

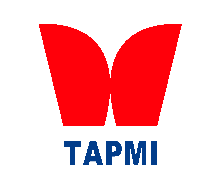
*Market Research Project for*

SPANDANA-SMART CLASS

To understand the viewership of the program “Smart Class” on Spandana TV for the rural population

**Project Leader: Ms. Bhanuja Nagore**

***9th January 2015***





This is to certify that the TAPMI-BrandScan Market Research Project titled “**Spandana-Smart Classes**”**,** given by the company Hanuman Group of Concerns, was carried out by **Ms. Bhanuja Nagore** and her team, under my guidance.

I am satisfied with the study and the findings and wish the team all the very best. I believe the findings and the recommendations made will be of use to the organization which has given the project.

Signature Signature

**Prof. Sridhar Telidevara Dr. Simon George**

**Faculty Mentor Chairman, BrandScan**

Date: Date:

# ACKNOWLEDGEMENTS

The project was successfully completed due to contributions from a number of people. First and foremost, I take this opportunity to thank Prof. Sridhar Telidevara, faculty guide for the project, for his continuous support and valuable insights without which the project would not have been successful.

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**Ms. Bhanuja Nagore**

# EXECUTIVE SUMMARY

To understand the viewership of the program ‘Spandana Smart Class’ for the rural population

Spandana TV

This report will act as a supporting document, for our client Spandana TV, for assessing and understanding the factors affecting the viewership of the program “Smart Class” on Spandana TV for the rural masses.

Spandana is Karnataka’s first HD channel launched in December, 2011 and is a subsidiary of Hanuman Group of concerns. The company, founded by Mr. Vilas Nayak, provides broad range of television content such as news, entertainment, educational, awareness programs, live discussions, and cultural events. It currently has three studios in Karnataka, located at Udupi, Mangalore, and Shimoga.

The channel’s mission is to build a new concept of multiple studios streaming of a TV channel across the state. The main idea is to have a wide network and make Spandana ‘The Regional’ channel of parts wherever the channel is present. The main motive is to break the concept of 'local' and become 'Glocal' i.e. work like any other satellite TV channel and take local news to the global level. With the right combination of news and entertainment, Spandana today is a leading ‘Infotainment’ channel.

The purpose of this project was to understand the viewership of the program ‘Spandana Smart Class’ for the rural population. The research objectives were to understand the awareness levels of the program and to assess the preferred channels for usage of the program for the target segment.

The research was conducted for Government High Schools (GHS) and Non-Government High Schools (Non-GHS) at four different regions namely:

* Karkala
* Brahmavara
* Shankarnarayana, and
* Kundapura

Sample group for research in BrandScan phase comprised of both students and teachers.

The project consisted of three phases, namely Pre-BrandScan phase (Focus Group Discussions and In-depth interviews), BrandScan phase (data collection) and Data Analysis phase (discover insights using tools). Tools used were IBM SPSS, Tableau Software and Microsoft Excel.

Following were the conclusions and key findings from Teachers:

* Immense potential for Spandana to be in teacher’s consideration set for preparing for classes using Internet and TV as a mode
* Tuitions are an Indirect competition to Spandana – Smart Class
* Mismatch of time available with teachers and program timings are the factors for reduction in viewership of the program
* School Notice board as promotional tool is not very effective as compared to that of using TV advertisements
* Gaps in the program as per teachers have been identified as Teaching speed, Doubt clearing session only once a week and Confusing methodology

Following were the conclusions and key findings from Students:

* Government High School (GHS) students prefer Educational programs, where as Non-Government High School (Non-GHS) students prefer Entertainment programs
* Suvarna TV is the most preferred television channel followed by Spandana TV, Udaya TV, ETV Kannada and Chandana
* Students prefer approaching their teachers and friends to get their doubts cleared, instead of calling an expert on Smart Class
* Most of the students find Spandana Smart Class boring and face problems with doubt clearing as this session happens only on weekends

Based on the findings and conclusions it is recommended that:

* Spandana make Smart Class interactive and engaging by incorporating practical experiments and class room activities
* Spandana leverage TV advertisement for promotions as it is an effective channel to create awareness about Spandana Smart class
* Frequent reminders needs to be sent through teachers to students as a promotion strategy as they are one of the main influencers for students
* Focus should be more on content that gives students extra knowledge and new methods as these are the major takeaways for them
* Internet as a channel will not be effective as of now because the internet penetration is the rural areas is low
* Spandana adjust the show timings accordingly (taking into consideration students’ availability) and shift it to 7 pm to 9 pm to capture the majority of the teachers and students
* Maintain synchronization with the classes / curriculum taught in school (considering the teaching speed)
* Spandana Smart Class focus on simple methodology instead of complex methods
* Doubt clearing session should be conducted frequently (preferably on week days) instead on just weekends
* Spandana should focus not only on Government schools but also private schools as both prefer watching educational programs on television
* Spandana arrange workshops for the teachers to convey the benefits of the show and to involve them in doubt clearing sessions

# BRANDSCAN 2014

The 22nd edition of BrandScan, by T A Pai Management Institute, Manipal was conducted in three formats across three locations. The annual market research fair started with the metro format in Bangalore on 18th and 19th October 2014, followed by rural format at Kundapura on 1st November 2014 and extended its reach to student and family demographics with semi-urban format at Manipal on 2nd November. It gauged a wide array of research topics.

With a staggering rise in the number of projects and footfall from the last year and the quality of the event multiplying manifold, BrandScan is moving from strength to strength. The concept of ‘*disguised games*’ was cleverly crafted in the games and simulations this year.

**Disguised Games**

A ‘disguised game’ is a unique concept which seeks information by actively involving a participant in an engaging activity. The participants without the knowledge of a market research in progress, enjoys the process without feeling interrogated. The participants under the illusion of just being a part in a simulation subconsciously reveal the true options that they would have chosen, under natural circumstances. The games are designed to subtly study the behavior and preferences of the participants to elicit the genuine information in a market research. To make it more distinctive and effective, and to reach to far greater range of audience, BrandScanis filled with a compelling list of events that appeals to masses and generates interest.

**Demographics**

Kundapura provided a healthy mix of rural audience while Manipal, being an international university town, proved to be the goldmine to research among the urban youth. In Bangalore, BrandScan grasped the quintessential metro audience. All events held at these locations were directed keeping in mind the demographical needs for the research projects. Bangalore registered maximum footfall ever. It validates the fact that BrandScan is an extremely lucrative alternative to the traditional methods of market research.

This year BrandScan had a record number of 24 projects. To validate the highest standards of quality of research, BrandScan was assisted by our data analytics partner – InTouch Analytics. BrandScan carries its legacy of being the first and the most effective *disguised* market research in India since its year of inception in 1993. It continues to go stronger and aspires to be bigger, craftier and most incisive in 2015.

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# CHAPTER 1: RESEARCH DESIGN

## MANAGEMENT OBJECTIVE

To understand the viewership of the program “Smart Class” on Spandana TV for the rural masses.

## RESEARCH OBJECTIVES

1. **To gauge the awareness levels of the program**

### SUB OBJECTIVES

* To understand the teaching habits of the Teachers
* To analyze current viewing habits of the Students & Teachers
* To identify the direct/Indirect competition for the show, if any
* To perform the need, gap analysis by content mapping of the program with target group preferences

### INFORMATION REQUIRED

* Demographics of the 4 regions
  + Brahmavara
  + Shankarnarayana
  + Karkala
  + Kundapura
* Students’ and Teachers’ viewing habits
* Daily routine activities so as to find out the appropriate show timings
* Consumer needs such as Informational, aspirational & motivational
* Existing educational programs aired

1. **Preferred channels for usage of Smart Class Program among the target segment**

### SUB OBJECTIVES

* To identify the factors resulting in increase/decrease in the number of viewers for the program

### INFORMATION REQUIRED

* Demographics of the 4 regions
  + Brahmavara
  + Shankarnarayana
  + Karkala
  + Kundapura
* Students’ and Teachers’ television and internet usage pattern
* Daily routine viewing habits on various channels
* Usage of electronic devices such as mobile, laptops, tablets & computers for educational purposes

## CONSTRUCTS OF STUDY

1. **Demographics of Smart Classes viewers**: Education level, Economic Status, Occupation will be helpful in finding out the viewing habits of the target segment.
2. **Consumer Insight**: The preference of learning channels across demographic groups and the factors for liking/disliking them.
3. **Consumer behaviour**: Viewing habits–When, What and with Whom -The required level of content for the show across demographics groups.

## CONCEPTUAL FRAME WORK

**Primary Research**

* **Stage 1**: **Exploratory Research**
  + 4 FGDs and 3 In-depth interviews
  + Pilot Testing to validate the identified variables
* **Stage 2: Questionnaire Design**
  + Identified constructs for each of the objectives
  + Designed the questions based on the constructs
  + Used appropriate scales
* **Stage 3: Data Collections & Analysis**
  + Collected data from government and non-government schools
  + Analysed the data entries from different regions

**Secondary Research**

* Understand the content of the show through videos & TV programs
* Identify target segment from ‘Block Educational Department (BEO)’ of the 3 districts

# CHAPTER 1- INTRODUCTION

## ABOUT SPANDANA TV

Spandana is Karnataka’s first HD channel launched in December, 2011. It was founded by Mr. Vilas Nayak. It is the subsidiary of Hanuman Group of concerns. The company provides broad range of television content such as News, Entertainment, Educational, Awareness programs, live discussions, and Cultural events. It currently has three studios in Karnataka at Udupi, Mangalore, and Shimoga. The studios have a highly regional focus by covering Udupi, Mangalore, Kasargod, North Karnataka, Shimoga, Chikmagalur district of Karnataka.

The channel’s mission is to build a new concept of multiple studios streaming of a TV channel across the state. The idea is to have a wide network and make Spandana 'The Regional' channel of parts where ever the channel is present. The main motive of Spandana TV is to break the concept of 'local' and become 'Glocal' i.e. work like any other satellite TV channel and take local news to the global level. With the right combination of News and Entertainment Spandana today is the leading 'infotainment' channel with 3 studios based in Udupi, Dakshina Kannada and Shimoga.

The major characteristics of Spandana TV Channel are as follows: -

* The concept of 'Regional' Channel's existence
* The concept of 'High Definition'
* Exploring at the 'Regional' level
* Concept of Multiple studio streaming
* Quality / Clarity

With stingers spread across the coverage area Spandana's network is strong to give up to date news inputs on minute to minute basis. There are plans to connect the channel to other districts in the coming days. Its popular programs range from Best wishes, Bangalore-Darshan, Democracy, Voice of people, Lunch with legend.

To provide assistance to students Spandana-Smart Class was started in association with the State Government. It focuses on teaching concepts of Science and Maths of 10th (State Board) throughout the academic year on television.

# CHAPTER 3: METHODOLOGY (ALONG WITH RESEARCH DESIGN)

## 3.1 POPULATION CHARACTERISTICS



Karnataka State Area mapping of the location where the research was conducted

### KUNDAPURA

Kundapura is a tier 2 city in Udupi district. The literacy rate of this region is very high around 92% which makes it a potential place of demographics for educational research among the student sample sources.

### SHANKARNARAYANA

Shankarnarayana has a primary school which is more than one hundred years old. Now the village is having English Medium Primary school which is extended to high school and pre-university course, First Grade College, Computer education Centre. The literacy rate of this region is very high around 86% which makes it a potential place of demographics for educational research among the student sample.

### BRAHMAVARA

Brahmavara is a main road town on NH 66, located 13 kilometers north of the Udupi in Udupi district in Karnataka state of India. It also has many higher secondary educational institutes such as Cosmopolitan Higher Primary School, (CHP) and Gov. Pre-University College etc. which can help extrapolate to a decent required sample size with higher literacy levels.

### KARKALA

Karkala is a town and the headquarters of Karkala taluk in the Udupi district of Karnataka, India. Located about 380 km from Bangalore, it lies near the Western Ghats. The literacy rate of this region is very high around 83% which makes it a potential place of demographics for Educational research among the sample.

## 3.2 TARGET SEGMENTS

All the respondents who have been visited for the purpose of the research, BrandScan 2014, broadly fall under two age groups i.e. Students (14-16) and Teachers (23-59).

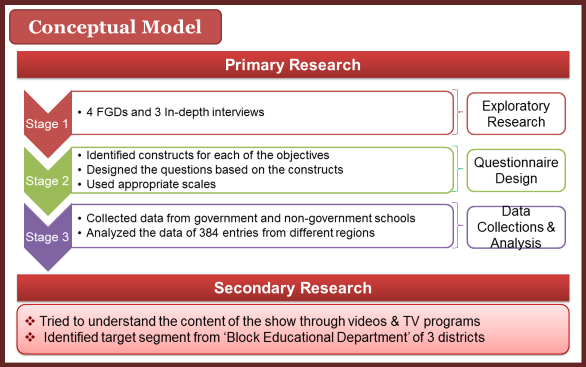
The sample groups were very open to communicate and showed willingness to learn new things that came in their way. The sample was a good mix of people from Government Institutions, where there might be a leverage on advanced technologies such as smart classes, and Private institutions where there was always a strive to create a point of difference. Thus the target segments were rightly pointed out at proper mix levels.

The sample size was taken as follows:

|  |  |  |
| --- | --- | --- |
| **Sample Groups** | **Students** | **Teachers** |
| **Age** | 14-16yrs | 23-59yrs |
| **Gender** | Male: 47% and Female: 53% | Male: 44% and Female: 56% |
| **Customer Profile** | 10th Class Students from GHS and Non GHS schools from following rural regions   * Brahmavar * Shankarnarayana * Kundapura * Karkala | Maths and Science teachers from following regions   * Brahmavar * Kundapura * Udupi training Centre   17 Science Teachers  22 Mathematics Teachers |
| **Sample size** | 345 (after data cleaning) | 39 (after data cleaning) |

## 3.3 METHODOLOGY

The project methodology consisted of a sequential flow of events, as described in the diagram below:



Methodology Phases

### DATA COLLECTION METHODS

Pre BrandScan FGD Phase

The first phase of the project is the pre-BrandScan FGD phase. This phase involved conducting Focus Group Discussions among sample sets from the target population at each location. The participants were asked to discuss various aspects of teaching and learning mathematics and science subjects. A moderator presided over and records the happenings in each discussion and would steer the discussion towards the desired areas when it veered away from the topic.

From this phase, the most commonly used phrases and terms by the target population in each of the project locations was determined. This was a key in preparing the questioner and then was used in the second phase of the study.

BrandScan Phase

The BrandScan phase consisted of the actual collection of the data for the study. In this phase, responses / data were collected on various parameters that were targeted for the purpose of the research analysis.

At the end of this phase at each location, the data to be used for the actual study was fully collected and was ready to be used in the post-BrandScan analysis phases.

Data Cleaning and Sorting Phase

This phase consists of the collection, merging, cleaning, filtering and sorting of the data collected in all three locations, during the BrandScan phase. This phase essentially consists of preparing the data for use on the statistical software to be used in the next phase. The data was checked to confirm to a single standard and be error free. Following this, the data was coded into a format that was usable directly on the statistical software. The outcome of this phase was a set of data sheets that can be directly used in statistical software.

Data Analysis Phase

The data for both the segments, students as well as teachers, were analyzed separately on a range of analysis techniques, with a mix of simple / basic to more complex data analysis techniques.

### DATA ANALYSIS - TOOLS AND TECHNIQUES

Statistical Analysis Phase:

This phase consists of the running of the various statistical tests and methods required for the completion of the project objectives. These techniques are performed on the cleaned datasets available from the previous phase.

Tools used are IBM SPSS, Tableau Software and Microsoft Excel.

This phase results in outputs from the software, giving us patterns and key observations required to answer the questions resulting from the project objectives.

Report Preparation Phase:

This phase of the project consists of the interpretation of the results from the statistical software. The numerical reports from the software were converted into meaningful graphical format and are explained in a reader friendly language, which are used as a part of the final project report.

# CHAPTER 4: FINDINGS(RESP)

## RESPONDENT PROFILING OF STUDENTS’ UNDER THE PROGRAM

### 4.1.1 School Profile

Number of students: 345 (after data cleaning)

Number of schools analyzed: 7

Figure 1: Profiling of GHS and Non GHS students

### 4.1.2 Gender Profile

Figure : Profiling of Students on Gender

### 4.1.3 Cable Usage Pattern

Figure : Profiling of GHS/ Non-GHS Students based Cable Usage Pattern

### 4.1.4 Student Age Profile

Figure : Profiling of Students based on Age

### 4.1.5 Spandana Smart Class Viewers

Figure : Percentage of Students watching Spandana

### 4.1.6 Owners of Computer/Laptop/Tablet

Figure : Percentage of Students using Computer/Laptop/Tablets

### 4.1.7 Internet availability at home

Figure : Percentage Breakup of Internet Users

## RESPONDANT PROFILING OF TEACHERS’ UNDER THE PROGRAM

### Gender Profile

All values are in percentages.Total respondents: 39

Figure : Profiling of teachers based on Gender

### 4.2.2 Profiling based on Subjects taught

All values are in percentages. **Total respondents: 39**

Figure : Profiling of teachers based on subjects taught

# CHAPTER 5: ANALYSIS & FINDINGS

## 5.1 PERCEPTION OF STUDENTS ON ‘SMART CLASS’

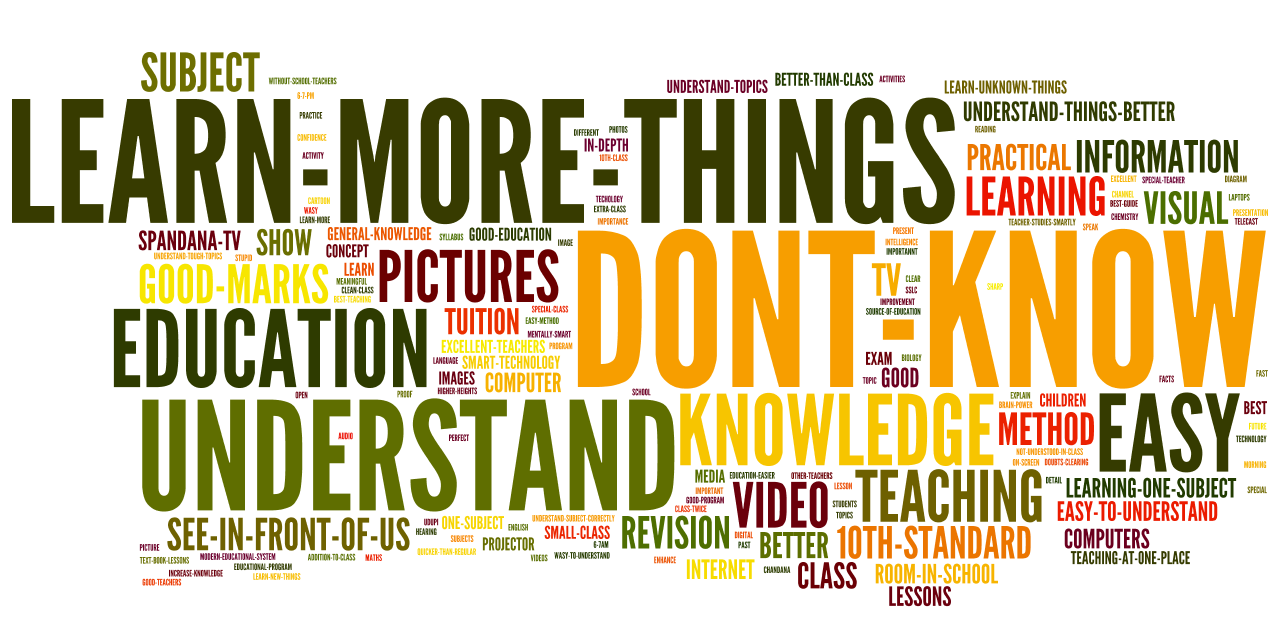


Figure : Cloud showcasing perception of students towards ‘Smart Class’

The cloud gives a greater prominence to words that appear more frequently in the source text, which contains observations pertaining to students’ perception of a ‘Smart Class’.

Most of the students either do not associate with word smart class or associate it with learning more things or understanding. Few associate it with pictures as in some schools teaching through projectors and video is called smart class. Also some relate it with education or something which makes learning easy.

## 5.2 PERCEPTION OF TEACHERS ON ‘SMART CLASS’



Figure : Cloud showcasing perception of teachers towards ‘Smart Class’

The cloud gives greater prominence to words that appear more frequently in the source text, which contains observations pertaining to teachers’ perception of a ‘Smart Class’.

Most of the teacher’s associate ‘Smart Class’ to teaching but very few associate it to television as a mode of teaching, which is the predominant medium used by Spandana. Most of them understand Smart Class as a medium of teaching through either

* Online
* Modern Technology (using projectors, PowerPoint presentation etc.)
* Internet
* Videos
* Computer
* Media etc.

To better associate to teachers, Spandana can incorporate these things in its programs. Also it needs to promote the concept of smart class via ‘Television’.

## TEACHING HABITS OF TEACHERS

### 5.3.1 MATHEMATICS

One of the important factors for teaching is the pre-read or the preparation that goes before delivering the content in classrooms.

Figure : Sources used by teachers (Maths) for preparation

Figure reveals the fact that reference books are the preferred source of preparation. More than 50% of teachers use internet and television and there seems to be an inclination towards using internet and television for their preparation.

Filtering the approach, among those who use internet, it is found that a considerable amount of them use documents/ pdf for information rather than videos. Refer to figure below.

Figure : Usage of internet by teachers (Maths)

Therefore, the concepts that are taught on the smart class can be represented in a documentation format, and made available on their website resulting in awareness and reach.

Also, teachers are one of the important influencers for students. They are one of the opinion leaders. Therefore, to make the classes interactive, they use different modes namely

* Charts/Graphs/Diagrams
* Videos/Smart Classes
* Practical Experiment
* Quizzes
* Activity based Teaching

Figure : Preference of teachers (Maths) to make classes interactive

The figure shows the importance that teachers pay to different modes of teaching to make classes interactive.

The three most important attributes are:

* Activity based Teaching
* Practical experiment
* Charts/graphs/diagrams

From the above findings Spandana smart class can incorporate these three attributes in their program content to increase viewership to enhance better understanding of students.

### SCIENCE

One of the important factors for teaching is the pre-read or the preparation that goes before delivering the content in classrooms.

Figure : Sources used by teachers (Science) for preparation

Figure reveals the fact that reference books are the preferred source of preparation and is used by almost every science teacher. Most of the population derive their preparation material from Internet and Newspaper and are inclined towards it.

Filtering the approach, among those who use internet, almost 42% of the people prefer videos which showcases immense potential for usage of channels (mobile apps, YouTube, etc.) where videos can be posted. Refer to figure below.

Figure : Usage of internet by teachers (Science)

Teachers are one of the important influencers for students as they are the opinion leaders for them. Therefore, to make the classes interactive, they use different modes namely,

* Charts/Graphs/Diagrams
* Videos/Smart Classes
* Practical Experiment
* Quizzes
* Activity based Teaching

Figure : Preference of teachers (Science) to make classes interactive

The figure shows the importance that teachers pay to different modes of teaching to make classes interactive.

The three most important attributes are:

* Charts/Graphs/Diagrams
* Activity based Teaching
* Practical Experiment

From the above findings Spandana smart class (science) can incorporate these three attributes in their program content to increase viewership to enhance better understanding of students.

## CURRENT VIEWING HABITS OF THE STUDENTS & TEACHERS

### 5.4.1 STUDENTS VIEWING HABITS

Students viewing habits are analyzed based on the factors identified from the FGDs conducted in both government and private high schools. The factors identified were:

* Time Preference
* Type of Cable Connection
* Preference of Show Type
* Most Preferred Television Channel

#### 5.4.1.1 Time Preference

Currently Spandana Smart Classes is broadcasted twice a day. Fresh show is broadcasted at 6 AM to 7 AM and the repeat show is broadcasted at 6 PM to 7 PM. Students preferred show timing based on the school timings, household work, school homework, time their parents allow them to watch TV and tuition time, if they subscribe.

Some of the students were allowed to watch television only for 1 hour a day. Few of them were also involved as a helping hand in their parents’ occupation. Our research found, 6-7 AM is the most preferred time. However, the second most preferred time slot for the show is 7–8 PM and 8 – 9 PM.

Figure 18:

Figure : Percentage breakup of students based on Time preference

#### Type of Cable Connection

Type of cable connection becomes an important criterion to analyze the viewing habits of students, because Spandana Smart Classes is available only on local cable and not on DTH. 68% of Government school students and 48% of Non-Government students have local cable connection. However, 29% of Government and 44% of Non-Government school have DTH connection. This segment is expected to increase further in future with the increase in the penetration of DTH connection.

Therefore, Spandana TV should consider this factor to increase their viewership.

Figure : Cable preference of Students (GHS and Non GHS)

#### 5.4.1.3 Preference of Show type

There has been clear difference for the preference of show type between Government and Non-Government school students. Government school students have an interest towards educational shows, which means they prefer Television as a medium for learning whereas Non-government school students, on the other hand, prefer more of entertainment shows when compared to educational shows.

Figure : Preference of programs by students

#### 5.4.1.4 Spandana Viewers

Spandana Smart Class is broadcasted 7 days a week. 58.5 % of the target segment were aware of Spandana Smart Classes, out of which 50% of them watch television for 1 hour a day and 25% of them watch 4 days a week. As most of the students watch TV for 1 hour a day, they were not able follow Spandana Smart Classes. One of the major problems with the viewing habits of the students were that, only 14.4% of the target segment were regular viewers i.e. they watched more than 4 days a week.

### TEACHERS VIEWING HABITS

59% of the Teachers watched Spandana - Smart Class.

#### Effectiveness of Channels

Figure : Graph depicting Effectiveness of channels

Promotion of the show is an essential aspect to increase the awareness level and reach the target segment. There are many modes of promotion for the program as follows:

* Radio/Newspaper
* TV Advertisement
* School Notice
* Students
* Other peer teachers
* Banners outside Schools
* Billboards

The figure shows the importance of various channels for the promotion of the show. The most effective mode was TV advertisement followed by School Notice through BEO’s office. Through the notice, the teachers communicated with the students about the show.

#### Time Preference for educational programs

Figure : Preferable time to watch Educational Program

The figure reflects the preference of the timings to watch the educational program by Teachers. Majority of the Teachers preferred evening time to watch the educational programs.

Hence out of 59% viewers of the show prefer 6-8 pm and 41% Teachers who do not watch the program, only preferred late evening time i.e. 8-10 pm. Hence to capture the non-viewers and also to maintain the existing viewership, Spandana should find a time slot which will cater to both non-viewers’ and viewers’ preference.

#### Viewership of Spandana-Smart Classes

Figure : Viewership of Spandana Smart Class

The figure refers to the percentage of viewers and non-viewers of the Spandana-Smart Classes. Out of the respondents more than 50% follow the show for their respective subjects they teach. But there is a need to increase the viewership level and impart the benefits of the show to the target segments.

#### Time Preference for Spandana Smart Class

Figure : Preference of timings for Spandana Smart Class

The figure shows the preference of the timings of the show. The time slots are 6-8 am in the morning and 6-8 pm and 8-10 pm in the evening. Majority of the viewers of the show preferred evening and late evening timings and non-viewers preferred evening timings.

#### Frequency of show per week

Figure : Frequency of watching Spandana Smart Class in a week

The figure shows the frequency of watching Spandana- Smart Class for teachers per week. Majority of the teachers watch the show twice a week and hardly 13% of the teachers watch thrice a week.

The show comes three days a week for Maths and similarly three days a week for Science.

To increase the viewership Spandana can work more on the promotional aspect. Workshops for the teachers can be arranged so as to convey them the benefits of the show.

## COMPETITIOR ANALYSIS & NEED GAP ANALYSIS

### STUDENTS NEED GAP ANALYSIS

#### Modes to Clear Doubt

Figure : Preferred modes by Students to clear doubts

Figure reveal that students mainly prefer reaching out to teachers and friends to consult their doubts. It was seen that very few opt for tuitions for their studies. Least preference was to call an expert, which is provided by Spandana smart class.

#### Purpose of Watching Educational Shows

Figure : Breakup of Students based on their purpose of watching

This question captures the need of a student for watching an educational show. Students watch such shows mainly to gather extra knowledge and to learn extra methods or approach towards a concept. Least preference was given to clear basic concepts.

#### Channel preference

Figure : Breakup of students based on Channel preference

This figure portrays the competitor analysis. Most of the sample preferred Suvarna TV with 54.6% marking as most important. Popularity of Spandana is not very high as 36% population marked it as important but it stands better than Chandana channel where 45% marked it as little important.

#### Recommender of ‘Spandana Smart class’

Figure : Breakup of Influencer’s for Spandana Smart Class

This question was to know about opinion leaders for Spandana smart class who can influence students to watch it.

* Mainly students got influenced by teachers in school
* Awareness through television advertisement is the least

#### Reasons for using Internet

Figure : Various reasons by students for using Internet

This is to understand the reasons for using internet by students. It was found that students mainly use it for project related work and to gather general knowledge. Very few used it as a medium to watch videos etc.

### TEACHERS’ NEED GAP ANALYSIS

When asked teachers, who watch Spandana Smart Class, the factors / options they do not like in the program, gave some useful insights. Refer to the figure below.

Figure : Factors that teacher’s do not like in Spandana Smart Classes

Major factors attributed were:

* Teaching speed

Due to changes in the curriculum, the course is comparatively new for many teachers. Therefore, Smart classes can be an aid for preparing for the classes. The disconnect can be attributed to the difference in pace of teaching of the instructor on Smart Class as compared to that they teach in schools. Also, due to the inception of the Smart Class during the mid-year, already after the sessions began can be a leading factor for this.

* Doubt clearing session only once a week

According to the channel / program policy, the doubt clearing sessions are telecasted only on weekend. More such session is viewed by teachers to be helpful for their preparation.

* Confusing methodology

The pedagogy or the methodology of the instructor on Smart Class might not match leading to confusion which needs to be bridged.

## FACTORS AFFECTING VIEWERSHIP

### FACTORS AFFECTING VIEWERSHIP FOR STUDENTS

#### Subject Difficulty Level

Spandana Smart Class covers Maths and Science subjects only. From the figure below, it can be said that Maths is the most difficult subject for both government and non-government school students. Physics and Chemistry are second most difficult subjects followed by Biology.

Through our research, it was found that Spandana Smart Classes is right in broadcasting Maths and Science for 3 days each.

Figure : Difficulty level of students for various subjects

#### Benefits from Spandana Smart Classes

Students were told to answer the benefits from Spandana Smart Classes on 5 point Likert scale. 40.4 % of the total respondents found that it easy to understand, where else 32.4% of the respondents were neutral on learning different methods. Only 27.4 % of the students told that they watch Spandana Smart Classes in order to cover the missed classes in school, which shows that this is not an important reason for students to watch the program. Kannada Language has not been found out as a major differentiating factor for the program.

Figure : Breakup of students showcasing benefits obtained through Smart Class

#### Issues with Spandana Smart Classes

Problems that students face while watching Spandana Smart classes were identified through Focused Group Discussion and students were told to mark the ones which they find are relevant. The various problems that came into consideration were:

* Only comes in Kannada Language
* Quality of videos and images used
* Doubt clearing only on weekends
* Boring
* Different methods taught
* Blackboard way of teaching
* Not many exams based questions

Figure : Breakup of students expressing their issues with Smart Class

The major concern found from this analysis was that 45% of government school students find Spandana Smart Classes boring. The same result was found for 29% of the non-government school students.

Doubt clearing only on weekends also came across another major problem faced by government school students. Rest of the other problems didn’t find any major response.

### FACTORS AFFECTING VIEWERSHIP FOR TEACHERS

One of the factors for decrease in the viewership of the show was the mismatch of the time available with teachers and the program forecast time.

#### Tuition Timings

From FGDs and PIs it was found that personal tuitions are an indirect competition for Smart Class. As the students go for tuition and the tuition timings clashes with the Spandana Smart Class. This is one of the factors for decrease in the viewership of the program. Also, it was found that teachers which took tuitions aren’t viewing and also not recommending Spandana Smart Class to their students.

Figure : Preferable timings of teachers for tuitions

The figure shows the preference of the time for Tuitions given by the teachers who also teach the students in the schools. The three slots identified were as follows

* 10.00 am – 12.00 pm
* 6.30 pm – 7.30 pm
* 9.00 am – 10.00 am

Majority of the Teachers took tuitions from 6.30pm to 7.30 pm and the repeat telecast of the show was from 6.00-7.00 pm in the evening. Therefore, not just the teachers but students who opt for tuitions were also engaged at this time.

#### Teacher’s recommendation for after class studying

Spandana along with collaboration with government department (BEOs) had initiated marketing / promotions drive to increase awareness of these classes using teachers as they are opinion leaders / influencers for students.

Figure : Prescription for students by teachers for after class Studying

Very few teachers (merely one-fourth) prescribed Spandana Smart Class for studying after school hours. It can be inferred that this marketing channel is not creating the needed impact, which is intended.

## ANALYSIS OF STUDYING HABITS OF STUDENTS

### CLUSTER ANALYSIS

The cluster breakdown has been done based on the daily studying habits of students among the schools we conducted the research. The clustering is hierarchical in nature, the method used was Ward’s method and the distance is measured using Squared Euclidean procedure.

From the Dendogram (Annexure) we get two clear clusters of students who ranked Class notes, Tuitions, Reference books, Internet, Educational programs on TV based on their preference for studying on daily basis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cluster** | **GHS** | **Non GHS** | **Grand Total**  **GHS**- Government School  **Non-GHS**- Non Government |
| **Cluster 1** | 58.43% | 41.57% | 51.59% |
| **Cluster 2** | 47.31% | 52.69% | 48.41% |

### CLUSTER 1- CHARACTERISTICS

* Cluster 1 consists of 58.43% of GHS students and 41.57% Non GHS students. The cluster is mainly dominated by GHS population.
* This cluster of students gives the highest priority to Tuitions with Class notes being second priority and the third being Educational programs on TV as the primary sources of studying.
* This cluster does not give preference to Internet which means this set of people are not using Internet channel as major source for studying, hence it is not the preferred mode for hosting the Spandana- Smart Class on Internet.

### CLUSTER 2 - CHARACTERISTICS

* Cluster 2 contains of 47.31% GHS students and 52.69% Non GHS students. The cluster is more inclined towards Non GHS/ Private Schools.
* This cluster of students gives the highest priority to Class notes with Educational programs on TV being second priority and the third being reference books as the primary sources of studying.
* Tuitions contrary to Cluster 1 has been given the lowest preference in this cluster.
* Just like Cluster 1, this cluster is also not giving preference to Internet as daily studying mode by students.

## PERCEPTION MAPS

### 5.8.1 REASON TO WATCH EDUCATIONAL PROGRAMME

|  |  |  |
| --- | --- | --- |
|  | **Sample Questions** | **Learn extra methods** |
| **GHS** | 2.6507 | 2.797 |
| **Non GHS** | 2.5185 | 2.759 |

This map is to check difference in perception of government (GHS) and Non-Government students (Non GHS) when it comes to two main reasons for watching an educational program.

Though at present main target segment for Spandana smart classes is GHS students but through perception map we can see needs for GHS and Non GHS students overall. When it comes to education both GHS and Non GHS students watch educational for similar reason. Both give higher weight age to learning extra methods.

### PREFERABLE MODE OF STUDY

|  |  |  |
| --- | --- | --- |
|  | **Internet** | **Education TV Program** |
| **GHS** | 2.57 | 3.59 |
| **Non GHS** | 2.38 | 2.69 |

This map is to check difference in perception of government (GHS) and Non-Government students (Non GHS) when it comes to selecting a mode to study between internet and TV education programme.

It is clear from graph that government (GHS) students perceive TV educational programs a preferable mode of studying whereas Non GHS are neutral to both the modes of studying (i.e. internet and TV educational programs).

# CHAPTER 6: CONCLUSION

* 1. TEACHING HABITS

Objective: To understand the teaching habits of the teachers

1. There is immense potential for Spandana (using Internet and TV as a mode) to be in teacher’s consideration set for preparing for classes
2. There is a need to incorporate important parameters i.e. Activity based teaching and usage of Charts / Graphs / Diagrams, so as to make programs more interactive and responsive for students

## CURRENT VIEWING HABITS

Objective 1: To understand the viewing habits of the students

1. Time spent by students in watching television is low and most of them have local cable connection
2. Government School students prefer Educational programs, where else Non-Government students prefer Entertainment programs

Objective 2: To understand the viewing habits of the teachers

1. Awareness of the program is mainly through TV advertisements; hence it is an effective mode of promotion as compared to other mode of communication such as School Notice board etc.
2. Frequency of teachers watching Spandana Smart Class program is less

## COMPETITOR AND NEED GAP ANALYSIS

Objective 1: To identify the direct/indirect competition for the program, if any

1. Tuitions are seen as an indirect competition with Spandana Smart Class
2. Suvarna TV is the most preferred television channel as compared to Spandana TV, Udaya TV, ETV Kannada and Chandana
3. Very few students prefer calling an expert to get their doubts cleared, instead they prefer approaching their teachers and friends

Objective 2: To perform need gap analysis by content mapping of the program with target group preferences

1. Gaps in the program w.r.t. teachers have been identified as

* Teaching speed
* Doubt clearing session only once a week
* Confusing methodology

1. Most of the students watch educational programs in order to gain Extra Knowledge instead of clearing basic concepts
2. Very few students use internet for educational videos, mainly it is used for their project purpose

## FACTORS AFFECTING VIEWERSHIP OF THE SHOW

Objective: To identify the factors resulting in increase/decrease in the number of viewers for the program

1. One of the factors for decrease in the viewership of the show is the mismatch of the time available with teachers and the program aired time
2. Effectiveness of marketing / promotions via teachers is low
3. Maths is considered to be the most difficult subject by both government and non-government school students
4. Most of the students find Spandana Smart Class boring and face problems with doubts clearing sessions only on weekends

## 6.5 STUDYING HABITS OF STUDENTS

1. Based on cluster analysis, it can be said that students prefer watching Educational programs on Television irrespective of being from GHS or Non GHS
2. Both the clusters do not prefer Internet as a source of studying

# CHAPTER 7: RECOMMENDATIONS

## 7.1 AREAS OF IMPROVEMENT

* **Content of the Show**
* Spandana can make Smart Class interactive and engaging by incorporating practical experiments and class room activities
* Focus should be more on content that gives students extra knowledge and new methods as these are the major takeaways for them
* Maintain synchronization with the classes / curriculum taught in school (considering the teaching speed)
* **Promotions**
* Spandana can leverage TV advertisement for promotions as it is an effective channel to create awareness about Spandana Smart class
* Frequent reminders need to be sent through teachers to students as a promotion strategy as they are one of the main influencers for students
* **Channel - Internet**
* Internet as a channel will not be effective as of now because the internet penetration is the among target segment is low
* **Show Timings**
* Spandana needs to adjust the show timings accordingly (taking into consideration students’ and teachers’ availability) and shift it to 7 pm to 9 pm to capture a major segment
* **Doubt Clearing Session**
* Doubt clearing sessions should be conducted frequently (preferably on week days) instead just on weekends

# ANNEXURES

## FOCUSSED GROUP DISCUSSION METHODOLOGY

We adopted the Attention–Interest and Opinion model (AIO) to understand the awareness about Educational programs on TV with various participants. A free discussion was held amongst the participants and this were the parameters that were judged.

**Cognizance**

The knowledge levels concerning the educational programs on TV and its depth were tested. Factors such as general awareness, specific details and the various programs on TV were ascertained.

**Attitude towards Educational programs**

Once the cognizance was established, what was tested was the attitude towards the same. The attitude was tested by providing them with a hypothetical show which had certain characteristics. Through this we could find out what students and teachers preferred on Educational programs.

**Interest**

Once the attitude was determined, it was necessary to ascertain the interest or prevarication towards Educational programs. Studied were the interest levels towards the markets in general and the interest levels in watching them on Television. Also examined were the different factors influencing viewing of the programs. The barriers to watching and also the retention factors were discussed.

**Opinion**

This was the final step in the FGD where the people with lower levels of interest and with high barriers were consulted. Also taken into consideration were the steps to be taken to improve the content of the programs and also promotional activities so that more students are aware of such programs on television.

## QUESTIONNAIRE FOR STUDENTS

The following is the questionnaire that was used as a research tool to understand the viewing habits of students and also to gauge the awareness levels of students for Educational programs.

Name ಹೆಸರು - Age – ವರ್ಷ - Gender ಲಿಂಗ್ - M/F Contact No - ಫೋನ್ ನಂಬರ್ (Yes No)

Email - ಈಮೇಲ್ Parent’s Occupation – ನೌಕ್ರಿ

Q1. What do you mean by Smart Class?

Q1. ಸ್ಮಾರ್ಟ್ ಕ್ಲಾಸ್ ಅಂದರೇನು?

Q2. What type of cable you have at home? (Any 1)

Q2. ನಿಮ್ಮ ಮನೆಯಲ್ಲಿ ಯಾವ ಕೇಬಲ್ ಇದೆ ? (ಯಾವುದೇ 1)

1. DTH (Tata Sky, Videocon) b) Local Cable ಲೋಕಲ್ ಕೇಬಲ್ c) None ಯಾವುದು ಇಲ್ಲ

Q3. For how many hours do you use T.V.? (Any 1)

Q3. ನೀವು ಎಷ್ಟು ಘಂಟೆ ಟೀವೀ ನೋಡುತೀರಾ? (ಯಾವುದೇ 1)

* One Hour ಒಂಧು ಘಂಟೆ
* Two Hours ಎರಡು ಘಂಟೆ
* Three Hours ಮೂರು ಘಂಟೆ
* Four Hours ನಾಲ್ಕು ಘಂಟೆ
* Any Other ಇತ್ಯಾದಿ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q4. Rank the following channels in the order of your preference? (5 - Most preferred & 1 - least preferred)

Q4. ನಿಮ್ಮ ಆದ್ಯತೆಯ ಮೇರೆಗೆ ಮುಂದಿನ ಚಾನಲ್ಗಳನ್ನು ಸ್ಥಾನ? (5 - ಹೆಚ್ಚಿನ ಆದ್ಯತೆ ಮತ್ತು 1 - ಕನಿಷ್ಠ ಆದ್ಯತೆಯ)

* Chandana
* Spandana
* ETV Kannada
* Udaya TV
* Suvarna TV

Q5. Rate the following channel categories on the basis of your importance

(4 - Most important & 1 – Least important)

Q5. ನಿಮ್ಮ ಪ್ರಾಮುಖ್ಯತೆಯ ಆಧಾರದಲ್ಲಿ ಕೆಳಗಿನ ಚಾನಲ್ ವಿಭಾಗಗಳು ದರ   
(4 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* Entertainment 1 2 3 4
* Sport 1 2 3 4
* News 1 2 3 4
* Educational Shows 1 2 3 4

Q6. Rank the following subjects based on the difficulty level? (4 - Most difficult & 1 - least difficult)

Q6. ತೊಂದರೆ ಮಟ್ಟದ ಆಧರಿಸಿ ಕೆಳಗಿನ ವಿಷಯಗಳ ಸ್ಥಾನ? (4 - ಕಠಿಣ ಮತ್ತು 1 - ಕನಿಷ್ಠ ಕಷ್ಟ)

* Physics ಭೌತಶಾಸ್ತ್ರ \_\_\_\_
* Chemistry ಕೆಮಿಸ್ಟ್ರಿ \_\_\_\_
* Biology ಬಯಾಲಜಿ \_\_\_\_
* Mathematics ಗಣಿತ \_\_\_\_

Q7. Rate the following you use for studying on daily basis? (5 - Most important & 1 – Least important)

Q7. ನೀವು ಪ್ರತಿದಿನವೂ ಅಧ್ಯಯನ ಬಳಸಲು ಕೆಳಗಿನ ದರ? (5 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* Class notes ವರ್ಗ ಟಿಪ್ಪಣಿಗಳು 1 2 3 4 5
* Tuitions ಪಾಠ 1 2 3 4 5
* Reference books ಉಲ್ಲೇಖನದ ಪುಸ್ತಕಗಳು 1 2 3 4 5
* Internet ಇಂಟರ್ನೆಟ್ 1 2 3 4 5
* Educational programs on TV ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳು 1 2 3 4 5

Q8. Rank the following method of teaching? (5 – Most Important & 1 – Least Important)

* Traditional blackboard way of teaching \_\_\_
* Videos \_\_\_
* Practical Experiment \_\_\_
* Class room activities \_\_\_
* Television \_\_\_

Q8. ಬೋಧನೆಯ ಕೆಳಗಿನ ವಿಧಾನದ ಪರಿಮಾಣಗಳ ಏನಾಗಿರಬೇಕು? (5 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* ಬೋಧನೆ ಸಾಂಪ್ರದಾಯಿಕ ಕಪ್ಪು ಹಲಗೆಯ ರೀತಿಯಲ್ಲಿ \_\_\_
* ವೀಡಿಯೊಗಳು \_\_\_
* ಪ್ರಾಕ್ಟಿಕಲ್ ಪ್ರಯೋಗ \_\_\_
* ವರ್ಗ ಕೊಠಡಿ ಚಟುವಟಿಕೆಗಳನ್ನು \_\_\_
* ಟೆಲಿವಿಷನ್ \_\_\_

Q9. What time do you prefer watching Educational program on Television? (Any 1)

Q9. ಯಾವ ಸಮಯದಲ್ಲಿ ನೀವು ದೂರದರ್ಶನದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮ ವೀಕ್ಷಿಸುತೀರ? (ಯಾವುದೇ 1)

 6-7 am  7-8 am

 5-6 pm  6-7 pm

 7-8 pm  8-9 pm

9-10 pm  Other \_\_\_\_\_\_\_\_\_\_

Q10. Rate the following purpose for which you watch educational programs on Television?

(4 - Most important & 1 – Least important)

* To get sample questions 1 2 3 4
* For extra knowledge 1 2 3 4
* To learn extra methods 1 2 3 4
* To clear basic concepts 1 2 3 4

Q10. ನೀವು ದೂರದರ್ಶನದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ವೀಕ್ಷಿಸಲು, ನಂತರದ ಉದ್ದೇಶ ದರ?

(4 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* ಮಾದರಿ ಪ್ರಶ್ನೆಗಳು ಪಡೆಯಲು 1 2 3 4
* ಹೆಚ್ಚುವರಿ ಜ್ಞಾನ 1 2 3 4
* ಹೆಚ್ಚುವರಿ ವಿಧಾನಗಳು ತಿಳಿಯಲು 1 2 3 4
* ಮೂಲಭೂತ ಪರಿಕಲ್ಪನೆಗಳು ತೆರವುಗೊಳಿಸಲು 1 2 3 4

Q11. How do you clear your doubts? (Check box)

Q11. ನಿಮ್ಮ ಸುಂಶಯಾಗಳ್ಲನ್ನು ಹೇಗೆ ಕ್ಲಿಯರ್ ಮಾಡುತೀರಾ? (ಚೆಕ್ ಬಾಕ್ಸ್)

* Parents ಪಾಲಕರು
* Brothers/Sisters ಬ್ರದರ್ಸ್ / ಸಿಸ್ಟರ್ಸ್
* Teachers ಶಿಕ್ಷಕರ
* Tuition ಶಿಕ್ಷಣ
* Friends ಸ್ನೇಹಿತರು
* Calling an expert (on educational programs/ Spandana)

ತಜ್ಞ ಕರೆ (ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ / ಸ್ಪಂದನ)

Q12. Do you watch Spandana - Smart classes?

Q12. ಸ್ಮಾರ್ಟ್ ಕ್ಲಾಸ್ ನೋಡುತ್ಹಿರಾ?

* Yes, ಹೌದು
* No ಇಲ್ಲ
* If yes, who recommended you?
* ಹೌದು, ಯಾರು ನೀವು ಶಿಫಾರಸು?
* On your own ನಿಮ್ಮ ಸ್ವಂತ
* Parents/Brothers/Sisters ಪಾಲಕರು / ಬ್ರದರ್ಸ್ / ಸಿಸ್ಟರ್ಸ್
* Friends ಸ್ನೇಹಿತರು
* Teacher ಶಿಕ್ಷಕರ
* Tuition ಶಿಕ್ಷಣ
* Television Advertisements ದೂರದರ್ಶನ ಜಾಹೀರಾತುಗಳು
* Any other source ಯಾವುದೇ ಮೂಲ \_\_\_\_\_\_\_\_\_

Q13. How many days in a week do you watch Spandana – Smart Classes?

Q13. ಸ್ಮಾರ್ಟ್ ತರಗತಿಗಳು - ಎಷ್ಟು ದಿನಗಳ ಒಂದು ವಾರ ನೀವು ಸ್ಪಂದನ ವೀಕ್ಷಿಸುತೀರಾ?

* 2 Days in a week ಒಂದು ವಾರದಲ್ಲಿ 2 ದಿನಗಳು
* 3 Days in a week ವಾರದಲ್ಲಿ 3 ದಿನಗಳ
* 4 Days in a week ಒಂದು ವಾರದಲ್ಲಿ 4 ದಿನಗಳು
* More than 4 days in a week ಒಂದು ವಾರದಲ್ಲಿ 4 ದಿನಗಳ
* Do not watch ವೀಕ್ಷಿಸಲು ಇಲ್ಲ

Q14. Rate the following benefits you gain by referring to Spandana - Smart Classes?

(5 - Most important & 1 – Least important)

* To cover up for missed classes 1 2 3 4 5
* Kannada Language 1 2 3 4 5
* Easy to understand 1 2 3 4 5
* Learn Different Methods 1 2 3 4 5
* Pictorial representation 1 2 3 4 5

Q14. ಸ್ಮಾರ್ಟ್ ತರಗತಿಗಳು - ನೀವು ಸ್ಪಂದನ ಉಲ್ಲೇಖಿಸುತ್ತಾ ಪಡೆಯಲು ಕೆಳಗಿನ ಅನುಕೂಲತೆಗಳನ್ನು ದರ?   
(5 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* ತಪ್ಪಿಸಿಕೊಂಡ ತರಗತಿಗಳು 1 2 3 4 5
* ಕನ್ನಡ 1 2 3 4 5
* ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸುಲಭ 1 2 3 4 5
* ತಿಳಿಯಿರಿ ವಿಧಾನಗಳನ್ನು 1 2 3 4 5
* ಪಿಕ್ಟೋರಿಯಲ್ ಪ್ರಾತಿನಿಧ್ಯ 1 2 3 4 5
* ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q15. What do you prefer on T.V. Educational Programs?

Q15. ನೀವು T.V. ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳು ಮೇಲೆ ಏನು ಆದ್ಯತೆ?

* Sample Exam Questions ಮಾದರಿ ಪರೀಕ್ಷೆ ಪ್ರಶ್ನೆಗಳು
* Learn New Concepts ಹೊಸ ಪರಿಕಲ್ಪನೆಗಳು ತಿಳಿಯಲು
* Cover Full Syllabus ಕವರ್ ಪೂರ್ಣ ಪಠ್ಯಕ್ರಮ
* Additional knowledge ಹೆಚ್ಚುವರಿ ಜ್ಞಾನ
* Other ಇತರೆ \_\_\_\_\_\_\_\_\_\_\_\_\_

Q16. What is that you do not prefer in Educational Programs?

Q16. ನೀವು ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ಆದ್ಯತೆ ಇಲ್ಲ ಯಾವುದು?

* Blackboard way of teaching ಬೋಧನೆಯ ಬ್ಲಾಕ್ ರೀತಿಯಲ್ಲಿ ಕಲಿಸಿದ
* Different methods taught ವಿವಿಧ ವಿಧಾನಗಳು
* Boring ಬೋರಿಂಗ್
* Doubt clearing only on weekends (Sat & Sun) ಡೌಟ್ ವಾರಾಂತ್ಯಗಳಲ್ಲಿ ಮಾತ್ರ ತೆರವುಗೊಳಿಸಲು (ಭಾನುವಾರ ಮತ್ತು ಶನಿವಾರ)
* Quality of videos and images used ವೀಡಿಯೊಗಳು ಮತ್ತು ಚಿತ್ರಗಳನ್ನು ಗುಣಮಟ್ಟ ಬಳಸಲಾಗುತ್ತದೆ
* Only comes in Kannada language ಮಾತ್ರ ಕನ್ನಡ ಭಾಷೆ ಬರುತ್ತದೆ
* Questions not same as final Board exams ಅಂತಿಮ ಬೋರ್ಡ್ ಪರೀಕ್ಷೆಗಳಿಗೆ ಅದೇ ಪ್ರಶ್ನೆಗಳು
* Any other ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q17. Do you have computer/Laptop/Tablet?

Q17. ನೀವು ಕಂಪ್ಯೂಟರ್ / ಲ್ಯಾಪ್ಟಾಪ್ / ಟ್ಯಾಬ್ಲೆಟ್ ಹೊಂದಿದ್ದೀರಾ

* Yes ಹೌದು
* No ಇಲ್ಲ
* Do you have Internet at home?
* ಒಂದು) ನೀವು ಮನೆಯಲ್ಲಿ ಇಂಟರ್ನೆಟ್ ಹೊಂದಿದ್ದೀರಾ?  
  + Yes ಹೌದು
  + No ಇಲ್ಲ

Q18. Reasons for using Internet at home?

Q18. ಮನೆಯಲ್ಲಿ ಇಂಟರ್ನೆಟ್ ಬಳಸಿಕೊಂಡು ಕಾರಣಗಳು?

* Project ಪ್ರಾಜೆಕ್ಟ್
* General Knowledge ಸಾಮಾನ್ಯ ಜ್ಞಾನ
* Videos ವೀಡಿಯೊಗಳು
* News ಸುದ್ದಿ
* Facebook ಫೇಸ್ಬುಕ್
* Any other ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## QUESTIONNAIRE FOR TEACHERS

The following is the questionnaire that was used as a research tool to understand the viewing habits of teachers and also to gauge the awareness levels of students for Educational programs

Name ಹೆಸರು - Age ವರ್ಷ - Gender ಲಿಂಗ್ - M/F Contact No ಫೋನ್ ನಂಬರ್ -

Email ಈಮೇಲ್ - Experience ಅನುಭವ -

Q1. What do you mean by smart class?

ಸ್ಮಾರ್ಟ್ ಕ್ಲಾಸ್ ಅಂದರೇನು?

Q2. What subjects do you teach?

* Maths
* Chemistry
* Physics
* Biology
* Other

Q2. ನೀವು ಯಾವ ವಿಷಯ ಕಲಿಸುತೀರಾ?

* ಗಣಿತ
* ಕೆಮಿಸ್ಟ್ರಿ
* ಭೌತಶಾಸ್ತ್ರ
* ಬಯಾಲಜಿ
* ಇತರೆ

Q3. Do you teach tuition classes?

* Yes
* No

Q3. ನೀವು ಬೋಧನಾ ತರಗತಿಗಳು ಕಲಿಸುತೀರಾ?

* ಹೌದು
* ಯಾವುದೆ

Q4. At what time do you take Tuitions?

Q4. ಯಾವ ಸಮಯದಲ್ಲಿ ನೀವು ಪಾಠ ತೆಗೆದುಕೊಳ್ಳುವಿರಿ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q5. What sources do you use for regular Class Preparation?

* Reference Books/Text Books
* Internet
* Radio
* Newspaper
* Television
* Any other \_\_\_\_\_\_\_\_\_\_\_\_

Q5. ನೀವು ಸಾಮಾನ್ಯ ವರ್ಗ ತಯಾರಿ ಏನು ಮೂಲಗಳು ಬಳಸುತ್ತಾರೆ?

* ರೆಫರೆನ್ಸ್ ಪುಸ್ತಕಗಳು / ಪಠ್ಯ ಪುಸ್ತಕಗಳು
* ಇಂಟರ್ನೆಟ್
* ರೇಡಿಯೋ
* ಪತ್ರಿಕೆ
* ದೂರದರ್ಶನ
* ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q6. If you use Internet for educational purpose, what kind of information you look for?

* Video
* Documents/pdf
* Any other \_\_\_\_\_\_\_\_\_\_\_

Q6. ನೀವು ಶಿಕ್ಷಣದ ಉದ್ದೇಶಕ್ಕಾಗಿ ಇಂಟರ್ನೆಟ್ ಬಳಸಿದರೆ, ನೀವು ಯಾವ ರೀತಿಯ ಮಾಹಿತಿಯನ್ನು ನೋಡುತೀರಾ?

* ವಿಡಿಯೋ
* ಡಾಕ್ಯುಮೆಂಟ್ಸ್ / ಪಿಡಿಎಫ್
* ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_

Q7. Rate the following modes you prefer to make the classes more interactive?

(5 - Most important & 1 – Least important)

* Charts/Graphs/Diagrams 1 2 3 4 5
* Videos/Smart Classes 1 2 3 4 5
* Practical Experiment 1 2 3 4 5
* Quizzes 1 2 3 4 5
* Activity based Teaching 1 2 3 4 5
* Any Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q7. ನೀವು ತರಗತಿಗಳು ಸಂವಾದಾತ್ಮಕ ಮಾಡಲು ಆದ್ಯತೆ ಕೆಳಗಿನ ವಿಧಾನಗಳು ದರ?

(5 - ಪ್ರಮುಖ & 1 - ಕನಿಷ್ಠ ಮುಖ್ಯ)

* ಚಾರ್ಟ್ಸ್ / ಗ್ರಾಫ್ / ರೇಖಾಚಿತ್ರಗಳು 1 2 3 4 5
* ವೀಡಿಯೊಗಳು / ಸ್ಮಾರ್ಟ್ ತರಗತಿಗಳು 1 2 3 4 5
* ಪ್ರಾಕ್ಟಿಕಲ್ ಪ್ರಯೋಗ 1 2 3 4 5
* ರಸಪ್ರಶ್ನೆಗಳು 1 2 3 4 5
* ಚಟುವಟಿಕೆ ಆಧಾರಿತ ಬೋಧನೆ 1 2 3 4 5
* ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q8. What do you suggest students on regular basis for studying after school hours?

* Group Studies among students
* Educational Activities (Chart Making etc)
* Spandana – Smart program
* Science related program
* Any other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q8. ನೀವು ಶಾಲೆಯ ಗಂಟೆಯ ನಂತರ ಅಧ್ಯಯನ ನಿಯಮಿತವಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಸಲಹೆ ಏನು?

* + ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಗ್ರೂಪ್ ಸ್ಟಡೀಸ್
  + ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳು (ಚಾರ್ಟ್ ಮೇಕಿಂಗ್ ಇತ್ಯಾದಿ)
  + ಸ್ಪಂದನ - ಸ್ಮಾರ್ಟ್ ಪ್ರೋಗ್ರಾಂ
  + ಸೈನ್ಸ್ ಸಂಬಂಧಿಸಿದ ಪ್ರೋಗ್ರಾಂ
  + ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q9. What time do you prefer watching Educational program on Television? (Any 1)

Q9. ಯಾವ ಸಮಯದಲ್ಲಿ ನೀವು ದೂರದರ್ಶನದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮ ವೀಕ್ಷಿಸುತೀರ? (ಯಾವುದೇ 1)

 6-7 am  7-8 am

 5-6 pm  6-7 pm

 7-8 pm  8-9 pm

 9-10 pm  Other -------

Q10. Do you watch Spandana - Smart classes?

* Yes
* No

Q10. ಸ್ಮಾರ್ಟ್ ಕ್ಲಾಸ್ ನೋಡುತ್ಹಿರಾ?

* ಹೌದು
* ಇಲ್ಲ

Q11. How did you come to know about Spandana – Smart Classes? (Many)

* TV Advertisement
* School Notice
* Radio/Newspaper
* Students
* Other peer teachers
* Banners outside Schools
* Billboards
* Any Other \_\_\_\_\_\_\_\_\_\_\_

Q11. Spandana – Smart Classes - ಇದರ ಬಗ್ಗೆ ಮಾಹಿತಿ ಹೇಗೆ? (ಅನೇಕ)

* + ಟಿವಿ ಜಾಹೀರಾತು
  + ಸ್ಕೂಲ್ ಎಚ್ಚರಿಕೆ
  + ರೇಡಿಯೋ / ಸುದ್ದಿಪತ್ರಿಕೆ
  + ವಿದ್ಯಾರ್ಥಿಗಳ
  + ಇತರ ಪೀರ್ ಶಿಕ್ಷಕರು
  + ಬ್ಯಾನರ್ಗಳು ಹೊರಗೆ ಶಾಲೆಗಳು
  + ಬಿಲ್ಬೋರ್ಡ್ಸ್
  + ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_

Q12. How many days in a week do you watch Spandana – Smart Classes?

* 2 Days in a week
* 3 Days in a week
* 4 Days in a week
* More than 4 days in a week
* Do not watch

 Q12. ಸ್ಮಾರ್ಟ್ ತರಗತಿಗಳು - ಎಷ್ಟು ದಿನಗಳ ಒಂದು ವಾರ ನೀವು ಸ್ಪಂದನ ವೀಕ್ಷಿಸುತೀರಾ?

* ಒಂದು ವಾರದಲ್ಲಿ 2 ದಿನಗಳು
* ವಾರದಲ್ಲಿ 3 ದಿನಗಳ
* ಒಂದು ವಾರದಲ್ಲಿ 4 ದಿನಗಳು
* ಒಂದು ವಾರದಲ್ಲಿ 4 ದಿನಗಳ
* ವೀಕ್ಷಿಸಲು ಇಲ್ಲ

Q13. What options you do not like in Spandana Smart Classes?

* Quality of Teacher
* Blackboard way of Teaching
* Doubt clearing only once in a week
* Boring
* Quality of Videos & Images
* Teaching Speed
* Confusing Methodology
* Any Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q13. ನೀವು ಸ್ಪಂದನ ಸ್ಮಾರ್ಟ್ ತರಗತಿಗಳು ಏನು ಆಯ್ಕೆಗಳನ್ನು ಇಷ್ಟವಿಲ್ಲ?

* ಶಿಕ್ಷಕರ ಗುಣಮಟ್ಟ
* ಬೋಧನೆ ಆಫ್ ಬ್ಲಾಕ್ ರೀತಿಯಲ್ಲಿ
* ಡೌಟ್ ಒಂದು ವಾರದಲ್ಲಿ ಒಮ್ಮೆ ಮಾತ್ರ ತೆರವುಗೊಳಿಸಲು
* ಬೋರಿಂಗ್
* ವೀಡಿಯೊಗಳು ಮತ್ತು ಚಿತ್ರಗಳು ಗುಣಮಟ್ಟ
* ಬೋಧನೆ ಸ್ಪೀಡ್
* ಗೊಂದಲ ವಿಧಾನ
* ಯಾವುದೇ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## CLUSTER ANALYSIS

The Dendogram obtained from the SPSS output is as follows:

H I E R A R C H I C A L C L U S T E R A N A L Y S I S

Dendrogram using Ward Method

Rescaled Distance Cluster Combine

C A S E 0 5 10 15 20 25

Label Num +---------+---------+---------+---------+---------+

343 -+

345 -+

66 -+

188 -+

295 -+

177 -+

185 -+

74 -+

108 -+

61 -+

264 -+

184 -+

209 -+-+

138 -+ |

156 -+ |

52 -+ |

67 -+ |

107 -+ |

162 -+ |

181 -+ |

218 -+ +-----+

336 -+ | |

337 -+ | |

22 -+-+ |

236 -+ | |

77 -+ | |

172 -+ | |

89 -+ | |

260 -+ | |

8 -+ | |

51 -+ | |

35 -+ | |

302 -+ | |

182 -+ | |

307 -+ | |

125 -+ | |

194 -+-+ |

207 -+ |

221 -+ |

75 -+ |

106 -+ +-------------+

43 -+ | |

259 -+ | |

96 -+ | |

206 -+ | |

110 -+ | |

114 -+ | |

19 -+ | |

180 -+ | |

314 -+ | |

24 -+ | |

92 -+-+ | |

154 -+ | | |

56 -+ | | |

257 -+ | | |

80 -+ | | |

179 -+ | | |

313 -+ | | |

320 -+ | | |

143 -+ | | |

310 -+ | | |

311 -+ +-----+ |

323 -+ | |

344 -+ | |

4 -+ | |

193 -+ | |

244 -+ | |

72 -+ | |

99 -+ | |

23 -+ | |

139 -+ | |

240 -+ | |

95 -+-+ |

268 -+ |

203 -+ |

220 -+ |

28 -+ |

111 -+ |

112 -+ |

272 -+ |

321 -+ |

273 -+ |

296 -+ |

318 -+ |

291 -+ |

292 -+ +-------------------------+

141 -+ | |

306 -+ | |

39 -+ | |

262 -+ | |

40 -+-+ | |

109 -+ | | |

234 -+ | | |

214 -+ | | |

223 -+ +---+ | |

309 -+ | | | |

342 -+ | | | |

174 -+ | | | |

175 -+ | | | |

124 -+-+ | | |

27 -+ | | |

242 -+ | | |

100 -+ | | |

293 -+ | | |

31 -+ +-------+ | |

147 -+ | | | |

132 -+ | | | |

118 -+ | | | |

282 -+ | | | |

102 -+ | | | |

129 -+---+ | | | |

150 -+ | | | | |

210 -+ | | | | |

12 -+ | | | | |

15 -+ | | | | |

222 -+ +-+ | | |

57 -+ | | | |

60 -+ | | | |

81 -+ | | | |

166 -+ | | | |

11 -+---+ | | |

2 -+ | | |

298 -+ | | |

144 -+ | | |

170 -+ | | |

55 -+ | | |

103 -+ | | |

169 -+ | | |

286 -+ | | |

328 -+ | | |

7 -+ +-------+ |

163 -+ | |

165 -+ | |

29 -+ | |

47 -+ | |

324 -+ | |

330 -+ | |

190 -+ | |

90 -+ | |

168 -+ | |

120 -+ | |

339 -+ | |

50 -+ | |

224 -+ | |

17 -+ | |

329 -+-----+ | |

3 -+ | | |

59 -+ | | |

255 -+ | | |

136 -+ | | |

256 -+ | | |

171 -+ | | |

283 -+ | | |

146 -+ | | |

290 -+ | | |

191 -+ | | |

333 -+ | | |

157 -+ +-------+ |

247 -+ | |

258 -+ | |

26 -+ | |

123 -+ | |

145 -+ | |

63 -+ | |

64 -+-+ | |

215 -+ | | |

277 -+ | | |

250 -+ | | |

276 -+ | | |

160 -+ | | |

249 -+ +---+ |

252 -+ | |

79 -+ | |

267 -+ | |

274 -+ | |

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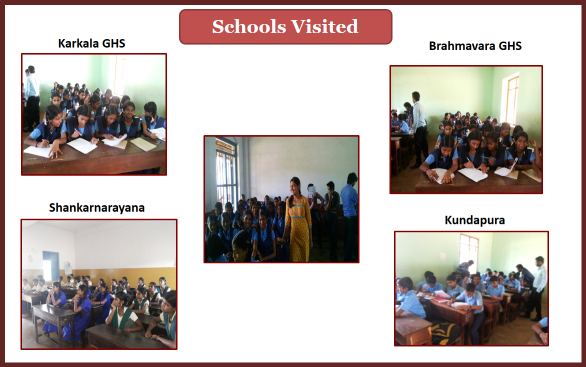
266 -+

270 -+

340 -+

88 -+

## PICTURES FROM THE SCHOOLS VISITED



**THE TEAM**

**Project Lead**

Ms. Bhanuja Nagore

**Senior LSGs**

1. Mr. Sachin Parnerkar
2. Ms. Alpa Jain

**Senior Team Members**

1. Mr. S.M.Haider Aabidi
2. Mr. Venkatesh Paidisetty
3. Mr. Mitesh Kumar
4. Mr. Zope Vijay Bharat
5. Mr. Nishad Shaik
6. Mr. Meher Chaitanya Jammula
7. Mr. Dinesh Beura
8. Mr. Ashish Malhotra
9. Mr. Amit Manwani

**Junior Team Members**

1. Mr. Varun
2. Mr. Balakumar M
3. Mr. Ganesh Kumar Subramaniyan
4. Mr. Adesh Devdas Nayak