

The study mainly highlighted that the students were fairly aware of the entire audio visual programmes as an alternative mode of learning. But while specific questions pertaining to the different mediums utilized by the audio visual programmes were asked, many students were giving mixed responses concerning radio and video lessons. Teleconferencing lessons suffered a major setback in the whole process as many of the students were simply not aware of any such initiative by the university and those who were slightly aware of it were reluctant to participate in such discussions organized through the teleconference sessions.

In all the three mediums timings of the programmes were of concern to many as it was proving as an obstacle to attend the programmes and also to go for jobs. Some of them were eager to

attend it, but were not aware of any such programmes. This is of serious concern and adequate measures need to be taken.

The way the radio and the video lessons are presented are also of great importance. The students are already equipped with the printed self learning materials. So the alternate modes of learning need not repeat the course materials but instead bring in topics related to the particular subject of study and aiming at making it more interactive in the process. It should not follow the typical structure of a classroom lecture, but instead try and aim at making the entire session lively, and interactive so as to increase the attention span and make the students actively involved in the entire process of learning under the distance education system.



# Questionnaire on utilization of Audio, Video and Teleconference Facilities offered by Dr.BRAOU

## I. LEARNER'S PROFILE

Please Tick the appropriate answer. You may also tick more than one option wherever necessary

1. Gender  Male  Female
2. Material Status  Married  Unmarried
3. Category  SC  ST  BC  OC
4. Entry mode  ET  Direct
5. Age(in years)
6. Programme
7. Study Centre .....
8. Medium  Telugu  English  Urdu
9. Territory  Urban  Rural
10. Status  Employed  Unemployed
11. Pervious Educational  upto High School  10<sup>th</sup> Pass  12<sup>th</sup> Pass Qualification  
Graduate Post Graduate  Any Other (Specify)...

## II. UTILIZATION OF AUDIO, VIDEO FACILITIES

1. Which of the following do you have at home?

- Radio                       Telephone                       Computer  
 B/W TV                       Mobile                       Internet  
 Colour TV                       Fax                       Cable                       Laptop

2. How often do you visit Dr. BRAOU Study Center?

- Daily                       Weekly                       Monthly                       Never

3. Are you aware of the Multimedia facilities provided by Dr. BRAOU? If yes, are you using them?

Dr. BRAOU Multi Media Facilities	A. Yes B. No	A. Using B. Not Using
Radio Lesson	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B
Audio Cassettes	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B
Television	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B
Interactive Tele Conferencing(MANA TV) with FREE PHONE facility	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B
Interactive Teleconferencing(DD-8)	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B
Radio Phone-in Programme (AIR)	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B

4. Do you receive any advance information about the Radio/TV schedules?

- Yes       No       Some times

5. If Yes, from whom do you receive information?

- University News-Bulletin       Study Centre  
 University Head Quarters       University Website ([www.braou.ac.in](http://www.braou.ac.in))

6. How often do you use the multi-media facilities of Dr.BRAOU? And also how useful do you find them?

Multimedia Facilities of Dr.BRAOU	Last year, How many times do you used following facilities? <input type="checkbox"/> A Never <input type="checkbox"/> B 1 to 5 times <input type="checkbox"/> C 6-10 times <input type="checkbox"/> D More than 10 times	How useful do you find it? <input type="checkbox"/> A Very Useful <input type="checkbox"/> B Just Okay <input type="checkbox"/> C Not Useful
Radio Lessons	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Audio Cassettes	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Tape Recorder	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Video Cassettes	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
VCP	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Television	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Interactive Tele Conferencing(MANA TV) with FREE PHONE facility	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Interactive Teleconferencing (DD-8)	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
Radio Phone-in Programme (AIR)	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C

7. For better utilizations of Audio/Visual Programms offered by Dr. BRAOU, do you suggest the use

of fixed-point charts (i.e week-wise subject wise telecast/broadcast charts)?

Yes   No

8. Usually, at what time you watch TV at home?

Morning/Time.....  Evening/ Time.....  Night/ Time.....

9. If you are not using any of the following multimedia facilities at all, please give the reason. Why?

- A. Not Available
- B. Not Functioning/ Working
- C. I do not have access
- D. Timings do not suit me
- E. Study Centre Staff were not helpful
- F. Could not go to study centre due to personal problems
- G. Study centre is far from my residence
- H. Study material is sufficient for my learning
- I. Any other

Multimedia Facilities of Dr.BRAOU	Reasons
Radio Lessons	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Audio Cassettes	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Tape Recorder	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Video Cassettes	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
VCP	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Television	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Interactive Tele Conferencing(MANA TV) with FREE PHONE facility	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F

Interactive Teleconferencing(DD-8)	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F
Radio Phone-in Programme (AIR)	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F

10. Please give your valuable suggestions to improve AV and Teleconferenc programmes of Dr.BRAOU.

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