CHAPTER II

EVOLUTION OF
EDUCATIONAL TELEVISION

In most democratic countries of the world, Television and radio are used as educational tools. Television was first used as an educational tool by the United Kingdom in 1952. The BBC used closed circuit television to reach school systems and began regular broadcasting to schools in 1955. The open University of Great Britain, is built around television and is one of the largest university in the country. In UK more than 80 percent of the population watch ETV programme for some 9 hours per week. The Government of Britain permitted the network only for 50 hours weekly.

In America the beginning of educational television was marked as the Federal Communication Commission's 'order of 1952' which reserved approximately 12 percent of all available television channels for education. The commission made an allocation of 242 television channel assignments for this purpose.

The first educational television station came on the air at Houston, Texas in April 1953. In 1954, the National Educational Television began to provide the first of thousands of recorded programmes for use by instructional
television stations. The teachers in Philadelphia of USA were able to report excellent outcomes from educational television. Iowa state college had also demonstrated the possibilities of educational television. Before 1960, 14 entire courses in liberal arts, air science and education were available by closed-circuit TV at Pennsylvania State University (Ahuja & Chhabra, p.73).

The Open University has been paying particular attention to the rapid advance of the Association for Media - Based Continuing Education (AMCEE) in the USA. AMCEE has assembled a formidable array of video-centred distance learning courses. Twenty two universities were involved in the early eighties offering video recordings of lecture courses in engineering, economics and management. Such materials can be studied at home or at work, and they are entirely up-to-date. AMCEE courses are particularly attractive to the participating academic institutions because they involve little interference with normal teaching - standard lectures are recorded in a lecture theatre at low cost. They attract clients and their employers because they involve less expense than conventional courses.

On the remote Island of American Samoa, 3680 kilometres South-West of Hawaii, an open broadcast facility and studio were constructed. The timing of television teaching was of three hours per day in Samoa. All educational TV instruction was developed at the broadcast centre by US mainland teachers who worked closely with Samoan teachers. The completed
broadcasts were sent into every classroom on the island where mainland-trained and Samoan teachers co-operate to adopt theory and practice to Samoan cultural needs. They advised the classroom teacher how to prepare for the telecast, what to watch for and how to follow up after the television portion of the class is over.

*Japan* is the most advanced country in the world which used ETV for its schools and educational institutions. Japan's publicly owned education television services covered 42 percent of the population in 1964. The first annual international ETV festival was launched in 1965 in Japan. Japanese Television is controlled by the Government and ETV is a part of its schedule to educational programming ie, for formal and informal education. During 1967, 94 separate relay stations were inter connected with key open-broadcast circuits to provide the most complete educational TV coverage in the world. Ninety percent of all primary schools, 81 percent of all intermediate schools and 72 percent of the high schools participated in a broadcast schedule of 10½ hours per day (Behera, p.5).

Television in *South America* had made a strong impression in the eight countries which at present maintain services. In Chile, all stations are educational and are operated by universities. One Brazilian, one Peruvian and one Venezuelan station are government owned. Uruguay is planning to start a
service under government auspices. Ecuador's sole station is operated non-commercially by United State Missionary Organisation.

*Columbia*, in South America, has mounted one of the largest instructional television programmes in the world, reaching over 275,000 pupils in over 800 primary schools, with forty televised lessons per week, in addition to three teacher-orientation programmes (Janardan Prasad & Vijay Kumar Kaushik, p.238). This meant that nearly 15 percent of the total primary enrolment in school had the benefit of televised instruction.

Television is used to provide the key instruction for two lessons a week in three courses for each of the five primary grades. This means the educational television staff are presenting televised instruction, accompanied by guides, for 30 lessons a week. Because of the shortage of receiving sets, most of the lessons for grades 1 and 2 are repeated. The actual televised instruction time takes up only 15 minutes of the lesson, the rest of the time is utilised by the classroom teacher on preparatory and follow-up activities as outlined in the television guides.

An evaluation mission on Colombia's instructional television programme reported that; Television is expanding the contribution of the individual teachers and making their class rooms more pleasant and exciting place for the children. Although teacher-training is only a secondary responsibility of the programme, it may in the end be its most significant
contribution. All other South American Services are privately owned and commercially operated.

In Australia, the Division of Postgraduate Extension Studies of Television University, University of New South Wales, began in 1966. Lectures which reach the students at their homes are supplemented by printed notes with diagrams as a substitute for the blackboard. The Television University was based on the principle that 'if the people won't come to our lectures, then our lectures must come to the people.'

When mass media techniques and equipment are to be directed to relatively small groups of postgraduate extension students, the cost of production and presentation is the crux of the problem. For this and for educational reasons, a lecturer-controlled television studio was designed for the programmes. In the postgraduate area the best person to control what the student sees and hears is the lecturer himself, just as the lecturer does when he controls a slide projector in a lecture theatre. He does not try to conceal the fact that he is controlling the picture and sound, and in fact simply uses the television channel as an audio and video aid to explain his points. In this special studio there are no cameramen, and in the early days no producer either the lecturer himself does everything for his class.

The USSR was a pioneer in television. Telecasts were first made in 1931 and two stations began operating regularly in 1938. The service was
resumed after the second world war which was to a very limited audience. A high percentage of viewing time is devoted to educational programmes for children and adults. They include a special programme entitled 'People's University' which offers courses in Science and Technology, Arts and English for 2½ hours per day.

*China* is one of the pioneering countries in the world to have exploited television medium for expansion of education. The largest distance teaching institution of the world, the national multimedia - distance learning institution in China is called the Central Radio and Television University (CRTVU). The CRTVU employs broadcast as the main delivery vehicle and supplements it with print, audio-visual-media, tutorials, and computerized instruction. Programmes are broadcast directly to learners at home, in the work place or the study centres located throughout the country. The CRTVU courses follow a multi-media approach. The input of non-print media varies according to the subject area-science and engineering course have greater proportion of TV programmes, whereas radio is the chief medium for social science course. TV programmes are transmitted by the Central China Television (CCTV) nationally through the microwave network.

France began its educational service, Television - Scoloria, in 1951. Italy in 1958, inaugurated its Telescuola, as a branch of the Radio Audizioni -
Italia. Norway introduced educational television in 1962, while the Netherlands began its schools Television in 1963.

In the developing countries (third world countries) the mass media like TV and Radio is used for education persuasion and opinion making. These countries also experimented with educational television.

Indian broadcasting and telecasting systems owned and operated by the government, has been used for instructional purposes since the 1950's. Nonformal education has been provided more through broadcast media than through other means. India has been using its limited television service for formal education since 1961. In the same year, 250 schools in Delhi were installed with television sets for in-school viewing. The lessons broadcast were on Chemistry, Physics, English and General science. By 1964 over 1,000,000 students were studying various subjects through television. Over 3,00,000 students in more than 500 schools in India were benefiting from television instruction in 1977 (B.N. Ahuja and S.S. Chhabra, p.63).

The Thailand government in 1969, established Ramkhamhaeng University to offer a complete college curriculum by closed circuit television. The University located in Bangkok, Provides educational opportunities to students who were not admitted to traditional universities for lack of space. Approximately 43,000 students were enrolled at this university. Textbooks are used in each course. Large group discussions constitutes an important
part of the educational programme. Degrees are awarded to students who complete the course satisfactorily.

El Salvador was the first developing country to use educational television on a large scale for formal education. Under the 1968-72 development plan, educational reform was introduced to educate a large number of people and to improve the quality of curricula of secondary schools. Grades from 7 to 9 were chosen for an educational television project because a study indicated that 'it was the lack of opportunity and the low quality of instruction at this level that was believed to constitute a 'bottleneck' to El Salvador's development. Instructional television was also expected to compensate for many unqualified secondary school teachers, who in turn could be trained in a short time with effective monitors within the television classes. According to an evaluation, educational television students were learning 15-25 percent more than to their counterparts. The success of the project led the government to extend free universal education up to the ninth grade.

Mexico

Projects in educational broadcasting in Mexico are attracting attention especially, Mexico's Radioprimaria and Telesecundaria. The telesecundaria offers a complete secondary school curriculum to groups assemble in towns that have no secondary schools. Television instruction is supplemented with
textual materials. There is usually one teacher for the entire school. As of 1977, the programme was attracting about 29,000 students. Researchers compared samples of schools in each of four districts of Mexico from among the schools teaching face to face and from Telesecundaria groups taught with the aid of television. They used before-and-after tests and found that Telesecundaria students had higher test scores in Mathematics, Spanish and Chemistry than did students from traditional schools.

Ivory Coast (in Africa) the educational television began in 1971. The ministry of education with the co-operation of UNESCO, France and Canada, began to broadcast instructional programmes. In the first year, 20,000 pupils were taught with the aid of television in the first grade. By 1976-77 school year, educational television programmes were broadcast for about 325,000 pupils in the six grades of the primary school system (B.N. Ahuja, p.65). Teachers have adapted to the use of instructional television as a result of their extensive inservice training. Schramn says it is evident that the project is 'moving forward very strongly' towards the goal of Universal Primary education.

In Nigeria, Education is the responsibility of the Ministry of Education within each region in that country. There were three types of important television programmes. It began in 1959 and they decided to concentrate its educational television activities at the secondary and teacher training levels.
The second was Northern Nigeria’s Programme of Educational Television. This began in 1962 and the primary aim was to provide enrichment material to supplement instruction at primary, secondary and teacher training college levels. The third was, the use of Television for Primary instruction in the Federal District of Lagos. It was started in 1965 Educational Television in the Federal-District and Capital City of Lagos differs from that in the Northern and Western Regions. The main purpose here was to upgrade the content of primary level classroom instruction directly while at the same time alleviating some of the problems arising from the fact that many teachers were not adequately trained. Television would also make it possible to extend the range of the primary curricula by providing instructional content not previously possible.

The Programme provides one lesson a week for three subjects and each of these lessons is broadcast three times during the week. The programmes generally run for 20-25 minutes. A musical interlude between the two morning programmes permits any changing of classes where necessary. In all the educational television programmes the method adopted is that of direct teaching by television with supplementary class activities controlled by the class room teacher.

The Republic of Niger, faced a grave shortage of well trained and educated teachers, and there was no prospect of meeting this shortage as long
as the country's other needs for educated manpower remained urgent. Niger decided to overcome the problem by the joint use of television along with monitors holding an elementary school certificate and having been given a brief period of training. Their main task was to organise the student's activities during the day. They had their own TV programmes each day before the start of lessons in the classroom, and a teacher's guide gave them detailed information on the days activities.

At the start of the experiment in 1964 only grade I was taught by closed-circuit television. The results were encouraging and the experiment was extended to other grades, one at a time, and using open-circuit television. Within a few months about 400 television programmes were shown.

After 8 years, in 1972, the children was having a face to face lesson with a trained teacher. This demonstrated that educational television could and did work. More than that, it was obvious that the children taught by television enjoyed their lessons, they seemed far happier, were more spontaneous and absenteeism from school vanished, even during an epidemic. Not only did the children come to school, but they came extra early to make sure they did not miss the first television transmission.

Educational television exists only on an experimental basis in Cambodia, India and Kuwait. In China, Iran, Iraq, the Republic of Korea,
Lebanon, the Philippines, Saudi Arabia, Singapore, Syria and Thailand educational programmes are broadcast for only a few hours a day.

Until 1962, the African continent remained almost untouched by television. In 1956, Morocco was the only African country with a regular service. During sixties viewers in 12 countries received telecasts.

**Evolution of ETV in India**

Television was introduced in India on 15 September 1959 as a UNESCO-aided project under the auspices of All India Radio (AIR). It was by a decision taken in the General Conference of UNESCO in 1956 at Delhi that a pilot project should be implemented in India to study the use of television as a medium of education and community development.

The project was started on an experimental basis on 1959 at New Delhi and was inaugurated by the then President of India, Dr. Rajendra Prasad. It was mainly aimed at training and evaluation. The evaluation was mainly on the feasibility of using the medium as a vehicle of community development and evaluation. Tele-clubs were organised at 21 community centres and the transmission was limited to 24 km radius. A convenor was appointed at each tele-club for organised viewing and to conduct post-telecast discussions and to convey the viewer's reaction and comments as feedback to the All India Radio. The programmes were telecast for one hour every Tuesday and Friday. They were educative and informative and of various formats like
talks, plays, interviews, discussions, music and documentary films. About 150 to 200 persons were viewing the programmes at each tele-clubs. The nature as well as impact of these programmes was evaluated by the National Fundamental Education Centre and Indian Adult Education Association, New Delhi. The findings of the experiment were encouraging and the project was considered a success.

**Television entered into class rooms**

Educational Television was started in India by AIR on 19 January 1960 by starting a weekly series of specially designed programmes for the benefit of students of class IX on every Tuesday from 3 to 4 P.M. It was with the collaboration of the education department of the Delhi Administration. Follow-up activities were conducted by teachers at the end of the programmes and the reactions of students were reported back by them to the TV centre.

At the same period, the representatives of the Ford Foundation in India were approached by the Government to assist in the development of Educational Television. As a result of this, a Ford Foundation Team of TV experts visited India from 24 January to 20 February 1960 to study the feasibility and scope of future development of educational television in India (Behera, p.8) Later, a team of Indian experts visited USA and finalised the arrangements with the authorities of the Ford Foundation. At the end of 1960, India received necessary television equipments for strengthening the
television service in Delhi. This led to the planning and implementation of an educational television project for Delhi Schools.

Later, All India Radio, Delhi, joined hands with the Directorate of Education, New Delhi and Ford Foundation and organised a series of workshops for school teachers, to identify their problems and requirements and to finalise the content of the project. This project known as 'Delhi School TV Project' was launched in 1961. It broadcast syllabus oriented lessons on selected subjects, particularly in Science for the middle and high schools under the Delhi - Administration. The scripts were written by the teachers themselves. A common time table was devised for all schools which easily integrated the televised lessons with classroom teaching. Initially 250 television sets were installed in various schools or centres. Three 20 minutes programmes were broadcast each morning five days a week and repeated in the afternoon for the benefit of the second shift.

ETV service continued to develop in Delhi for more than a decade. As the Doordarshan Kendras increased in number, the Instructional Television programme Service were also expanded, covering the length and breadth of the country.

**Satellite Television**

The satellite Instructional Television Experiment (SITE) was a great turning point in the history of television in India. The SITE started on 1
August 1975 inaugurated by Smt. Indira Gandhi, the then Prime Minister of India, at Ahemdabad. This project was for one year to study the use of television as a medium of education and development and it ended on 31 July 1976. This Indo-American Project used communication satellite ATS-6 (US lent the satellite to India for one year). The programmes were related to Education, Agriculture, Health, Family planning, National Integration and so on. Telecast was made for four hours a day out of which one and a half hour in the morning were meant for primary school children and two and a half hour in the evening for adults (Chander, p.9).

This project was aimed to cater to the developmental needs of the rural community and with this in view, about 2400 villages in Rajasthan, Bihar, Orissa, Madhyapradesh, Andhra Pradesh and Karnataka were selected. Community TV sets were established in different cultural, linguistic and agricultural regions located in these six states. Besides, students programmes, a number of ETV programmes were also telecast for teachers who participated in the inservice training courses in Science.

SITE proved the success of television as a medium for education in India.

**Instructional Television**
Educational Television includes all the efforts to impart planned educational benefits through television. It is also known as 'instructional television.'

It is mainly directed towards students of formal and non-formal academic education and is used to equalise and disseminate educational opportunities. ETV provides a learner-centered education and also provides an additional resource to the existing basic educational system for raising educational standards. It personalises the teaching and also improves the learning efficiency. ETV comprises syllabus based and enrichment type programmes. Syllabus oriented programmes involve direct teaching and the enrichment type programmes involve indirect teaching.

**ETV - A Triangle**

Educational Programmes may well be compared to a triangle, having three sides - TV - teacher - taught (Saksena, 17) (These sides may not be equal but certainly, contribute equally to the formation of the triangle). Here the taught is placed at last because the taught are at the receiving end. And TV gets precedence over teacher for it is more autocratic, ruthless and unceasing way in its bombardment of wisdom on the target audience. The teacher is also benefited from ETV. His teaching becomes more authentic, imaginative and sensitive.

**ETV - Provides a Learner Centered Education System**
In many developing countries, conventional teaching is based on learning dominated by text books. Teachers decide on the way knowledge is to be passed on and teaching methods used are often not relevant to the society in which the student lives. Since more modern findings prove that text book dominated learning is, by and large, a failure, the content and method of teaching ought to change radically towards the learning of functional skills and knowledge. ETV can provide learner centered instruction and serve as a great educative force.

**Satellite for Education**

INSAT-1 (A) is India's multi purpose – geostationary satellite launched on 10 April 1982. By the launching of the satellite India became the sixth country to own a communication satellite.

The countrywide National Telecast Service using INSAT - 1(A) was inaugurated on 15 August 1982 with transmission timings between 8.30 to 10.00 P.M. The INSAT ETV service for selected elementary schools of Orissa and Andhra Pradesh was started from 15 August 1982. It telecast two programmes of 20 minutes duration, for elementary school children of two age groups. The programmes were from Monday to Friday for 5-8 year old and 9-11 year old. There were programmes for elementary school teachers on Saturday.
After one year the INSAT -1(A) became disfunctional and the transmission was shifted to terrestrial system. India launched INSAT -1(B) on 30 August 1983. ETV programmes were telecast with the help of INSAT-1 (B) with great success. ETV programmes through the satellite for the elementary school children and teachers are available in Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. In addition there is local transmission using the terrestrial transmitter.

Another satellite called INSAT-1(C) launched on 22 July 1988 has a lifespan of 10 years. The earth lock was lost on 22 November 1989 and the satellite was abandoned. The specification for the Insat-1(D) is the same as the Insat-1 (B) but with expanded battery and propellant capacities. This multipurpose satellite (Insat-1 D) was launched on 12 June 1990 to conclude the first generation INSAT series. Its expected life span is seven years. India's most powerful and advanced telecommunication satellite Insat-4A was launched on 22 Dec. 2005, having a life span of 12 years. This will give a major thrust to the fledging direct-to-home (DTH) television broadcasting services.

'Edusat' is a special satellite launched on September 20, 2004. It is the world's first satellite meant for educational purposes.
The satellite weighing 1950 kgs was launched from Sreeharikotta by the help of G.S.L.V. of ISRO. It is placed at 36,000 kms away from earth and is technically highly advanced.

It is a very difficult task to impart quality education to the students of our country as there are different languages and most of the places are far and remote. Eventhough educational institutions are mushrooming, the remote villages are not getting quality education and expert teachers.

Here is the importance of linking up the cities' educational institutions with all the facilities and the educational institutions of villages with poor facilities can be linked together with the help of Edusat. By the help of the interactive terminals the participants can interact with the experts and also they can ask questions. Edusat covers the entire part of our country and it provides radio/Television broadcasts, night downloading on-line education and video conferencing facilities.

Kerala is the first state to establish fifteen interactive terminals as part of the first phase and the 'I.T at School' project is implemented in the state recently (July 2005). The State Institute of Educational Technology is entrusted with producing the educational programmes on school level and they are sending the programmes to various destinations for broadcast.

**DTH**
It stands for Direct to Home. The signals are dispatched from a satellite directly to a viewer's home, i.e., the TV channels would be broadcast from the satellite to a small dish antenna placed on the window or rooftop of the viewer's home.

DTH can provide entertainment, news and lots more to a viewer and even to those pockets of the country where cable and Doordarshan have not yet reached. There are about 70 million TV homes out of which only 35 million have been connected by cable. The balance 35 million TV homes today have access to only Doordarshan. If it is an issue, DTH will be able to provide a solution. Within the first year of operation this service intends to offer up to 150 channels.

DTH can also be used to give a number of other value added services like-fax, voice, internet teleshopping, e-commerce etc.

DTH gives better quality pictures than conventional cable TV because cable TV in India is analog (subject to various disturbances and degradations during transmission on cable). DTH can give stereophonic sound effects which is not the case in Indian cable TV scenario today.

DTH operates on the KU band transponders which has a band of frequency of above 4800 MHZ. One part of the electromagnetic wave is known as KU band. These are microwaves with a frequency of 12 giga hertz to 18 giga hertz.
The pictures which are transformed into KU band waves with a definite frequency are sent to the transponders of the satellite. The waves which reflect from the transponders are collected by the DTH facility and is getting through the television screen.

KU band has a peculiarity that during heavy rains the DTH signals just fades away. Thus the DTH subscriber may receive just nothing during rains. Local programming is not possible on DTH.

**Educational Broadcast for Higher Education**

**The Country Wide Class Room**

The UGC educational telecasts or the country wide class room is the major step by communication scholars, social scientists and educational experts in India to utilize modern facilities of mass communication. The country wide class room programmes began by UGC on 15 Aug. 1984. It is co-ordinated by UGC Insat cell at Jamia - Milia Islamia, New Delhi.

The UGC programmes were telecast on six days a week between 12.45 - 1.45 P.M. and the same was repeated during 4-5 P.M. (currently the telecast is on every day from 5.30 - 6 AM). Within few months, arrangements were completed for the production of programmes at Jamia Milia, New Delhi, the Central Institute of English and Foreign Languages, Hyderabad, and the Educational Media Research Centres (EMRCs) at Pune and Ahmedabad.
Foreign Educational Programmes were imported mostly from U.K, U.S.A, Japan, West Germany, Canada, France and the USSR. The programmes were produced on Science, humanities and cultural programmes like festivals of India.

According to Prof. K. Gopalakrishnan of the Mass Communication Research Centre, Jamia Milia "the UGC programmes were aimed at making the student community aware of ecological and environmental issues, imparting hardcore information on selected topics and inculcate the spirit of nationalism in the young generation."

The UGC country wide classroom seeks to take quality higher education to the nook and corner of the country. Thus college students in rural areas also have access to good teachers and high quality audiovisual aids. It leads to fill the knowledge gap between the urban and the rural students.

The UGC educational telecast aims at a broader audience. It offers enrichment programmes which are not restricted to a syllabus. Thus it is beneficial to the teachers and also to the unemployed graduates. These programmes help to arouse the interest of the viewers and widen their knowledge.

IGNOU Programme
The Indira Gandhi National Open University (IGNOU), the apex body for distance education in the country began television broadcast in May 1991. It is a telecast for 30 minutes daily from 6 to 6.30 AM to suit IGNOU learners who are mostly employees. The programmes are syllabus oriented and deal with courses offered by the University. The programmes support the self instructional printed material supplied to the learners. Every learner learns about the broadcast schedule through the University's monthly news letter. IGNOU takes special care to use simple slow paced language with a lot of visuals.

There are about 170 study centres co-ordinated by 16 Regional centres run by IGNOU all over the country where the audio and video cassettes are played back for the benefit of students who buy the tapes for their use at home. These programmes makes the teaching learning process very interesting and effective for the teacher and taught and it also maintains the standards of distance education in our country.

A two-way, teacher taught communication facility is also experimented by IGNOU. It is known as the teleconferencing experiment of IGNOU, from 4-13, October, 1993. The experiment envisaged a two way audio and one way video link between the experts sitting in a Delhi studio and the audience present in the far-off studios. In other words, the latter could ask questions (audio alone) and get instantaneous replies and reactions from the former.
(both video and audio). It was conducted for the PG Diploma course of Higher Education, through live lectures and discussion supplemented by computer graphics, charts and audio-visual aids. During the discussion, the students used STD telephone facilities for asking questions (in audio): The questions were answered using the audio and video mode (Aggarwal, 214).

**Educational Teleconferencing**

To overcome the limitations inherent in tele-education a new form of electronic media like teleconferencing is used recently. Teleconferencing is an interactive electronic communication between the sender and the receiver. The receiver can ask questions through telephone in audio mode. The questions are answered using the audio and video mode. It is of particular interest for distance learning because of its interactive capabilities.

**Production Centres of ETV**

The main ETV Programme production centers are the Central Institute of Educational - Technology, State Institute of Educational Technology, The Development and Educational Communication - Unit, the educational media research centres, the audio visual research centres, the IGNOU production centres and the Doordarshan Kendras.

The Central Institute of Educational Technology (CIET) was set up in New Delhi in 1984 by the National Council of Educational Research and
Training (NCERT), merging the centre of Educational Technology and the Department of Teaching Aids. The main objective of CIET is to promote educational technology at the school level. The programmes are in Hindi and English intended especially for the rural school children and teachers.

The state Institute of Educational Technology (SIET) have been established in six states as part of the INSAT for Education Project, by merging the existing ET cells and Audio Visual Educational Units (Arul Aran, 62). The SIET programmes are also for the rural school children in the age group of 5-8 and 9-11 and for their teachers.

The Development and Educational Communication Unit (DECU) of the Indian Space Research Organisation (ISRO) in Ahmedabad produced a large number of syllabus-based programmes for school children as part of the Kheda Communication Project.

The UGC has set up seven Educational Media - Research Centres (EMRCs) and ten Audio Visual Research Centres (AVRCs) in different parts of the country for the production of programmes. EMRCs have better equipment and more staff than the AVRCs. The UGC is gradually upgrading EMRCs to EM²RCs (Educational Multimedia Research Centres).
The Indira Gandhi National Open University (IGNOU) produce programmes at its production unit at Tughlakabad and another in the IGNOU campus at Maidan Garhi, both at New Delhi.

Television in India has acquired new dimensions, greater popularity and wider reach. According to G. Saksena, Television has brought about two useful contributions to Indians: those living in remote corners of the country have been pulled out of their 'Pockets of isolation' and merged into the national mainstream; and it has provided a 'window' on the social and cultural scene in other parts of the country and beyond (Saksena, 12).