



HISTORY OF TELEVISION EDUCATION IN INDIA AND ABROAD

Late Dr. Vivek Pandey

Associate Professor of Education
V.S.S.D. College Kanpur
& Mrs. **Alpana Tripathi**
Research Scholar

Cable TV is also known as “CATV” (community antenna television). In addition to bring television programmes to those millions of people throughout the world who are connected to a community antenna, cable TV will likely become a popular way to interact with the World Wide Web and other new forms of multimedia information and entertainment services. Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the areas of comparative affluence and ready availability (National Policy on Education 1986). Cable Television is a system of providing television to consumers via radio frequency signs transmitted to televisions through fixed optical fibers or coaxial cables as opposed to the over-the air method used in traditional television broadcasting (via radio waves) in which a television antenna is required. FM radio programming, high-speed Internet, Telephony and similar non television services may also be provided. In 1992, the government liberated its markets opening them up to cable television. Five new channels belonging to the Hong Kong based STAR TV gave Indians a fresh breath of life. MTV, STAR Plus, BBC, Prime Sport and STAR Chinese Channel were the 5 channels. Zee Tv was the first private owned Indian channel to broadcast over cable. A few years later CNN, Discovery Channel, National Geographic Channel made its foray into India. Star expanded its bouquet introducing STAR World, STAR Sports, ESPN and STAR Gold. Regional channels flourished along with a multitude of Hindi channels and a few English channels. By 2001 HBO and History Channel were the other international channels to enter India. By 2001- 2003, other international channels such as Nickelodeon, Cartoon Network, VHI, Disney and Toon Disney came into foray. In 2003 news channels started to boom. Television is one of most widely used part of mass media. As a matter of fact the addition of cable network has multiplied the effects of Television. An ordinary Television is capable of receiving one or two national channels only. But Television connected with cable network is capable of catching at least Ten or more channels. Some of the channels are privately managed and some are international channels. Television is a media of communication. Television’s films play a vital role in spreading information, conducting propaganda educating and enlightening people, strengthening national integration and creating national identify. Television have both positive as well as negative role in society by providing knowledge, new information and eradicating social evils.

Most channels are over crowd with Hindi films and films based programmes. Except B.B.C, News sports channels, Discovery channel, National Geographic, Animal planet, Astha, Sanskar, Sahara one; other programmes are either film based or

pop music based, Clean. artistic, educational and informative programmes are rarely shown. Films and songs are full of “masala” that is a mixture of violence, sex and vulgarity in the name of entertainment. Children and even elders remain stick most of the times to these programmes. How many are there who frequently switch over to B.B.C. news, sports channels and other educational programmes? In other words, it can be said that the ill effects of cinema are being multiplied by Television and ill effects of Television are further multiplied by the cable network.

There was a time, when parents used to screen first the film before showing it to their children. The Television and Television added with cable network has completely smashed this practice. It will be very unjust to blame solely to T.V. Programmes. Because there are so many programmes which can be of high educative value. But who cares. If we look into the matter from the angle of tender minded children, the situation become very embarrassing. It has been frequently voiced in magazine and news papers. “It is now readily apparent that television can have a profound impact on child and adolescent development and behaviors. Research on TV-viewing by children and adolescents suggests a “cause and effect” relationship with knowledge, attitudes and behavior. Television for children is addictive and promotes:

The NPE, 1986, in a way, spontaneously spells out the broad parameters of the modern communication technologies vis-a-vis the process of total development of human endeavour for raising the quality of life of all people through the intervention of educational technology particularly in the process of schooling, both through face to- face as well as distance modes. Various development plans and education commissions have from time to time, highlighted the importance of utilizing the media for educational purpose. For instance, the Sixth Plan commended that modern technology should be used extensively to extend education to all sections of society as well as to improve the quality of Education in a much shorter time than would have been necessary with approaches known and adopted in the past. Scientific discoveries and technological advancement have changed the pattern of life of nearly all human beings : only the extent of change differs for different classes of people in a society. Education has always not only taken note of the contemporary technology, but also to exploit it for educational purposes. With communication technology resounding in the environment, the teacher has no longer to be immune to development in the field of communication nor has he to ignore the impact and implications for improving education, in general, and learning-teaching process in the classroom, both face-to face as well as open learning through the distance technology, in particular. There are a variety of modes being used for education now, whether formal, non-formal of informal, correspondence or distance, audio-visual media and specially telecasting, broadcasting, satellite communication, etc. addressed to formal Degree/Certificate earning, considered equivalent to formal academic qualifications in job placements, etc. or to informal use for support and enrichment of formal education. Technology has come to play an important role to improve the quality and pace of productive activity in most aspects of human endeavour, including education. Since education involves both the elite and the masses to be educated and to be literate and directs the lives of all human beings, it is necessary that new approaches are adopted with full understanding and care. Research, thus needs to be an integral part of all Programmes of educational technologies such as satellite communication, cyber technology and

computers through very costly, need to be studied. Technology, by itself, cannot but solve the problems of extension and needed improvement in education where human variables are extremely important, both in terms of the use of technology and its impact on human endeavour and fulfillment that requires a continued watch. radio and Television have been with us for quite a while radio since mid-twenties of the 20th Century and television for nearly three decades now. These have since been used for informal and formal education. Internet and websites are also coming up in a big way to serve the cause of schooling. Importance of electronic inputs in education can possibly meet the requirements of increasing school enrolment which is reaching new records from year to year and also the shortage of teachers and classrooms rampant everywhere. How can education cope with the revolutionary changes it is undergoing is a pertinent question that needs probing. That is the question which school administrators ask themselves with an ever-increasing urgency. A leading educational journal (School Management Magazine) has described the pressures by pointing out that the thirst for formal schooling has become unquenchable. At the turn of century, it is a parent's dream that their children might some day attend a high school, a college or a university for their degree level education in the area of their interest, choice and preference. Can the new interventions help it ? If so, with what impact ? Such questions are being raised every now and then and in quite a big way. The needs of schools are generally obvious. Attracting and retaining highly qualified teachers is a formidable problem. schools are frequently faced with obtaining the best possible results from human as well as financial resources that are too often inadequate. Efforts must be made to provide for differences, from all angles, where the interventions of innovative technologies and electronic media seem to be quite tangible.

In 1932, a small cluster of people on a Midwestern University Campus witnessed what were probably the first educational T.V. Programmes to be telecast anywhere. They were presented over an experimental station developed by the State University of Iowa Electrical Engineering Department. Using a "scanning disc" system, instead of a picture tube, the station transmitted more than 400 programmes including lecture courses in art, shorthand, engineering and botany, as well as drama and other entertainment between 1932 and 1939. The year 1948 found five U.S. educational institutions seriously involved with television and television planning. The State University of Iowa had applied to the Federal Communication Commission (FCC) for permission to construct a station. Its sister institution Iowa State College (now Iowa State University) had received a construction permit from the FCC. Kansas State College was operating an experimental station on channel I (since removed from the broadcast band by the FCC). The University of Michigan and American University in Washington, D.C., equipped with studies of their own, were producing programmes for broadcast over commercial television station transmitters and other new developments were underway. In February, 1950 WOI TV at IOWA State College began regular programme operation as the 100th television station in the United States and the first non-experimental educationally owned television station in the world, culminating in a planned development, begun by President Charles E.A. Fieley in 1945. In April 1952, the Federal Communications Commission established a new kind of broadcast entity, the non-commercial educational television station, and reserved 242 channels in the broadcast spectrum for use by the educational establishment.

In late 1949, efforts to reserve television channels for education were finally achieving substantial momentum. The United States Office of Education had filed its own petition with the Federal Communications Commission asking that a very high frequency as well as an ultra high frequency (UHF) channels be reserved for education. By 1950, there were a number of supporting national educational groups preparing petitions for education television reservation. Throughout 1950 and 1951, these various educational groups focused their attention on problems of finance and strategy. The National Association of Educational Broadcasters led by George Probst, Director of the University of Chicago "NBC Round Table" and Seymour Director of WNYC and the Municipal Broadcasting System in New York City began a national fund raising campaign. These men held conversations with C. Scott Fletcher, president of the newly created Fund for the Adult Education, an independent organisation, established by the Ford Foundation. Fletcher and Find, keenly aware from the outset of the educational potential of radio and television, immediately saw six Installations ranged in size from simple room to room on channel cable connections in a single school building to multiple circuit system, complete with studies and video tape recording equipment. Television now constitutes an important medium widely used to disseminate information to its viewers. It has the unique feature of combining audio and visual technology and is thus considered to be more effective. It serves multiple purposes of entertainment, information and education. Besides performing motivational function, it helps in providing discovery learning and cognitive development of its viewers. Because of its better accessibility, it can bring learning materials to the masses in more direct, effective and personal ways than other educational media. Although every media has some strengths and weaknesses, its effectiveness depends more on how it is used. Researches carried out by Bates (1981, 1983, 1987 and 1988), Salomon (1979) and Olson and Bruner (1974) suggest that the television differs from other media in the way that it can represent knowledge, together with its educational and pedagogic implications. This is borne out by various reports too. Use of television as an instructional medium was first reported in 1932 by State University of IOWA in USA on an experimental basis in a world fair. Later on, due to the World War II, the introduction of television slowed down and, as a result, by 1948 there were very few educational institutions involved in using television as an instructional medium in spite of a great interest in television evinced by the educationists. Realizing the power of television for educational purpose, "the Federal Communication Commission in USA reserved 242 frequencies for educational broadcast on no-profit and non-commercial basis in 1952" (Magnuson, 1965). By the late 1950s, as many as 17 programs used television in their instructional materials.

The use of educational television tended to grow slowly but by 1961 about 53 stations were affiliated with the National Educational Television Network (NETN) with the primary goal of coordinating scheduling (Hull, 1962). The number of education television stations grew more rapidly in the 1960s and, by 1972, nearly 233 educational stations existed (Carnegie Commission, 1979). Ohio University, University of Texas and the University of Maryland were among the earliest universities to create network's reach for both on-campus and off-campus student populations (Brientenfield, 1968). Some other universities also started considering on how to bring distance learning to select student populations with the help of television. Hizal (1983) enumerates various functions of television in delivering

education through distance mode, like supporting and enhancing teaching; instructing; explaining, clarifying; motivation and encouragement; imposing study speed (determining rate of study); presenting a reference to large masses; changing behaviour and presenting the unreachable facts and events. Television can be an effective tool as distance education delivery system. It can be integrated into the curriculum to provide information either on a single lesson, or a specific unit or even full course. The instructional television can be interactive (allowing the viewers to interact with instructor or other students live) or passive (airing pre-recorded programmes). University model, entailing optimal use of ETV, is being increasingly emulated by various countries to impart education liberal as well as technical-through distance education mode, particularly in Japan, Australia and a host of others.

Television came to India, named as 'Doordarshan' (DD), the National Television Network of India, with its first telecast on September 15, 1959, in New Delhi. After a gap of about 13 years, a second television station was established in Bombay in 1972 and by 1975, there were five more television stations at Srinagar (Kashmir), Amritsar, Calcutta, Madras and Lucknow. For many years, the transmission was mainly in black and white. Television industry got the necessary boost in the eighties when Doordarshan introduced colour TV during the 1982 Asian Games. The second phase of growth was witnessed in the early nineties and during the Gulf War, when foreign channels like CNN, Star TV and domestic channels such as Zee TV and Sun TV started broadcast of satellite signal. This changed the scenario and the people got the opportunity to watch regional, national and international programmes. Starting with 41 sets in 1962 and one channel (Audience Research Unit, 1991), TV in India at present covers more than 70 million homes giving a viewing population more than 400 million individuals, through more than 100 channels. Easy accessibility and vast development of relevant technology, variety of programmes and increased hours of transmission are perhaps the main reasons for rapid expansion of TV system in India. The launching of satellite communication networks has given an added boost to ETV in the country over a period of time.

In India, ever since the inception of TV network, television has been perceived as an efficient force of education and development. With its large audience, it has attracted educators as being an efficient tool for imparting education to primary, secondary and university level students. Some of the major educational television projects are as discussed briefly hereunder:

1) was designed for the secondary school students of Delhi. With an aim to improve the standard of teaching in view of shortage of laboratories, space, equipment and dearth of qualified teachers in Delhi, this project was started on experimental basis in October 1961 for teaching of Physics, Chemistry, English and Hindi to students of Class XI. The TV lectures were syllabus based and were telecast during school hours as part and parcel of school activities. According to Paul (1968), by and large, the television schools did somewhat better in the test than did the non television schools'. Delhi Agriculture Television (DATV) Project (Krishi Darshan) (1966). The project named Krishi Darshan was initiated on January 26, (1966) for communicating agricultural information to the farmers on experimental basis for the 80 selected villages of Union Territory of Delhi through „Community Viewing“ of television and further discussions among themselves. The experiment was successful, yielding substantial gain in information regarding agricultural practices (IGNOU, 2000).

Satellite Instructional Television Experiment (SITE) (1975) project, one of the largest techno-social experiments in human communication, was commissioned on August 1, 1975, for a period of one year for the villagers and the Primary School going children of selected 2330 villages in six states of India, namely Rajasthan, Karnataka, Orissa, Bihar, Andhra Pradesh and Madhya Pradesh. The main objectives of this experiment were to study the process of existing rural communications, the role of television as the new medium of education and the process of change brought about by community television in the rural structure, with following two types of telecast: Development education programmes in the area of agriculture and allied subjects, health, family planning and social education, which were telecast in the evening for community viewing. The school programmes of 221/2 minutes" duration each in Hindi, Kannada, Oriya and Telugu were telecast on each school day for rural primary school children of 5-12 years age-group to make the children realize the importance of science in their day-to-day life. SITE experiment showed that the new technology made it possible to reach people even in the remotest areas. The role of television was appreciated and it was accepted in rural primary schools as an educational force (IGNOU, 2000).

Post-SITE Project (1977) The target group for this post-SITE project was the villagers of Rajasthan. This was a SITE continuity project and was initiated in March 1977 with a terrestrial transmitter commissioned at Jaipur. The main objectives of the SITE continuity project were to:

- Familiarize the rural masses with the improved and scientific knowhow about farming, the use of fertilizers and the maintenance of health and hygiene;
- Bring about national and emotional integration; and
- Make rural children aware of the importance of education and healthy environment.

Indian National Satellite Project (INSAT) (1982) prime objective of the INSAT project was aimed at making the rural masses aware of the latest developments in the areas of agricultural productivity, health and hygiene. It was initially targeted at villagers and their school going children of selected villages in Orissa, Andhra Pradesh, Bihar, Gujarat, Maharashtra and Uttar Pradesh. As a part of INSAT Education project, ETV broadcasts were inaugurated and continued through terrestrial transmission from 15 August 1982 in Orissa and Andhra Pradesh. Latter, other states namely Bihar, Gujarat, Maharashtra and Uttar Pradesh were covered under INSAT service, using INSAT-IB in June 1983. In each state, a cluster of 3-4 districts were selected on the basis of backwardness of the area, availability of suitable developmental infrastructure and utilization of existing production facilities. Besides developmental programmes for community viewing, educational programmes (ETV) for different age groups of school children (5-8), (9-11) years and for secondary and senior secondary schools and also for teachers are telecast daily. A capsule of 45 minutes" duration consisting of two separate programmes-one for the lower age group and the other for the upper age group-are telecast regularly. Each programme runs for a duration of 20 minutes with five minutes change over time from one age group to the other. As of today, these ETV programmes are offered in five languages – Oriya, Telugu, Marathi, Gujarati and Hindi- for a large population of primary school children. Programmes telecast in Hindi are being received in all the Hindi – speaking states in the northern belt (IGNOU, 2000). „Tarang" is one such programme addressed to different age-groups of school as well as out-of-school children as also for teachers prepared by CIET (NCERT) for educational telecasts.

The IGNOU-Doordarshan telecast programmes, designed mainly for distance learners, started in May 1991. Initially, they were telecast on every Monday, Wednesday and Friday from 6.30 to 7.00 a.m. through the national network of Doordarshan with the aim of providing tele-counseling to students of open universities in remote areas. Hailing the encouraging response from viewers, the frequency of this project has been increased to five days a week. This programme innow very popular. Ministry of Human Resource Development, Information & Broadcasting, the Prasar Bharti and IGNOU launched „Gyan-Darshan“ jointly on 26th January, 2000, as an exclusive Educational TV Channel of India. Given the responsibility to be the nodal agency for uplinking/transmission, IGNOU started it as a two-hour daily test transmission channel for the students of open and conventional universities. This duration was increased, in February 2000, to nine hours a day, further increased to 16- hours by 1st June 2000 and by 1st November 2000 to a 19- hours channel. Within one year of its launching, it became on 26th January, 2001 a non-stop 24 hours daily transmission channel for educational programmes. "The programming constitutes 23 hours of indigenous programmes, sourced from partner institutions and one hour of foreign programmes. Transmission of 12 hours each for curriculum-based and enrichment programmes is being made. The programmes of IGNOU, CIET-NCERT including NOS are telecast for four hours each, IIT programmes for three hours, CEFUGC programmes for two and a half hours and one hour each for TTTI and Adult Education" (IGNOU Profile- 2002). The signals for Gyan-Darshan transmission are uplinked from the Earth Station (augmented as one plus one system set up at IGNOU Hqs., New Delhi and down linked all over the country through INSAT 3C on C Band Transponder. Although Gyan-Darshan has made its presence felt in all open Universities in the country and most of the prominent conventional universities/schools, it still has the potential to reach the doorsteps of learners throughcable TV network. At present, Gyan-Darshan through the cable transmission coversabove 90 percent in Kerala, most parts of Tamil Nadu, a few pockets in the North East, Nasik, Ahmedabad and Pune. Asia Net has been providing it free of cost in Kerala. It is likely to make Gyan-Darshan available through terrestrial transmission. Television may be used along with other media in distance education for interaction and to support learning materials, depending on the educational system and desired outcomes. Briefly discussed below are some of the possible types of technology integration:

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