CHAPTER I
INTRODUCTION

Education through television is ideally suited for mass education in India as it is facing a challenge to educate its vast number of people. The non-formal system of education has come to the aid of millions of people in developing countries in realizing their aspirations. Mass media duplicate the message send by the teacher so that thousands can see and hear him/her from far away. Thus it is also a distance teaching learning programme.

Educational Television (ETV) is defined as all the efforts to impart planned educational benefits through television. It is used to equalise and spread educational opportunities. ETV is mainly directed towards students of formal and non-formal education. Being both instructional and recreational, it catches the attention of students and can be used as an effective teaching aid. "TV has a much greater educational influence than all the formal establishments devoted to education" (Dr. Palmer, p.78).

ETV can provide high quality education because of its flexibility. Educational programmes on mass media are meant to provide a unique classroom covering a vast area for education. They help to overcome
practical problems in schools such as shortage of laboratory equipment, libraries and trained teachers. They can respond vigorously to changes in curriculum and can introduce materials not available in text books.

Educational television makes equal opportunities of education throughout the country. The students in rural and deprived areas of the country, where educational resources are not available, get the same quality of education as in the urban areas. Thus television bridges the gap between the poor and the rich, the privileged and the under privileged, the rural and the urban.

"ETV provides an additional resource to the existing basic educational system for raising educational standards. It is a boon to the developing countries where educational standards are low. Thus it acts as an extension of Development Communication, aimed at the dissemination of information with the definite objective of transforming society from its current state of backwardness to a better state of technological, scientific, economic, social and cultural advancement" said I. Arul Aram, Asst. Professor, Department of Media Sciences, Anna University, Chennai in his lecture for teachers at the University of Madras in 2007 on Educational Television.

Teacher's role also has to be discussed in this context. The class room teacher can not be replaced with ETV, although it is a very effective medium. As Wilber Schramm has pointed out "Mass media can do the watchman's and
reporter's job unaided, but they can only help the teacher." The teacher should be trained to integrate television into classroom teaching. The teacher should acquire the skills to assess individual needs and to determine the appropriate inputs. Television will be of little use if the student does not relate the televised lessons to his syllabus.

The educational broadcast cannot be categorised exclusively as mass communication. In educational broadcast, audience may be vast as in mass communication, but unlike the other, the audience here is often homogeneous. For an educational broadcast to be successful, it must reflect the viewpoints of the target group.

The application of satellite technology in India has certainly added new dimensions to the use of television for education. 'Edusat' launched by India on September 20, 2004 is the world's first satellite meant mainly for educational purposes. It is contrary to the traditional subject centred formal education. Hence most programmes on Educational Television are not based on or restricted to the syllabi. They seek to provide new insights to bring in new findings and show the inter-relatedness of various disciplines.

Educational technology is fast emerging and it aims at improving the quality of education as well as expanding the same to the whole country. It also maximises the learning experiences. Educational technology is the use of educational resources - men and materials, methods and techniques, means
and media in an integrated and systematic manner for optimizing learning. Henri Dieuzeide (p.5) has added "the use of these techniques has even sometimes made it possible to progress beyond a mere change in the educational climate and, for example, to encourage problem-solving abilities either collective or individual or develop self evaluation processes." It facilitate learning and makes learning effective as well as efficient. Effective, in the sense that the learning with the use of Educational Technology becomes easy and interesting, durable and comprehensive. It becomes efficient, when it is economical, financially viable and impart quality education to maximum learners.

Educational technology provides ample opportunities for imparting in service training to teachers and improving their professional standards and skills by the rapid dissemination of education on a massive scale. The NPE 1986 (p.22) has observed, "Educational technology will be employed in the spread of useful information, the training and retraining of teachers, to improve the quality, sharpen awareness of art and culture, inculcate abiding values etc., both in the formal and non-formal sections." Thus 'educational technology has now influenced all stages of education starting from pre-primary to university education, from formal to non-formal education and from distance to continuing education' (Yadav, 37).
The educational system at present is learner centred i.e., the educational system revolves around the learner or he is given prime importance. The use of educational, technological devices can make education learner centred and interesting. The traditional classroom with one teacher teaching 30 or 40 students was mainly one way communication of information, teacher was the only source of knowledge. It is no longer effective in modern times to teach wide range of subjects and more number of individuals by conventional methods of teaching. For solving all these problems successfully, educational technology consisting of the use of various media of mass communication and suitable child learning process are required.

The Varghese Committee set up in 1978 strongly recommended granting broadcast franchises to educational institutions. This facilitated the national institutions of higher learning to use low-power radio or television transmission solely for the propagation of quality education to large number of students and others. To serve this purpose, the UGC has launched Higher Education Project on 15 August 1984 which includes the Country Wide Classroom and it broadcast programmes at 5.30 AM regularly on all days. The UGC Country Wide Classroom programme is mainly intended for the rural undergraduate students. These programmes aimed at improving the quality of higher education and to stimulate their minds and broaden their horizon of knowledge. These are produced at the media research centres in the country. Some of the programmes are also purchased from foreign
countries (mainly from Britain, United States, West Germany & Russia). According to a 1993 ADMAR study, the UGC programmes have a viewership of over 19 million. Of these, 12 million watch the programmes at least once a week, and around seven million are regular viewers, watching two-to five transmissions per week, though only 45% of the regular viewers are students.

The Indira Gandhi National Open University (IGNOU) broadcast programmes for the IGNOU learners from 20 May 1991. The IGNOU programmes are based on the courses of studies run by IGNOU all over the country. This can bridge the gap between the learner and the teacher and also meet the various instructional needs. When the learner gets the same message through different media, his learning becomes effective. These programmes are produced in the production units of IGNOU at Tughlakabad and also at Maidan Garhi, located at Delhi. IGNOU also purchase programmes from other countries for its daily broadcast.

The NCERT programmes are produced with the objective of utilising educational technology for the improvement of education at the school level. The NCERT telecast includes telecast by the Central Institute of Educational Technology (CIET) and also telecast by the State Institute of Educational Technology (SIET). Gyandeep is an adult education programme of Doordarshan Bombay and Pune Kendras. Besides these educational programmes Doordarshan has three special education channels namely Vyass-
higher education channel, Eklauya - technology channel and Gyan Darshan. Only Gyan Darshan is a 24 hour channel run by the Indira Gandhi National Open University in Delhi. In addition to Doordarshan Kendras, all the above mentioned Educational organisations are fully involved in the programmes of GyanDarshan.

Significance of the Study

Compared to all other media, Television has a wider impact on various groups, as a visual medium. There are not many studies on the impact of educational programmes since the launching of different channels and different educational programme production centres in the country. The study will throw much light on designing meaningful and scientific programmes which will be relevant to the students and will improve the quality of teaching. The findings will pave the way for better concepts in the realm of educational programmes.

The present study is an effort to assess the impact of educational programmes broadcast by Doordarshan on the audience in Kerala. The study is restricted to the UG and PG students of different colleges in Kerala.

Aims and Objectives
1. To study the impact of educational programmes telecast by Doordarshan on the college students in Kerala in matters of Knowledge, understanding and application of content.
2. To explore the feasibility and acceptance, especially the format, content (the visuals, script and treatment of the subject) and the talents of the resource person of the educational programmes, particularly the programmes on science, commerce and arts.

3. To analyse the ETV viewing habits, attitudes and the suitability of the timings of educational programmes.

4. To assess the extent to which these educational programmes on ETV have contributed to the academic performance of the student community in urban, semi urban and rural areas.

5. To find out the relationship between academic performance with ETV viewing habits.

6. To identify the problems of students with respect to the utilisation or grasping of the ETV programmes.

7. To suggest measures for the improvement of the quality of the programmes.

**Chapter Plan**

The first chapter is an introduction of the study that gives an outline of the topic. The second chapter deals with the evolution and growth of Educational Television in India and in other countries. Review of literature comes as the third chapter and fourth chapter is the methodology used to
conduct the study which is divided into three sections - operational definitions, hypotheses and research designs. The fifth chapter consists of the analytical part of the study and sixth chapter discusses the findings, conclusion and suggestions of the study.