INFLUENCE OF VICTERS CHANNEL IN THE ACADEMIC ACHEIVEMENT OF HIGH SCHOOL STUDENTS OF PALAKKAD REVENUE DISTRICT

A Research Study

By

Faculty of Educational Technology
DIET,Palakkad,Anakkara(PO)
www.dietpalakkad.org

2009-10

CERTTIFICATE

This is to certify that the Research Study "**Influence of Victers Channel in the academic acheivement of High school students of Palakkad Revenue District"** Conducted by the faculty of Educational Technology and co-ordinated by Sri.M.Shaheed Ali,Lecturer in Educational Technology is a bonafide and true report of research work as a part of Factulty improvement Programme of ET faculty in the year 2009-2010.

Anakkara

27.03.2010

M.V.MOHANAN

PRINCIPAL
DIET,PALAKKAD

ACKNOWLEDGEMENT

The faculty of Educational Technology is deeply indebted to Sri.M.V.Mohanan, Principal,DIET,Palakkad for his incessant encouragement and valuable suggestions in carrying out this study.

Faculty of ET would like to express the gratitude to Sri.M.Jayarajan the Disrtict Co-ordintor,IT@School Project,Palakkad,The Master Trainers of IT@school Palakkad,the School IT Co-ordinators of the District,the HM's of the sample High Schools for the Preparation of tools,adminsitration of tools,Collection of Data and writing of Reports.

Also,Faculty of ET express hearty thanks to all those who help the study directly or indirectly .

Anakkara — Faculty of Eduational Technology

27.03.2010 — DIET,PALAKKAD

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Chapter I

INTRODUCTION

- **Introduction**
- **Need and significance of the study**
- **Statement of the Problem**
- **Definition of Key terms**
- **Variables**
- **Objectives**
- **Hypothesis**
- **Methodology**
- **Scope and Limitations of the study**
- **Organization of the Report**

I N T R O D U C T I O N

The Progress and Properity of a country depends upon the quality of its citizens.The critical measure of the quality of its citizens is the quality of education provided to them.Education means the process of helping the child to adjust the changing world.

In a world based on science and Technology ,it is education that determines the level of prosperity ,welfare and security of people.On the quality and the number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our schools.

Technology confirms its powerful surge in the 21st Century.Information technology has become the most widely used and Pronounced buzzwood of the day.It is rapidly changing society into an information treasure trove.The Present century is witness to an explosive growth of information due to innovation technologies,which have enhanced speed and accuracy to a considerable extend. Globalization and democratization of information has made access of information easy to everyone ,everywhere.Hence it is no surprising fact that modern information and communication,particularly internet and multimedia are now dominating our private sphere as well as social and working environments. They are fast changing the way we think,the way we talk and the way we watch the world.

The relatively related changes from the term IT to Information and communication technology (ICT)due to the convergence of IT and CT has opened up new challange for education.The field of education seems allowed by the promise and potential of technology.In the decade since the releasse of the first web Browser IT has permeated virtually every domain of education.The new millenium has witnessed stupendous advancements in the educational field

through major and effective technological innovation.To cope up with these changes in education ,use of technoloical devices like computer and educational channel have been inevitable to enhance the quality of education.Tecent years have witnessed the widespread acceptence of the significant role of computer and educational channels all over the world.

NEED AND SIGNIFICANCE

Computer education in school and colleges is advancing in leaps and bonds due to innovation and hi-tech projects and programmes being launched to utilize technology and communication in education.India has taken tremendous efforts in the direction.The NPE1986,laid the foudation stone toward this aim by emphasizing an introducing computers at various staegsof school education.In a significant more ,Govt.of India launched the computer literacy and students in schools (CLASS) project in 2000.The Goverment of Kerala too has included ICT in the state Curriculum in the light of implementation of thee report of "VISION 2010" by Prof.U R.Rao.in the year 2000.The IT@School Project was a significant step in the direction.Recently,by the assistance of EDUSAT,the IT@School and the Education department has created history by launching an educational Channel name as Victers for the students and teachers of Kerala to strenghthen their quality in Teaching as well as learning process.The study endeavours to find the after effect of these in the HS education scenario,especially in kerala,the use of Victers Channel.

The multimedia technologies are also transforming the way students learn. The new classroom environment created by the Channel uses visuals like animations,graphics,talks of subject experts has opened uo a huge information gateway to students,making learning useful and intersting .It has also brought about changes in the teacher -student relationship.The SIT's(Satellite Interactive Terminal) and the ROT's(Read only Terminals) are the mediums of transacting information to students both in schools and colleges.

Television has emerged as an important medium to disseminate information to the students. It is more effective than radio, in spite of its comparatively shorter reach and lesser availability. In kerala,The Victers Programes telecast started in August 2006 through the assistance of EDUSAT network with the aim to provide telecasting of educationally related programmes to students and teachers of kerala.It was first co-ordinated by the academic and technical team of IT@school Project,which is working under Department of General Education, Goverment of Kerala. Victers was evaluated and assessed to find out its viewership and reach, its utility in distance education, usefulness as a tool of teaching and learning, content and presentation of educational programmes .

India's epoch-making first broadband network on EDUSAT for schools - ViCTERS (Virtual Class Technology on Edusat for Rural Schools) – inaugurated by H.E. A P J Abdul Kalam the President of India on 28th July, 2005 in Thiruvananthapuram has revolutionized classrooms through interactive IP-based

technology. Kerala has since demonstrated how EDUSAT could be used to successfully empower teachers. The scheme is being executed by IT@School Project is mainly intended to meet the demand for an interactive satellite based distance education system for the country. It strongly reflects India's commitment to use space technology for national development, especially for the development of the population in remote and rural locations. ViCTERS offers interactive virtual classrooms that enable the school students as well as the teachers to directly communicate with the subject experts and educationists. It also ensures the dissemination of high quality education to the students and teachers from the original source.

ViCTERS, a 17 hour educational channel for schools officially inaugurated by Hon. Chief Minister of Kerala Shri. V.S Achuthananthan on 3rd August 2006, is unique in the sense that it caters to students & teachers on a need based manner, and programs are aired on demand, sensitive to school curriculum and even time-table. The scheme reaches out to all its 12,500 schools and about 50 lakh children.

The students of kerala especially practice the learning activities through Group work,collaborative learning or co-operativce learning strategies.Most of the Govt or Aided High schools in Palakkad District have the facility to veiw the educational programmes through Victers channel, Keeping in view all these matters,the present study is an attempt to investigate,how the Victers channel influence in the academic achievement of students through its educational programmes.

STATEMENT OF THE PROBLEM

The present study is entitled with "INFLUENCE OF VICTERS CHANNEL IN THE ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS OF PALAKKAD REVENUE DISTRICT."

DEFINITION OF KEY TERMS

The definition of the important terms used in the statement of the problem are presented below.

1.ViCTERS CHANNEL

ViCTERS(Virtual Class Technology on Edusat for Rural Schools), a 17 hour educational channel for schools , it caters to students & teachers on a need based manner, and programs are aired on demand, sensitive to school curriculum and even time-table. The scheme reaches out to all its 12,500 schools and about 50

lakh children.

2.ACADEMIC ACHIEVEMENT

The term academic achievement in the study stands for a knowledge or information earned by the students as effect of teaching -learning process in class room or outside class room.

3.HIGH SCHOOL STUDENTS

The term high school students in the study stands for the students who are studying in std VIII,IX and X classes.

VARIABLES OF STUDY

In the present study ,the dependent variable is academic achievement and

the independent variable is Educational programmes telecasted by Victers Channel.

OBJECTIVES

1. To find out the influence of Educational Programmes in the academic achievement of high school students.
2. To find out the rate of viewership of Victers channel among the teachers and parents of the above students.

HYPOTHESIS

1. There will be a significant relation between the academic achievement of high school students and the educational programmes telecasted by victers channel.
2. The rate of viewership of victers channel is highly significant among the teachers and parents of the above students.

METHODOLOGY

1.Sample

The sample for the presesnt study constitutes 90 students,90 teachers and 90 parents from 6 BRC's of Palakkad Revenue District.

2.Tool

In the present study,the viewership of victers channel to be measured by the following tools

(i) Questionnaire to Students

(ii)Questionnaire to Teachers

(iii)Questionnaire to Parents

3.Statistical Techniques used

In present study,The Percentage analysis,Graphical representations like Bar Diagram and Pie-Diagram used for analysis.

SCOPE AND LIMITATIONS

The present study has been intended to study the influence of Victers channel in the academic achievement of high school students.It was conducted on 90 students ,90 teachers and 90 parents from 6 BRC's of Palakkad Revenue district. The Sample was selected by stratified random sample technique giving due representation to factors viz; locale of school,category of schools and various type of viewers.

Although,precautions were taken to make the study as comprehensive as possible,there are certain limitations,they are following-

i) Considring the short span of time and expenditure involved,the present study has limited to 6 BRC's of Palakkad Revenue District.

ii) The study is confined to the students of High schools of Palakkad District.

ORGANIZATION OF THE REPORT

The Organization of the research report is presented as follows .Each chapter is explained in relevant subunits.

Chapter I INTRODUCTION

(i) Introduction
(ii) Need and significance of the study
(iii) Statement of the Problem
(iv) Definition of key terms
(v) Variables
(vi) Objectives
(vii) Hypotheses
(viii) Methodology
(ix) Scope and Limitations
(x) Oraganization of Report

Chapter II REVIEW OF RELATED LITERATURE

(i) A theoretical framework of Channel Viewership
(ii) Review of related studies

Chapter III METHODOLOGY

(i)Variables of the study
(ii)Tools used for collecting Data
(iii)Sample used for the study
(iv)Data collection procedure
(v)Scoring and consolidation of Data
(vi)Statistical techniques used for analysis.

Chapter IV ANALYSIS

(i)Preliminary Analysis of Data
(ii)Summary of findings
(iii)Tenability of Hypothesis

Chapter V SUMMARY OF FINDINGS AND SUGGESTIONS

(i)Major Findings
(ii)Conclusions
(iii)Suggestions for further research

Chapter II

REVIEW OF RELATED LITERATURE

- **A Theoretical Frame work of Viewership of Victers Channel**
- **Review of related studies**

REVIEW OF RELATED LITERATURE

Review of related literature is a significant aspect of any research study.It helps the person to gather uptodate information about what has been done in the particular area from which he intends to take up a problem for research.To avoid duplication and to make the study a perfect and unique one it is very eddestial for the researcher to go through the related literature.

THEORETICAL OUTLINE OF VIEWERSHIP OF VICTERS CHANNEL

The Details of Telecasting of Victers Channel is given below.

Position - 74 degree East
Azimuth - 190 degree
Frequency- 11667 MHz
Polarisation- Vertical
Symbol rate- 3000 KSPS
Band - KU

India's epoch-making first broadband network on EDUSAT for schools - ViCTERS (Virtual Class Technology on Edusat for Rural Schools) – inaugurated by H.E. A P J Abdul Kalam the President of India on 28th July, 2005 in Thiruvananthapuram has revolutionized classrooms through interactive IP-based technology. Kerala has since demonstrated how EDUSAT could be used to successfully empower teachers. The scheme is being executed by IT@School Project is mainly intended to meet the demand for an interactive satellite based distance education system for the country. It strongly reflects India's commitment to use space technology for national development, especially for the development of the population in remote and rural locations. ViCTERS offers interactive virtual classrooms that enable the school students as well as the teachers to directly communicate with the subject experts and educationists. It also ensures the dissemination of high quality education to the students and teachers from the original source.

ViCTERS, a 17 hour educational channel for schools officially inaugurated by Hon. Chief Minister of Kerala Shri. V.S Achuthananthan on 3rd August 2006, is unique in the sense that it caters to students & teachers on a need based manner, and programs are aired on demand, sensitive to school curriculum and even time-table. The scheme reaches out to all its 12,500 schools and about 50 lakh children.

- Target Group

  Entire educational community including teachers, students and parents

*Present Scenario

The studio is currently functioning in a rented building and the Project has undertaken construction of a mini studio to suit the requirements of Interactive channel. State has a full fledged EDUSAT network with 2 channels.

I.Interactive channel – for video conferencing and other such educational training purposes
India's first broadband interactive network for schools
95 Satellite Interactive Terminals (SITs)
Video conferencing, tele- training and distance education
Islands like Lakshadweep are connected with this network

II.Non Interactive channel namely – ViCTERS (Virtual classroom technology on EDUSAT for rural schools) for educational content delivery at schools and home via ROTs (Receive Only Terminals) and local cable network
ViCTERS- India's first channel entirely for education purpose through EDUSAT network
ROTs (Receive Only Terminal) supplied in schools
Telecasting from 6 AM to 11 PM
District level production of educational content to telecast in the channel – handy cam supplied for this purpose
Channel reaching local household through local cable operators. The schedules of programme in leading dailies enclosed along with Appendix 1.
Efforts for 24x7 Educational programming are on te anvil.

Contents being telecast through channel

Padanakauthukam, Shastrakauthukam educational programmes fromvarious agencies.
Telecast of Science fair 2007
Examination oriented programme for SSLC and Plus 2 level
Weather forecasting for students
Power light sources Educational News (read by students)
Shasthramuthukal (Science programmes).
- Orukkam for SSLC students

STUDIES RELATED TO CHANNEL VIEWERSHIP

Many different types of technology can be used to support and enhance learning. Everything from video content and digital moviemaking to laptop computing and handheld technologies

Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills; database and spreadsheet programs promote organizational skills; and modeling software promotes the understanding of science and math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education (Becker, 1994).

Technologies available in classrooms today range from simple tool-based applications (such as word processors) to online repositories of scientific data and primary historical documents, to handheld computers, closed-circuit television channels, and two-way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn (Prensky, 2005).

Each technology is likely to play a different role in students' learning. Rather than trying to describe the impact of all technologies as if they were the same, researchers need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made. Students can learn "from" computers—where technology used essentially as tutors and serves to increase students basic skills and knowledge; and can learn "with" Channels—where technology is used a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking, creativity and research skills (Reeves, 1998; Ringstaff & Kelley, 2002).

The primary form of student learning "from" computers is what Murphy, Penuel, Means, Korbak and Whaley (2001) describe as discrete educational software (DES) programs, such as integrated learning systems (ILS), computer-assisted instruction (CAI), and computer-based instruction (CBI). These software applications are also among the most widely available applications of educational technology in schools today, along with word-processing software, and have existed in classrooms for more than 20 years (Becker, Ravitz, & Wong, 1999).

According to Murphy et al, teachers use DES not only to supplement instruction, as in the past, but also to introduce topics, provide means for self-study, and offer opportunities to learn concepts otherwise inaccessible to students. The software also manifests two key assumptions about how computers can assist learning. First, the user's ability to interact with the software is narrowly defined in ways designed specifically to promote learning with the tools. Second, computers are viewed as a medium for learning, rather than as tools that could support further learning (Murphy et al, 2001).

While DES remains the most commonly used approach to computer use in student learning, in more recent years, use of computers in schools has grown more diversified as educators recognize the potential of learning "with" technology as a means for enhancing students' reasoning and problem-solving abilities. In part, this shift has been driven by the plethora of new information and

communication devices now increasingly available to students in school and at home, each of which offers new affordances to teachers and students alike for improving student achievement and for meeting the demand for 21st century skills describe earlier. No longer limited to school labs, school hours and specific devices, technology access is increasingly centered on the learner experience.

Bruce and Levin (1997), for example, look at ways in which the tools, techniques, and applications of technology can support integrated, inquiry-based learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world." They developed the idea of technology as media with four different focuses: *media for inquiry* (such as data modeling, spreadsheets, access to online databases, access to online observatories and microscopes, and hypertext), *media for communication* (such as word processing, e-mail, synchronous conferencing, graphics software, simulations, and tutorials), *media for construction* (such as robotics, computer-aided design, and control systems), and *media for expression* (such as interactive video, animation software, and music composition).

In a review of existing evidence of technology's impact on learning, Marshall (2002) found strong evidence that educational technology "complements what a great teacher does naturally," extending their reach and broadening their students' experience beyond the classroom. "With ever-expanding content and technology choices, from video to multimedia to the Internet," Marshall suggests "there's an unprecedented need to understand the recipe for success, which involves the learner, the teacher, the content, and the environment in which technology is used.

In their meta-analysis review of research conducted between 1993 and 2000 on the effectiveness of DES, Murphy et al (2001) found evidence of a positive association between use of DES products and student achievement in reading and mathematics, an association consistent with earlier reviews of the research literature on the effectiveness of computer-based instruction (e.g., Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995; Ryan, 1991). Students in the early grades, from pre-K to grade 3, and in the middle school grades appear to benefit most from DES applications for reading instruction, as do students with special reading needs.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and

higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, has been credited with improving grades, motivation and discipline in classrooms across the state, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test, administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests.

Cavanaugh's synthesis (2001) of 19 experimental and quasi-experimental studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement found a small positive effect in favor of distance education and more positive effect sizes for interactive distance education programs that combine an individualized approach with traditional classroom instruction.

Boster, Meyer, Roberto, & Inge (2002) examined the integration of standards-based video clips into lessons developed by classroom teachers and found increases student achievement. The study of more than 1,400 elementary and middle school students in three Virginia school districts showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone.

Wenglinsky (1998) noted that for fourth- and eighth-graders technology has "positive benefits" on achievement as measured in NAEP's mathematics test. Interestingly, Wenglinsky found that using computers to teach low order thinking skills, such as drill and practice, had a negative impact on academic achievement, while using computers to solve simulations saw their students' math scores increase significantly. Hiebert (1999) raised a similar point. When students over-practice procedures before they understand them, they have more difficulty making sense of them later; however, they can learn new concepts *and* skills *while* they are solving problems. In a study that examined relationship between computer use and students' science achievement based on data from a standardized assessment, Papanastasiou, Zemblyas, & Vrasidas (2003) found it is not the computer use itself that has a positive or negative effect on achievement of students, but the way in which computers are used.

Researchers are also making progress on the more complicated task of investigating the impact of technology use on higher order thinking skills as measured through means other than standardized tests. They are examining students' ability to understand complex phenomena, analyze and synthesize multiple sources of information, and build representations of their own knowledge. At the same time, some researchers are calling for newer standardized

assessments that emphasize the ability to access, interpret, and synthesize information.

Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).

While research linking technology integration, inquiry-based teaching, and emphasis on problem solving with student achievement is emergent, some research exists that suggests a connection. In a 2001 study of Enhancing Missouri's Instructional Networked Teaching Strategies (eMints) program, a statewide technology integration initiative, eMINTS students scored consistently higher on the Missouri Assessment Program (MAP) than non-eMINTS students, including eMINTS students classified as having special needs. The higher MAP results were found to be associated with the instructional practices (Evaluation Team Policy Brief, 2002). The eMINTS program provides teachers with professional development to help integrate technology so that they can use inquiry-based teaching and emphasize critical-thinking and problem-solving skills.

The program has since expanded to not only Missouri schools and districts but also other states as well. Currently, 232 Missouri districts, 10 Utah districts, 56 Maine districts, 2 districts, and 1 district, representing 1,000 classrooms and 22,500 students now take advantage of the eMINTS program offerings. Test results continue to show that, on most state tests, students enrolled in eMINTS classrooms scored higher than students enrolled in non-eMINTS classrooms and that low-income and special education students in eMINTS classes generally score higher than their non-eMINTS peers (eMINTS, 2005).

Results from other studies (Perez-Prado and Thirunarayanan 2002; Cooper 2001; Smith, Ferguson and Caris 2001) also suggest that students can benefit from technology-enhanced collaborative learning methods and the interactive learning process.

Roschelle, Pea, Hoadley, Gordin, & Means (2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom: (1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, and (4) connections to real-world contexts. They also indicate that use of technology is more effective as a learning tool when embedded in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment, and a school's capacity for change.

A major concern of many educators with regard to educational technology is its potential to exclude those who may not have access to it, or may not be able to use it. Regardless of what research may indicate concerning positive effects of technology on student learning, technology will be of limited use in achieving the goals of NCLB if is not available to all students.

Research demonstrates that the challenge of helping teachers and

students achieve ICT literacy, and the challenge of establishing frameworks for assessing their skills, is most acute in schools serving low-socioeconomic, minority students (Becker, 2000b; Becker & Ravitz, 1997).While public debate about the digital divide centers on basic technology access, the gap is even wider when measured by the pedagogical practices associated with technology use in different schools. More than half (53%) of teachers in public schools who have computers use them or the Internet for instruction during class. But in schools whose students are from higher-income families, 61 percent of teachers with computers use them in class compared to 50 percent of those teaching in schools with lower-income students (Lenhart, Rainie & Lewis, 2001). And as wired as many young people are, the same study that found 87 percent of young people use the Internet also found that 3 million remain without Internet access. Many of those without access come from financially disadvantaged backgrounds, and a disproportionate number are black (eSchool News, 2005a).

Schools serving students living in poverty tend to use technology for more traditional memory-based and remedial activities, while schools serving wealthier communities are more likely to focus on communication and expression.A nationwide study examining the relationship between socioeconomic status and teaching practices around technology found that teaching in low-SES schools correlated most strongly with using technology for "reinforcement of skills" and "remediation of skills," while teaching in higher-SES schools correlated most with "analyzing information" and "presenting information to an audience" (Becker, 2000b).

At the same time, although less studied than other outcomes, demonstration efforts and anecdotal evidence suggest that teaching ICT literacy skills (specifically those related to multimedia literacy in Web, publishing and video production) can improve the economic prospects of at-risk youth by giving them marketable skills (Lau & Lazarus, 2002).

In their meta-analysis review of research conducted between 1993 and 2000 on the effectiveness of DES, Murphy et al (2001) found evidence of a positive association between use of DES products and student achievement in reading and mathematics, an association consistent with earlier reviews of the research literature on the effectiveness of computer-based instruction (e.g., Kulik & Kulik, 1991; Kulik, 1994; Fletcher-Flinn & Gravatt, 1995; Ryan, 1991). Students in the early grades, from pre-K to grade 3, and in the middle school grades appear to benefit most from DES applications for reading instruction, as do students with special reading needs.

In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.

O'Dwyer, Russell, Bebell, and Tucker-Seeley (2005) found that, while

controlling for both prior achievement and socioeconomic status, fourth-grade students who reported greater frequency of technology use at school to edit papers were likely to have higher total English/language arts test scores and higher writing scores on fourth grade test scores on the Massachusetts Comprehensive Assessment System (MCAS) English/Language Arts test.

Michigan's Freedom to Learn (FTL) initiative, an effort to provide middle school students and teachers with access to wireless laptop computers, has been credited with improving grades, motivation and discipline in classrooms across the state, with one exemplary school seeing reading proficiency scores on the Michigan Education Assessment Program (MEAP) test, administered in January 2005, reportedly increasing from 29 percent to 41 percent for seventh graders and from 31 to 63 percent for eighth graders (eSchool News, 2005).

In examining large-scale state and national studies, as well as some innovative smaller studies on newer educational technologies, Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests, and national tests.

Cavanaugh's synthesis (2001) of 19 experimental and quasi-experimental studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement found a small positive effect in favor of distance education and more positive effect sizes for interactive distance education programs that combine an individualized approach with traditional classroom instruction.

Boster, Meyer, Roberto, & Inge (2002) examined the integration of standards-based video clips into lessons developed by classroom teachers and found increases student achievement. The study of more than 1,400 elementary and middle school students in three Virginia school districts showed an average increase in learning for students exposed to the video clip application compared to students who received traditional instruction alone.

Wenglinsky (1998) noted that for fourth- and eighth-graders technology has "positive benefits" on achievement as measured in NAEP's mathematics test. Interestingly, Wenglinsky found that using computers to teach low order thinking skills, such as drill and practice, had a negative impact on academic achievement, while using computers to solve simulations saw their students' math scores increase significantly. Hiebert (1999) raised a similar point. When students over-practice procedures before they understand them, they have more difficulty making sense of them later; however, they can learn new concepts *and* skills *while* they are solving problems. In a study that examined relationship between computer use and students' science achievement based on data from a standardized assessment, Papanastasiou, Zemblyas, & Vrasidas (2003) found it is not the computer use itself that has a positive or negative effect on achievement of students, but the way in which Channels are used.

Researchers are also making progress on the more complicated task of investigating the impact of technology use on higher order thinking skills as measured through means other than standardized tests. They are examining

students' ability to understand complex phenomena, analyze and synthesize multiple sources of information, and build representations of their own knowledge. At the same time, some researchers are calling for newer standardized assessments that emphasize the ability to access, interpret, and synthesize information.

Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry "by engaging students in authentic, complex tasks within collaborative learning contexts" (Roschelle, Pea, Hoadley, Gordin & Means, 2000; Means, et. al., 1993).

While research linking technology integration, inquiry-based teaching, and emphasis on problem solving with student achievement is emergent, some research exists that suggests a connection. In a 2001 study of Enhancing Missouri's Instructional Networked Teaching Strategies (eMints) program, a statewide technology integration initiative, eMINTS students scored consistently higher on the Missouri Assessment Program (MAP) than non-eMINTS students, including eMINTS students classified as having special needs. The higher MAP results were found to be associated with the instructional practices (Evaluation Team Policy Brief, 2002). The eMINTS program provides teachers with professional development to help integrate technology so that they can use inquiry-based teaching and emphasize critical-thinking and problem-solving skills.

The program has since expanded to not only Missouri schools and districts but also other states as well. Currently, 232 Missouri districts, 10 Utah districts, 56 Maine districts, 2 districts, and 1 district, representing 1,000 classrooms and 22,500 students now take advantage of the eMINTS program offerings. Test results continue to show that, on most state tests, students enrolled in eMINTS classrooms scored higher than students enrolled in non-eMINTS classrooms and that low-income and special education students in eMINTS classes generally score higher than their non-eMINTS peers (eMINTS, 2005).

Results from other studies (Perez-Prado and Thirunarayanan 2002; Cooper 2001; Smith, Ferguson and Caris 2001) also suggest that students can benefit from technology-enhanced collaborative learning methods and the interactive learning process.

Roschelle, Pea, Hoadley, Gordin, & Means (2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom: (1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, and (4) connections to real-world contexts. They also indicate that use of technology is more effective as a learning tool when embedded in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment, and a school's capacity for change.

A major concern of many educators with regard to educational technology is its potential to exclude those who may not have access to it, or may not be able to use it. Regardless of what research may indicate concerning positive effects of technology on student learning, technology will be of limited use

in achieving the goals of NCLB if is not available to all students.

Research demonstrates that the challenge of helping teachers and students achieve ICT literacy, and the challenge of establishing frameworks for assessing their skills, is most acute in schools serving low-socioeconomic, minority students (Becker, 2000b; Becker & Ravitz, 1997).While public debate about the digital divide centers on basic technology access, the gap is even wider when measured by the pedagogical practices associated with technology use in different schools. More than half (53%) of teachers in public schools who have computers use them or the Internet for instruction during class. But in schools whose students are from higher-income families, 61 percent of teachers with computers use them in class compared to 50 percent of those teaching in schools with lower-income students (Lenhart, Rainie & Lewis, 2001). And as wired as many young people are, the same study that found 87 percent of young people use the Internet also found that 3 million remain without Internet access. Many of those without access come from financially disadvantaged backgrounds, and a disproportionate number are black (eSchool News, 2005a).

Schools serving students living in poverty tend to use technology for more traditional memory-based and remedial activities, while schools serving wealthier communities are more likely to focus on communication and expression.A nationwide study examining the relationship between socioeconomic status and teaching practices around technology found that teaching in low-SES schools correlated most strongly with using technology for "reinforcement of skills" and "remediation of skills," while teaching in higher-SES schools correlated most with "analyzing information" and "presenting information to an audience" (Becker, 2000b).

At the same time, although less studied than other outcomes, demonstration efforts and anecdotal evidence suggest that teaching ICT literacy skills (specifically those related to multimedia literacy in Web, publishing and video production) can improve the economic prospects of at-risk youth by giving them marketable skills (Lau & Lazarus, 2002).

Likewise, in teaching language learners, using technology has distinct advantages that relate not only to language education but preparing students for today's information society. Computer technologies and the Internet are powerful tools for assisting language teaching because Web technology is a part of today's social fabric, meaning language learners can now learn thorough writing e-mail and conducting online research (Wang, 2005).

wirelessly networked note taking is used to support Hispanic migrant students who speak English as a second language (ESL). As part of the InTime project, ESL students attend regular high school classes along with a bilingual, note-taking/mentoring partner. Note takers and students communicate using a collaborative word processing and graphics package on wirelessly networked laptop computers. During class presentations, ESL students can read their note taker's translation of key words, allowing students to build both English and Spanish literacy skills as they advance academically (Knox and Anderson-Inman, 2001).

The shift in recognizing the needs of students with disabilities in relationship to their general education peers began with the 1997 amendments to the Individuals with Disabilities Education Act. Before the law, many children with disabilities who were not in schools at all because schools had chosen to exclude them (MOSAIC, 2000b). IDEA clearly established that all students with disabilities have the right to public education. More than 6 million children with disabilities ages 3 to 21 years old are served in federally supported programs (Snyder & Tan, 2005). However, students with disabilities frequently experience insufficient access to and success in the general education curriculum. This is especially true for adolescent learners, even non-disabled students, who must cope with the emphasis on learning from text (Biancarosa & Snow, 2004; Kamil, 2003).

Universal Design for Learning (UDL) takes advantage of the opportunity brought by rapidly evolving communication technologies to create flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum (Rose & Meyer, 2002). UDL assumes that students bring different needs and skills to the task of learning, and the learning environment should be designed to both accommodate, and make use of, these differences (Bowe 2000; Rose & Meyer, 2002). To promote improved access to the general curriculum for all learners, including learners with disabilities, Rose & Meyer (2002) have identified three key principles or guidelines for UDL:

1. Presenting information in multiple formats and multiple media.
2. Offering students with multiple ways to express and demonstrate what they have learned.
3. Providing multiple entry points to engage student interest and motivate learning.

For example, printed reading materials pose substantial challenges to the learning of students with disabilities (J. Zorfass: personal communication, October 2005). Technology can assist with such difficulties by enabling a shift from printed text to electronic text, which Anderson-Inman and Reinking (1998) assert can be modified, enhanced, programmed, linked, searched, collapsed, and collaborative. Text styles and font sizes can be modified as needed by readers with visual disabilities; read aloud by a computer-based text-to-speech translators; and integrated with illustrations, videos, and audio. Electronic text affords alternative formats for reading materials that can be customized to match learner needs, can be structured in ways that scaffold the learning process and expand both physical and cognitive access, and can foster new modes of expression through revision and multimedia (J. Zorfass: personal communication, October 2005). It represents one way that technology can support the achievement of students with disabilities.

Technology also has a role to play in the testing of students with disabilities. A notable outgrowth of NCLB is the legislation's mandatory requirement that states account for individual subgroups, which has further challenged schools and districts to acknowledge students with disabilities (McLaughlin, , K Nagle, 2004; Nagle, 2005). State academic content and achievement standards now define the goals of education for all students, and

most students with disabilities are now expected to reach the same level of proficiency as their non-disabled peers.

In order to ensure that disabilities do not prevent students from participating in standardized assessments, students with disabilities are entitled to take these tests in the same way as their peers, with accommodations, or with an alternate assessment (Thompson, Thurlow, & Moore, 2003). These accommodations or alternatives must not alter the content standard being measured nor the achievement standard (McLaughlin, Embler & Nagle, 2004). While technology can support such accommodations and alternatives, striking a balance between accommodation and standardization across all students' testing experiences remains a subject of debate today (

The effectiveness of educational technology on student learning depends not only on what outcomes are targeted and how the technology is integrated into instruction, but also on how teachers assess student performance in classrooms and adjust instruction accordingly. Technology offers teachers a broad range of tools to collect and analyze data, and richer sets of student data to guide instructional decisions.

NCLB has prompted educators to think much more systematically about educational decision-making and the use of data to inform their decisions about everything from resource allocation to instructional practice. Schools are now expected to monitor their efforts to enable all students to achieve, and administrators and teachers are now expected to be prepared to use data to understand where students are academically and to establish "targeted, responsive, and flexible" ways to improve this academic standing (Mitchell, Lee, & Herman, 2000, p. 22). However, despite encouragement at the policy level, there is growing consensus that schools are not adequately prepared for the task of routinely thinking critically about the relationships between instructional practices and student outcomes (Confrey & Makar, 2005; Olsen, 2003; Hammerman & Rubin, 2002; Herman & Gribbons, 2001; Kearns & Harvey,2000).

Recent research conducted by EDC's Center for Children and Technology has found that educators working at different levels of a school system have distinctive intuitive approaches to the process, despite the absence of systematic training in a particular approach to data-driven decision-making. For example, school administrators use high-stakes test data to allocate resources and plan professional development and other kinds of targeted intervention activities by identifying general patterns of performance, class-, grade-, and school-wide strengths and weaknesses. Teachers tend to use multiple sources of data—homework assignments, in-class tests, classroom performances, and experiential information—to inform their thinking about their students strengths and weaknesses (Brunner, Fasca, Heinze, Honey, Light, Mandinach & Wexler, 2005; Light, Wexler & Heinze, 2004; Honey, Brunner, Light, Kim, McDermott, Heinze, Bereiter & Mandinach, 2002).

While drawing on varied sources of data to form opinions about students' competencies is not new behavior for teachers, significant research (Mandinach, Honey, Light, Heinze, & Rivas, 2005; Confrey & Makar, 2002, 2005; Hammerman, & Rubin, 2002, 2003) suggests that teachers examine factors that

contribute to individual patterns of behavior and think case-by-case, rather than identify patterns in data at different levels of aggregation, from student-to-student, class-to-class, and year-to-year, and systematically analyze the relationship between student performance and instructional strategies and materials.

Data literacy—the ability of instructional leaders and teachers to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on these data—is now widely recognized as a critical strategy in the academic performance of schools (Fullan, 1999; Haycock, 2001; Johnson, 1996; Love, 2004; Schmoker, 1999; Zalles, 2005). A key concept of data literacy is generating only the data that are needed and making full use of what's collected. The National Research Council (1996) notes that, "far too often, more educational data are collected and analyzed than are used to make decisions or take action" (p. 90). Those resources become meaningful to educators only when they are transformed into information, and ultimately into usable or actionable knowledge (Mandinach & Honey, 2005).

Taken as a whole, the emerging research in this area suggests that what is needed is a comprehensive and purposeful approach to the use of data that not only informs the practices of individual teachers, but is supported as an essential and strategic part of school-wide improvement strategies. New professional development programs are now training teachers and school leaders in how to make use of data in systematic and rigorous ways to continuously improve student performance. For example, TERC has created Using Data, a professional development model that introduces teachers to a process through which they learn to frame questions, collect data, formulate hypotheses, draw conclusions, take action, and monitor results (Love, 2002).

Preliminary studies have indicated that this model has had an impact on teacher classroom behavior and on their approach to data analysis and interpretation (Love, 2004), and has also improved student learning as indicated by state and formative assessments (Zuman, 2005). Results from external evaluations of the intervention conducted in various locations have shown substantial gains in student performance on state accountability measures in the areas of math and language arts.

Technology has a vital role to play in enabling data-driven decision-making. Web-based test data reporting systems provide an interface to the state and city testing results by organizing raw data into information that is aligned with state standards and mobile computing devices, such as handhelds, provide teachers with a platform to administer and analyze the data of classroom-based assessments.

For example, according to the 2004 Quality Education Data, 55 percent of the nation's public school districts used PDAs or handheld PCs in the 2002-2003 school year with an additional 8 percent expected to purchase them for use during the 2003-2004 school year. The numbers released by Wireless Generation, a for-profit company that designs educational assessment applications for

handheld devices, suggests an even greater increase.During the fall of 2005, Wireless estimates that roughly 80,000 teachers, working in 48 states will be using their software to collect and analyze data for up to one million students in pre-K through sixth grade. The company currently has contracts with ten Reading First states, as well as with some of the largest school districts in the nation, including the New York City Board of Education and Chicago Public Schools.

While using PDAs to administer assessments and view data are becoming increasingly popular, few studies have examined the effect they have on teacher practice and student achievement (Brunner & Honey, 2001; Hupert, Martin, Heinze, Kanaya, & Perez, 2004; Sharp & Risko, 2003; Sharp, 2004). Studies that have begun to examine this trend suggest that that these tools assist teachers in thinking more substantively about students' progress.As a whole, the research indicates that the single most powerful affordance of the technology is its ability to support teachers in using assessments to acquire information about students' thinking and learning, and to use the understanding gained to further shape their instructional practice (Brunner & Honey, 2001; Hupert et al., 2004; Sharp & Risko, 2003).Such a strategy places assessment squarely in the center of the classroom where it can potentially count the most.

Another factor influencing the impact of technology on student achievement is that changes in classroom technologies correlate to changes in other educational factors as well. Originally the determination of student achievement was based on traditional methods of social scientific investigation: it asked whether there was a specific, causal relationship between one thing—technology—and another—student achievement. Because schools are complex social environments, however, it is impossible to change just one thing at a time (Glennan & Melmed, 1996; Hawkins, Panush, & Spielvogel, 1996; Newman, 1990). If a new technology is introduced into a classroom, other things also change. For example, teachers' perceptions of their students' capabilities can shift dramatically when technology is integrated into the classroom (Honey, Chang, Light, Moeller, in press). Also, teachers frequently find themselves acting more as coaches and less as lecturers (Henriquez & Riconscente, 1998). Another example is that use of technology tends to foster collaboration among students, which in turn may have a positive effect on student achievement (Tinzmann, 1998). Because the technology becomes part of a complex network of changes, its impact cannot be reduced to a simple cause-and-effect model that would provide a definitive answer to how it has improved student achievement.

These findings have implications for every district and school using or planning to use technology. Research on successfully developing, evaluating, studying, and implementing a wide range of technology-based educational programs suggests that the value of technology for students will not be realized unless attention is paid to several important considerations that support the effective use of technology (ISTE, 2002; Byrom & Bingham, 2001; Chang, Henriquez, Honey, Light, Moeller, & Ross, 1998; Cradler, 1997; Frederiksen & White, 1997; Hawkins, Panush, & Spielvogel, 1996; Honey, McMillan, Tsikalas, &

Light, 1996; National Foundation for the Improvement of Education, 1996; Pea & Gomez, 1992). These considerations are:

1. Specific educational goals and a vision of learning through technology
2. Ongoing professional development
3. Structural changes in the school day
4. A robust technical infrastructure and technical support
5. Ongoing evaluation

Before channel viewrship for teachers participate in their first professional development session, the educational goals for students should be determined. What do students need to learn, and how can technology promote those learning goals? To answer these questions, the school can convene a technology planning team comprising administrators, teachers, other instructional staff, technology coordinators, students, parents, and representatives of the community. This team first develops a clear set of goals, expectations, and criteria for student learning based on national and state standards, the student population, and community concerns. Next, it determines the types of technology that will best support efforts to meet those goals. The viewpoints of parents and community members are helpful in presenting a broader perspective of skills that students need to succeed after school. In fact, educational process (Byrom & Bingham, 2001; Panel on Educational Technology, 1997).

Rather than using technology for technology's sake, the planning team ensures that particular educational objectives are achieved more efficiently, in more depth, or with more flexibility through technology. Cuban (cited in Trotter, 1998) states, "The obligation is for educators, practitioners, and educational policymakers to think about what they are after. Only with clear goals can educators be intelligent about how much they want to spend for what purpose and under what conditions." If there is a clear understanding of the purpose of and type of technology used, evaluating the impact is easier and more valuable. According to Hawkins, Panush, and Spielvogel (1996) and Byrom & Bingham (2001), school districts that successfully integrate technology show a clear and meaningful connection between technology and larger educational goals.

Next, the planning team develops a vision of how technology can improve teaching and learning. Without a vision, lasting school improvement is almost impossible (Byrom & Bingham, 2001). Team members come to consensus in answering the question on meaningful, engaged learning with technology, in which students are actively involved in the learning process. Educational technology is less effective when the learning objectives are unclear and the focus of the technology use is diffuse (Schacter, 1999).

The school's vision of learning through technology also emphasizes the importance of all students having students at risk of educational failure, rural and inner-city students. All students need opportunities to use technology in meaningful, authentic tasks that develop higher-order thinking skills. (For further information, refer to the Critical Issue "

Channels but not enough time (Becker, 1994).After the educational goals and vision of learning through technology have been determined, it is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet these goals.

Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it. Teachers need to be supported in their efforts to use technology. The primary reason teachers do not use technology in their classrooms is a lack of experience with the technology (Wenglinsky, 1998; Rosen & Weil, 1995). Wenglinsky (cited in Archer, 1998) found that teachers who had received professional development with computers during the last five years were more likely to use computers in effective ways than those who had not participated in such training. Yet teacher induction programs too often focus narrowly on helping new teachers survive the initial year (Fulton, Yoon, & Lee, 2005).

Ongoing professional development is necessary to help teachers learn not only how to use new technology but also how to provide meaningful instruction and activities using technology in the classroom (Ringstaff & Kelley, 2002). "Teachers must be offered training in using computers," notes Sulla (1999), "but their training must go beyond that to the instructional strategies needed to infuse technological skills into the learning process." In successful projects, teachers are provided with ongoing professional development on practical applications of technology.

Teachers cannot be expected to learn how to use educational technology in their teaching after a one-time workshop. Teachers need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum (Kanaya & Light, 2005). Teachers also need embedded opportunities for professional learning and collaborating with colleagues in order to overcome the barrier of time and teachers' daily schedules (The National Council of Staff Development, 2001; Kanaya & Light, 2005). Skills training becomes peripheral to alternative forms of ongoing support that addresses a range of issues, including teachers' changing practices and curricula, new technologies and other new resources, and changing assessment practices. This time spent ensuring that teachers are using technology to enrich their students' learning experiences is an important piece in determining the value of technology to their students. According to Soloway (cited in Archer, 1998), teachers always have been the key to determining the impact of innovations, and this situation also is true of technology.

Besides pedagogical support to help students use technology to reach learning goals, teachers also need time to become familiar with available products, software, and online resources. They also need time to discuss technology use with other teachers. "Transforming schools into 21st century learning communities means recognizing that teachers must become members of a growing network of shared expertise (Fulton, Yoon, Lee, 2005)." Professional collaboration includes communicating with educators in similar situations and others who have experience with technology (Panel on Educational Technology, 1997). This activity can be done in face-to-face meetings or by using technology such as e-mail or videoconferencing.

It is important to build time into the daily schedule allowing teachers time to collaborate and to work with their students. Engaged learning through technology is best supported by changes in the structure of the school day,

including longer class periods and more allowance for team teaching and interdisciplinary work. For example, when students are working on long-term research projects for which they are making use of online resources (such as artwork, scientific data sets, or historical documents), they may need more than a daily 30- or 40-minute period to find, explore, and synthesize these materials for their research. As schools continue to acquire more technology for student use and as teachers are able to find more ways to incorporate technology into their instruction, the problem will no longer be not enough computers but not enough time (Becker, 1994).After the educational goals and vision of learning through technology have been determined, it is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet these goals. Students cannot be expected to benefit from technology if their teachers are neither familiar nor comfortable with it. Teachers need to be supported in their efforts to use technology. The primary reason teachers do not use technology in their classrooms is a lack of experience with the technology (Wenglinsky, 1998; Rosen & Weil, 1995). Wenglinsky (cited in Archer, 1998) found that teachers who had received professional development with computers during the last five years were more likely to use computers in effective ways than those who had not participated in such training. Yet teacher induction programs too often focus narrowly on helping new teachers survive the initial year (Fulton, Yoon, & Lee, 2005).

Increased use of technology in the school requires a robust technical infrastructure and adequate technical support. If teachers are working with a technology infrastructure that realistically cannot support the work they are trying to do, they will become frustrated. School districts have a responsibility to create not only nominal access to computers and electronic networks but access that is robust enough to support the kinds of use that can make a real difference in the classroom. Teachers also must have access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place.

Ongoing evaluation of technology applications and student achievement, based on the overall educational goals that were decided on, helps to ensure that the technology is appropriate, adaptable, and useful. Such evaluation also facilitates change if learning goals are not being met. Administrators can acknowledge and recognize incremental improvements in student outcomes as well as changes in teachers' curricula and practices. Gradual progress, rather than sudden transformation, is more likely to result in long-term change.

Baker (1999) emphasizes that besides being a means to collect, interpret, and document findings, evaluation is a planning tool that should be considered at the beginning of any technology innovation. She adds that the overall focus of evaluation is student learning. Heinecke, Blasi, Milman, and Washington (1999) note that multiple quantitative and qualitative evaluation measures may be necessary to document student learning outcomes. To ensure that evaluation procedures are adequately designed and carried out, administrators and teachers

may wish to consult evaluation sources such as An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms.

All of these issues are important in using technology to improve student achievement. Educational technology is not, and never will be, transformative on its own. But when decisions are made strategically with these factors in mind, technology can play a critical role in creating new circumstances and opportunities for learning that can be rich and exciting. "At its best, technology can facilitate deep exploration and integration of information, high-level thinking, and profound engagement by allowing students to design, explore, experiment, access information, and model complex phenomena," note Goldman, Cole, and Syer (1999). These new circumstances and opportunities—not the technology on its own—can have a direct and meaningful impact on student achievement.

When educators use the accumulating knowledge regarding the circumstances under which technology supports the broad definition of student achievement, they will be able to make informed choices about what technologies will best meet the particular needs of specific schools or districts. They also will be able to ensure that teachers, parents, students, and community members understand what role technology is playing in a school or district and how its impact is being evaluated. Finally, they will be able to justify the investments made in technology.

To help states, school districts, and school personnel plan ways to measure the impact that technology is having on classroom practices and academic achievement, Dirr (2004) in partnership with the Appalachian Technology in Education Consortium and the Mid-Atlantic Regional Technology in Education Consortium, identified the following evaluation strategies:

- Encourage SEAs and LEAs to set aside 10 percent to 15 percent of funds to evaluate their technology grants.
- Provide a model comprehensive plan for states and districts to consider as they design their own evaluation plans to include a statement of purpose, identifies clear objectives, demonstrates valid approaches to research design, and specifies appropriate time frames for analysis and reporting.
- Support efforts to develop shared instruments and sets of common data elements.
- Develop a database of "best practices" for technology programs and applications that have shown to support student achievement in scientifically based research studies.
- Develop a list of highly qualified researchers and evaluators from whom SEAs and LEAs can obtain guidance.
- Explore the development of validated instruments that could be shared across states.

- Review a range of national and state educational standards for student learning (such as those listed in Developing Educational Standards). Seek out content standards that articulate the goals for students to achieve.

- Determine key aspects of national and state student learning standards for the school or district to focus on as educational goals. Involve teachers in this process to ensure that their expertise and opinions are considered.
- Charge cross-disciplinary groups of teachers and technology coordinators with finding new ways that technology can help students to achieve those learning goals.
- Collaborate to create a technology plan for the school. (Refer to the Critical Issue "Developing a School or District Technology Plan.")
- Set one-, three-, and five-year goals for improving student learning through technology.
- Identify specific curricula, practices, skills, attitudes, and policies that can be enhanced through the use of technology to foster significant improvement in the character and quality of student learning. (For example, if the district is interested in improving students' writing performance, word processing with an emphasis on revision and editing should become a salient part of the curriculum across disciplines.)
- Identify classrooms in the district where students are already producing exemplary work using technology; or visit virtual classrooms by viewing CD-ROMs (such as the Captured Wisdom CD-ROM Library produced by the North Central Regional Technology in Education Consortium), videotapes of technology use in schools (such as the *Learning With Technology* videotapes), or Internet sites relating to technology integration in content areas (such as lessons using the Amazing Picture Machine and the Handbook of Engaged Learning Projects). Build a database or other resource that allows the school to share these best practices with school staff and the community in general.
- Be aware of state technology plans, district technology plans, and related policies. Ensure that the school is in compliance.
- Become familiar with factors that affect the effective use of technology for teaching and learning. Learn about research studies conducted in real school settings that describe how technology use is influenced by teachers' experience with technology, adequacy of release time, professional development opportunities, and length of class periods.
- Ensure that teachers are aware of the value of technology for all students, especially those considered at risk of educational failure. (Refer to the Critical Issue "Using Technology to Enhance Engaged Learning for At-Risk Students.")
- Ensure that all students have equitable access to effective uses of technology. Develop strategies for addressing access inequities, strategies for addressing type-of-use inequities, and strategies for addressing curriculum inequities.
- Provide ongoing, extensive, and research-based professional development opportunities and technical support to help teachers use technology to develop meaningful instructional strategies for students. (Refer to the

Critical Issues "Realizing New Learning for All Students Through Professional Development" and "Finding Time for Professional Development.")

- Ensure that new, research-based approaches to professional development are consistent with the National Staff Development Council (NSDC) standards for staff development.
- Provide incentives, structures, and time for teachers to participate in highly effective staff development (such as study groups and action research) to help them integrate technology into their teaching and learning.
- Find ways to make appropriate structural changes in the school day and class scheduling to support engaged learning with technology. Consider block scheduling as a possibility.
- Educate parents about new assessment methods that enable teachers and administrators to make judgments about the effectiveness of technology in supporting student learning.
- Use appropriate evaluation procedures and tools to determine the impact of technology use on student achievement based on the learning goals that were set. Consult evaluation sources such as An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms. Share findings with the community.

Teachers:

- Determine the purpose of using technology in the classroom, as determined by the specified educational goals. Is it used to support inquiry, enhance communication, extend access to resources, guide students to analyze and visualize data, enable product development, or encourage expression of ideas? After the purpose is determined, select the appropriate technology and develop the curricula. Create a plan for evaluating students' work and assessing the impact of the technology.
- Coordinate technology implementation efforts with core learning goals, such as improving students' writing skills, reading comprehension, mathematical reasoning, and problem-solving skills.
- Collaborate with colleagues to design curricula that involve students in meaningful learning activities in which technology is used for research, data analysis, synthesis, and communication.
- Promote the use of learning circles, which offer opportunities for students to exchange ideas with other students, teachers, and professionals across the world.
- Encourage students to broaden their horizons with technology by means of global connections, electronic visualization, electronic field trips, and online research and publishing.
- Ensure that students have equitable access to various technologies (such as presentation software, video production, Web page production, word processing, modeling software, and desktop publishing software) to produce

projects that demonstrate what they have learned in particular areas of the curriculum.

- Encourage students to collaborate on projects and to use peer assessment to critique each other's work.
- In addition to standardized tests, use alternative assessment strategies that are based on students' performance of authentic tasks. One strategy is to help students develop electronic portfolios of their work to be used for assessment purposes.
- Ensure that technology-rich student products can be evaluated directly in relation to the goals for student outcomes, rather than according to students' level of skill with the technology.
- Create opportunities for students to share their work publicly--through performances, public service, open houses, science fairs, and videos. Use these occasions to inform parents and community members of the kinds of learning outcomes the school is providing for students.
- Learn how various technologies are used today in the world of work, and help students see the value of technology applications. (Pertinent online information can be found in the 1998-99 Occupational Outlook Handbook and the Bureau of Labor Statistics Career Information.)
- Participate in professional development activities to gain experience with various types of educational technology and learn how to integrate this technology into the curriculum.
- Use technology (such as an e-mail list) to connect with other teachers outside the school or district and compare successful strategies for teaching with technology.

CONCLUSIONS

IT evident form the above review of literature that athough there have been some studies on the variables included,ost of them are technology based.and also on the relationship between different variables ,the results of the studies are non-conclusive and therefore need further investigation.Moreover there is no study on these viewership of Victers Channel,the investigator considered it useful to undertake the present study.

Chapter III

M E T H O D O L O G Y

- **Variables of the study**
- **Tools used for Data Collection**
- **Sample used for the study**
- **Data collection Procedure**
- **Scoring and Consolidation of Data**
- **Statistical Procedure used for analysis.**

M E T H O D O L O G Y

The major purpose of the presenttion is to find out the influance of Victers channel in the academic achievement of high school studnts of Palakkad Revenue District .The methodology of the study is described under the following sections,viz;

A. Variables
B. Objectives
C. Hypothesis
D. Technique and Tool used for Data collection
E. Sample selected for the study
F. Data collection procedure
G. Statistical techniques used for analysis of data

A) VARIABLES OF STUDY

In the present study ,the dependent variable is academic achievement and the independent variable is Educational programmes telecasted by Victers Channel.

B) OBJECTIVES

1. To find out the influence of Educational Programmes in the academic achievement of high school students.
2. To find out the rate of viewership of Victers channel among the teachers and parents of the above students.

C)HYPOTHESIS

1. There will be a significant relation between the academic achievement of high school students and the educational programmes telecasted by victers channel.
2. The rate of viewership of victers channel is highly significant among the teachers and parents of the above students.

D) **TECHNIQUE AND TOOL USED FOR DATA COLLECTION**

1.To collect the rate of viewer ship of educational programme of Victers channel 3 questionnaires are prepared.

2.Tools

In the present study,the viewership of victers channel to be measured by the following tools

(i) Questionnaire to Students

(ii)Questionnaire to Teachers

(iii)Questionnaire to Parents

E)**SAMPLE**

The sample for the presesnt study constitutes 90 students,90 teachers and 90 parents from 6 BRC's of Palakkad Revenue District.

F)**DATA COLLECTION PROCEDURE**

The investigator contacted the heads of the selected school and requested for permission to administrate the tools fordata collection.Out of 6 BRC's there will be 3 High schools categorized as Govt,Aided and Unaided .From these schools 5 students,5 teachers and 5 parents of the selected students were selected for the sample.Stratified random technique was used.3 BRC's were selected form Urban area and 3 Brc's were selected from Rural Area.

G) **STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

In present study,The Percentage analysis,Graphical representations like

Bar Diagram and Pie-Diagram used for analysis.

Chapter IV

A N A L Y S I S

- **Preliminary Analysis of Data**
- **Summary of findings**
- **Tenability of Hypothesis**

Analysis of the collected data was done on the basis of the objectives of ths study statd below:-

1. To find out the influence of Educational Programmes in the academic achievement of high school students.

2. To find out the rate of viewership of Victers channel among the teachers and parents of the above students.

TABLE NO.1

Details of Total Sample

1.No. Of selected BRC's	:6
2.No. Of selected Schools form each BRC	:3
3.No. Of students selected from each school	:5
4.No. Of Teachers selected from each school	:5
5.No. Of Parents selected from each school	:5

TABLE NO.2

Details of Selected BRC's

A) URBAN AREA

1.BRC,Palakkad
2.BRC,Ottappalam
3.BRC,Cherpulassery

B) RURAL AREA

1.BRC,Agali
2.BRC,Pattambi
3.BRC,Kollengode

TABLE No.3

Details of Selected Schools

Sl.no	Name of Sub dist/BRC/School	Investigators in charge	Duration
1	AGALI 1.GHS Agali(G) 2.St.Peters HS Kookampalayal(A) 3.Aroyamatha Convent,Kottathara(UA)	1.KRIPANAND-MT 2.ANIL-SITC,GHS,AGALI	16-19 MARCH
2	PALAKKAD 1.PMG HS.Palakkad(G) 2.Kannadi HS,Palakkad(A) 3.Kanikka matha HS,Palakkad(UA)	1.SUDHEERA-MTC 2.AJITHA-MT	16-19 MARCH
3	KOLLENGODE 1.Govt.RajasHS,Kollengode(G) 2.PKHS,Manhapra(A) 3.MESHS,Nemmara(UA)	1.SATHEESH BABU-MT 2.SURESHKUMAR-MT	16-19 MARCH
4	OTTAPPALAM 1.GHSS.Ottapalam East(G) 2.LSNGHS,Ottapalam(A) 3.Seventh DayAdventist HS,Kanniyampuram(UA)	1.PRIYA.S-MTC 2.BIJU.K.B-SITC,PHS.PALLIPURAM	16-19 MARCH
5.	CHERPULASSERY 1.GHS.Cherpulassery(G) 2.HS.Chalavara(A) 3.PPMHS.Pombra(UA)	1.MURALEEKRISHNAN-MT 2.RAMADAS.M,SITC,HS CHALAVARA	16-19 MARCH
6.	PATTAMBI 1.GVHS,Koppam(G) 2.PTMYHS,Edappalam(A) 3.St.Pauls HS,Pattambi(UA)	1.SHANAVAS.K-MT 2.MOHAMED IQBAL.SITC,GHS.KOPPAM	16-19 MARC

Table No.4

Details of Categories

1.No. of Government High Schools selected=6

2.No. of Aided High Schools selected= 6

3.No. of Unaided High Schools selected= 6

4.No. of Students of Government High Schools selected=5

5.No. of Teachers of Government High Schools selected=5

6.No. of Parents of Government High Schools selected=5

7.No. of Students of Aided High Schools selected=5

8.No. of Teachers of Aided High Schools selected=5

9.No. of Parents of Aided High Schools selected=5

10.No. of Students of Unaided High Schools selected=5

11.No. of Teachers of Unaided High Schools selected=5

12.No. of Parents of Unaided High Schools selected=5

TABLE NO.5

Details of analysis -Agali

Regular Television viewers

Regular Viewers	Others	Total
5(100%)	0(0%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
2(40%)	3(60%)	0(0%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
2(40%)	3(60%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
5(100%)	0(0%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
5(100 %)	0(0%)	0(0%)	0(0%)	5

Victors Available or NOT

Yes	No	Total
3(60%)	2(40%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	2(40%)	1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	2(40%)	0(0%)	2(40%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	0(0%)	0(0%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	0(0%)	0(0%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	0(0%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	2(40%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	4(80%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	4(80%)	1(20%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	1(20%)	0(0%)	0(0%)	3(60%)	5

TABLE NO.6

Details of analysis -Palakkad

Regular Television viewers

Regular Viewers	Others	Total
5(100%)	0(0%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
0(0%)	2(40%)	2(40%)	1(20%)	5

Do TV programmes effect learning?

Yes	No	Total
3(60%)	2(40%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
3(60%)	2(40%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
2(40%)	0(0%)	1(20%)	2(40%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
0(0%)	5(100%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	2(40%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
2(40%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
2(40%)	2(40%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	2(40%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	0(0%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	4(80%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	3(60%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	0(0%)	0(0%)	0(0%)	1(20%)	2(40%)	5

TABLE NO.7

Details of analysis -Kollengode

Regular Television viewers

Regular Viewers	Others	Total
5(100%)	0(0%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
0(0%)	5(100%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
3(60%)	2(40%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
4(80%)	0(0%)	0(0%)	1(20%)	5

Victors Available or NOT

Yes	No	Total
4(80%)	1(20%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	2(40%)	0(0%)	0(0%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	2(40%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	4(80%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total

2(40%)	2(40%)	0(0%)	1(20%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	1(20%)	0(0%)	1(20%)	1(20%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	3(60%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	3(60%)	5

TABLE NO.8

Details of analysis -Cherpulassery

Regular Television viewers

Regular Viewers	Others	Total
3(60%)	2(40%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
3(60%)	2(40%)	0(0%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
5(100%)	0(0%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
2(40%)	3(60%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	1(20%)	0(0%)	1(20%)	2(40%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	4(80%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	4(80%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5(100%)	5

TABLE NO.9

Details of analysis -Ottappalam

Regular Television viewers

Regular Viewers	Others	Total
2(40%)	3(60%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
1(20%)	1(20%)	3(60%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
5(100%)	0(0%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
5(100%)	0(0%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	0(0%)	1(20%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total

0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	1(20%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	1(20%)	1(20%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	3(60%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

TABLE NO.10

Details of analysis -Pattambi

Regular Television viewers

Regular Viewers	Others	Total
6(100%)	0(0%)	6

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
1(17%)	4(67%)	1(17%)	0(0%)	6

Do TV programmes effect learning?

Yes	No	Total
5(83%)	1(17%)	6

Do u a regular Edl TV prg viewer?

Yes	No	Total
6(100%)	0(0%)	6

From Where u see TV

Home	School	Neibhour	Cant see	Total
6(100%)	0(0%)	0(0%)	0(0%)	6

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
6(100	0(0%)	0(0%)	0(0%)	6

%)				

Victors Available or NOT

Yes	No	Total
6(100%)	0(0%)	6

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	1(17%)	1(17%)	0(0%)	3(50%)	0(0%)	0(0%)	1(17%)	0(0%)	0(0%)	6

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	3(50%)	0(0%)	1(17%)	1(17%)	0(0%)	0(0%)	0(0%)	1(17%)	0(0%)	6

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	6(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	6

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	5(83%)	0(0%)	0(0%)	1(17%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	6

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	4(67%)	1(17%)	1(17%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	6

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(17%)	0(0%)	3(50%)	0(0%)	0(0%)	2(33%)	6

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(33%)	2(33%)	0(0%)	0(0%)	2(33%)	6

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(50%)	1(17%)	0(0%)	0(0%)	0(0%)	2(33%)	6

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(67%)	1(17%)	0(0%)	0(0%)	0(0%)	1(17%)	6

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(67%)	1(17%)	0(0%)	0(0%)	0(0%)	1(17%)	6

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(17%)	0(0%)	4(67%)	0(0%)	0(0%)	1(17%)	6

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(17%)	1(17%)	3(50%)	0(0%)	0(0%)	1(17%)	6

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(17%)	0(0%)	4(67%)	0(0%)	0(0%)	1(17%)	6

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	4(67%)	0(0%)	1(17%)	1(17%)	6

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(17%)	0(0%)	3(50%)	0(0%)	1(17%)	1(17%)	6

TABLE NO.11

Details of analysis -Teachers

Regular Television viewers

Regular Viewers	Others	Total
3(60%)	2(40%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Do TV programmes effect learning?

Yes	No	Total

4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
3(60%)	2(40%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
0(0%)	5(100%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	3(60%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	1(20%)	3(60%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	2(40%)	0(0%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	1(20%)	2(40%)	0(0%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total

0(0%)	3(60%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	2(40%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	4(80%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	2(40%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	4(80%)	5

TABLE NO.12

Details of analysis -Students

Regular Television viewers

Regular Viewers	Others	Total
2(40%)	3(60%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
1(20%)	1(20%)	3(60%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
5(100%)	0(0%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
5(100%)	0(0%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	0(0%)	1(20%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	1(20%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	2(40%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	1(20%)	1(20%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	1(20%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	3(60%)	2(40%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

TABLE NO.13

Details of analysis -Parents

Regular Television viewers

Regular Viewers	Others	Total
2(40%)	3(60%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
2(40%)	3(60%)	0(0%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
4(80%)	1(20%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total

0(0%)	5(100%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	1(20%)	1(20%)	1(20%)	0(0%)	1(20%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	1(20%)	0(0%)	1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	1(20%)	1(20%)	1(20%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	3(60%)	1(20%)	0(0%)	0(0%)	1(20%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	3(60%)	1(20%)	0(0%)	0(0%)	1(20%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	4(80%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	3(60%)	1(20%)	0(0%)	0(0%)	1(20%)	5

TABLE NO.14

Details of analysis -Govt.Schools

Regular Television viewers

Regular Viewers	Others	Total
5(100%)	0(0%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
2(40%)	3(60%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
0(0%)	5(100%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
0(0%)	5(100%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	2(40%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	1(20%)	2(40%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	0(0%)	1(20%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	0(0%)	3(60%)	0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	2(40%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	1(20%)	0(0%)	0(0%)	2(40%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	3(60%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	2(40%)	1(20%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	3(60%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	3(60%)	5

TABLE NO.15

Details of analysis -Aided.Schools

Regular Television viewers

Regular Viewers	Others	Total
4(80%)	1(20%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
0(0%)	2(40%)	2(40%)	1(20%)	5

Do TV programmes effect learning?

Yes	No	Total
3(60%)	2(40%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
5(100%)	0(0%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
0(0%)	0(0%)	0(0%)	5(100%)	5

Victors Available or NOT

Yes	No	Total
5(100%)	0(0%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	0(0%)	1(20%)	1(20%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	1(20%)	0(0%)	1(20%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
0(0%)	1(20%)	2(40%)	0(0%)	0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	2(40%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	4(80%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	1(20%)	0(0%)	0(0%)	0(0%)	1(20%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	1(20%)	0(0%)	1(20%)	0(0%)	1(20%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	3(60%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	1(20%)	0(0%)	0(0%)	1(20%)	3(60%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	4(80%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
1(20%)	1(20%)	2(40%)	0(0%)	0(0%)	1(20%)	5

TABLE NO.16

Details of analysis -Un Aided.Schools

Regular Television viewers

Regular Viewers	Others	Total
5(100%)	0(0%)	5

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
1(20%)	3(60%)	1(20%)	0(0%)	5

Do TV programmes effect learning?

Yes	No	Total
4(80%)	1(20%)	5

Do u a regular Edl TV prg viewer?

Yes	No	Total
3(60%)	2(40%)	5

From Where u see TV

Home	School	Neibhour	Cant see	Total
4(80%)	0(0%)	0(0%)	1(20%)	5

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
2(40%)	0(0%)	0(0%)	3(60%)	5

Victors Available or NOT

Yes	No	Total
5(100%)	0(0%)	5

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	1(20%)	0(0%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Quality edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
1(20%)	3(60%)	0(0%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
2(40%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
5(100%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total

4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	1(20%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
2(40%)	3(60%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
3(60%)	2(40%)	0(0%)	0(0%)	0(0%)	0(0%)	5

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
4(80%)	0(0%)	0(0%)	0(0%)	0(0%)	1(20%)	5

TABLE NO.17

Details of analysis -Consolidated

Regular Television viewers

Regular Viewers	Others	Total
150(64%)	85(36%)	235

Total time spend before Television

1 hr	2hr	3hr	above 3	Total
121(51%)	44(19%)	18(8%)	52(22%)	235

Do TV programmes effect learning?

Yes	No	Total
153(65%)	82(35%)	235

Do u a regular Edl TV prg viewer?

Yes	No	Total
175(74%)	60(26%)	235

From Where u see TV

Home	School	Neibhour	Cant see	Total
73(31%)	2(1%)	3(1%)	157(67%)	235

why u cant see TV

No time	Not available in School	Not available in Home	Others	Total
39(17%)	0(0%)	0(0%)	196(83%)	235

Victors Available or NOT

Yes	No	Total
57(24%)	178(76%)	235

RANKINGS

Spend more

0	1	2	3	4	5	6	7	8	9	10	Total
68(29%)	15(6%)	39(17%)	24(10%)	16(7%)	22(9%)	17(7%)	8(3%)	9(4%)	5(2%)	12(5%)	235

More quality

0	1	2	3	4	5	6	7	8	9	10	Total
64(27%)	28(12%)	37(16%)	16(7%)	20(9%)	23(10%)	13(6%)	8(3%)	10(4%)	11(5%)	5(2%)	235

Channel gives more importance to edl programmes

0	1	2	3	4	5	6	7	8	9	10	Total
48(20%)	143(61%)	11(5%)	4(2%)	2(1%)	18(8%)	6(3%)	0(0%)	2(1%)	0(0%)	1(0%)	235

Favourite Programme

0	1	2	3	4	5	6	7	8	9	10	Total
30(13%)	68(29%)	56(24%)	25(11%)	22(9%)	15(6%)	6(3%)	4(2%)	4(2%)	2(1%)	3(1%)	235

PROGRAMME ANALYSIS

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
116(49%)	22(9%)	24(10%)	1(0%)	0(0%)	72(31%)	235

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
44(19%)	44(19%)	32(14%)	4(2%)	4(2%)	107(46%)	235

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
44(19%)	42(18%)	23(10%)	0(0%)	1(0%)	120(51%)	235

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
70(30%)	33(14%)	24(10%)	0(0%)	1(0%)	100(43%)	235

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
57(24%)	42(18%)	25(11%)	0(0%)	1(0%)	108(46%)	235

PROGRAMME ANALYSIS (Technical)

Orukkam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
95(40%)	29(12%)	35(15%)	2(1%)	0(0%)	74(31%)	235

Jillakalilude

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
42(18%)	36(15%)	38(16%)	0(0%)	1(0%)	111(47%)	235

Greate personalities

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
35(15%)	42(18%)	30(13%)	0(0%)	1(0%)	118(50%)	235

Sasthra lokam

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
60(26%)	35(15%)	29(12%)	0(0%)	1(0%)	99(42%)	235

Communicative English

Excellent	Above Average	Average	Below Average	Poor	Cant see	Total
50(21%)	36(15%)	37(16%)	0(0%)	1(0%)	105(45%)	235

FIGURE I

Bar Diagram representing
viewership of Victers Channel
Among the Students-BRC wise

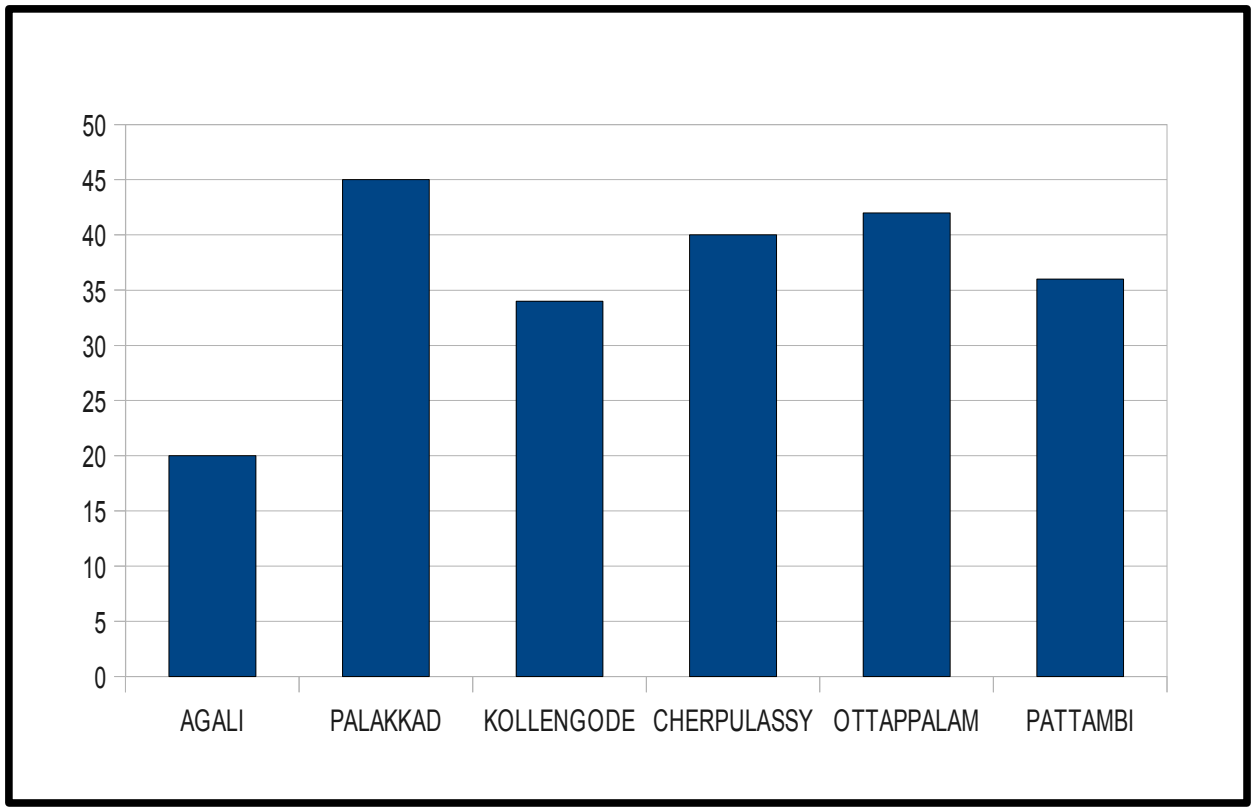
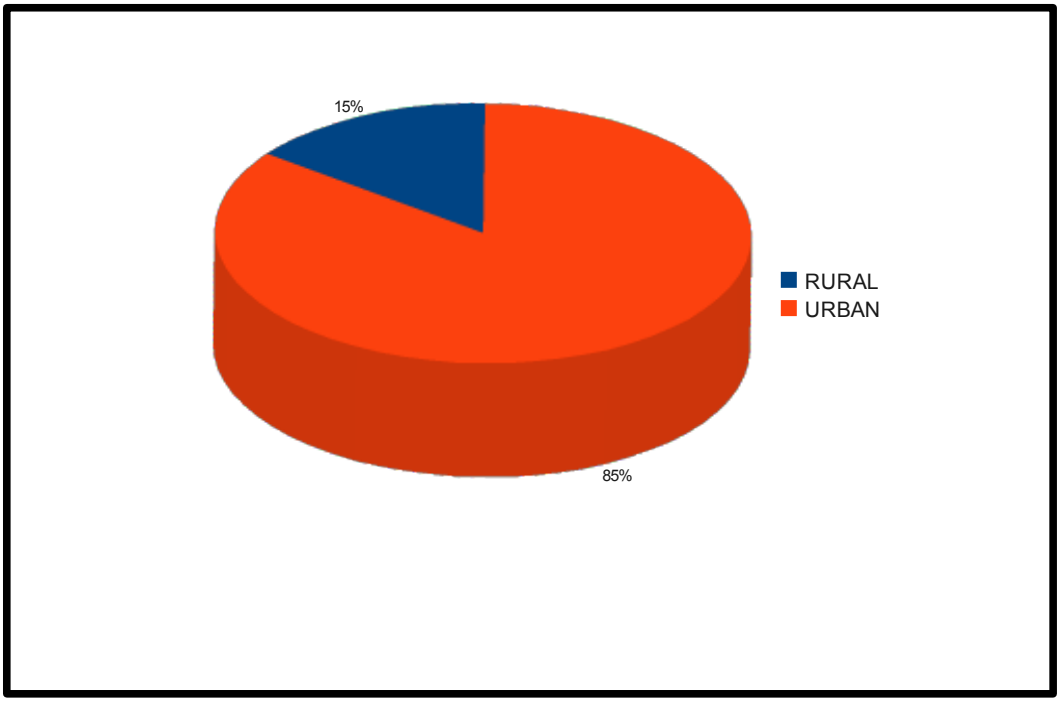


FIGURE II

Pie-Diagram representing viewership of Educational Programmes Telecasted by Victers Channel-Rural &Urban wise



TENABILITY OF HYPOTHESIS

1.There will be a significant relation between the acadmic achievement of the students and the viewership of victers channel by them.

2. The rate of viewership of victers channel is not significant among the teachers and parents of the above students.

CONCLUSIONS

Major finding of the study helped the investigator to conclude as follows-

1. 85% of the students of the sample in Urban High schools are using Victers channel for viewing the edcational programmes telecasted than other channels.

2. The Educational Programme “Orukkam” got more rating in viewership than other educational programmes telecasted by Victers.

3. The students,teachers and the parents of Palakkad BRC are more seeing Victers channel and aware of depending the educational programmes telecasted by Victers.

4. In remote area like Agali,it is difficult to get Victers Channel through the cable connection. A few students are often seeing the programmes from the High school.

5. In Rural areas ,Victers is not available ,so the students are not aware of seeing Victers for the educational programmes telecasted for them and the teachers are not encourage them to see the channel in time.

6. Most of the ROT's of the High schools of the remote areas are not functioning Properly.

7. The SIT established at GHS.Agali is not working properly due to technical problems.

8. Some Cable operators of both the Urban and rural areas are not providing Victers channel by violating the Governement Order .

9. The Clarity and technology in the educational programmes are to be modified according to the need from the students.

10. More Content based programmes may telecaste to improve the quality in programmes.

11. Variety of Programmes may included and avoid the repeatation of programmes.

12. The Victers channel should be included as prime channel band.

SUGGESTIONS FOR FURTHER RESEARCH

The findings of the study helped the investigator to suggest for further ressearch.

1.The study can be conducted to other BRC's of Palakkad and in other Districts of Kerala

2.Another invetigation can be replicated to Education programs telecasted by Doordarshan.

BIBLIOGRAPHY

I . Prologue

1. Information and Communication Technology for Development in India: Rethinking Media Policy and Research

   - Kiran Prasad

II. ICT: Applications and Limitations

2. Information and Communication Technologies: Applications and Limitations

   - ***A. Neelameghan***

3. Information Technology: Boon or Bane

   - ***Umesh Arya Jangid***

III. ICT for Development

4. Communication Technologies and Information Support for Development in India

   - Amardeep and M.A. Ansari

5. Satellite Communication for Agricultural Extension and Rural Development

   – ***Narendrasinh B. Chauhan***

APPENDIX